Proposal to Establish a Bachelor of Arts in Urban and Community Studies

Anticipated Start
Fall 2013

Approved by the
School of Professional Studies Curriculum Committee
November 29, 2012

Approved by the
School of Professional Studies Governing Council
January 10, 2013

John Mogulescu
Senior University Dean for Academic Affairs
Dean, School of Professional Studies
212-794-5429 Phone/212-794-5706 Fax
john.mogulescu@mail.cuny.edu

George Otte
Associate Dean for Academic Affairs, School of Professional Studies
212-817-7145 Phone/212-889-2460 Fax
george.otte@mail.cuny.edu

Brian A. Peterson
Associate Dean for Administration and Finance, School of Professional Studies
212-817-7259 Phone/212-889-2460 Fax
brian.peterson@mail.cuny.edu

Dean’s Signature: _______________________________
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ABSTRACT

The CUNY School of Professional Studies (SPS) proposes to establish a Bachelor of Arts degree program in Urban and Community Studies for degree completers. Designed for students with career interests as well as intellectual interests in public service and social advocacy, the interdisciplinary curriculum focuses on urban problems and social services to working-class populations and underserved communities. It allows students to examine the intersections between and among various government agencies, urban institutions, and community groups seeking to address the needs of these populations. Students in the program may develop an area of special interest through concentrations in Urban Studies, Community Studies, and Labor Studies.
This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at [www.highered.nysed.gov/ocue](http://www.highered.nysed.gov/ocue). This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

### Program type

<table>
<thead>
<tr>
<th>Response</th>
<th>Program type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>General academic program</td>
</tr>
<tr>
<td>___</td>
<td>Program to prepare certified teachers or certified educational leaders</td>
</tr>
<tr>
<td>___</td>
<td>Program to prepare <strong>licensed professionals</strong></td>
</tr>
</tbody>
</table>

### Institution name and address

CUNY School of Professional Studies  
Graduate School and University Center  
365 Fifth Avenue, Suite 3300, New York, NY 10016

**Additional information:**
- **Specify campus where program will be offered, if other than the main campus:**
- **If any courses will be offered off campus, indicate the location and number of courses and credits:**

### Program title, award, credits, and proposed HEGIS code

**Program title:** B.A. in Urban and Community Studies  
**Award (e.g., B.A., M.S.):** B.A.  
**Credits:** 120  
**Proposed HEGIS code:** TBD

### Program format

Check all program scheduling and format features that apply:  
(See definitions)

i) Format: ___Day ___Evening ___Weekend ___Evening/Weekend

ii) Mode: **X** Standard ___Independent Study ___External ___Accelerated  
**X** Distance Education (submit distance education application with this proposal)

iii) Other: ___Bilingual ___Language Other Than English ___Upper Division Program

### Diploma Programs

If the program is credit bearing and will lead to a Diploma or Advanced Diploma, indicate the registered degree program(s) to which the credits will apply:

### Contact person for this proposal

Name and title: George Otte, Associate Dean of Academic Affairs  
Telephone: 212 817-7145  
Fax: 212 817-2990  
E-mail: George.Otte@mail.cuny.edu

### CEO (or designee) approval

**Signature affirms the institution’s commitment to support the proposed program.**

**Signature and date:** January 14, 2013

If the program will be registered jointly with another institution, provide the following information:

**Partner institution’s name:**

**Name and title of partner institution’s CEO:**

**Signature of partner institution’s CEO:**
1. Program Description and Purpose
   a) Provide a brief description of the program as it will appear in the institution’s catalog.
   Answer included in narrative.
   b) List educational and (if appropriate) career objectives.
   Answer included in narrative.
   c) How does the program relate to the institution’s mission and/or master plan?
   Answer included in narrative.
   d) Describe the role of faculty in the program's design.
   Answer included in narrative.
   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
   Answer included in narrative.
   f) What are the anticipated Year 1 through Year 5 enrollments?
   Answer included in narrative.

2. Sample Program Schedule
   Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).
   • If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
   • For existing courses that are a part of the major, submit a copy of the catalog description. For undergraduate programs, provide syllabi for all new courses in the major; for graduate programs, provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty
   a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.
   b) What is the institution’s definition of “full-time” faculty?
   Answer included in narrative.

4. Financial Resources and Instructional Facilities
   • Summarize the instructional facilities and equipment committed to ensure the success of the program.
   Answer included in narrative.
   • Complete the new resources table (Table 5).

5. Library Resources
   a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.
   Answer included in narrative.
   b) Describe the institution’s response to identified needs and its plan for library development.
   Answer included in narrative.

6. Admissions
   a) List all program admission requirements (or note if identical to the institution’s admission requirements).
   Answer included in narrative.
b) Describe the process for evaluating exceptions to those requirements.  
Answer included in narrative.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?  
Answer included in narrative.

7. Academic Support Services

Summarize the academic support services available to help students succeed in the program.  
Answer included in narrative.

8. External Review of Graduate Degree Programs

If the proposal is a graduate degree program below the doctoral level, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer's comments.

9. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.  
Answer included in narrative.

Items 10 through 12 are for general academic and professional licensure program proposals only.

10. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.  
Answer included in narrative.

11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

If the proposal for an undergraduate degree program falls into any of the following categories, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.  
Categories:
- The program’s subject matter represents a new or emerging field.
- The program is in an allied health area, unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

12. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.
NARRATIVE

Purpose and Goals

The CUNY School of Professional Studies (SPS) proposes to establish a new Bachelor of Arts program in Urban and Community Studies for degree completers who have a minimum of 24 transferable credits. As a completer’s degree, it follows the successful model of existing SPS undergraduate degrees, all of which require applicants to have a minimum of 24 transferable credits. (Taken together, these completer’s degrees account for nearly half of SPS’ total enrollments.) In other respects, the Urban and Community Studies degree breaks new ground for SPS by adding an entirely new academic field—Urban and Community Studies—and addressing very specific career interests—in public service, public policy, and social advocacy—that are not specifically or fully addressed through existing SPS undergraduate programs in Communication and Culture, Disability Studies, Psychology, Sociology, Business, and Health Information Systems. Innovations in the proposed Urban and Community Studies program are both curricular and pedagogical.

On the pedagogical side, this program will be SPS’ first in-class baccalaureate degree. It will, however, incorporate a number of online courses and a combination of three- and four-credit courses, providing opportunities for varied learning experiences.

The curriculum of this program allows students to examine urban social problems from a multi-disciplinary as well as inter-disciplinary perspective. Three areas of concentration provide opportunities to develop special interests in Urban, Community, or Labor studies, especially as these fields address the needs and interests of working-class populations. As a result, the program will appeal to a range of prospective students who are considering careers in public service—including in state and local government, municipal agencies, the non-profit sector, community advocacy, and labor organizations.

Numerous courses within the concentrations focus on public policy and administration in human service areas such as health care, non-profit management, municipal government, and labor relations. (See curriculum section below.) According to PublicServiceCareers.Org, an internet resource co-sponsored by the Association for Public Policy and Management (APPAM), the American Society for Public Administration (ASPA), and the National Association of Public Affairs and Administration (NASPAA), this feature is a distinct advantage for those with career interests in public service and puts the new program right at the cutting edge of higher education for public service. Interest in degrees offering a focus on public policy and public administration has increased markedly in recent decades, the group says, and on some campuses, such undergraduate programs draw among the largest enrollments. “One of the major [career] advantages in an undergraduate program,” they conclude, is the opportunity to take a sequence of courses related to a specific issue such as health care or the environment.”

Scheduled to launch in the 2013-14 academic year, the B.A. will be offered alongside SPS’s other degree and certificate programs, including certificates in Public Administration and Policy, Health Care Administration and Policy, Labor Studies, and Labor Relations. The content of these programs mirrors areas of concentration within the B.A. degree in Urban and Community Studies. This synergy will be an incentive for certificate students to make a transition to the new B.A. program. In addition, graduates of the new B.A. program with more far-reaching professional goals will have the opportunity to enroll in an SPS M.A. program that is especially compatible with the social-service orientation of the new B.A. These include Master’s in Urban Studies, Labor Studies, and Disability

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1 Of 2,014 students enrolled in SPS programs, 950 are enrolled in undergraduate completer’s degrees in Communication and Culture, Disability Studies, Psychology, Sociology, Business, and Health Information Systems

2 See http://www.publicservice.org, Degrees: BA, MPA/MPP/Ph.D.
For all these reasons, the new degree is a logical and necessary addition to the higher-education pathway that already exists at SPS.

The goals of this program have implications for the quality of urban life as well as for the life chances of individual students. In times of economic uncertainty, city dwellers—including New Yorkers—are increasingly dependent on public services. New York needs a well-educated and well-rounded corps of policy-makers, administrators, and frontline workers to meet increased demand. The broad goals of this program are to:

- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines
- Provide a broad liberal arts education and a foundation in social science
- Foster humanistic values and critical-thinking skills

The Joseph S. Murphy Institute: History and Continuity

Support and coordination assistance for the new BA in Urban and Community Studies will be provided by the Joseph S. Murphy Institute, a part of SPS since 2005. The history of the Institute goes back to 1984, when it was established in collaboration with New York City unions at Queens College to address the higher education needs of working adults. The Institute has provided undergraduate and graduate degree programs in Urban Studies, offered by Queens College, for more than 25 years. The proposed degree in Urban and Community Studies is an entirely new degree, to be offered by SPS at its Murphy Institute location. It has been conceived with the full cooperation of Queens College and will build upon years of experience gained through a successful collaboration with Queens. (Urban Studies degree programs offered by Queens College will continue uninterrupted at the main campus of Queens College.)

What began in 1984 with 52 students has grown to nearly 1,400 graduate and undergraduate students, the majority of whom are state and city workers receiving tuition support from one of 20 unions represented on the Institute’s Labor Advisory Board. The Murphy Institute is the linchpin of a strong collaboration between the City University and New York City unions. It now:

- Supports students pursuing degrees and certificates in Urban Studies, Public Administration and Policy, Health Care Administration and Policy, Labor Studies, and Labor Relations
- Coordinates the New York Union Semester program, a full-time academic and internship program that draws traditional-aged students from colleges and universities nationally as well as internationally
- Provides support for workforce development and union-specific academic programs offered in collaboration with colleges throughout the CUNY system

In addition to an array of academic support services, counseling and advisement, and extra-curricular programs to enhance the intellectual development and technical skills of its student body, the Institute’s Center for Labor, Community and Policy Studies conducts research, organizes conferences and monthly forums, and publishes New Labor Forum, a national journal.

Expectations and Outcomes

SPS and its labor partners are committed to providing college-degree programs that meet high academic standards while serving the needs and interests of adult learners, full-time workers, and union members. Students in the new B.A. program will be expected to read widely; engage fully in class discussions; complete writing assignments and other projects; and engage in field-based learning. As a result, they are expected to acquire both a broad liberal arts education and a fundamental body of theoretical and practical knowledge in the inter-disciplinary field of Urban and...
Community Studies. In addition, they are expected to demonstrate competency in writing and oral communications. In particular, students will be expected to:

- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Understand the workings of municipal government and its relationship to state and national politics
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

While the new B.A. program will help students achieve their personal and professional goals, it will also serve the broader social mission of CUNY and its School of Professional Studies by providing new educational opportunities for those who aspire to public service and community leadership. It will expand the reach of SPS by opening new education pathways—a pathway to the B.A. for students who complete SPS certificates in Public Administration and Policy, Health Care Administration and Policy, Labor Studies, and Labor Relations; and a pathway from the B.A. to existing Master’s programs at SPS.

A small number of universities and colleges outside of CUNY offer a degree or concentration in Urban and Community Studies. These include the University of Connecticut, with a B.A.in Urban and Community Studies, and California State University-Stanislaus, with an Urban and Community Studies concentration within their Social Science B.A. program. (The current B.S. degree in Urban and Community Studies at the Rochester Institute of Technology will be incorporated into a B.S. program in Sociology and Anthropology in fall 2013.) In general approach, the curricula of these programs resemble those of a traditional Urban Studies or Sociology program, with such courses as Urban and Regional Planning, Urban Sociology, and Quantitative Analysis in Political Science. The SPS degree in Urban and Community Studies will be a first at CUNY, distinguished from these national programs as well as from traditional Urban Studies programs in several ways. While most degrees in Urban Studies emphasize planning or urban economics, the SPS degree will focus on public policy, the delivery of services, and improving the quality of life for communities and working-class populations. The curriculum will draw on interdisciplinary connections between Urban Studies, Community Studies, and Labor Studies. As such, it will appeal to social science students interested in a variety of urban issues. At the same time, it will directly address the educational needs of front-line service providers and examine the delivery of urban services to diverse communities. The workplace experience of students in the program, coupled with SPS’s strong network of labor support, will provide unique opportunities for applied learning.

While the program is designed to accommodate full-time students, it also incorporates features that address specific educational needs of adult learners and full-time workers, many of whom must attend school on a part-time basis and need options in programming. One such feature is a mix of three- and four-credit courses in the major. (The value of four hour/four-credit courses is explained in detail in the curriculum section, below.) Another is the inclusion of several online courses, also in the major. Because of these features, we believe there may be national interest in the SPS program.

Academic standards will be established and monitored by the SPS faculty. The Academic Director for Urban Studies programs will maintain general oversight of the new program and its faculty.

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3For greater detail concerning programs and curricula in these colleges, see websites of the University of Connecticut, the Rochester Institute of Technology, and California State University, Stanislaus.
Need and Justification

Statistical Trends

Advanced-standing transfer enrollment in CUNY as a whole has increased 108%, from 11,466 in 1990 to 23,864 in 2011. At the senior colleges in the same period, an increase of 100% was equally dramatic. The increases are steady and substantial. In the last five years alone, overall advanced-standing transfer enrollment increased by 19%. For senior colleges in the last five years, the increase was 22%. The establishment of a completer’s degree is entirely compatible with these trends.4

Moreover, data on enrollments in CUNY Urban Studies programs suggests that the new degree in Urban and Community Studies will provide new options in a growing field. In the Queens College undergraduate Urban Studies program, for example, fall enrollments from 2007 to 2011 increased by 57% with an average of 99 students each term. In those same years, the average number of graduates per semester was 34. With a somewhat narrower focus on urban planning, the B.A. in Urban Studies at Hunter College enrolled an average of 52 students in the fall semesters of 2007-2011. The average number of Hunter graduates in that period was 27.5

In the five-year period covered, the Murphy Institute site accounted for nearly two thirds of all QC Urban Studies undergraduates, with an average of 61 students per semester. That said, QC enrollments have declined noticeably in the last five years, as the QC program began phasing out in anticipation of new SPS programs in Urban Studies. In fall 2012, enrollments fell to 39 students when—by mutual agreement between SPS and Queens College—no new applications were accepted at the Institute site.

QC fall enrollments, 2007-2011:
Fall 07:  70
Fall 08:  65
Fall 09:  55
Fall 10:  59
Fall 11:  60

As the U.S. economy has shifted away from manufacturing and towards the service sector, the demand for college-educated workers has increased. In 2008, 37.5% of unionized workers had a college degree, up from 20.3% in 1983. Significantly, another 28.9% had some college credit, up from 20.2% in 1983.6 Notable as well, the number of Black and Latino workers with a B.A. degree in local and federal government as well as in the non-profit sector went up between 2000 and 2010.7 As the majority of unionized workers, public sector employees are included in these statistics.

Given all this data, the proposed B.A. degree in Urban and Community Studies is well-positioned to serve the education and career needs of an existing pool of degree completers, including public service workers who may be

4 http://cuny.edu/about/administration/offices/ira/ir/data-book/current/enrollment.html


7 2000 US Census Public Use Microdata Sample, 2010 American Community Survey. For example, the percentage increase for Blacks in federal employment was around 3%; and in non-profit about 1%. For Latinos, the respective numbers were almost 5% and around 4%.
stalled in their professional progress because they lack a degree. The new B.A. program in Urban and Community Studies will provide an opportunity for such students to complete an undergraduate degree and will perhaps lead them to graduate study.

The College Advantage

PublicServiceCareers.Org, sums it up well: “Graduates of Bachelor’s programs find employment in all [public service] sectors at the entry level, and can gain vital experience that will serve them well when and if they decide to apply for additional education.” This is especially true in periods of unemployment, when those with a degree have the advantage over those without a degree. In preparation for this proposal, the Murphy Institute reviewed service-sector job opportunities in New York. Employment sectors included state and municipal government, city agencies, non-profit organizations, and labor-related fields. (See appendices for examples of current job postings.) The sampling has confirmed that a B.A. degree is required for virtually every entry-level or middle-management supervisory position and for positions paying above $50,000. For public-sector jobs requiring an advanced degree, Urban Studies was regularly included among preferred social science disciplines. This suggests that a) the B.A. degree is essential for service-sector workers; b) that a degree focusing on urban and urban-related studies is an advantage, especially for those in city and state employment; and c) that access to SPS M.A. degrees in Urban and Labor Studies is an incentive for students to complete the B.A. in Urban and Community Studies.

Service-Oriented Education

New York City needs effective social advocates and a well-educated public-sector workforce. Today, the need is as great—or greater—than ever. With more than eight million inhabitants, speaking 170 different languages, metropolitan New York is the most populous and diverse area of the country and certainly among the most complex in social and political organization. Recognized as a world-capital, New York is also well-known for wide disparities between the rich and poor. Income inequality in New York is greater than that of any other major city in the U.S. Persistent unemployment continues, with a rate higher than national and state levels. Hardest hit are African-Americans and Latinos as well as immigrant populations, who are concentrated in low-wage, low-skill jobs. Most New Yorkers, including the middle-class, cope with the high cost of housing, transportation, and health care and rely on public education and other critical public services to maintain a decent quality of life for themselves and their families. Communities in the meantime vie for their fair share of services. Under these circumstances, effective management of New York City and the welfare of its inhabitants require a giant infrastructure, with a wide array of inter-connected social and government services. The effectiveness of this network depends on administrators, service providers, and support personnel as well as community and labor advocates who understand the nature of urban social problems and have the intellectual as well as the technical capacity to address those problems. The new B.A. in Urban and Community Studies is designed to produce such individuals.

8 See http://www.publicservice.org.
9 See Shirholtz.

10 Sources for this include job listings by the Department of Citywide Administrative Services (DCAS), listings posted by municipal agencies and government offices and at job sites, such as PublicServiceCareers.Org and Idealist.org, which specialize in public service and non-profit employment. Samples of postings requiring a B.A. degree are included in the appendices to this proposal. Postings for jobs requiring an advanced degree were included in the proposal for an M.A. in Urban Studies, approved by the New York State Education Department on March 16, 2012.


**Social service professionals and adult learners need a college degree.** With a dramatic decline in industrial jobs over the last 30 years, the nation has moved decisively toward service-sector employment, with a concentration of workers in federal, state, and local government. By 2008, public-sector employment in the U.S. accounted for five out of every ten unionized jobs. Today, in New York City—the most highly unionized urban center in the country—not less than 30% of the workforce is unionized. Of this total, the majority are employed in city agencies and government offices. Dr. Joshua Freeman, a prominent labor historian on the SPS faculty, has done extensive research on public-sector employment. “Despite the current economic downturn and efforts to erode union gains in the public sector,” he says, “there is every reason to expect that public employment will grow as the economy recovers.” This view is supported by the U.S. Department of Labor, which predicts public-sector employment will grow by 8% in the ten-year-period from 2008-2018.

**Students need an education pathway.** The education pathway at SPS and its Murphy Institute runs the gamut from undergraduate and advanced certificate programs in social science and human service disciplines to Master’s programs in Urban Studies and Labor Studies. This allows students to acquire higher education and professional skills at several levels and in one learning community—an enormous benefit for students from various backgrounds and educational experiences. The new B.A. program in Urban and Community Studies will be an important connecting link in the spectrum of higher education opportunities at SPS, leading ultimately to advanced degrees for those with broader aspirations.

**Unions need an educated membership.** The Murphy Institute is supported by a Labor Advisory Board, representing 20 unions, including the largest and most influential public sector unions in New York. Most provide tuition support to members enrolled in programs at SPS. The leaders of these unions—and their members—place a high value on education benefits, alongside health care and pensions. They have repeatedly pointed to education as the key to job security and career advancement for those they represent. They have also publicly acknowledged that New Yorkers are best served by well-educated public employees and civic leaders. Moreover, they understand that the future of the labor movement depends, to a significant degree, on having a skilled and knowledgeable rank-and-file, ready to meet the challenges of 21st-century unionism. For these reasons, leaders of JSMI’s Labor Advisory Board will encourage members who need a B.A. degree to apply to the new SPS program and, in most cases, will provide tuition support to those who enroll.

**Development of the Field: Response to Urban Problems and Urban Needs**

The city itself has been an object of study for millennia, but modern forms of urban study emerged only in the mid-nineteenth century, when the Industrial Revolution brought great numbers of people into cities. One classic in the literature of this period is Friedrich Engel’s *The Condition of the Working Class in England in 1844*, which described in detail the dreadful conditions in the textile mills and overcrowded slums of Manchester. Since then, many other economists, sociologists, political theorists, and reformers have called attention to the problems of urban life (poverty and inequality, inadequate housing, poor education, insufficient health care, and unsafe working conditions, among

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15 Interview with Dr. Freeman on March 1, 2012.

others). More recently, urban social scientists have studied the unique social and political networks that characterize urban life and enhance its vitality, especially in ethnic enclaves and communities. Over the years, a broadly inter-disciplinary body of work has emerged, including literary and artistic depictions and commentary on city-life.

The University of Chicago established the first urban sociology program in the U.S. in 1913. This program, which came to be known as "The Chicago School," used the City of Chicago as a laboratory to attract and train leading urban scholars in the study of the urban environment and the social and political organization of the city. The Chicago School and the sub-field of urban sociology flourished through the 1940s, producing theories of urban ecology and ground-breaking studies of ethnic urban enclaves. Later, as cities evolved into metropolitan areas after World War II, urban theorists, planners, designers, and activists, such as Lewis Mumford, Jane Jacobs, and Kevin Lynch, were widely read. More recently, scholars like Manuel Castells, John Mollenkopf, and Saskia Sassen have examined the political economy of urban life and the development of cities in the contexts of advancing technologies and globalization.

Despite a considerable volume of scholarship and research, Urban Studies did not appear as a distinct focus of academic work in U.S. universities until the 1960s and 70s. The discipline emerged in response to interconnected urban problems, including economic crisis, unemployment and under-employment, racial tensions, class inequality, struggles over social welfare and public services, and, later, deterioration in the environment. Urban Studies developed as an interdisciplinary social science, drawing on the methodologies of sociology, political science, economics, anthropology, cultural studies and—more recently—labor, community, and working-class studies. The problems that spurred its development are with us today, including economic crisis and unemployment, along with shifting patterns of immigration and changes in the nature of work. Arguably, the need for urban study is as great or greater today than ever before.

There are approximately 120 schools in the U.S. that offer undergraduate degrees in Urban Studies and a few that combine Urban and Community Studies. These programs examine such diverse topics as how cities and communities evolve (history), organize their space (geography), build (urban architecture), protect their resources (urban ecology), govern themselves (urban politics), produce and distribute goods and services (urban economics),

17 Included among the reformers of the late nineteenth and early 20th centuries are Jane Addams, Jacob Riis, and the photographer, Lewis Hine.


20 The first professional association for scholars in the field—the Council of University Institutes for Urban Affairs—was established in 1969. In 1981, the Council was renamed the Urban Affairs Association, the current professional association for Urban Studies/Affairs scholars, researchers, and public service professionals.

21 For statistics on undergraduate and graduate degree programs, see http://www.CollegeBoard.com/search/majors_careers/profiles/majors/45.1201.html

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confront their problems (public policy), serve the public (public administration), revitalize and expand their boundaries (economic development), employ their residents (urban job markets), sustain their communities (community studies), and prepare for the future (urban planning).

No CUNY senior college offers a degree in Urban and Community Studies and only two offer a B.A. in Urban Studies: Hunter College and Queens College. The Hunter program is geared toward urban planning and policy. The Queens program examines urban life and urban problems broadly, though it also prepares students for careers in municipal agencies as well as local and state government. The proposed SPS program is distinct from both the Hunter and Queens programs in important ways:

- The program is not just inter-disciplinary, but multi-disciplinary, with concentrations allowing students to focus on Urban Studies, Community Studies, or Labor Studies.
- The program addresses educational needs of adults and public-sector union members, who are among SPS’s traditional student population.
- The Murphy Institute’s Labor Advisory Board provides unique access to this target population.
- The program offers four-credit courses, along with some three-credit on-line courses, providing opportunities for varied learning experiences.
- SPS has an existing education pathway, providing opportunities for students to move between degree programs and certificate programs specializing in Public Administration and Public Policy, Health Care Administration and Policy, Labor Relations, and Labor Studies.

**Student Interest and Enrollment**

Though not exclusively, the new program will attract a significant number of adult students and union members employed in the public and non-profit sectors. In a tight job market, these civil servants need a B.A. degree in order to compete for better jobs in the field. Most full-time workers will be part-time students; all who apply will have earned at least 24 college credits. Thanks to a long and successful partnership between the Murphy Institute and public-sector unions in New York, SPS is uniquely positioned to recruit and to serve this adult population. In addition, SPS expects to attract new student populations, including young social activists. An upsurge of interest in alternative forms of advocacy and grass-roots organizing has begun to draw younger students to the SPS Murphy Institute. Some have enrolled in the Union Semester Internship program, seeking to explore careers in labor and non-profit organizations for social justice; others have been attracted to the Institute’s public programming on labor and community issues. Many of these students are interested in studying coalitions and alliances between and among labor organizations, government, and community organizations. The new program will also appeal to staff members and leaders of community organizations who need advanced knowledge and technical skills to advance the interests of their constituencies. In addition, the program will be of interest to government staffers and labor professionals as well as to students with general interests in interdisciplinary urban study. Thus, the curriculum of the new program has been designed with multiple student populations in mind:

- Public-sector and other adult workers with earned credits toward the Baccalaureate degree
- Students who have completed SPS undergraduate certificate programs in Public Administration and Policy, Public Health Administration and Policy, Labor Relations, or Labor Studies
- Graduates of CUNY community colleges and other transfer students who desire career opportunities in public-sector or non-profit employment
- Individuals who aspire to leadership in their workplaces and service organizations
- Advocates for poor and working-class populations, including immigrants
- Individuals whose work addresses a range of urban and community problems from health care, to housing, education, employment, criminal justice, and the environment
Students with intellectual interests in subjects with an urban application, including political economy, social and cultural diversity, immigration and globalization, labor and community organizing

Marketing Plan

The B.A. program in Urban and Community Studies will recruit students from public sector unions in New York City, including the Communications Workers of America, Local 1180, and locals of District Council 37, the largest public sector union in New York. Students will also be recruited from other New York unions in the public and private sectors, especially those represented on the Murphy Institute Labor Advisory Board. A large number in this target population will be City and State workers, seeking opportunities to advance professionally. The Department of Citywide Services (DCAS), a partner in SPS’s Public Administration Certificate program, will continue to list SPS Urban Studies programs—including the new B.A. degree in Urban and Community Studies—in its education catalogue and will continue to include application information for the program on its website.

The Murphy Institute and its labor colleagues are part of a far-ranging network of social justice institutions, including non-profit, non-governmental, and community organizations. The new degree, with its concentration in Community Studies, will be of interest to leaders and staff member in these groups.

A marketing plan to reach these and other target populations described in the proposal will be developed and implemented by SPS and the Murphy Institute’s outreach team. SPS will provide full support and resources, including website access and social networking capabilities. The marketing plan will include a calendar of activities and events, advertising campaigns, information sessions, mailings, site visits, and outreach to CUNY community college students and alumni.

Workshops will also be held to facilitate the transfer of students from SPS certificate programs and its Union Semester Program to the new B.A. program in Urban and Community Studies.

In addition to benefitting from marketing and outreach strategies that have proved successful in the past, SPS will place a high priority on developing new and innovative strategies for generating contacts and reaching new student populations. Such initiatives will include:

- Student and alumni referral systems and outreach campaigns
- Workplace and union referral systems and outreach campaigns
- Pay-per-click advertising via Google Adwords
- Print ads in selected publications in the New York City area and beyond
- Online campaigns that utilize social media opportunities
- Material that promotes the entire Institute and its variety of courses and programs
- Handouts and giveaways that invite calls and drive Web traffic

SPS will continue to position itself in the public eye through participation in public events and high-profile academic activities and will solicit media opportunities. In projecting its academic strengths, SPS will highlight its full-time faculty, which includes social science scholars of national and international reputation.

To aid in the development of a customized recruitment and marketing strategy, a “Competitive Analysis Chart” has been developed to identify B.A. programs in Urban and Community Studies as well as Urban Studies programs that may be comparable in some respects to the proposed SPS program. This analysis will help the SPS marketing team differentiate the proposed program from others in the field. The chart is included on the following page.
<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Program Title</th>
<th>Tuition /credit*</th>
<th>Target audience</th>
<th>Online/In person</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Connecticut</td>
<td>University campuses, Connecticut: Storrs, Hartford, Waterbury, Torrington</td>
<td>Urban and Community Studies</td>
<td>In-state: $363; Out-of-State: $1,106</td>
<td>Traditional aged students with academic interests in social sciences and career interests in social service</td>
<td>In-person</td>
<td>36 credits in major</td>
<td>Includes service learning projects, public financing, social policy, communities, public administration</td>
</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td>Rochester, New York</td>
<td>Urban and Community Studies</td>
<td>Part-time evening: $491; part-time day: $754</td>
<td>Traditional aged students with academic interests in social sciences and career interests in social service</td>
<td>In-person</td>
<td>35 credits in the Concentration</td>
<td>Global focus; Three concentrations: Urban and Community Development; Communities in Global Perspective; Communities: Race, Class, and Gender</td>
</tr>
<tr>
<td>California State University</td>
<td>Turlock, California</td>
<td>Urban and Community Studies (concentration within the B.A. program in Social Science)</td>
<td>0-6 units per semester: $1,731</td>
<td>Students pursuing careers in government or public/community agencies and/or in public administration</td>
<td>In person</td>
<td>35 credits in the Concentration</td>
<td>Social Change; Organization Theory; Urban Economy; Urban Anthropology; Public Administration</td>
</tr>
<tr>
<td>Rutgers University</td>
<td>Camden, New Jersey</td>
<td>Urban Studies and Municipal Planning</td>
<td>In-state, part-time: $325; non-resident, part-time: $738</td>
<td>Traditional aged students with academic interests in social sciences and career interests in social service</td>
<td>In person</td>
<td>36 credits in the major</td>
<td>Approaches to Urban Studies; Public Policy and Economic Development; Basic Urban Issues; Urban Planning; Community and Leadership Training; The Poor, Minorities, and Justice</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Pittsburgh, Pennsylvania</td>
<td>Urban Studies</td>
<td>Full-time per semester: $7636; part-time per credit: $636</td>
<td>Traditional aged students with academic interests in social sciences and career interests in social service</td>
<td>In person</td>
<td>33 credits in the major</td>
<td>Community Organizing; Urban Policy and Administration; Urban Planning; International Urbanism</td>
</tr>
<tr>
<td>Queens College, CUNY</td>
<td>Flushing, Queens, New York City</td>
<td>Urban Studies</td>
<td>Standard CUNY Rates</td>
<td>Traditional aged and adult students interested in public policy, social service and the urban environment</td>
<td>In person</td>
<td>36 credits in the major</td>
<td>Urban Poverty and Affluence; Public Administration; Public Management; Urban Aesthetics; Cultural and Historical Development of Cities; Urban Epidemics: TB to AIDS</td>
</tr>
<tr>
<td>Hunter College, CUNY</td>
<td>Manhattan, New York City</td>
<td>Urban Studies</td>
<td>Standard CUNY Rates</td>
<td>“…those interested in the science of cities.” Traditional aged</td>
<td>In person</td>
<td>40 credits in the major</td>
<td>Urban Life: Personal and Objective View; Structure of Urban Region; Quantitative Approaches for Urban Analysis; Urban Geography; International Urbanism</td>
</tr>
</tbody>
</table>
Five Year Enrollment Projections
The majority of students in existing SPS degree and certificate programs are part-time students who work full time. Based on this experience, it is anticipated that most students in the new B.A. program will also be part-time students, taking two classes per semester. The chart below shows anticipated enrollment in the proposed program during the first five years of operation. These estimates are based on available data for completer degrees.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
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<th>Year 5</th>
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<td>Sp 13</td>
<td>Fa 14</td>
<td>Sp 14</td>
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<td>Cohort #7</td>
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<td>96</td>
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</tr>
</tbody>
</table>

Admission Requirements
To qualify for admission to the B.A. in Urban and Community Studies, applicants must have at least 24 transferable credits from an accredited college or university and an overall minimum GPA of 2.5. Applicants will be required to submit a one-to-two page personal statement, describing their interests in the field of Urban and Community Studies and their reasons for applying to the SPS program. The Murphy Institute counseling and outreach staff will offer group and individual advisement on the application process, providing information on application requirements and offering tutorials designed to help applicants complete the on-line application in a timely fashion. Recommendations to admit or reject applicants will be made by a committee, headed by the Academic Director for Urban Studies.
Curriculum

The interdisciplinary curriculum includes General Education courses and a 36-credit major with concentrations, allowing students to define an area of special interest in the broader field of Urban and Community Studies. General Education requirements will incorporate the principles outlined by CUNY’s Pathways to Degree Completion initiative, which were designed to ensure transferability as well as a broad-based educational foundation. Overall, the curriculum will include several writing-intensive courses, and a mix of three- and four-credit courses. Four-credit courses will meet for an extra hour and will include assignments commensurate with the four-credit designation. (See syllabi in the appendices.)

Degree Requirements

Completion of the B.A. will require a total of 120 credits, distributed as follows:

39 General Education Credits
- 12 credits (four courses) from Required Core
- 18 credits (six courses) from Flexible Core
- 9 credits (three courses) from College Option courses at SPS

36 Credits (nine four-credit courses) in the Major, which will include:
- 20 credits (five four-credit courses) of core requirements
- 8 credits (two four-credit courses) required within a concentration chosen by the student
- 8 credits (any combination of four- and three-credit courses) from electives within a concentration chosen by the student*

45 Credits (12-15 courses) of Free Electives
To fulfill their elective requirement, students will have the option to choose additional electives from their concentration of choice or any electives from another area of concentration. They may also choose electives from among three- and four-credit courses offered through SPS Baccalaureate programs.

*With permission of the Academic Director, students may choose electives in the major from concentrations other than the one they chose.

In addition to meeting requirements for the degree, students may also earn a certificate by completing courses that are offered by both the B.A. in Urban and Community Studies and the following undergraduate certificate programs: Public Administration and Policy, Health Care Administration and Policy, Labor Studies or Labor Relations.

The course chart on the next page illustrates the various requirements and concentrations.
## Proposed Curriculum B.A. in Urban and Community Studies

Existing courses are indicated by bold text. Except where indicated, all courses are four-credits.

### Required Major Courses

- **URB 310 - Introduction to U.S. Social and Economic Policy**
- **URB 320 - Urban Populations and Communities**
- **LABR 302 - Contemporary Labor Issues**
- **URB 351 - Research Methods for Urban and Community Studies**
- **LABR 499 - Urban and Community Studies Capstone**

### Concentrations - 16 Total Credits

Students take two required courses within the concentration and two elective courses in the same concentration. Required courses are marked with a single asterisk (*).

### Major Electives

(Major electives may be taken to fulfill concentration or general elective requirements)

### Proposed Courses

<table>
<thead>
<tr>
<th>Required Major Courses</th>
<th>CONCENTRATIONS</th>
<th>Major Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>URB 310 - Introduction to U.S. Social and Economic Policy</strong></td>
<td><strong>Urban Studies</strong></td>
<td><strong>URB 339 - Urban and Community Studies Field Work</strong></td>
</tr>
<tr>
<td><strong>URB 320 - Urban Populations and Communities</strong></td>
<td><strong>Community Studies</strong></td>
<td><strong>LHIS 301 - U.S. Labor History</strong></td>
</tr>
<tr>
<td><strong>LABR 302 - Contemporary Labor Issues</strong></td>
<td><strong>Labor Studies</strong></td>
<td><strong>URB 451 - Urban and Community Studies Special Topics</strong></td>
</tr>
<tr>
<td><strong>URB 351 - Research Methods for Urban and Community Studies</strong></td>
<td><strong>SOC 313 - Stratification (3 credits)</strong></td>
<td><strong>URB 399 - Urban and Community Studies Independent Study</strong></td>
</tr>
<tr>
<td><strong>LABR 499 - Urban and Community Studies Capstone</strong></td>
<td><strong>URB 323 - Community Development</strong></td>
<td><strong>LABR 330 - Issues in Labor Organizing</strong></td>
</tr>
<tr>
<td></td>
<td><strong>POL 201 - Politics and Government of New York City (3 credits)</strong></td>
<td><strong>LSOC 301 - Sociology of Work</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PADM 221 - Public Issues and Public Policy</strong></td>
<td><strong>LABR 320 - Collective Bargaining</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PADM 201 - Public Administration</strong></td>
<td><strong>GEOG 301 - International Migration (3 credits)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PADM 202 - Public Management and the Delivery Services</strong></td>
<td><strong>LPOL 301 - Work, Culture, and Politics in New York City</strong></td>
</tr>
<tr>
<td></td>
<td><strong>HCA 300 - Urban Health Services and Institutions</strong></td>
<td><strong>SOC 203 - Race, Class and Gender (3 credits)</strong></td>
</tr>
</tbody>
</table>

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Proposal to Establish a Bachelor of Arts in Urban and Community Studies

CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, November 29, 2012

Approved by the School of Professional Studies Governing Council, January 10, 2013
General Education

Courses that will fulfill the General Education credits at SPS are to be determined, as part of the ongoing Pathways initiative.

Note about 4-credit courses
The proposed degree offers four-credit as well as three-credit courses in the major. This is consistent with the Urban Studies program offered by Queens College as well as programs at the College of Staten Island and City College’s Center for Worker Education. Four-credit courses are of value to students across the board and offer particular benefits to working adults, who often seek out programs that offer this option. There are several reasons why four-credit courses make good sense.

Four-credit courses require more contact hours and—as a consequence—offer a more intensive learning environment, allowing students to make more academic progress in a single class. In an extended class session, topics can be covered in greater depth and with more continuity in the intellectual exchanges that take place among students and faculty. This is a particular advantage for adult students who need additional time to reflect on years of accumulated experience and to analyze that experience from a theoretical perspective.

The extended class session allows faculty to develop a varied pedagogical approach that can include small-group discussions, use of films and other media, and the introduction of guest speakers. The four-credit course also gives faculty more freedom to adopt hybrid pedagogies, incorporating interactive technologies and on-line components along with more traditional lectures and discussion techniques.

Four-hour/four-credit courses expand opportunities for learning experiences that are creative and enriching, including field-based and community learning, internships, service learning, group projects, and in-class student presentations.

Assignments and expectations for students in a four-credit course are more demanding, including extensive reading, written assignments requiring relatively complex research, and class presentations or participation in joint projects.

Four-credit courses make it possible for adult students with multiple professional and personal obligations to attend college on a full-time basis. For this population, a schedule of four classes a week (required by three-credit courses) is very difficult to maintain. The four-credit/four-hour option allows them to be full-time students with a manageable schedule: three classes a week, in the evenings and/or on weekends. This full-time schedule also permits them to be eligible for financial aid.

Course Descriptions - Urban and Community Studies Major

Note: existing courses are marked with an asterisk.

*GEOG 301—International Migration—3 hours/3 credits
Prerequisite: None
This course is a quantitative and qualitative examination of historic and contemporary international migration patterns. Emphasis is on spatial demographic impacts of immigration policy in the United States with special attention to major urban centers. A comparative analysis of ethnic and racial minorities in the United States will also be offered.
HCA 300 - Urban Health Services and Institutions - 4 hours/4 credits

Prerequisite: None

This course will use New York City as the context within which to examine a variety of urban health services and institutions, reviewing their historical development, financing mechanisms and regulatory and legislative oversight. Service provision in private and public institutions will be compared and contrasted, and the impact of services examined within a wide range of health contexts, including HIV/AIDS services, mental health, disabilities services, reproductive services, elder care, child health, and more. The course will also analyze how class, race/ethnicity, gender and sexuality affect provision of and access to services. Policies that influence the delivery of services and the functioning of institutions, such as the development of managed care, will be critically analyzed.

LABR 201 - Introduction to Labor Studies - 4 hours/4 credits

Prerequisite: None

This course is designed to provide a broad, inter-disciplinary overview of labor studies, covering topics that are fundamental to the study of work, workers, and worker organizations. These include labor history as well as contemporary challenges facing the U.S. labor movement. Students in the course will examine the purposes and structure of unions, the political and economic landscape within which unions must operate, organizing strategies and the nature of employer resistance to unions, alternative forms of worker organization, and the impacts of globalization. Students will assess the legacy of labor as it relates to questions of gender, race, sexuality, and immigration and will look at proposals and strategies for building worker power and revitalizing the labor movement through coalitional organizing and cross-border alliances.

LABR 302 - Contemporary Labor Issues - 4 hours/4 credits

Prerequisite: None

This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment—globalization, shifts in the economy, employer resistance, political and legal obstacles—has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

LABR 304 - Unions and Labor Relations - 4 hours/4 credits

Prerequisite: None

This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations. The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

LABR 320 - Collective Bargaining - 4 hours/4 credits

Prerequisite: None

This course is designed to give students an understanding of the practices and activities related to the negotiation of union contracts. It identifies key concepts, techniques, and bargaining issues, especially those that have emerged in recent years. Students will develop an understanding of the similarities and differences between public- and private-sector bargaining and how this has affected tactics and strategies employed by the parties involved. They will analyze fundamental and sometimes varying structures, scope, and legal dimensions of the bargaining process. They will also gain a historical perspective on public and private employment and on the evolution of state and federal bargaining theory and practice found in both the private and public sectors.
*LABR 330 - Issues in Labor Organizing - 4 hours/4 credits  
**Prerequisite:** None  
This course examines the development of theory and practice in labor organizing as it has emerged over the course of a century. It addresses organizing in both the public and private sector, through certification elections, recognition actions and alternative methods of organizing. Students discuss the determinants of successful organizing campaigns, including targeting, tactics, and styles of organizing. The subject of organizing is studied in a historical, social, and political context, allowing students to analyze the evolution of an organizing mission and the emergence of various strategic initiatives over time. Students review differing theories of organizing and analyze worker attitudes as well as employer strategies and tactics. In addition, students examine the body of law (National Labor Relations Act) that regulates labor organizing in the US and consider methods of organizing outside the parameters of existing labor law. Students also examine union infrastructures administrative practices that affect how campaigns are financed and staffed.

*LABR 334 – Labor and Employment Law - 4 hours/ 4 credits  
**Prerequisite:** None  
This course will introduce students to the basics of the law governing labor relations and employee rights in the workplace. The course begins with an examination of the major areas of the law as they apply to workers and unions. Topics covered will include the National Labor Relations Act, employee representation, the grievance process, labor’s right to organize, the ground rules for collective bargaining, legal aspects of strikes, Weingarten rights, obligation to bargain, and the duty of fair representation. The second part of the course will focus on employment rights at the workplace including statutes regarding discrimination, family medical leave and workplace privacy. Students will debate and analyze the strengths and weaknesses of labor law in terms of protections for workers and workers’ rights and will discuss potential reform of current law.

*LABR 339 - Understanding Labor and the Economy - 4 hours/4 credits  
**Prerequisite:** None  
This course provides students with a solid understanding of the structure and direction of the U.S. economy, within a context of globalization. Students learn basic economic principles and concepts through an examination and analysis of labor markets. They analyze and compare competing perspectives and differing explanations of the political economy of work and examine how unemployment rates, global trade, wage inequality, and the growth of the service sector affect worker’s bargaining power.

*LHIS 301 - U.S. Labor History - 4 hours/4 credits  
**Prerequisite:** None  
This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working class consciousness, and the milestones in the labor movement’s progress during the last century.

*LPOL 301 - Work, Culture, and Politics in New York City - 4 hours/4 credits  
**Prerequisite:** None  
This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city’s diverse population. Major topics covered include the history of New York, New York’s key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor’s contributions to building the city’s institutions.
*LSOC 301 - Sociology of Work - 4 hours/4 credits
Prerequisite: None
This course introduces students to the sociology and political economics of work, workers, and worker organizations. It begins with an exploration of the meaning of work, an examination of the organization and control of the labor process, and a survey of the changes in the composition of the labor force over the last century. It then explores some of the challenges facing workers at the beginning of the 21st century, including the emergence of new forms of employment; increased gender, ethnic, and racial diversity in the labor force; the impact of technology; developments in labor management; and the emergence of a global economy.

*PADM 201 - Public Administration - 4 hours/4 credits
Prerequisite: None
This course will examine the growth, structure, role and methods of local and federal bureaucracies and their impact on American society. It will introduce students to the subject of bureaucracy in American government and will survey the major areas of study in Public Administration, including the context of public administration, the meaning of federalism and intergovernmental relations. In addition, the course will address organizational theory and behavior; decision making; leadership; policy implementation; budgeting; personnel management; performance management; legal and regularity constraints; ethics; and accountability. Students will become knowledgeable about the roles and functions of public agencies and will acquire a grasp of current issues and controversies concerning public bureaucracies and public policy.

PADM 202 - Public Management and the Delivery of Public Services - 4 hours/4 credits
Prerequisite: None
This course introduces students to the subjects of public management and the delivery of public services. It combines theoretical and practical approaches, allowing students employed in public service organizations to apply their own experiences in analyzing the operations of public-service agencies and evaluating how these bureaucracies meet the needs of diverse urban populations. Students identify the range of human services required by city dwellers and examine the social agencies and institutions that deliver those services. In doing so, they seek to understand what public managers do and how they do it. They analyze the structure and operation of local bureaucracies; evaluate fundamental theories and styles of leadership and decision-making; and explore strategies for making organizational change. They also examine the influence of public-sector unions in determining the nature and structure of public management and the delivery of public services. In the latter half of the course, students examine concepts and theories of social welfare and the development of social welfare policy in the U.S. Topics include: the role of government and government regulation, the role of social-service professionals, and the privatization of public services. Students will identify challenges in service delivery; discuss legal and ethical questions confronting service providers; and identify the professional and technical skills required to function effectively as service providers.

*PADM 211 - Government, Politics and the Policy-Making Process - 4 hours/4 credits
Prerequisite: None
This course will explore the policy-making process in a range of public institutions and will introduce students to the approaches, methods, tools and techniques of decision making. The role of conventional political institutions as well as alternatives to conventional politics will be studied. In the process, students will identify official as well as unofficial political actors, including those in the executive, legislative, and judiciary branches of government; social and political activists; the media; and the public. Finally, the course will examine several models of the policy-making process.

*PADM 221 - Public Issues and Public Policy - 4 hours/4 credits
Prerequisite: None
This course will provide an overview of the major problems facing American cities and will examine the federal, state and local policies that address urban poverty and inequality. Students will explore a range of economic and social policies, including: taxation; minimum wage; social security; immigration; education; the environment; crime; social
welfare; discrimination; and civil rights. Students will also examine the political and intellectual debates over policy initiatives to regulate social and private life. Finally, students will discuss pluralist and elitist perspectives on public policy and policy debate. Readings will include diverse points of view and will often emphasize developments in New York City.

*POL 201 - Politics and Government of New York City -- 3 hours/3 credits
Prerequisite: None
This course analyzes the politics and government of New York City, including City-State relations; and the role of the City in the region, the nation and the world. Special attention is given to the municipal government's institutions and procedures, and the city's evolving political culture.

*SOC 203 - Race, Class and Gender - 3 hours/3 credits
Prerequisite: None
Race and ethnicity often frame social relations in structures of inequality. Likewise, gender and class relations can also be shaped by unequal resources and differential access to the sources of power. In this course we explore the historic and social roots that have given rise to minority-dominant power relations both from a U.S. and an international perspective. Students will use their sociological imagination to envision how race, ethnicity, gender and other categories of experience -- i.e., age, religion, sexual orientation, physical abilities, and geographic region -- intersect with institutions in everyday society to create minority statuses.

*SOC 207 - Introduction to Criminal Justice- 3 hours/3 credits
Prerequisite: None
This introductory course offers an overview of the history and trends of crime and justice within the United States. An examination of the different types of crime and the consequences will be discussed. Students will be introduced to the administration of police; court and correctional agencies; and the decision-making points from the initial investigation or arrest by police to the eventual release of the offender and his/her reentry into society. The role of the police, the prosecuting attorney, the defense attorney, judge, probation, corrections and parole will be examined individually and collectively.

*SOC 313 – Stratification – 3 hours/3 credits
Prerequisite: None
This course provides an overview of classic and contemporary theories of social class and inequality within the United States and in a global context. Students will examine these as well as strategies for assessing and measuring the level of inequality within and across nations, mobility rates, and factors, i.e., religion, ethnicity, and gender that affect socio-economic status and impact life chances. Students will also evaluate the impact of social policies intended to mitigate the effects of inequality.

URB 310 - Introduction to U.S. Social and Economic Policy – 4 hours/4 credits
Prerequisite: None
This course will introduce students to basic economic concepts and political theories that have influenced the development of U.S. social and economic policy. Students will explore the ways national policy and political practice have historically affected the policies and practices of urban government, the structures of urban institutions, and the allocation of resources to urban communities. Students will evaluate how national and local policies address problems created by unequal distribution of income and wealth. In this context, students will discuss such topics as education, housing, health care, employment and labor relations, criminal justice, social welfare, and the environment. Students will also consider the ways globalization has altered the local as well as national economy and the ways in which it has affected social structures and social policies.
URB 320 - Urban Populations and Communities – 4 hours/4 credits  
**Prerequisite: None**  
Nearly half the world’s population lives in cities. This course will introduce students to the history of urbanization and the development of urban communities and enclaves. Students will examine the various economic, social, and political factors that stimulate global immigration and internal migrations, including the shift from an industrial to a service economy that marks contemporary cities such as New York. Using New York as an example, students will explore multiple meanings of community—what defines and constitutes a community; what is the impact of race, class, ethnicity, gender, and sexuality; how do communities participate in the social and political life of the city? In addressing these questions, students will examine conflicts and contradictions between the concept of assimilation and the maintenance of social and cultural identity. Students will consider the ways in which structural inequalities affect employment, the development of public policy, and the delivery of public services. They will identify the various public and non-profit institutions that advocate for working-class communities and under-served populations, including worker centers, unions, and other non-profit organizations.

URB 321 - Community Organizing and Community Organizations - 4 hours/4 credits  
**Prerequisite: None**  
This course will examine the historical development and contemporary practice of community organization. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services; to acquire resources for development; and to improve their quality of life. Through readings, students will develop a historical and theoretical perspective on community organization and explore the range of issues around which communities organize. They will gain familiarity with various models and strategies of community organizations in New York City and will acquire practical knowledge and skills for effective grassroots organizing. They will also examine the effectiveness of coalitions and alliances, including relationships between community organizations, public agencies, and labor unions. Weekly sessions will periodically include guest speakers; site visits will be scheduled, allowing students to learn first-hand about specific strategies or issues. Following each guest presentation or site visit, students will submit brief reflection papers relating experiential learning to theoretical concepts encountered in class readings.

URB 322 - Social Movements - 4 hours/4 credits  
**Prerequisite: None**  
This introductory course explores the role of social movements in the U.S. as they relate to urban and community issues and organizations. The course will include an examination of social movement literature. Through readings and class discussion, students will analyze the interactions among civil rights, labor, women’s, student, and global justice movements. The course will also examine working-class movements that deal with such issues as welfare and tenant rights.

URB 323 - Community Development - 4 hours/4 credits  
**Prerequisite: None**  
Community development is a term used to describe strategies for improving the standard of living in low-income communities, often, but not always, in urban environments. The term is used widely and in varied contexts—sometimes applied to physical infrastructure; sometimes to quality-of-life issues. In this course, topics covered under the rubric of community development include: housing and infrastructure, economic activity, education, commercial outlets, access to healthy food, and public safety. The course will examine the way the term “community development” has been defined and used historically in the U.S. It will address the role of government and policy in community development, including the role of Community Development Corporations. Students will explore concepts of community development, focusing on current theories and empirical data to evaluate the effectiveness of different strategies for community development. They will seek to answer central questions, concerning community development: who sets goals; who has agency; how are diverse interests and needs balanced—or not balanced. Students will analyze case studies of specific community development projects. These case studies will provide the basis for a final research paper.
URB 324 - Introduction to Nonprofit Leadership - 4 hours/4 credits  
*Prerequisite: None*  
This course provides an introduction to the field of nonprofit management. The class will cover issues that arise for leaders of these kinds of organizations, including governance and boards, strategic planning, fundraising and philanthropy as well as grant-writing, administration, personnel management, and ethical questions. The class will focus on nonprofits broadly but investigate variations in the sector, from public-sector organizations to education, labor organizations, 501c(3) organizations, and others. The class will emphasize issues related to best practices needed for nonprofit leaders to successfully meet the mission of their organizations. Students will be required to engage in discussion and exercises that explore the relationship between theories and practices of nonprofit leadership and management.

URB 339 - Urban and Community Studies Field Work - 4 hours/4 credits  
*Prerequisite: Permission of the Academic Director*  
This course augments traditional classroom-based learning with experiential learning through an internship or field project at a public agency, city government office, community organization or public-sector union. The field work is guided and supervised by a mentor. Students and the course instructor will meet in a weekly class in order to reflect analytically on the field experience and to discuss related readings.

URB 340 - Contemporary Urban Problems - 4 hours/4 credits  
*Prerequisite: None*  
Urban centers like New York City are very complex and diverse, increasingly affected by globalization, and always in a state of flux. While this description conveys the vitality and energy of cities, it also points to a host of challenges faced by city dwellers and communities as well as civic institutions, service providers, and local government. This course explores the major challenges faced by U.S. cities in light of population shifts, widening disparities in income and wealth, restructuring of work, persistent unemployment, and diminishing resources for low-income and working-class populations. Though the majority of this course will focus primarily on urban issues in the US, the course will highlight a comparative selection of urban problems in developing nations.

URB 351 - Research Methods for Urban and Community Studies - 4 hours/4 credits  
*Prerequisite: URB 310*  
This course provides students with the tools necessary to conduct research on issues related to urban and community studies. It will introduce students to the fundamental concepts of qualitative and quantitative research methods, inductive and deductive reasoning, causality, and generalizability. Students will learn how to formulate a research question and construct a research design and will learn basic statistics. The course includes an introduction to various research methods, including in-depth case studies, historical research, and surveys. Course materials will provide a research perspective on race, gender, class and sexuality. Students will develop skills necessary to pursue research projects in their major as well as to enter careers that require basic research skills.

URB 399 – Urban and Community Studies Independent Study – Variable from one to four credits, at the discretion of the Academic Director  
*Prerequisite: Permission of the Academic Director*  
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.
URB 451 – Urban and Community Studies Special Topics - 4 hours/ 4 credits  
Prerequisite: None  
This course will offer students the opportunity to study special topics within the scope of Urban and Community Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include study of particular urban populations or communities, urban worker centers, coalitional campaigns including labor, community, and political groups, or particular urban institutions.

URB 499 – Urban and Community Studies Capstone – 4 hours/4 credits  
Prerequisite: Permission of the Academic Director  
In the Capstone course, students sum up and synthesize the body of knowledge they have acquired in courses leading to completion of the B.A. in Urban and Community Studies. Working with the instructor, students will develop an interdisciplinary or multi-disciplinary project that demonstrates an understanding of subjects and literature covered in the major. The project may take various forms, including group or individual research and presentations. Each student in a Capstone project will be required to submit an analytic research paper, including a bibliography. As part of each project, students will present 10-minute summaries of their final papers at an end-of-semester forum open to JSMI students and faculty.

Articulation

An articulation agreement between SPS and the New Community College (NCC) will allow qualified applicants who received an Associate of Arts degree (A.A.) in Urban Studies from NCC to transfer 60 earned credits toward the SPS B.A. degree in Urban and Community Studies. Of this total, a maximum of 12 credits for equivalent courses may be transferred to the major in the B.A. degree. Under this agreement, NCC graduates must complete 60 credits at SPS in order to complete the B.A. degree. (See full agreement in the Appendices.)

Academic Policies

The proposed program will implement procedures intended to ensure that students are fully responsible for all assignments and that the highest standards of academic integrity are maintained. Such policies and procedures are a necessary component of all academic programs, regardless of the form of course delivery.

Through various mechanisms, the program will address the issue of academic integrity, which includes, but is not restricted to plagiarism:

- **Clearly worded policy statement:** The program will introduce entering students to the policies regarding academic integrity during their initial orientation and will also have these policy statements included in the syllabus of every course. The policy statement will include a description of behaviors that violate academic integrity standards, procedures that will be followed when violations are thought to have occurred, and consequences for students should violations be confirmed. In general, all students are bound by the academic policies established by the School of Professional Studies and published in the School’s web site and in the academic handbook and annual bulletin.

- **Detailed guidelines for students on how to avoid violations of academic integrity policies:** In some cases, students include unattributed sections of text, graphics and other non-original elements in assignments without realizing that this is a form of plagiarism. To avoid such incidents, the program will develop and disseminate a detailed guide for students that includes, among other things, online sites where students can submit drafts of assignments before they are given to the instructor and where sections that are copied from other sources are identified.
Online course identity verification: All students in the online instruction offered by SPS must log in through an LDAP (Lightweight Directory Access Protocol) that uses IDs and passwords to invoke an authentication triangulated against name, date of birth, and social security number. This secure login is a student's only means of access to Blackboard, the course management system. Every action within a course site registers on Blackboard's extensive tracking features, which track each user in terms of time and duration of any action and part of the site involved, even if there is no posting by the student.

Characteristics of online courses at SPS: We know from the tracking features in Blackboard that students in online courses average 9-12 hours a week in the site of each undergraduate course they take. Much of the time in the site is also time on-task, not just reviewing course content, but contributing to discussions, blogs, and wikis. Contrary to the impression that online courses are essentially correspondence courses, interaction among the students and between student and instructor is actually significantly higher (according to a CASE study of CUNY online courses, about three times higher) than in classroom-based courses. Students establish what, in the research literature, is called "social presence" -- a composite impression of their interests, abilities, and "voice" created from their many contributions and transactions. Thus, since every student makes his or her presence known by contributing in writing to the site, all online courses are writing-intensive. Because instructors and students see many samples of individual student's work weekly, it is considerably harder to cheat in an online course than in a conventional course, and considerably easier to spot any violations of academic integrity.

Teaching practices and training: Instructors will be introduced to program policies with regard to academic integrity when they begin teaching in the program and will be expected to issue reminders about academic integrity to their students each semester. Additionally, instructors will be given guidelines on specific ways to structure assignments and tests so that the possibilities for plagiarism and cheating are minimized. For example, with project-based assignments, faculty may require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. The extended submission stream makes it difficult for anyone to serve as a "stand in." Classroom (online and face-to-face) and other public discussion forums establish each student's narrative voice which is difficult to reproduce in plagiarized sources. Instructors will routinely use the Safe Assign feature of the Blackboard course management system that compares students' written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. Faculty will be advised to replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements. When faculty give exams, questions will be open-ended, so that students must synthesize material from previous learning modules. This technique limits the chances of someone else doing the students' work. Further, test questions can be automatically randomized and time-delimited to prevent cheating.

We are confident that these procedures, taken together, can ensure a program culture in which academic integrity is widely understood and valued and where violations are minimal and relatively easy to detect. We will continue to monitor the professional literature in this area, so that our efforts are consistent with current best practice.

Cost Assessment

Faculty
SPS programs in Labor Studies and Urban Studies have a history of attracting distinguished faculty members, including consortial faculty, who have requested to teach in programs at the Institute. They have done so with permission from their home colleges, including Queens College, the Graduate Center, and Hunter. We anticipate that the history of cooperation between various CUNY schools and SPS will extend to the new B.A. in Urban and Community Studies.
Many of these SPS faculty members are known nationally and internationally. A number have research interests and expertise in areas of Urban and Community Studies and would teach in the new B.A. degree program. These include John Mollenkopf, Juan Battle, Stanley Aronowitz, Frances Fox Piven, Joshua Freeman, and Mimi Abramovitz. With this caliber of faculty, the new program may well draw interest beyond the Metropolitan area. Others teaching in the program will have the Ph.D. or Master’s degree and/or extensive professional experience and demonstrated expertise in areas related to course offerings in the new degree. Such additional faculty will be drawn from a pool of adjuncts and practitioners who have taught for many years in SPS degree and certificate programs in Urban Studies, Labor Studies, Public Administration and Policy, and Health Care Administration and Policy. As the new degree program develops, SPS will seek additional full-time faculty.

**Student Support Services**

In delivering resources to students in the B.A. in Urban and Community Studies the program will rely on the school’s current infrastructure, which supports six graduate degrees (two fully online and four in-class), six undergraduate degrees (fully online), and a portfolio of credit and noncredit certificate programs (both online and in-class). SPS currently has advisors, trained to work with undergraduate and graduate students in both on-line and in-class programs. In addition, SPS maintains all the normal academic administrative services, including registrar, bursar, and financial aid offices. These student, faculty, and administrative services currently offered by SPS can readily be extended to the new Bachelor’s program.

1. **Academic Advisement:** Each SPS student enrolled in programs coordinated by the Murphy Institute is assigned to an advisor who works with the student through graduation to maintain the consistent personal connection so important to academic success. In addition, students receive advisement from faculty teaching their courses. Each student is issued a CUNY e-mail account facilitating timely communications among students, instructors and administrative staff. This overall structure for ongoing contact ensures that there are sufficient informal opportunities to discuss academic issues.

2. **Library:** Library support will be robust. The School of Professional Studies partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, The Newman Library provides SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. At the start of each semester, a Baruch librarian offers workshops in library use to faculty and students at the Murphy Institute site.

In addition to the library services outlined above, students enrolled in programs at the CUNY School of Professional Studies through the Murphy Institute have access to the Joseph S. Murphy Institute Library at the Murphy Institute located at 25 West 43rd Street in Manhattan. This library of approximately 4,000 volumes is the only collection within the City University of New York specifically dedicated to scholarship in the field of labor and related social sciences. The library contains several special collections of prominent scholars, including Philip Foner, Sumner Rosen, Nathan Spero, Adina Back, William Tabb, and Evie Weiner. Students also have access to any other libraries in the CUNY system.

3. **Writing Support and Tutoring:** Online writing and tutoring support in a wide array of subject areas is provided to SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live

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22 Faculty members are: Distinguished Professor John Mollenkopf, Director of CUNY’s Urban Research Center; Distinguished professors Frances Fox Piven and Stanley Aronowitz; Bertha Reynolds Capen Professor of Social Work a Hunter College, Mimi Abramovitz; Professors Ruth Milkman, Joshua Freeman, Stephen Brier, and Juan Battle; Associate Professor Stephanie Luce; Assistant Professor Penelope Lewis; and Distinguished Lecturer, Edward Ott, a nationally known labor and political practitioner.
interactive Web conference, on the telephone, using text messaging, or via e-mail. Students who need assistance writing a paper may submit a written draft to a tutor for review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY. In addition, the Murphy Institute has a full-time writing skills specialist and tutors, including in math, working on site at the Institute.

4. **Career Services:** The School of Professional Studies’ Career Services Office helps both current students and alumni seek full-time employment, consider a career change, or explore internship opportunities. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career-assessment needs. The Career Services Office incorporates a mix of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of the SPS learning community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for creating resumes, cover letters, and portfolios as well as for developing interview practices.

**Facilities and Equipment**

1. **Space:** SPS’s Murphy Institute location is a self-contained facility at 25 West 43rd Street in Manhattan, with 10 classrooms, including two computer classrooms and a conference room. To accommodate adult learners who are also full-time workers, classes are scheduled at this site in the evening and on weekends. In addition to services housed at the Murphy site, students have full access to SPS services, including access to Baruch’s Newman Library, which serves all SPS students.

2. **Instructional Technology:** The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports faculty requirements to share documents, have group discussions, assign collaborative projects, and respond to individual student questions and assignments.

The SPS Help Desk is available from 8 am until 9 pm weekdays and all day on Saturdays to help students and faculty with any technology issues that may arise. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

Other support services include admissions and advisement, registration, and grade reporting, which are all available online or in-person. Web-based tools like LivePerson and GoToAssist complement this support structure.

Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School's general operating budget. The only direct costs to this program are for specialized equipment and supplies and costs related to accessibility, assistive technology and universal design for students with disabilities. Expenses other than personnel include the library, equipment, software and services, laboratories, marketing, supplies, and capital expenditures. The majority of library costs are shared over all SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

3. **Library and Instructional Materials:** Library support will be robust. The School of Professional Studies partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides SPS students and faculty with access to several hundred online
databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, SPS students also have access to other libraries across the CUNY system.

Budget Tables

Budget information is contained in the Appendices as follows:

- Table 5: New Resources
- Table 6: Projected Revenue
- Table 7: Five-Year Financial Projections Worksheet
- Table 8: Five-Year Revenue Projections Worksheet

Evaluation

The program will follow the governance plan of the School of Professional Studies. Ongoing oversight of the program will be led by the Dean of the School of Professional Studies, the Associate Deans, the Academic Director, and appointed faculty for the program. The Academic Director, along with a Program Development Committee for the new B.A., will maintain general oversight of the new program and its faculty.

All degree programs are required to identify program goals and objectives, which include student learning competencies. Consistent with the requirements of regional accreditation agencies, the new B.A. program will adopt objective measures to evaluate outcomes. In its first five years, the program will be monitored closely. Program and faculty evaluation will be conducted by full-time faculty, supervised by the Academic Director. In determining the quality and effectiveness of the program, faculty will develop assessment criteria to be used in peer classroom observations and regular reviews of the overall program, including its retention and graduation rates. Faculty will meet regularly to identify problems and concerns, including such matters as students’ academic progress, issues of academic integrity, and pedagogical practice. A Faculty Curriculum Committee will make recommendations as necessary for curriculum changes or additions and other improvements required to maintain standards of the degree. Other evaluation procedures will include student mid-term and final evaluations and input from instructors through regular faculty meetings. A system for data collection, reflecting key program outcomes and institutional history, will be developed for the program by SPS/JSMI operations staff and student services professionals.

In tracking their own progress, students may use ePortfolios to maintain records of their academic work. These records can serve as a basis for course- and career-planning as well as advisement. The final Capstone course will provide a summary assessment of students’ knowledge of the Urban and Community Studies field.
APPENDICES
Course Name and Number: Urban Health Services and Institutions, HCA 300
Type of Course: Elective in concentration
Field of Study: Urban Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary:
This course will use New York City as the context within which to examine a variety of urban health services and institutions, reviewing their historical development, financing mechanisms and regulatory and legislative oversight. Service provision in private and public institutions will be compared and contrasted, and the impact of services examined within a wide range of health contexts, including HIV/AIDS services, mental health, disabilities services, reproductive services, elder care, child health, and more. The course will also analyze how class, race/ethnicity, gender and sexuality affect provision of and access to services. Policies that influence the delivery of services and the functioning of institutions, such as the development of managed care, will be critically analyzed.

Student Learning Outcomes
At the end of this course, students will be able to:
- Discuss and analyze the variety of health services and institutions that exist within urban communities in the U.S., using New York City as a prototype
- Evaluate health policies that address the delivery of health care services and the functioning of health institutions in the urban context
- Understand how urban health services and institutions affect the health of urban individuals and communities
- Propose service delivery strategies that result in improved quality of service and health outcomes in urban settings

Program Learning Outcomes/Competencies Addressed by the Course
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality

Program Goals Addressed by the Course
- Foster humanistic values and critical-thinking skills
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies:
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

Students with disabilities who need accommodation or think they may need accommodation are encouraged to contact Cristina Finan in the Student Services Office: cristina.finan@mail.cuny.edu or 212–652–2014.
Course Requirements and Grading
Students will be expected to complete all readings and participate fully in class discussion. Assignments will include one class presentation and a 10-13 page final paper. The topic, bibliography, and outline for the paper must be approved in advance by the instructor.

Grades will be based on the following:
- Participation in class discussion: 10%
- Class presentation: 15%
- Midterm exam: 25%
- Bibliography and outline for final paper: 10%
- Final paper: 40%

Required Texts

Additional readings, available in a course packet, are listed in weekly sessions.

Course Outline

Week 1: Legislation and Regulation: The State and Local Government’s Role in Health Care Institutions and Service Delivery
New York City Department of Health and Mental Hygiene
New York State Department of Health
The State Legislature and City Council
- New York City Department of Health and Mental Hygiene: http://www.nyc.gov/html/doh/html/home/home.shtml This is the main webpage of the NYC Department of Health. From here, students will be able to click on a variety of links to access the various services, press releases, and position statements of the NYC Department of Health.
- New York State Department of Health: http://www.crisn.org/government/ny/ny.health.html. This webpage lists the functions of the NYS Department of Health.
• New York State Department of Health: http://www.health.state.ny.us/. This is the main webpage of the New York State Department of Health. From here, students will be able to click on a variety of links to access the various services, press releases, and position statements of the NYS Department of Health.


Week 2: The New York City Municipal Hospital System
Overview and history
Creation of the Health and Hospitals Corporation (HHC)
Service provided and challenges faced


Week 3: History of Private Hospitals in New York City
Closures, mergers and community response
The Berger Commission: Report and Responses


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Week 4: Paying for Health Care
Methods of Payment
Managed Care
Impact of Financing on Provider Relationships

Week 5: Mental Health and Substance Abuse Services in New York City
Outpatient services
Inpatient services/Deinstitutionalization
School-based services
• Kottiri, Benny J. “A Community-Based Study Of Hepatitis B Infection And Immunization among Young Adults In A High-Drug-Use Neighborhood In New York City.” Journal of Urban Health 82.3 (2005): 479-487.

Week 6: Reproductive Health Services in New York City
Healthy Women/Healthy Babies Initiative
Pregnancy Prevention//STI Services
School-based clinics
http://www.msnbc.msn.com/id/16812571/


Speaker: American Civil Liberties Union, Reproductive Rights Project

Week 7: Health Services for the Homeless in New York City
Department of Homeless Services


Week 8: HIV/AIDS Services in New York City
Testing and counseling
Prevention
Treatment

Human Resources Administration: Division of AIDS Services


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Speaker: Gay Men’s Health Crisis

Week 9: Care for the Elderly in New York City
Long term care facilities
Home Care
Elder Abuse

Week 10: Services for People with Disabilities in New York City
Mayor’s Office for People with Disabilities
Speaker, pending availability: Victor Calise, Commissioner, Mayor’s Office for People with Disabilities

Week 11: Children’s Health Services in New York City
State Children’s Health Insurance Program (SCHIP)/Children’s Health Plus
Immunization services
New York City child health clinics


Week 12: Selected New York City Public Health Initiatives: Actions and Debates or Actions and Issues
Diabetes
Breastfeeding
HIV


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Week 13: Innovative Approaches to and Policy Recommendations for the Provision of Health Services in New York City


Week 14: Student Presentations

Week 15: Student Presentations

Course Name and Number: Introduction to Labor Studies, LABR 201
Type of Course: Required course in concentration
Field of Study: Labor Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This course is designed to provide a broad, inter-disciplinary overview of labor studies, covering topics that are fundamental to the study of work, workers, and worker organizations. These include labor history as well as contemporary challenges facing the U.S. labor movement. Students in the course will examine the purposes and structure of unions, the political and economic landscape within which unions must operate, organizing strategies and the nature of employer resistance to unions, alternative forms of worker organization, and the impacts of globalization. Students will assess the legacy of labor as it relates to questions of gender, race, sexuality, and immigration and will look at proposals and strategies for building worker power and revitalizing the labor movement through coalitional organizing and cross-border alliances.

Student Learning Outcomes
At the end of this course, students will be able to:
- Understand and explain the fundamental purposes, structures, practices, and governance of U.S. unions.
- Analyze the external and internal challenges facing unions and workers as well as differing strategies for meeting these challenges.
- Analyze and synthesize ideas from multiple sources in order to understand the economic, social, and political environment in which workers and worker organizations develop and function.
- Demonstrate knowledge of the subject matter through writing assignments and examinations.

Program Learning Outcomes/Competencies Addressed by the Course
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies
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Course Requirements and Grading
Students will be expected to read the assigned texts, participate in class discussions, and submit two 4-6 page essays during the term. There will be a midterm exam and a 12-15 page final paper. Students will make one 8- to 10-minute class presentation during the semester.
Grades will be based on the following:
Participation in class discussion 15%
Class presentation 15%
Essays 20%
Midterm exam 20%
Final paper 30%

Required Texts

Additional readings will be available on-line, through Blackboard, and are listed in weekly sessions.

Course Outline

Week 1: What is Labor Studies?

Recommended:

Week 2: Unions, Class, and Power

Recommended:

Week 3: Power in the Workplace


Recommended:

Week 4: The Changing Workplace: Low-Wage Work and High-Wage Work


Week 5: How Unions Form and Operate


Week 6: Union Democracy and the Internal Regulation of Unions


Recommended:
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Panel Discussion (participants to be determined): Differing Perspectives on Union Democracy

Week 7: Collective Bargaining


Week 8: Enforcing a Contract; Internal Organizing

- Bruce Nissen. 1998. Chapter 8: “Utilizing the Membership to Organize the Unorganized,” in Organizing to Win, Kate Bronfenbrenner et al., eds. Ithaca: Cornell University Press. pp. 135-149.

Week 9: Labor, Politics and Laws


Week 10: Gender, Race, and Sexual Identity in the Workplace and Union


Week 11: Non-traditional Organizing and Alliance-Building

Speaker: Occupy Wall Street---The Potential for Union Alliances

Week 12: Immigrant, Marginal and Excluded Workers

Week 13: Comparative Perspective on Unions and Industrial Relations
Week 14: Labor and Globalization

Recommended:

Film: Stitched Together: Students, and the Movement for Alta Gracia (2012)

Week 15: Perspectives on the Future
The City University of New York
School of Professional Studies

Course Name and Number: Contemporary Labor Issues, LABR 302
Type of Course: Required core course
Field of Study: Urban and Community Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment—globalization, shifts in the economy, employer resistance, political and legal obstacles—has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

Student Learning Outcomes
At the end of this course, students will be expected to:
• Acquire an understanding of the issues facing the contemporary U.S. labor movement and develop an appreciation for the complexities of these issues
• Incorporate literature from a number of disciplines—including sociology, history, economics, and political science—in addressing problems identified in the course
• Identify the main points in an argument and evaluate their substance
• Enhance their reading, writing, and critical thinking skills.

Program Learning Outcomes/Competencies Addressed by the Course
• Link underlying social conditions to the urban environment and the problems of urban workers and communities
• Learn about immigrant populations and their contributions to urban life
• Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
• Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
• Provide a broad liberal arts education and a foundation in social science
• Foster humanistic values and critical-thinking skills
• Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
• Prepare students to compete for job opportunities in public, non-profit, and private agencies
• Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
Students will be expected to complete all readings and written assignments, including a 12-15 page final paper, and to participate fully in class discussions. Each student will make one 8-10 minute class presentation on an assigned reading.

Grades will be based on the following:
- Participation in class discussion: 15%
- Class presentation: 20%
- Midterm exam: 20%
- Final paper: 45%

Required Texts

Additional readings, available in a course packet, are listed in weekly sessions.

Course Outline

Week 1: The Changing Environment and the State of the Unions: Part I
- Globalization, the changing U.S. economy, and their impact on union density and power
- Corporate resistance to unions
- Shifts in the political landscape

Week 2: The Changing Environment and the State of the Unions: Part II
- Current Debates in the Labor Movement

Week 3: Labor and the Changing Economy: Part I
- Employer power in the new economy
- The effects of outsourcing and contingent workforces on union organizing
Employer opposition campaigns
- Grossfield, Jim, and John Podesta, “A Temporary Fix,” American Prospect (March 5, 2005).

**Week 4: Labor and the Changing Economy: Part II**

Labor’s economic strategy
Use of strikes: then and now
Capital strategies: pensions, corporate campaigns, etc.

**Week 5: Organizing the Unorganized: Part I**

The demographics of the unorganized
Organizing immigrant and low wage workers
Research on alternative approaches to organizing

**Panel: Alternative Approaches to Organizing—Participants, depending on availability:** Julie Kushner, Director, UAW Region 9A; Bhairavi Desai, Executive Director, Taxi Workers Alliance; Sarah Horowitz, Executive Director, Free Lancers Union

**Week 6: Organizing the Unorganized: Part II (Case Study)**

Wal-Mart: the world’s largest employer
Employer strategy for union avoidance
Organized labor’s strategy to unionize
- Film: *Wal-Mart: The High Cost of Low Price*

**Speaker:** Our Walmart—New Strategies for Organizing

**Week 7: Politics and Parties: Part I**
The role of politics in labor’s agenda
Democrats, Republicans, and 3rd party initiatives
Debating alternative political strategies

**Week 8: Politics and Parties: Part II (Case study)**
The Central Labor Council of Los Angeles
The role of state and regional bodies in labor’s political strategy

**Week 9: Issues of Inclusion and Democracy: Part I**
Issue of representation within the labor movement
Race, gender, sexuality, religion and union leadership
Social movement unionism

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Week 10: Issues of Inclusion and Democracy: Part II
Union governance and the decision making process
Centralized vs. de-centralized models of organization
Leadership models (professional expertise vs. rank and file experience)

Week 11: Unions and Community: Part I
Labor-community conflicts
Labor-community alliances
The growth of worker centers

Week 12: Unions and Community: Part II
Pitfalls and possibilities
Environmental justice, living wage, and economic development campaigns
Labor’s role in the broader community

Week 13: The U.S. Labor Movement in a Global Context: Part I (Labor’s Foreign Policy)
The impact of U.S. labor’s foreign policy past on current international union relations
Week 14: The U.S. Labor Movement in a Global Context: Part II (Alliances)
Effects of globalization on workers internationally
International trade agreements and labor standards
Cross-border organizing and international labor alliances

Speaker, depending on availability: Stephanie Luce

Week 15: The Future of the Labor Movement
Young workers and organized labor
Developing criteria for evaluating U.S. labor’s success in the next decade
- Jayadev, Raj, “Unions Must Tap Young Workers,” Zmag (Feb 2 2005), on-line.
Course Name and Number: Unions and Labor Relations, LABR 304
Type of Course: Elective in concentration
Field of Study: Labor Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations. The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

Student Learning Outcomes
At the end of this course, students will be expected to:
- Develop an understanding of the purpose, structure, and functions of unions
- Understand labor relations and the collective bargaining process and the role of government in labor relations
- Identify and discuss varying approaches to collective bargaining
- Demonstrate critical thinking skills through written and oral presentations.

Program Learning Outcomes/Competencies Addressed by the Course
- Understand the workings of municipal government and its relationship to state and national politics
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services

Program Goals Addressed by the Course
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies

Academic Integrity and Administrative Policies
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Course Requirements and Grading
Students will be expected to complete all readings and written assignments, including a 12-15 page final paper, and to participate fully in class discussions. Each student will make one 8-10 minute class presentation on an assigned reading.

Grades will be based on the following:
- Participation in class discussion 10%
- Class presentation 20%

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Term paper 25%
Midterm exam 20%
Final exam 25%

Required Texts and Materials

• Labor Management Relations Act, 1947, 73 Stat. 419

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Course Outline

Week 1: The economic framework of industrial and labor relations
Structure and logic of a capitalist economy
How labor markets work

Week 2: History and philosophy of trade unions
Historical models of how workers have organized to protect their interests
Contemporary models of labor organization
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Week 3: Membership and structure of the American labor movement  
Union membership: then and now  
The structure of unions: the local, national and international


  o Table 10-2, Union Affiliation of Employed Wage and Salary Workers by Selected Characteristics
  o Table 10-3, Union Affiliation of Employed Wage and Salary Workers by Occupation and Industry
  o Table 10-4, Median Weekly Earning of Full-Time Wage and Salary Workers by Union Affiliation, Occupation and Industry
  o Table 10-6, Union Affiliation of Employed Wage and Salary Employees by State
  o Table 10-1, Work Stoppages Involving 1,000 Workers or More


Week 4: The internal structure and dynamics of trade unions  
The governance of unions  
Issues of union democracy


Week 5: Government regulation of labor management relations  
The early years: unlawful combinations, conspiracies and restraint of trade  
Government regulation of unions and the employment relationship: the NLRA  
Legal framework for workers’ freedom of association

- *Labor Management Relations Act*, 1947

Week 6: NLRB and unfair labor practices  
“The National Labor Relations Board,” Sections 3-6  
“Rights of Employees,” Section 7  
“Unfair Labor Practices,” Section 8 of NLRA


Week 7: Bargaining structure
How collective bargaining differs by industry
Bargaining in the public sector

Week 8: Union and management structures and strategies for collective bargaining
Historical evolution of management policies and practices
Labor Relations as a specialized field
Union goals, objectives and strategies: confrontation, compromise and cooperation
- ______, “Union Strategies and Structures for Representing Workers,” An Introduction to Collective Bargaining and Industrial Relations, pp 117 -147

Week 9: The collective bargaining process
Bargaining power and factors that affect it
The collective bargaining process
Strategies for contract negotiations

Week 10: Subjects of bargaining
Mandatory issues subject to collective bargaining
Permissive subjects of bargaining
Managerial rights and the limits of bargaining

Week 11: Enforcing the contract
The grievance procedure
Arbitration
The right to strike

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Week 12: Labor relations in the non-union sector
Development of a non-union system of industrial relations
The central workplace features of the non-union system
The consequences of the union and non-union systems for earnings
- ______, “Industrial Relations Systems at the Workplace,” The Transformation of American Industrial Relations, pp. 81-108

Week 13: The growth of a world economy: consequences for American workers and unions
The effects of globalizations on worker organization and worker rights
Models of union response to globalization

Week 14: Frontiers of collective bargaining: worker participation
The growth of union involvement in strategic managerial decisions
Workers’ attitudes toward greater worker/union involvement in workplace governance
Competing visions of worker participation: U.S. and Europe
- ______, “If Workers Could Choose,” What Workers Want, pp. 140-157

Week 15: The future of unions in the collective bargaining process
Organizing the unorganized
Current issues in collective bargaining

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The role of political action

Course Name and Number: Collective Bargaining, LABR 320
Type of Course: Elective in concentration
Field of Study: Labor Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This course is designed to give students an understanding of the practices and activities related to the negotiation of union contracts. It identifies focuses on key concepts, techniques, and bargaining issues, especially those that have emerged in recent years. Students will develop an understanding of the similarities and differences between public and private sector bargaining and how this has affected tactics and strategies employed by the parties involved. They will analyze fundamental and sometimes varying scope, structure, and legal dimensions of the bargaining process. They will also gain a historical perspective on public and private employment and on the evolution of state and federal bargaining theory and practice found in both the private and public sectors.

Student Learning Outcomes
At the end of this course, students will be expected to
- Develop an understanding of the history, theory and process of collective bargaining as it applies to union-management relations in the United States
- Describe and explain the legal framework of collective bargaining, including differing provisions in public- and private-sector labor law
- Understand how negotiation strategies, bargaining plans and proposals are developed and how conflict within the negotiating process is resolved

Program Learning Outcomes/Competencies Addressed by the Course
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality

Program Goals Addressed by the Course
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
Students are expected to complete all readings and written assignments and to participate in class discussion and critique of presentations. In addition to submitting a 12-15 page final research paper, students will work in groups to develop and present mock bargaining and arbitration scenarios.

Grades will be based on the following:
- Participation in class discussion: 10%
- Mock bargaining exercises: 20%
- Arbitration case: 15%
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Mid-term exam 25%
Final paper 30%

Required Texts

Additional readings, available in a course packet, are listed in weekly sessions

Course Outline

Week 1: Defining Collective Bargaining
Evolution of collective bargaining in the U.S.
Identifying the players: The three-tiered framework
Sources of bargaining power

Week 2: Strategies and Structures for Collective Bargaining
The parties in negotiation
Management strategies
Labor strategies
- McPherson, Donald, Resolving Grievances (Virginia: Reston Publishing, 1983), pp. 3-10

Week 3: The Collective Bargaining Process
Developing proposals
Establishing priorities
Tactics and strategies
Film: *Final Offer*

**Week 4: Understanding Negotiation**

Types of Negotiation: Distributive, integrative, multi-phase, and multi-party bargaining

Communication strategies and tactics

Role of the negotiating committee


**Week 5: Legal Frameworks**

National Labor Relations Act

Taft-Hartley and Landrum-Griffin

Administrative structures: Federal, state and municipal


**Week 6: Grievance and Arbitration**

Grievance procedure

Arbitration

Duty of Fair Representation


Film: *Arbitration: Proof Of the Matter*

Assignment: Mock Arbitration Case, Due Week 9

**Week 7: Public Sector Bargaining**

The Condon-Wadlin era

Taylor Law

PERB


Speaker, depending on availability: David Paskin, D.C. 37, Associate Director, Research and Negotiations

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Week 8: Economics of Collective Bargaining
Economic indicators
Researching and presenting data
Costing out the contract


Week 9: Impasse and Dispute Resolution
Understanding impasse
Interest Arbitration
Third-party intervention and Mediation

- Weeks, Dudley, *The Eight Essential Steps to Conflict Resolution*, (New York: Tarcher/Putnam, 1992), Chapter 4

Assignment: Queen City Mock Bargaining, due Week 11

Week 10: Strikes and Lockouts
Strike activity
Strategic uses of the strike
Lockouts


Week 11: Alternatives to the Strike
Comprehensive campaigns
Workplace actions
Community coalitions


Week 12: Labor Participation and Collective Bargaining
Worker and union participation
Teams and work restructuring
Incorporation into the collective bargaining agreement


Week 13: Industry-wide Bargaining
Transportation
Telecommunications
Healthcare

Week 14: Comparative Labor Relations: An International Perspective
State-led bargaining: Asia
The tripartite model: Western Europe
Corporatism: Latin America

Week 15: Future Trends in Collective Bargaining
Impact of expanding globalization
The human rights framework
Bargaining and the service sector
Course Name and Number: Issues in Labor Organizing, LABR 330
Type of Course: Elective in Concentration
Field of Study: Labor Studies
Credits: 4 credits, 4 hours
Prerequisite: None

Course Summary
This course examines the development of theory and practice in labor organizing as it has emerged over the course of a century. It addresses organizing in both the public and private sector, through certification elections, recognition actions and alternative methods of organizing. Students discuss the determinants of successful organizing campaigns, including targeting, tactics, and styles of organizing. The subject of organizing is studied in a historical, social, and political context, allowing students to analyze the evolution of an organizing mission and the emergence of various strategic initiatives over time. Students review differing theories of organizing and analyze worker attitudes as well as employer strategies and tactics. In addition, students examine the body of law (National Labor Relations Act) that regulates labor organizing in the US and consider methods of organizing outside the parameters of existing labor law. Students also examine union infrastructures administrative practices that affect how campaigns are financed and staffed.

Student Learning Outcomes
At the end of this course, students will be able to:
• Acquire an historical understanding of labor organizing in the United States, contextualized in social and political conditions
• Analyze various organizing theories and methods, including collective action, community organizing, and mobilizations through social movements
• Understanding power relations in the workplace and how those relationships affect organizing

Program Learning Outcomes/Competencies Addressed by the Course
• Link underlying social conditions to the urban environment and the problems of urban workers and communities
• Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
• Learn about immigrant populations and their contributions to urban life
• Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
• Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
• Provide a broad liberal arts education and a foundation in social science
• Foster humanistic values and critical-thinking skills
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Course Requirements and Grading
Students are required to complete all reading and writing assignments and participate fully in class discussion. Each student will write a 6-8 page book review on an assigned reading and will make a 10-minute class presentation. An outline with discussion questions must be distributed before the presentation. Topics for the final paper must be approved in advance by the instructor.

Grades will be based on the following:
- Class presentation: 15%
- Book review: 15%
- Term paper: 25%
- Mid-term examination: 20%
- Final exam: 25%

Required Texts
- Beifus, Joan Turner, *At the River I Stand: Memphis the 1968 Strike and Martin Luther King*, (Memphis, TN: B & W Books, 1985)

Additional readings, available in a course packet, are listed in weekly sessions.

Course Outline

Week 1 - Introduction
Origins
Some historic struggles
The nature of collective action
- Beifus, Joan Turner, *At the River I Stand: Memphis the 1968 Strike and Martin Luther King*, (Memphis: B & W Books, 1985) pp. 11-57
Week 2 – Theoretical Perspectives: Marx and his Critics
Labor and industrial capitalism
Class struggle and working-class power
Pragmatic unionism: Perlman’s critique

Week 3 – Theoretical Perspectives, cont.
Social unionism
Business unionism
Firm vs. industry-level strategies
- Commons, John R., excerpt from “American Shoemaker, 1909,” in Theories of the Labor Movement,
- Simeon Larson and Bruce Nissen, eds., (Detroit, MI: Wayne State University Press, 1987), pp. 28-73
- Sidney and Beatrice Webb, excerpt from “The Origins of Trade Unionism, 1894,” Larson and Nissen, pp.188-19

Week 4–Organizing in the CIO
Sit-down strikes
Political wins: Hague vs. CIO
Steel and Auto
- Dubofsky, Melvyn and Foster Rhea Dulles, eds., Labor in America, 7th ed. (Wheeling, IL: Harlan Davidson, 2004), pp. 272-293

Week 5-Organizing and Accord
Post-war labor-management pact
Impact of Taft-Hartley
Civil rights and labor
- Dubofsky and Dulles, pp. - 354-375
- Lichtenstein, pp. 98-177

Week 6– Organizing in the Neo-liberal Era
The new economy
The challenge of globalization
Organizing for union growth
- Bronfenbrenner, et al , “Introduction,” in Bronfenbrenner, Kate, Sheldon Friedman, Richard W. Hurd,
• Troy, Leon. “Big Labor’s Big Problems,” *Business and Society Review*, fall 1993, No 87, pp. 49-52

**Week 7-- Strategies and Models**
Rank-and-file organizers
Immigrant workers
Success and failure
• Wiekle, Roger et al, “A Comparative Case Study of Union Organizing Success and Failure: Implications for Practical Strategies for Organizing,” in *Organizing to Win*, pp. 197-212,
• Nissen, Bruce. “Utilizing the Membership to Help Organize the Unorganized,” in *Organizing to Win*, pp. 135-149
• Fletcher, Bill and Rick Hurd, “Beyond the Organizing Model: The Transformation Process in Local Unions,” in *Organizing to Win*, pp. 37-53

**Class 8-- Race, Class, and Gender**
Building an inclusive labor movement
Gender, class, and modes of organizing
Communities of color
• DeFreitas, Gregory and Nieve Duffy, “Young Workers, Economic Inequality, and Collective Action,” in Zweig, pp. 143-160

**Speaker, depending on availability: Dorian Warren**

**Week 9 – Labor and Community**
Labor-community coalitions
Living-wage campaigns
Successes and failures
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Week 10 – Organizing and the Law
Development of labor law
Impact on organizing
Employer opposition; labor response


Week 11–Organizing and the Law, cont.
Evolution of the National Labor Relations Act (NLRA)
The National Labor Relations Board (NLRB)
Employee Free Choice Act

- Schlossberg and Scott, pp. 1-117

Week 12- Alternatives to the Labor Board
Card Check
New organizing targets: workers and industries
Case studies of two campaigns

- Bronfenbrenner et al, “Community-based Organizing Outside the NLRB,” in *Organizing to Win*, pp. 69-71
- Needleman, Ruth, “Organizing Low Wage Workers: Building Relationships for the Long Haul between Unions and Community-based Organizations,” in *Organizing to Win*, pp. 71-86
- Ness, Immanuel, “Organizing in Immigrant Communities: UNITE’s Worker’s Center Strategy,” in *Organizing to Win*, pp. 87-101

Week 13 – Lessons from the Public Sector
Public sector organizing
Decline and growth
Prospects for future
• Aronowitz, Stanley, From the Ashes of the Old (Boston: Houghton Mifflin, 1998), pp. 59-85

Week 14 – New Directions
Eyes on the South
White collar workers
Community-based worker organizations
• Aronowitz, pp. 86-112 and 139-158
• Fine, Janice, Worker Centers: Organizing Communities at the Edge of the Dream, (Cornell ILR Press, 2006), pp. 1-71
Speaker: Make the Road by Walking

Week 15- Theory and Practice
Nuts and bolts of organizing
Applying theory to campaigns
Two case studies: US Steel and home-based organizing
• Murray, Gregor, “Steeling for Change: Organization and Organizing in Two Canadian USWA Districts in Canada,” in Organizing to Win, pp. 320-339
• Milkman, Organizing Immigrants, pp. 109-224
• Bobo, Kim, Jackie Kendall and Steve Max, Organizing for Social Change (Santa Ana, CA: Seven Locks Press, 1991) pp. 2-55

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Course Name and Number: Labor and Employment Law, LABR 334
Type of Course: Elective in concentration
Field of Study: Labor Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This course will introduce students to the basics of the law governing labor relations and employee rights in the workplace. The course begins with an examination of the major areas of the law as they apply to workers and unions. Topics covered will include the National Labor Relations Act, employee representation, the grievance process, labor's right to organize, the ground rules for collective bargaining, legal aspects of strikes, Weingarten rights, obligation to bargain, and the duty of fair representation. The second part of the course will focus on employment rights at the workplace including statutes regarding discrimination, family medical leave and workplace privacy. Students will debate and analyze the strengths and weaknesses of labor law in terms of protections for workers and workers' rights and will discuss potential reform of current law.

Student Learning Outcomes
At the end of this course, students will be able to:
- Describe and explain essentials of the law governing major facets of labor-management relations under the National Labor Relations Act (NLRA), including union organizing, collective bargaining, contract administration, strikes, and lock-outs
- Understand operations of the National Labor Relations Board (NLRB) and courts, including how they implement labor law
- Demonstrate knowledge of major areas of employment law as it relates to rights at the workplace
- Engage in discussion and debate about the strengths and weaknesses of current US labor law and evaluate proposals to reform the law

Program Learning Outcomes/Competencies Addressed by the Course
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Understand the workings of municipal government and its relationship to state and national politics
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality

Program Goals Addressed by the Course
- Foster humanistic values and critical-thinking skills
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies
This course adheres to the School of Professional Studies’ Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

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Course Requirements and Grading
Students will be required to complete all readings and participate in class discussion. A 12-15 page final paper is required. The topic must be approved in advance by the instructor. During the term, each student will make one 8-10 minute class presentation on a case referenced in the syllabus.

Grades will be based on the following:
- Participation in class discussion 20%
- Class presentation 20%
- Mid-term exam 25%
- Final paper 35%

Required Texts

Additional readings, available in a curse packet, are listed in weekly sessions

Course Outline

Week 1--Historical Overview
“American Exceptionalism”
Before the New Deal
The right to unionize

Week 2--The Evolution of American Labor Law
Labor and its relation to the state
Employment at Will doctrine
The right to strike

Week 3--Modern Labor Law
The National Labor Relations Act
The Taft-Hartley Act
Labor and business
Week 4--The National Labor Relations Board
Structure and procedure
Jurisdiction
Enforcement
- _____, “NLRB Procedure,” in The Developing Labor Law, pp. 2442-2490
- _____, “NLRB Orders and Remedies,” in The Developing Labor Law, pp. 2491-2569
- _____, “Judicial Review and Enforcement,” in The Developing Labor Law, pp. 2569-2614
Speaker, depending on availability: Dan Silverman, Former Director, NLRB, New York Regional Office

Week 5--Protection of Concerted Activity
Employee rights: Section 7, NLRA
Violations of Section 7 rights; legal remedies
Union unfair labor practices

Cases referenced and discussed
- NLRB v. Fansteel Metallurgical Corp (1939)
- NLRB v. Local 1229 IBEW (1953)
- NLRB v. Insurance Agents International Union (1960)

Week 6--Organizing and Recognition
The bargaining unit and union jurisdiction
Union certification and decertification procedures
Recognition without an election

Cases referenced and discussed
- UAW v. NYU (332 NLRB No. 111, 2000)

Week 7--Regulation of Collective Bargaining
The duty to bargain
Collective bargaining issues: mandatory and permissible
Bargaining to impasse

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Cases referenced and discussed
- NLRB v. American National Insurance (1952)
- Textile Workers Union v. Darlington Mills (1965)
- NLRB v. General Electric (1970)
- General Motors v. NLRB (1971)
- NLRB v. Yeshiva University (1980)
- First National Maintenance Corp. v. NLRB (1981)
- United Automobile Workers v. Otis Elevator (A wholly owned subsidiary of United Technologies) 1984

Week 8--Strikes, Boycotts and Picketing
The right to strike; types of strikes
Picketing and secondary activity
Replacement workers, injunctions, damages

Cases referenced and discussed
- NLRB v. Mackay Radio (1938)
- Sinclair Refining v. Atkinson (1962)
- American Ship Building Co. v. NLRB (1965)
- Boys Market Inc v. Retail Clerks Union 770 (1970)
- Buffalo Forge Co. v. United Steel Workers of America (1976)

Week 9--Duty of Fair Representation
Doctrine of fair representation
Requirements of the doctrine
Remedies for violations

Cases referenced and discussed
- Steele v. Louisville and Nashville Railroad (1944)
- Vacca v. Sipes (1967)

Week 10--Regulation of Unions
Constitution and bylaws
Governance and administration
Fiscal and fiduciary requirements

Cases referenced and discussed
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- Miranda v. NLRB (1962)
- Zamora v. Hotel Employees Union Local 11 (1987)

**Week 11-- Discrimination in the Workplace**
Gender, race, immigration status and sexual orientation
Sexual harassment
Remedies: labor law vs. civil rights legislation


**Cases referenced and discussed**

- King v. General Electric (1992)
- New Silver Palace Restaurant and 318 Restaurant Workers Local (334 NLRB No. 44, 2001)

**Week 12--Rights in the Workplace**
Work and Family Issue
Privacy Statutes
Health and Safety

- Repa, Barbara Kate, Your Rights in the Workplace, 7th ed. (Nolo Publishing: 2005), pp. 4/2-4/24; 5/3-5/54; 6/3-6/31

**Week 13--A Brief Look at the Public Sector**
Public sector versus private sector labor law
Issues in the public sector
Public sector organizing

- Freeman, "Unionism Comes to the Public Sector" in Journal of Economic Literature, March 1986, “The New Unionism”, pp. 41-49
Week 14--US Labor Law in Comparative Perspective

Week 15--Labor Law and the American Labor Movement
Transformation of the Wagner Act
Problems in U.S. labor law
Labor law reform: directions for the future
Course Name and Number: Understanding Labor and the Economy, LABR 339
Type of Course: Elective in Concentration
Field of Study: Labor Studies
Credits: 4 credits, /4 hours
Prerequisite: None

Course Summary
This course provides students with a solid understanding of the structure and direction of the U.S. economy, within a context of globalization. Students learn basic economic principles and concepts through an examination and analysis of labor markets. They analyze and compare competing perspectives and differing explanations of the political economy of work and examine how unemployment rates, global trade, wage inequality, and the growth of the service sector affect worker’s bargaining power.

Program Learning Outcomes/Competencies Addressed by the Course
At the end of this course, students will be able to:

- Understand recent labor market outcomes, including trends in unemployment, employment, wages, hours, the nature and structure of jobs, and the effects of globalization
- Acquire knowledge of differing labor market theories
- Develop analytic and critical-thinking skills necessary to evaluate alternatives to current theories and practices in production and distribution
- Evaluate political actions, policies, and programs that address labor market problems

Program Goals Addressed by the Course

- Provide a broad liberal arts education and a foundation in social science
- Foster humanistic values and critical-thinking skills
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
Students will work in pairs to make a 15-minute class presentation, some time during the term, analyzing and comparing differing perspectives or alternative theories that explain economic phenomena discussed in class. An outline and set of discussion questions must be distributed in advance of the presentation. A 4-5-page book review will be due in Week 6 of the semester and an 10-12 page term paper will be due in Week 12.
Grades will be based on the following
- Class presentation 15%
- Book review 15%
- Term paper 25%
- Mid-term examination 20%
- Final exam 25%

**Required Texts**

Additional readings, available in a course packet, are listed in weekly sessions

**Course Outline**

**Week 1--Introduction and Overview**
- Defining terms
- Effects on workers and workers’ institutions
- Impact of goods and services
  - Mischel, pp. 17-39
  - Sowell, pp. 1-43

**Week 2 – Allocation of Goods and Services**
- Determining goods for production
- Determining methods of production
- Consumers of goods and services
  - Yates, pp. 84-109
  - Sowell, pp. 87-162

**Week 3 – Consumption, Investment, and Economic Stability**
- How goods are consumed
- Passive consumption
- Active investment and the market
  - Sowell, pp. 255-322
  - Addison Wesley, 2008) pp. 286-337

**Week 4- The Labor Market**
- Definitions and function of the labor market
- Participants in the labor market
- Changes in labor markets
  - Kaufman and Hotchkiss, pp. 1-43
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- Ehrenberg and Smith, pp. 1-59

**Week 5 - Government, Social Responsibility, and Externalities**

Economic cycles
- Monetary Policy: role of the Fed
- Differentiating between monetary and fiscal policy
  - Sowell, pp. 323-419

**Week 6 - Labor Supply**

Inequality
- Productivity and pay
  - Sowell, pp. 181-254

**Week 7 - Labor Supply, cont.**

Work in the home
Work outside the home
Obstacles to work
  - U.S. Department of Labor, Telework and the New Workplace of the 21st Century, 2000 (file in two parts on Digiclass)

**Week 8 - Labor Demand**

Determining demand
Defining equilibrium
The law of diminishing returns
  - Kaufman and Hotchkiss, pp. 171-261
Week 9 – Wages
Determining wages in the market place
Wage growth
Wage decline
- Kaufman and Hotchkiss, pp. 265-329
- Mischel, Bernstein and Shierholz, pp. 121-226

Week 10 – Education and Training
Impact of education on wages and opportunities
Education and productivity
Workforce development; employee training programs
- Kaufman and Hotchkiss, pp. 337-301

Week 11- Compensatory Wage Differentials
Wages and working conditions
Wages and occupational health and safety
Arguments for and against regulation
- Kaufman and Hotchkiss, pp. 407-463

Week 12- Discrimination in Labor Markets
Race and ethnicity
Gender discrimination
Changing patterns of discrimination
- Kaufman and Hotchkiss, pp. 469-529
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Week 13– Unions and the Economy
Effects on business
Wages and working conditions
Significance of union density
- Kaufman and Hotchkiss. pp. 527-641

Speaker, depending on availability: Mark Levinson, Chief Economist, SEIU

Class 14 – Unemployment and Immigration
Immigration and labor market behavior
Patterns of unemployment
Analyzing unemployment: causes and remedies
- Kaufman and Hotchkiss, pp. 605-644

Class 15 – Income inequality, International Trade
Global trends in income inequality
Growth of the informal economy
International trade; the role of international institutions
- Mischel, Bernstein and Shierholz, pp. 357-387
- Fortin, Nicole and Thomas Lemieux, "Institutional Changes and Rising Wage Inequality: Is There a Linkage?" Journal of Economic Perspectives, Vol. 11 (2), spring 1997, pp. 75-96
- Johnson, George, “Changes in Income Inequality: The Role of Demand Shifts,” Journal of Economic Perspectives, 11(2), spring 1997, pp. 41-54
- Yates, pp. 84-133
The City University of New York  
School of Professional Studies

Course Name and Number: U.S. Labor History, LHS 301  
Type of Course: Required in concentration  
Field of Study: Labor Studies  
Credits: 4 credits/4 hours  
Prerequisite: None

Course Summary  
This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working class consciousness, and the milestones in the labor movement’s progress during the last century.

Student Learning Outcomes  
At the end of this course, students will be able to:  
- Trace the fundamental developments in U.S. Labor History  
- Develop a keen and thoughtful approach to debates within the contemporary labor movement  
- Understand the differences between primary and secondary historical sources and use historical evidence in written and oral presentations  
- Demonstrate critical thinking and analytical skills

Program Learning Outcomes/Competencies Addressed by the Course  
- Link underlying social conditions to the urban environment and the problems of urban workers and communities  
- Learn about immigrant populations and their contributions to urban life  
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality  
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course  
- Provide a broad liberal arts education and a foundation in social science  
- Foster humanistic values and critical-thinking skills  
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies  
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Course Requirements and Grading  
Students will be expected to complete all readings and participate in class discussions. A 10-12 page term paper will be due by Week 14 of the semester. An outline and bibliography for the paper must be submitted to the instructor by week 9.

Grades will be based on the following:  
Participation in class discussion 20%
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Required Texts and Materials

Additional readings, available in a course packet, are listed in weekly sessions

Course Outline

**Week 1: Introduction to Labor History**
The importance of studying labor history
Introduction to the debates within the study of labor history

**Speaker, depending on availability: Steve Brier, the emergence of social history**

**Week 2: Unfree Labor, Unpaid Labor, and Radical Reconstruction**
Slavery and unpaid laborers as part of the working class
U.S. economy in the north and south from the American Revolution through the Civil War
Slavery’s impact on family relationships, work conditions, and forms of resistance
Reconstruction’s meaning for freed men and women
- Douglas, *Narrative of the Life of Frederick Douglas*

**Week 3: Migration and Immigration, 1860–1920**
Waves of immigration and migration to urban centers
Economic, political and civil rights for immigrants and freed men and women
Northern economic opportunities for freed men and women

**Week 4: The Knights of Labor, Anarchism, and Urban Upheaval**
Formation, culture, and campaigns of the Knights of Labor
Anarchism and the struggle for the 8-hour day

Term paper 40%
Midterm exam 20%
Final essay exam 20%
Strike-wave of the late 19th century

Week 5: Women’s Labor 1890–1920, In the Home and in the Factory
Redefining women’s labor
Women and Unions in the Progressive Era
Family Wage campaign and implications for gender relations within the labor movement
- Cobble, Dorothy Sue, “Rethinking the Troubled Relations Between Women and Unions: Craft Unionism and Female Activism,” Feminist Studies, Vol.16, No. 2 (Fall 1990), pp. 519–548.
Speaker, depending on availability: Alice Kessler-Harris

Week 6: Industrial Workers of the World
Rise of the IWW
One Big Union and industrial unionism theory
Campaigns, victories and defeats of the IWW
- Kimmeldorf, Howard, Battling for American Labor, Chapter 1–4, pp. 1–113.

Week 7: AFL and Craft Unionism
AFL’s stance on organizing and politics
The origins of business unionism
Craft unionism vs. industrial unionism
- Buhle, Paul, Taking Care of Business, Chapter 1, pp.17–90.
- Kimmeldorf, Howard, Battling for American Labor, Chapter 5, pp. 114–151.

Week 8: Organizing in the Jim Crow South
Racial and economic politics of Jim Crow
Obstacles to interracial organizing under segregation
Beginning of the civil rights movement
Film: The Uprising of ’34

Week 9: Rise of the CIO and the New Deal
Formation of the Congress of Industrial Organizations
Organizing and Political strategies of the CIO
Alternative union structures and organizing campaigns
- Lichtenstein, State of the Union, Chapters 1–2, pp. 20–97.

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• Vargas, Labor Rights Are Civil Rights, Chapter 3, pp. 114–157.

**Week 10: From New Deal to WWII**
Labor-Management accord during and after WWII
Women on the factory floor
Inclusive unionism and the struggle for racial democracy on the shop floor
• Vargas, Labor Rights Are Civil Rights, Chapter 4–5, pp.148–251.
• Lichtenstein, State of the Union, Chapter 3, pp. 98–140.
**Film: The Life and Times of Rosie the Riveter**

**Week 11: Cold War and the Growth of Business Unionism**
Growth of business unionism
Cold War anti-communism and the purging of democratic left-led unions
Merger of AFL and CIO
• Lichtenstein, State of the Union, Chapter 4, pp. 141–177.
• Moody, Kim, An Injury to All: The Crisis of American Unionism, 1988, Chapters 1–3, pp. 1–70.

**Week 12: Organized Labor and Civil Rights/ Social Movements of the 1960s**
Labor movement’s relationship to the social movements of the 1960s
Fighting racism within the workplace and the union
• Lichtenstein, State of the Union, Chapter 5, pp. 178–211.
• Levy, Peter B., The New Left and Labor in the 1960s, intro, Chapters 6–8, pp. 1–6, 108–166.
• Vargas, Labor Rights Are Civil Rights, Chapter 6, conclusion, pp. 252–290.
**Film: At the River I Stand**

**Week 13: Deindustrialization and the Working Class Conservatism**
The effects of deindustrialization on factory workers and unions
The changing political environment
AFL-CIO under the leadership of George Meany
• Moody, Kim, An Injury to All: The Crisis of American Unionism, Chapters 8–9, pp. 165–220.
• Buhle, Paul, Taking Care of Business, Chapter 2, pp. 91–145.

**Week 14: Hard Times and Concessionary Bargaining**
Recession and the shrinking of the U.S. labor movement
Government strike-breaking and permanent replacements
• Lichtenstein, State of the Union, Chapter 6, pp. 212–245.
• Buhle, Paul, Taking Care of Business, Chapter 4, pp. 204–248.
**Film: American Dream**

**Week 15: Outsourcing, Globalization, and New Labor**
New economies, new obstacles, and new organizing bases for the labor movement
Organizing immigrant workers in the service sector
Alternative forms of organizing: workers’ centers

**Speakers, depending on availability:** Ruth Milkman and Kent Wong
Course Name and Number: Work, Culture and Politics in New York City, LPOL 301
Type of Course: Elective in concentration
Field of Study: Community Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city’s diverse population. Major topics covered include the history of New York, New York’s key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor's contributions to building the city’s institutions.

Student Learning Outcomes
At the end of this course, students will be able to:
• Demonstrate an understanding of the varied patterns of work, culture, and political life in New York City
• Incorporate ideas and information from a number of disciplines - history, sociology, urban studies, literature, and political science — to develop an understanding of the complex relationship of public space to culture, politics, and identity
• Show enhanced reading, writing, and critical-thinking skills.

Program Learning Outcomes/Competencies Addressed by the Course
• Link underlying social conditions to the urban environment and the problems of urban workers and communities
• Learn about immigrant populations and their contributions to urban life
• Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
• Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
• Provide a broad liberal arts education and a foundation in social science
• Foster humanistic values and critical-thinking skills
• Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
• Prepare students to compete for job opportunities in public, non-profit, and private agencies
• Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
Students are expected to participate in all field trips and to complete all assigned readings. In consultation with the instructor, students will select an additional reading as the basis of an analytic mid-term paper, due in Week 7. A final 10-12 page paper on a topic approved by the instructor will be due on Week 15. For the final project, students will
work in groups to study an institution, organization, or neighborhood not included among assigned field trips. The project report may include ethnography, visual images, and other forms of cultural expression.

**Grades will be based on the following:**

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<tr>
<th>Component</th>
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<tr>
<td>Participation in class discussion</td>
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<td>Mid-term paper</td>
<td>20%</td>
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<td>Final paper</td>
<td>20%</td>
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<td>Group project</td>
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**Required Texts**


Additional readings, available in a course packet are listed in weekly sessions.

**Course Outline**

**Week 1: Introduction**

- History of the New York working class
- Images of New York
- NYC in film, in literature

**Week 2: Making a Living**

- Commerce and industry in the city
- Changing patterns of work

**Week 3: Poverty and Affluence**

- Social and economic inequality in the Big Apple
- Economic downturns and upswings: change and its consequences
- The economic and social impact of race, class, and gender


**Week 4: Immigration: Then and Now**
NYC immigration history
New York’s newest immigrants


**Speaker, depending on availability:** Muzaffar Chishti: Director, Migration Policy Institute, at New York University School of Law

**Week 5: Black Life and Work in the Inner City**
The political economy of black communities
Informal economies
Culture, identity, and family life


• Lorde, Audre, Zami: A New Spelling of My Name, A Biomythography (Berkeley: The Crossing Press, 1982).

**Field Trip: Walking Tour of Harlem**

**Week 6: The Immigrant Experience: Life in El Barrio**
The political economy of Latino communities
Culture, identity, and family life


**Field Trip:** El Museo del Barrio

**Week 7: Neighborhoods and Communities, Case Study: Chinatown**
History of Chinese immigration
Development of Chinese economy and community
Sweatshops and immigrant women workers


• Lin, Jan, Reconstructing Chinatown: Ethnic Enclaves, Global Change (University of Minnesota Press, 1998), pp. 57-78, 121-146, 171-206.


**Field Trip: Museum of Chinese in the Americas, Chinatown**

**Week 8: The Politics of Difference**
Urban social identity
Privatization of public space
Community organizing against sexual harassment


**Field Trip: Sista II Sista, Bushwick, Brooklyn.**

**Week 9: High Culture/ Popular Culture**
New York City’s cultural institutions
Multiple publics: the cultures of cities
Class and culture

**Field Trip: P.S. One, MoMA in Queens**

**Week 10: Youth and Youth Culture**
Youth employment
Street life and gangs

**Week 11: Parties, Players, and Political Power**
The Parties: Democrat, Republican, and Working Families
The Players: Big Business, Unions, Advocacy Groups Media
The Politics: Racial and ethnic politics, coalitions, and communities

**Week 12: Power and Political Ideology**
The rise and fall of liberalism
Conservatism in a liberal “town”— New York’s brand of Republicanism
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Housing and Urban Renewal
Public Education
- Kozol, Jonathan, Shame of the Nation: The Restoration of Apartheid Schooling in America (Crown, 2005), excerpt.

Week 14: Current Policy Debates: Part II
Health and Welfare
Criminal justice system

Week 15: The Future of New York
Economic development and the future of New York
Alternative visions for New York City
- Wallace, Mike, A New Deal For New York (Gotham Center Books, 2002).
- Collection of vision statements: Urban Agenda, Alliance for Quality Education, Make the Road by Walking, Working Families Party, ROC NY, Community Voices Heard

Course Name and Number: Sociology of Work, LSOC 301  
Type of Course: Elective in concentration  
Field of Study: Labor Studies  
Credits: 4 credits/4 hours  
Prerequisite: None

Course Summary
This course introduces students to the sociology and political economics of work, workers, and worker organizations. It begins with an exploration of the meaning of work, an examination of the organization and control of the labor process, and a survey of the changes in the composition of the labor force over the last century. It then explores some of the challenges facing workers at the beginning of the 21st century, including the emergence of new forms of employment; increased gender, ethnic, and racial diversity in the labor force; the impact of technology; developments in labor management; and the emergence of a global economy.

Student Learning Outcomes
At the end of this course, students will be expected to:
- Develop an understanding of the world of work, its impact on specific segments of the population, and its relation to race, gender, class and issues surrounding family and community
- Demonstrate an understanding of how industry, the labor force, the workplace, and the labor process are being transformed
- Demonstrate writing and critical thinking skills.

Program Learning Outcomes/Competencies Addressed by the Course
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Provide a broad liberal arts education and a foundation in social science
- Foster humanistic values and critical-thinking skills
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Academic Integrity and Administrative Policies
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Course Requirements and Grading
Students must complete all readings and written assignments and come to class prepared to participate in discussion. A 4-6 page book review is due in Week 6. The topic of the mid-term paper must be approved by the instructor in advance. Students must submit a prospectus for the paper and a bibliography no later than Week 8.

Grades will be based on the following:
- Participation in class discussion: 20%
- Book review: 15%
- Term paper: 25%
- Midterm exam: 15%
- Final essay exam: 25%

Required Texts

Additional readings, available in a course packet, are listed in weekly sessions.

Course Outline

**Week 1—Introduction and Overview:**
Work in a Historical Context
 Popular Representation of Work and Workers
 Brief Introduction to Work in America Today

**Week 2—The Meaning of Work/Theories of Work**
Labor and Alienation
 Bureaucracy and Control
 Modern Management

**Week 3—Changes in the Work and Labor Process**
The Transformation from Artisan to Factory Worker
 Blue, White, Pink, and No Collar Workers
 The Transformation of Service Work

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**Speaker, depending on availability: Andrew Ross, knowledge workers in the new economy**

**Week 4--Evolving Structures and Theories of Management**

The Origins of Management
Scientific Management and Its Consequences
Labor, Management, and Technology

**Week 5–The Transformation of Industry in the Era of Globalization**

The U.S. Worker in the Global Production Line
Goodbye Ford?
Hello Wal-Mart
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Week 6—The Changing Workplace
Emerging Patterns of Work
What’s Happening to the Contemporary Workplace
“McDonaldization” and Beyond


Week 7—The Changing Labor Force
Shifts in the Distribution of Employment: Manufacturing to Service Work
Immigration and the Growing Diversity of the Labor Force
Wages, Inequality, and Unemployment


Week 8—The Unemployed, the Underemployed, and the Working Poor
Without Work
Temporary Work, Part-Time Work, and the Contingent Workforce
The Working Poor


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Week 9--Women Workers
Sex Segregation in the Labor Force: Pay Equity and Comparable Worth
Women at the Workplace: The Glass Ceiling, Sexual Harassment
Women Workers and Global Restructuring

Week 10--Race, Ethnicity and Work
The Racial Distribution of Jobs
The Impact of “New” Immigration
Affirmative Action

Week 11--Work and Class
The Distribution of Wealth and Income
Work and Life Chances
Class and Power

Week 12--Work and Family
The Invention of Housework
Work and the Changing Nature of Gender Roles and Family Life
Work and Leisure

Week 13--Work and Community
De-Industrialization and Plant Closings
“Wal-Martization”
Abandonment and Dissolution of Communities

Week 14--Alternative Models of Work: Re-envisioning Work
Workers’ Cooperatives and Workers’ Control
A Comparative Look at Work around the Globe
The “Humanized” Workplace: Too Good To Be True?
Week 15--Workers and Unions
What Do Unions Do?
Unions on the Shop Floor
The Role of Unions in Society

The City University of New York  
School of Professional Studies

**Course Name and Number:** Public Administration, PADM 201  
**Type of Course:** Elective in concentration  
**Field of Study:** Urban Studies  
**Credits:** 4 credits/4 hours  
**Prerequisite:** None

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

**Student Learning Outcomes**
At the end of this course, students will be able to:
- Identify principle government structures and major trends in the development and evolution of public bureaucracies in the U.S.
- Explain the differences and similarities between public and private administration
- Understand the difference between formal and informal organizational structure and the behavioral effects of each
- Explain the bureaucratic policy-making process and the factors that influence it
- Understand various models of decision-making in public organizations
- Understand the factors and forces constraining public bureaucracies
- Evaluate how well public bureaucracies function in a democratic society

**Program Learning Outcomes/Competencies Addressed by the Course**
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services

**Program Goals Addressed by the Course**
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

**Academic Integrity and Administrative Policies**
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Course Requirements and Grading
Students must complete readings and participate in class discussion. They must submit a 5-8 page mid-term essay on an assigned reading and a 12-15 page final research paper, utilizing the case-study approach. The case study must be approved in advance by the instructor. During the second half of the semester, each student will present an outline of the final paper and a bibliography for class discussion and peer critique.

Grades will be based on the following
Participation in class discussion 15%
Midterm essay 30%
Presentation: outline and bibliography 15%
Final paper 40%

Required Texts
• Michael C. LeMay, Public Administration: Clashing Values in the Administration of Public Policy (New York; Wadsworth, 2006).

Additional readings, available in a course packet, are listed in weekly sessions.

Course Outline

Week 1: Defining Public Administration
Scope and purpose of public administration
Evolution of government bureaucracies
Differentiating public and private administration

Case Study:

Week 2: Public Administration in Context
The environment
Cultures of public organizations
Theories of political control

Case Study:

Week 3: Origins of Bureaucratic Power
Defining bureaucracy
Bureaucratic power and democracy
Political power and bureaucracy

Case Study:

Week 4: American Federalism and Intergovernmental Relations
Origins of federalism in America
Structure and dynamics of federalism
Intergovernmental relations: the rise of complexity

Case Study:

Week 5: Organization Theory
Classical theories
Human relations and organizational humanism

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Hierarchy, centralization and decentralization


**Case Study:**

**Week 6: Organizational Behavior**
The impact of bureaucracy
Problems of technocracy
Authority, motivation and productivity


**Week 7: Decision Making**
The anatomy of decision making
Concepts and controversies
The environment of choice


**Case Study:**
Week 8: Bureaucratic Leadership
Administrative leadership in context
Challenges of administrative leadership
Leading for performance


Case Study:


Week 9: Functions of Public Management: Making Policy
The policy-making process
Public policy in flux
Public policy, politics and private management


Case Study:

Week 10: Functions of Public Management: Budgeting
Government budgets and fiscal policy
The budget-making process
Budgeting and scarce resources: the debt problem


Case Study:
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**Week 11: Core Functions of Public Management: Personnel and Human Resources**

The historical context

Civil service and personnel systems

Public sector bargaining

- Michael C. LeMay, “Personnel Administration and Unionism in Public Administration,” Public Administration: Clashing Values in the Administration of Public Policy, pp. 219-244.


**Week 12: Performance Management**

Defining performance management

The politics of performance management

Strategic management: principles and practices


**Week 13: Constraints on Public Agencies**

The rise of government regulation

The new social regulation

The politics of regulation

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**Case Study:**

**Week 14: Ethics and Public Agencies**
Dimensions of the ethics question
Administrative responsibility: debates and controversies
Government corruption

**Case Study:**

**Week 15: Conflict and Change in Public Administration**
Citizen demands
Changing demographics and diverse constituencies
Government and delivery of services
Course Name and Number: Public Management and the Delivery of Public Services PADM 202
Type of Course: Elective in concentration
Field of Study: Urban Studies
Credits: 4 hours/4 credits
Prerequisite: None

Course Summary
This course introduces students to the subjects of public management and the delivery of public services. It combines theoretical and practical approaches, allowing students employed in public service organizations to apply their own experiences in analyzing the operations of public-service agencies and evaluating how these bureaucracies meet the needs of diverse urban populations. Students identify the range of human services required by city dwellers and examine the social agencies and institutions that deliver those services. In doing so, they seek to understand what public managers do and how they do it. They analyze the structure and operation of local bureaucracies; evaluate fundamental theories and styles of leadership and decision-making; and explore strategies for making organizational change. They also examine the influence of public-sector unions in determining the nature and structure of public management and the delivery of public services. In the latter half of the course, students examine concepts and theories of social welfare and the development of social welfare policy in the U.S. Topics include: the role of government and government regulation, the role of social-service professionals, and the privatization of public services. Students will identify challenges in service delivery; discuss legal and ethical questions confronting service providers; and identify the professional and technical skills required to function effectively as service providers.

Student Learning Outcomes
At the end of this course, students will be able to
- Engage thoughtfully and coherently in discussions of current issues and debates concerning public management and the diversity of consumer populations served by public agencies
- Discuss the role of public workers in the delivery of services
- Demonstrate—through written assignments, oral presentations, and essay exams—an ability to critically analyze and evaluate differing theories and perspectives on public management and the methodologies used
- Identify the impacts of gender and gender-identity, age, race, ethnicity, able-ness, religion, and sexual orientation on the provision of public services
- Develop greater professional competencies for public- and non-profit sector employment
- Identify resources to facilitate career choices and advancement in various fields of public service

Program Learning Outcomes/Competencies Addressed by the Course
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services

Program Goals Addressed by the Course
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
Students are expected to participate fully in all class discussions, based on weekly readings (75-100 pages). They will make one in-class presentation on assigned readings, providing an outline and list of discussion questions, and will write a mid-term essay and a final paper, on a topic approved by the instructor.

Grades will be based on the following:
- Participation in class discussion: 15%
- Class presentation: 20%
- Midterm essay: 20%
- Final paper: 45%

Required Texts

Articles available electronically are listed in weekly sessions.

Course Outline

Week 1: Overview: Roles of Agency and Organization Managers

Week 2: Public Management: Theories and Perspectives

Week 3: Public Services: Theories and Perspectives
Week 4: Ethics and Ethical Issues

Week 5: Staffing and Personnel

Week 6: Cultural Competency and Diversity

Week 7: Leadership and Management

Week 8: Change, Decision-Building, and Decision-Making

Week 9: Organizational Culture

Week 10: Challenges in the Delivery of Public Services


Speaker: Manager in a New York City public agency

Week 11: Trends

Week 12: Policy and Service Delivery

Week 13: The Role of Public Sector Unions
- FreedomFest. “Public Unions, Good or Bad for America,” C-SPAN. http://www.c-spanvideo.org/program/Goodo. (1 hours, 15 minutes)

Speaker: Representative of District Council 37

Week 14: Organization and Personnel Development

Week 15: Trends: Future of Public Management and Public Service Delivery
The City University of New York  
School of Professional Studies

Course Name and Number: Government, Politics and the Policy-Making Process, PADM 211  
Type of Course: Required in concentration  
Field of Study: Urban Studies  
Credits: 4 credits/4 hours  
Prerequisite: None

Course Summary  
This course will explore the policy-making process in a range of public institutions and will introduce students to the approaches, methods, tools and techniques of decision making. The role of conventional political institutions as well as alternatives to conventional politics will be studied. In the process, students will identify official as well as unofficial political actors, including those in the executive, legislative, and judiciary branches of government; social and political activists; the media; and the public. Finally, the course will examine several models of the policy-making process.

Student Learning Outcomes  
At the end of this course, students will be able to:  
- Understand the structure and politics of public-policy making and the process of policy formulation  
- Describe the various governmental and non-governmental institutions involved.  
- Utilize the tools and techniques of policy analysis  
- Demonstrate critical thinking and writing skills

Program Learning Outcomes/Competencies Addressed by this Course  
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective  
- Understand the workings of municipal government and its relationship to state and national politics  
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services

Program Goals Addressed by the Course  
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations  
- Prepare students to compete for job opportunities in public, non-profit, and private agencies  
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading  
Students will complete all weekly readings (75-100 pages per week) and participate in class discussions. A 5-8 page book review is due on Week 10. In consultation with the instructor, students choose a book for review that is complementary to required readings in the course. In writing the review, students should incorporate comparisons to assigned readings and/or reflections on theories discussed in the course.

Grades will be based on the following:  
Participation in class discussion  15%  
Book review  20%

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Midterm exam 25%
Final essay exam 40%

Required Texts

Additional readings, available in a course packet, are listed in weekly sessions.

Course Outline

**Week 1--Defining Public Policy**
Basic concepts
The political context
The role of government

**Week 2--The Structure of Policy Making**
Historical context
Public policy and the economy
Government institutions and federalism

**Week 3--The Executive and the Judiciary**
Setting the policy agenda
Power and influence
The “imperial presidency” and the “imperial judiciary”
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Week 4--The Politics of Public Policy
Political theory and public policy
Public policy process and instruments
Official and unofficial actors
- ________________, “Unofficial Actors and Their Roles in Public Policy,” in Introduction to the Policy Process, pp. 72-107

Week 5--Boardrooms, Cloakrooms and Bureaucrats
Corporate concerns; corporate strategies
Bureaucratic rules, regulations and conflicts
Problems in oversight
- ________________, “Bureaucratic Politics,” in Politics and Public Policy, pp. 89-120
- ________________, “Cloakroom Politics,” in Politics and Public Policy, pp. 121-156

Week 6--The Public and Public Opinion
Advocacy and activism in policy-making
The impact of public opinion
The limitations of public influence

Week 7--Political Institutions: Conventional and Unconventional
Definitions and analysis
Political parties and social policy
Alternatives to conventional politics

• Frances Fox Piven, “Movements and Reform in the Twentieth Century,” in Challenging Authority: How Ordinary People Change America (New York, Rowman and Littlefield, 2006), pp. 91-108
• Paul Burstein, “Social Movements and Public Policy,” in Marco Giugni, Doug McAdam and Charles Tilly, eds., How Social Movements Matter (Minneapolis, University of Minnesota Press, 1996), pp. 3-21

Week 8--Formulating Public Policy
Setting the agenda
The role of interest groups
Legitimating choices
• Thomas Dye, “The Policymaking Process: Decision-Making Activities,” in Understanding Public Policy, pp. 31-57
• Thomas Birkland, “Agenda Setting, Power and Interest Groups,” in Introduction to the Policy Process, pp. 108-137

Week 9--Budgeting: Allocation, Public Policy and Politics
The federal budget
Problems in the budgetary process
Budgetary process as a political process

Speaker: Member of City Council Committee on Finance

Week 10--Policy Design and Policy Tools
Typologies
Designing policy
• Thomas Birkland, “Policies and Policy Types,” in Introduction to the Policy Process, pp. 138-156
• ____________., “Policy Design and Policy Tools,” in Introduction to the Policy Process, pp. 157-180

Week 11--Implementation and Evaluation
The organizational setting
Implementation
Evaluating programs; changing policies
• Thomas Birkland, “Policy Implementation and Policy Failure,” in Introduction to the Policy Process, pp. 181-199

**Week 12--Analysis of Public Policy**
The analytical process
Assessing the impact
Program evaluation and its failures
• Thomas Dye, “Policy Evaluation: Find Out What Happens after a Law is Passed,” in *Understanding Public Policy*, pp. 312-238

**Week 13--Problems, Alternatives and Assessment**
Problem analysis: utilization and methodology
Evaluative criteria
Constructing alternatives

**Week 14--“Objective” and “Subjective” Analyses**
Cost-benefit analysis: tools and techniques
Cost-benefit analysis: Is it definitive?
Ethics and values

**Week 15--Theories of Policy-Making**
Political theories
Models of policy analysis
Evaluation of models
• Thomas Birkland, “Putting it All Together: Models of the Policy Process,” in *Introduction to the Policy Process*, pp. 200-232
Course Name and Number: Public Issues and Public Policy, PADM 221
Type of Course: Elective in concentration
Field of Study: Urban Studies
Credits: 4 credits, 4 hours
Prerequisite: None

Course Summary
This course will provide an overview of the major problems facing American cities and will examine the federal, state, and local policies that address urban poverty and inequality. Students will explore a range of economic and social policies, including taxation; minimum wage; social security; immigration; education; the environment; crime; social welfare; discrimination and civil rights. Students will also examine the political and intellectual debates over policy initiatives to regulate social and private life. Finally, students will discuss pluralist and elitist perspectives on public policy and policy debate. Readings will include diverse and sometimes clashing points of view and will often emphasize developments in New York City.

Student Learning Outcomes
At the end of this course, students will be able to:

- Describe and explain critical public problems and issues facing both the nation and its cities.
- Understand specific public policies and policy alternatives and develop the ability to analyze public policy.
- Demonstrate critical thinking and writing skills.

Program Learning Outcomes/Competencies Addressed by the Course

- Link underlying social conditions to the urban environment and the problems of urban workers and communities.
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective.
- Understand the workings of municipal government and its relationship to state and national politics.
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services.

Program Goals Addressed by the Course

- Foster humanistic values and critical-thinking skills.
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations.
- Prepare students to compete for job opportunities in public, non-profit, and private agencies.
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines.

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Course Requirements and Grading
Students are expected to complete all reading and writing assignments, including a 4-6 page review of a text not on the list of required readings. Students will come to class prepared to participate in discussion. Students must complete a mid-term exam and a final essay exam.
Grades will be based on the following:
Participation in class discussion 15%
Book review 20%
Midterm exam 25%
Final essay exam 40%

Required Texts

Additional readings, available in a course packet, are listed in weekly sessions.

Course Outline

Week 1--Urban Problems and Issues: An Overview
The new economic realities
Paying for what the cities need
The politics of urban development
- Martin Shefler, "Political economy of fiscal crises," in Elizabeth Strom and John Mollenkopf, eds., The Urban Politics Reader, pp. 168-174

Week 2--Economic Insecurity: Wage Stagnation in a Prosperous Economy
The loss of quality jobs
Income polarization
Economic growth: Federal and New York City policies

Week 3--Jobs and Taxes: The Debates
Taxes as an economic policy tool
Tax cuts: good for workers or bad for workers?
Reforming public finance in New York City
• Amy Ellen Schwartz, “Tax and the City,” in John Mollenkopf and Ken Emerson, eds., Rethinking the Urban Agenda, pp. 63-74

Week 4--Minimum Wage: Impact on New Yorkers
Minimum wage controversies
Good for workers or bad for workers?
Raising the minimum in New York State
• Fiscal Policy Institute, “New York State Minimum Wage Increase: Myth vs. Reality,” Fiscal Policy Institute Notes, November 2004

Speaker, depending on availability: James Parrott, Fiscal Policy Institute

Week 5--The Social Security “Crisis”
Pros and cons of private accounts
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- Jason Furman, “President Misleads on Social Security Rate of Return,” Center on Budget and Policy Priorities, www.cbpp.org/6-6-05socsec.htm
- __________, “The Impact of the President’s Proposal on Social Security Solvency and the Budget,” Center on Budget and Policy Priorities, www.cbpp.org/7-22-05socsec.htm
- Peter, Orszag, “Social Security Reform,” Statement before Senate Committee on Finance, United States Senate, April 26, 2005 http://apps49.brookings.edu/dybdocroot/views/testimony/orszag/20050426.pdf
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Week 6--Urban Poverty in America
Racial divisions
The working poor
Inequality and public policy

- C. Eugene Steuerle, "Alternatives to Strengthening Social Security," Statement before the Committee on Ways and Means, United States House of Representatives, May 12, 2005
  http://www.urban.org/UploadedPDF/900806_Steuerle_051205.pdf

Week 7--Welfare and its Discontents
Welfare reform: success or failure?
Is the safety net safe?
Re-thinking welfare policy

- Ron Haskins, Testimony, before House Committee on Ways and Means, July 19, 2006, 1-12
- Rebecca Blank, "Was Welfare Reform Successful?" Economists' Voice, March 2006, pp. 1-5
- Gordon Berlin, "Redesigning the Safety Net for the Working Poor, the Hard to Employ and Those at Risk," in John Mollenkopf and Ken Emerson, eds., Rethinking the Urban Agenda, pp. 93-128

Week 8--Public Education: Fixing the System
Achievement and competition
School vouchers and uniform standards
Education reform in New York City

- Thomas Dye, “Education: the Group Struggle” in Understanding Public Policy, pp.120-144
- Kurt Finsterbusch, “Is Competition the Reform that Will Fix Education?,” in Clashing Views on Social Issues, 14th edition, pp. 242-259
- Norm Fruchter, “Millennial Prospects: Educating All New Yorkers,” in John Mollenkopf and Ken Emerson, eds., Rethinking the Urban Agenda, pp. 207-220

Panel, speakers to be determined: Differing perspectives on education policy

Week 9--Immigration Policy: The controversies
Open Door/ closed door
Threat or economic boon?
National security concerns

- Kurt Finsterbusch, “Is Third World Immigration a Threat to America’s Way of Life?” in Clashing Views on Social Issues, 14th edition, pp. 42-60

Panel, speakers to be determined: Immigration debates

Week 10--Crisis in Health Care
Wellness and the cost of health care
The business of health insurance
Public health policy: strategies and controversies

• Lawrence Brown, “Ill-Studies Ambiguity: Health Policy and the Urban Agenda,” in John Mollenkopf and Ken Emerson, eds., Rethinking the Urban Agenda, pp. 157-170

Week 11--Crime and Punishment
Criminal justice: federal and local policies
National security and civil rights
The gun-control controversy
• Thomas Dye, “Criminal Justice: Rationality and Irrationality in Public Policy,” in Understanding Public Policy, pp. 58-88
• John Hird, Michael Reese and Mathew Shilvock, “Gun Control: Should the Sale of Handguns be Strictly Controlled?,” in Controversies in American Public Policy, pp. 369-397
• David McKay, David Houghton and Andrew Wroe, “Gun Control: the Right to Bear Arms,” in Controversies in American Politics and Society, pp. 95-105
• George McKenna, “Is the Use of Torture against Terror Suspect Ever Justified?,” in Clashing Views on Political Issues, 15th edition, pp. 342-362
• __________, “May the President Wiretap Without a Warrant to Protect National Security?,” in Clashing Views on Political Issues, 15th edition, pp. 122-138

Week 12--Energy and the Environment
The problem of “externalities”
Alternative energy sources
Policy agendas; conflicting interests
• Thomas Dye, “Environmental Policy: Externalities and Interests,” in Understanding Public Policy, pp. 207-229
• John Hird, Michael Reese and Mathew Shilvock, “Climate Change and Environmental Policy: Should the United States Make the Reduction of Greenhouse Gas Emissions an Immediate Priority?” in Controversies in American Public Policy, pp. 113-145

Speaker, to be determined: Is New York City prepared for environmental crisis?

Week 13--Discrimination and Equal Treatment
The dimensions of anti-discrimination policy
Hiring and Fair Employment laws
Affirmative Action: the continuing debate
• Thomas Dye, “Civil Rights: Elite and Mass Interaction,” in Understanding Public Policy, pp. 230-264
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Week 14--The Culture Wars
Defining the battleground
Regulation of social life
Government and privatization


Week 15--Shaping the Policy Debate
Theories of pluralism
Distribution of power: economics and the market
Alternative views: structural and instrumental

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Course Name and Number: Introduction to U.S. Social and Economic Policy, URB 310
Type of Course: Required course
Field of Study: Urban and Community Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This course will introduce students to basic economic concepts and political theories that have influenced the development of U.S. social and economic policy. Students will explore the ways national policy and political practice have historically affected the policies and practices of urban government, the structures of urban institutions, and the allocation of resources to urban communities. Students will evaluate how national and local policies address problems created by unequal distribution of income and wealth. In this context, students will discuss such topics as education, housing, health care, employment and labor relations, criminal justice, social welfare, and the environment. Students will also consider the ways globalization has altered the local as well as national economy and the ways in which it has affected social structures and social policies.

Student Learning Outcomes
At the end of this course, students will be able to:
- Identify the theoretical and analytical frameworks that inform public policy in the United States
- Assess the ways in which public policies are influenced by economic, social, and political logics, models, and ideologies.
- Evaluate the historical trajectory of social legislation in the United States, connecting public policy to economic and political changes taking place at the urban, national, and global level.

Program Learning Outcomes/Competencies addressed by the course
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality

Program Goals Addressed by the Course
- Provide a broad liberal arts education and a foundation in social science
- Foster humanistic values and critical-thinking skills
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies
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Course Requirements and Grading
Students are required to complete all readings and written assignments and to participate fully in class discussions. Each student must submit 2-3 page weekly reading responses. Working in groups, students will make one class presentation. They will, in addition, complete a mid-term and final examination.
Grades will be based on the following:
Participation in class discussion 20%
Weekly reading responses 20%
Group presentation on contemporary policy issue 15%
Midterm examination 20%
Final examination 25%

Required Texts

Additional texts, available in a course pack, are listed in weekly readings.

Course Outline

**Week 1: Overview: Public Policy and Political Economy in Post WWII United States**

**Week 2: Ideological Debates**
- Martinez, Mark. “Milton Friedman Got it Wrong: Politics is at the Heart of Capitalism," in *The Myth of the Free Market: The Role of the State in a Capitalist Economy,* (Sterling, VA: Kumarian Press, 2009), pp. 3-23

**Week 3: The Policy-Making Environment**
Week 4: The Budget and the Economy

- U.S. Senator Bernie Sanders, Untitled Speech, U.S. Senate, December 2, 2010 http://www.youtube.com/watch?v=Tq1zppHF0J04
- Review the following website: Center on Budget and Policy Priorities http://www.cbpp.org/

Week 5: Tax Policy

- Review the following websites:
  - Citizens for Tax Justice http://ctj.org/
  - Americans for Tax Reform http://www.atr.org/

Week 6: From the War on Poverty to the Conservative Revolution


Week 7: Debates over Dependency and Social Policy


Week 8: Poverty and Welfare Reform


**Speaker, depending on availability:** Mimi Abramovitz

**Week 9: The Social and Economic Implications of Reform**


**Week 10: Economic Insecurity in the Contemporary Period**

- __________. “The New Economic Insecurity,” in *The Great Risk Shift: The Assault on American Jobs, Families, Health Care, and Retirement*, pp. 11-34
- __________. “Risking it All,” in *The Great Risk Shift: The Assault on American Jobs, Families, Health Care, and Retirement*, pp. 35-60

**Week 11: Jobs and Class in the Contemporary Period**


**Week 12: Wages, Poverty, and Inequality**


Speaker, pending availability: Frances Fox Piven

Week 13: Housing

Week 14: Healthcare
• Quadagno, Jill. “Introduction,” in One Nation, Uninsured: Why the U.S. Has No National Health Insurance (New York, Oxford University Press, 2006), pp. 1-16
• Jacobs, Lawrence, Theda Skocpol. “Introduction,” in Health Care Reform and American Politics: What Everyone Needs to Know, pp. 1-10
• ______________. “What Did they Deliver? The Promise of Affordable Care,” in Health Care Reform and American Politics: What Everyone Needs to Know, pp. 121-146

Speaker, depending on availability: Leonard Rodberg, Director, Physicians for National Health Program

Week 15: Education
• ______________, “Supply-Providing More Options within the Public School System,” in Market-Based Reforms in Urban Education, pp. 19-30

Speaker, pending availability: Stanley Aronowitz
Course Name and Number: Urban Populations and Communities, URB 320
Type of Course: Required core course
Field of Study: Urban and Community Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Description
Nearly half the world’s population lives in cities. This course will introduce students to the history of urbanization and the development of urban communities and enclaves. Students will examine the various economic, social, and political factors that stimulate global immigration and internal migrations, including the shift from an industrial to a service economy that marks contemporary cities such as New York. Using New York as an example, students will explore multiple meanings of community—what defines and constitutes a community; what is the impact of race, class, ethnicity, gender, and sexuality; how do communities participate in the social and political life of the city? In addressing these questions, students will examine conflicts and contradictions between the concept of assimilation and the maintenance of social and cultural identity. Students will consider the ways in which structural inequalities affect employment, the development of public policy, and the delivery of public services. They will identify the various public and non-profit institutions that advocate for working-class communities and under-served populations, including worker centers, unions, and other non-profit organizations.

Student Learning Outcomes
At the end of this course, students will be able to:
- Identify the major social and economic forces that have shaped urbanization historically and in the contemporary period
- Explain how issues of immigration, assimilation, and social identity are shaped and re-shaped by the interplay of economic and political power in the city
- Analyze community struggles over the use of public space and access to material resources in New York City
- Discuss the impacts on urban populations and communities of broader regional, national, and global conditions and dynamics

Program Learning Outcomes/Competencies
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Understand the workings of municipal government and its relationship to state and national politics
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Provide a broad liberal arts education and a foundation in social science
- Foster humanistic values and critical-thinking skills
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines
Academic Integrity and Administrative Policies
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Course Requirements and Grading
Students in the course are expected to complete all reading and written assignments and to participate fully in class discussions as well as in additional on-line discussions via a Blackboard site established by the instructor. Weekly reading responses of 2-3 pages are due at the beginning of each class, starting in Week 2. For a final project, students will work in groups, selecting a local community and analyzing delivery of service to that community in a particular area (i.e. education, housing, health care or other public service). In Weeks 10, 11, and 12, groups will make a 15-minute class presentation and will submit a written report. To get credit, each individual student must demonstrate substantial contribution to the project.

Grades will be based on the following:
| Participation in class and on-line discussion | 10% |
| Reading responses | 20% |
| Group Presentations | 20% |
| Midterm examination | 20% |
| Final group presentation | 30% |

Required Texts
- Additional texts, available in a course packet, are listed in weekly readings.

Course Outline

**Week 1--Industrialization and Urbanization**
- Film: Lewis Mumford,. *The City,* 1939

**Week 2--Establishing Communities in the Industrial City**
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On-line exhibit and discussion: Jacob Lawrence and the Great Migration, http://www.columbia.edu/itc

**Week 3—The Post-Industrial City and Community Transition**

**Week 4—Populations of New York in the 21st Century**

**Week 5—Identity Formation: Then and Now**

**Week 6—Race, Ethnicity, and Assimilation**

**Week 7—Diversity and Changing Demographics**
Field Trip: “The International Express,” the 7 Line to Flushing, Queens

Week 8--Exploring Communities in Transition

  Film and on-line discussion: Hye Jung Park and J.T. Takagi, The 7 Train: An Immigrant Journey, 2000

Week 9--Cultural Politics, Institutional Politics

- ______, “Cultural Politics,” in Hispanics de Queens: Latino Panethnicity in a New York City Neighborhood, pp. 113-133
- Manalansan, Martin. “Race, Violence, and Neoliberal Spatial Politics in the Global City” Social Text, Vol. 23 (2005), pp.141-155

Week 10--Transnational People, Transnational Capital

- ______. “Dual Contexts for Transnational Life,” in Mexican New York: Transnational Lives of New Immigrants, pp. 18-52

Group presentations

Week 11--Gender and Work

Group presentations

Week 12—Immigrant Organizing
- ______. “Organizing at the Intersection of Ethnicity, Race, and Class,” in Worker Centers: Organizing Communities at the Edge of the Dream, pp. 42-71

Group presentations

Week 13—Gentrification and Splintered Community
- N+1. “Gentrify, Gentrify: The Right to the City,” September 14, 2009
  http://nplusonemag.com/gentrify-gentrify

Week 14--The Making and Marketing of Community Culture

Speaker, pending availability: Arlene D’Avila

Week 15--Defining “The Public”; Reshaping Public Space
- Mose Brown, Tamara. “Public Parks and Social Spaces: Surveillance and the Creation of Communities,” in Raising Brooklyn: Nannies, Childcare, and Caribbean Creations Creating Community, pp. 37-70
- Review the website of the Project for Public Space at www.pps.org

Film and discussion with filmmaker: United in Anger: A History of Act Up
Course Name and Number: Community Organizing and Community Organizations, URB 321
Type of Course: Required in concentration
Field of Study: Community Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This course will examine the historical development and contemporary practice of community organization. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services; to acquire resources for development; and to improve their quality of life. Through readings, students will develop a historical and theoretical perspective on community organization and explore the range of issues around which communities organize. They will gain familiarity with various models and strategies of community organizations in New York City and will acquire practical knowledge and skills for effective grassroots organizing. They will also examine the effectiveness of coalitions and alliances, including relationships between community organizations, public agencies, and labor unions. Weekly sessions will periodically include guest speakers; site visits will be scheduled, allowing students to learn first-hand about specific strategies or issues. Following each guest presentation or site visit, students will submit brief reflection papers relating experiential learning to theoretical concepts encountered in class readings.

Student Learning Outcomes
At the end of this course, students will be able to:
- Identify the major challenges, opportunities, and strategies for building community organizations and coalitions, including linkages with local government institutions and community groups
- Discuss critical dilemmas encountered in the development of strong organizations in underserved communities
- Develop an understanding of the institutional psychology of community organizations and how this psychology shapes internal hierarchies, leadership, and coalition-building
- Utilize research, writing, analytic, and oral-presentation skills in developing a final group project

Program Learning Outcomes/Competencies addressed by the course
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Foster humanistic values and critical-thinking skills
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies

Academic Integrity and Administrative Policies
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Course Requirements and Grading

Students are expected to compete all reading and writing assignments, including 2-3 page response papers due after each guest presentation or site visit. At the beginning of the semester, students will be divided into working groups. In consultation with the instructor, each group will identify an existing or documented community organizing campaign for study. Using a case-study model, groups will describe the constituency and the issue(s) addressed in the campaign. In a written report, they will analyze central features of the campaign, including organizational and leadership structure, decision-making processes, key strategies and tactics. In summing up, they will assess the outcome of the campaign, evaluating its strengths and short-comings. Periodically throughout the semester, groups will make progress reports to the class.

Grades will be based on the following:

- Participation in class discussion: 10%
- Response papers: 15%
- Midterm exam: 25%
- Final group project: 50%

Required Texts


Additional readings, available in a course packet, are indicated in weekly sessions.

Course Outline

**Week 1: Defining Community Organizations and Community Organizing**

- ________, "Defining Community," in Analytical Skills for Community Organization Practice, pp. 88-110

**Week 2: Community Organizations and the State**

Week 3: Power Relations and Inclusivity

Week 4: Community Empowerment and its Limits

Week 5: Successful Strategies

Panel, speakers to be determined: The role of social media in organizing

Week 6: Engaging Constituents; Building Organizations

Guest Speaker, depending on availability: Ai-jen Poo

Week 7: Coalition-Building
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Week 8: Leadership and Organizational Structure

Panel, speakers to be determined: Differing perspectives on leadership and organizational structure in organizing

Week 9: Evaluating Successes and Shortcomings

Week 10: Labor-Community Links
- ________, “Relationships with Unions,” in Worker Centers: Organizing Communities at the Edge of the Dream, pp. 120-156
- ________, “Economic Action Organizing,” in Worker Centers: Organizing Communities at the Edge of the Dream, pp. 100-119

Speaker, pending availability: Janice Fine

Week 11: Case Studies: Place-based/Neighborhood Organizations


Film: Battle for Brooklyn

Week 12: Case Studies: Race, Ethnicity and Class in the South Bronx


Speaker, Sustainable South Bronx

Week 13: Case Study: Community Planning in the Neoliberal City


________, “From Dislocation to Resistance: The Roots of Community Planning,” in New York for Sale: Community Planning Confronts Global Real Estate, pp. 81-111


Week 14: Case Studies: HIV/AIDS Organizations and Community-Building


Speaker, to be determined: The legacy of Act Up

Week 15: Conclusions: Reflections on Community Organization


Speaker, Ed Ott: What can unions learn from community organizers?
The City University of New York
The School of Professional Studies

Course Name and Number: Social Movements, URB 322
Type of Course: Required in concentration
Field of Study: Community Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
This introductory course explores the role of social movements in the U.S. as they relate to urban and community issues and organizations. The course will include an examination of social movement literature. Through readings and class discussion, students will analyze the interactions among civil rights, labor, women’s, student, and global justice movements. The course will also examine working-class movements that deal with such issues as welfare and tenant rights.

Student Learning Outcomes
At the end of this course, students will be able to:
• Identify the role and importance of social movements in producing social change
• Critically assess the theories and practices of movement organization
• Understand the ways in which social movements interact with government agencies, economic conditions, and public policies

Program Learning Outcomes/Competencies addressed by the course
• Link underlying social conditions to the urban environment and the problems of urban workers and communities
• Learn about immigrant populations and their contributions to urban life
• Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
• Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
• Provide a broad liberal arts education and a foundation in social science
• Foster humanistic values and critical-thinking skills
• Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
Students are expected to complete all readings and participate in class discussion. Starting in the second week of the semester, students will submit a 2-3 page response paper to weekly readings. In consultation with the instructor, each student will select a contemporary social movement for independent study. During the latter part of the semester, students will be scheduled to make a 20-minute class presentation on the movement they have chosen to investigate.

The course grade will be based on the following:
Participation in class discussion 10%
Weekly reading responses 20%

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Midterm examination 20%
Final examination 25%
Class presentation 25%

Required Texts

Additional texts, available in a course packet, are listed in weekly sessions

Course Outline

Week 1: Introduction: What Are Social Movements and How Do They Arise?

Week 2: Theories of Mobilization

Guest Speaker, pending availability: James Jasper

Week 3: Framing and Narrative

Week 4: Labor Movements and Social Movements
• Piven, Frances Fox and Richard Cloward, “The Unemployed Workers’ Movement,” in Poor People’s Movements: Why They Succeed, How They Fail, pp. 41-95

Week 5: Immigrant Organizing
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Week 6: “New” Social movements and Identity  

Week 7: The Women’s Movement  
- Willis, Ellen. “Radical Feminism and Feminist Radicalism,” *Social Text*, No. 9-10, (1984), pp. 91-118  

Pane, speakers to be determined: What has happened to the women’s movement?  

Week 8: Civil Rights, Race, and Ethnicity  
- Martin Luther King Jr., “Letter from Birmingham Jail,” April 16, 1963  

Week 9: LGBTQ Movement(s)  
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Speaker, pending availability: Amber Hollibaugh

Week 10: Beyond Identity: The New, New Social Movements?
• Kelley, Robin D.G. “Looking Extremely Backward: Why the Enlightenment Will Only Lead Us Into the Darkness,” in Yo Mama’s Disfunktional!: Fighting the Culture Wars in Urban America,” pp. 103-124

Week 11: Global Justice; (anti-) Globalization; Occupy
• _______. “They Kick you in the Teeth’: Anti-Sweatshop Activism, 1996-97,” in United Students Against Sweatshops, pp. 7-18

Film: Battle in Seattle, Stuart Townsend, 2007

Week 12: Community Organizing

Week 13: Labor in the “Global” City

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Week 14: Worker Centers

Week 15: Organizing at the Margins
• Tait, Vanessa. “Organizing in the Margins,” in Poor Workers’ Unions: Rebuilding Labor From Below, pp. 1-24
• ______, “The Age of Greed: or What’s Neoliberalism Got to Do with it?,” Taxi!: Cabs and Capitalism in New York City, pp. 57-82

Speaker, pending availability: Biju Mathew, New York Taxi Workers Alliance
Course Name and Number: Community Development, URB 323
Type of Course: Elective in concentration
Field of Study: Community Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
Community development is a term used to describe strategies for improving the standard of living in low-income communities, often, but not always, in urban environments. The term is used widely and in varied contexts—sometimes applied to physical infrastructure; sometimes to quality-of-life issues. In this course, topics covered under the rubric of community development include: housing and infrastructure, economic activity, education, commercial outlets, access to healthy food, and public safety. The course will examine the way the term “community development” has been defined and used historically in the U.S. It will address the role of government and policy in community development, including the role of Community Development Corporations. Students will explore concepts of community development, focusing on current theories and empirical data to evaluate the effectiveness of different strategies for community development. They will seek to answer central questions, concerning community development: who sets goals; who has agency; how are diverse interests and needs balanced—or not balanced. Students will analyze case studies of specific community development projects. These case studies will provide the basis for a final research paper.

Student Learning Outcomes
At the end of this course, students will be able to:
- Explain the underlying social, political, and economic factors in community development
- Engage thoughtfully and coherently in discussions of specific community development topics and debates covered in the course.
- Analyze and evaluate community development programs.
- Propose alternatives to exiting community development programs
- Use primary and secondary research to produce analytical and critical writing.

Program Learning Outcomes/Competencies Addressed by the Course
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Understand the workings of municipal government and its relationship to state and national politics
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Foster humanistic values and critical-thinking skills
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies
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Course Requirements and Grading
Students are expected to complete all reading assignments and to participate in class discussions. In the first three weeks of the semester, students will develop key questions for additional weekly on-line discussion. These questions will be posted, starting in week four. Each student is expected to participate in the on-line discussion. In addition to completing a mid-term exam, each student must submit a 12-15 page research paper. Papers are due in Week 15. Along with the paper, each student will submit an outline and summary of the paper for class discussion.

Grades will be based on the following:
- Participation in class discussion: 15%
- Participation in online discussion: 15%
- Mid-term exam: 30%
- Final research paper: 40%

Required Texts

Additional readings, available in an on-line course packet, are listed in weekly sessions.

Course Outline

Week 1: Introduction to Community Development
- Philips and Pittman, Ch. 1 (A Framework for Community and Economic Development, pp. 1-19), Ch. 5 (Community Development Practice, pp. 58-74)
- Ferguson et al., Ch. 1 (Introduction, pp. 1-20)
- Review website for New York City Department of Youth and Community Development (http://www.nyc.gov/html/dycd/html/home/home.shtml). Consider the following questions: What programs/services are offered? How do these programs and initiatives contribute to community development?

Week 2: History of Urban Poverty and Community Decline in the 20th Century
- Ferguson et al., Ch. 3 (Swimming against the Tide: A Brief History of Federal Policy in Poor Communities, pp. 77-138)

Week 3: Theorizing Community Development
- DeFilippis, James, and Susan Saerget, eds. 2007. The Community Development Reader, Ch. 1 (Communities Develop: The Question is How, pp. 1-8), Ch. 3 (Community Control and Development: The Long View, pp. 28-35). New York: Routledge.
- Philips and Pittman, Ch. 2 (Seven Theories for Seven Community Developers, pp. 20-37).
- Ferguson et al., Ch. 2 (Reconceiving the Community Development Field, pp. 33-76).
Week 4: Identifying Community Needs
- Philips and Pittman, Ch. 9 (Community Development Assessments, pp. 133-154), Ch. 10 (Community Asset Mapping and Surveys, pp. 155-165), Ch. 11 (Assessing Your Local Economy: Industry Composition and Economic Impact Analysis, pp. 166-180).

Week 5: Politics and Power in Community Development
- Ferguson et al., Ch. 4 (Power, Money, and Politics in Community Development, pp. 139-192)

Week 6: Community Organizing and Social Capital
- DeFililisi Introduction to Part III (Understanding, Building, and Organizing Community, pp. 159-162), Ch. 26 (Exploring Social Capital and Civic Engagement to Create a Framework for Community Building, pp. 225-233).

Week 7: Community Development Corporations
- Ferguson et al., Ch. 5 (Community Development Corporations: Mission, Strategy, and Accomplishments, pp. 193-240).
- DeFilippis, James, and Susan Saerget, eds. 2007. The Community Development Reader, Ch. 7 (Learning from Adversity: The CDC School of Hard Knocks, pp. 62-66). New York: Routledge.

Week 8: Financing and Evaluating Community Development Projects
- Philips and Pittman, Ch. 20 (Community Development Finance pp. 299-312), Ch. 21 (Securing Grants for Community Development Projects, pp 313-323)
- Ferguson et al., Ch. 12 (Evaluating Community Development Programs: Problems and Prospects, pp. 521-568).

Week 9: Housing Development
- Philips and Pittman, Ch. 17 (Housing and Community Planning, pp. 249-265)
- Ferguson et al., Ch. 10 (The Economics of Housing Services in Low-Income Neighborhoods, 437-472)
• Review “Housing” section of Abyssinian Development Corporation website (http://www.adcorp.org/programs/housing.php)

Week 10: Economic Development
• Ferguson et al., Ch. 9 (Rebuilding Urban Labor Markets: What Community Development Can Accomplish, pp. 381-346).
• Pratt Center for Community Development. “Green Job Creation Potential in NYC’s Manufacturing Sector.” Available at green_job_creation_potential.pdf
• Review “Projects: Industrial section of New York City Economic Development Corporation’s website (http://www.nycedc.com/projects/all?category%5B%5D=849)

Week 11: Workforce Development
• Philips and Pittman, Ch. 12 (Workforce Training for the Twenty-First Century, pp. 183-195), Ch. 15 (Entrepreneurship as a Community Development Strategy, pp. 220-235).
• Pratt Center for Community Development. “NYC’s Targeted Hiring and Workforce Development Program: Aligning Citywide Economic Development Projects with the Public Workforce Development System.” Available at http://prattcenter.net/sites/default/files/users/images/WIB_nyc_bestpractices.pdf
• Review “Workforce Development” section of CAMBA’S website (http://www.camba.org/Programs/EconomicDevelopment/WorkforceDevelopment/tabid/74/menuheader/0/submenuheader/2/Default.aspx)

Week 12: Education and Youth Development
• Ferguson et al., Ch. 8 (Schools and Disadvantaged Neighborhoods: The Community Development Challenge, pp. 339-380)
• Review the Education and Youth Development section of CAMBA’s website (http://www.camba.org/Programs/EducationYouthDevelopment/tabid/61/menuheader/1/submenuheader/10101010/Default.aspx) and the “Education” section of Ridgewood Bushwick Senior Citizens Council website (http://www.ridgewood-bushwick-senior-citizens-council.org/youth.html)

Week 13: Health and Nutrition: Access to Healthy Food

**Week 14: Security and Community Safety**

- Ferguson et al., Ch. 7 (Security and Community Development, pp. 293-337)

**Week 15: Class presentations and discussion: Outlines and summaries of final paper**
Course Name and Number: Introduction to Nonprofit Leadership, URB 324  
Type of Course: Elective in concentration  
Field of Study: Community Studies  
Credits: 4 credits/4 hours  
Prerequisite: None

Course Summary
This course provides an introduction to the field of nonprofit management. The class will cover issues that arise for leaders of these kinds of organizations, including governance and boards, strategic planning, fundraising and philanthropy as well as grant-writing, administration, personnel management, and ethical questions. The class will focus on nonprofits broadly and investigate some variations in the sector. The class will emphasize issues related to best practices needed for nonprofit leaders to successfully meet the mission of their organizations. Students will be required to engage in discussion and exercises that explore the relationship between theories and practices of nonprofit leadership and management.

Student Learning Outcomes
At the end of this course, students will be able to:
- Recognize the nature of nonprofit leadership and management and the differences between them
- Understand the challenges confronting nonprofit leaders and managers
- Analyze case studies and models, and suggest plausible ways of handling the issues and problems arising in these cases and models
- Consider improvements in their own leadership and management skills

Program Learning Outcomes/Competencies Addressed by the Course
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies
This course adheres to the School of Professional Studies' Academic Policies. See http://sps.cuny.edu/acad_policies/index.html.

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Course Requirements and Grading
Students in the course will be expected to participate fully in all class discussions, based on weekly readings (75-100 pages). Each student will make one in-class presentation on an assigned reading, providing an outline and list of discussion questions. Students will submit an 8-10 page mid-term essay and a 12-15 page final research paper. A prospectus for the final paper must be approved in advance by the instructor.

Grades will be based on the following
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<tr>
<th>Component</th>
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<tr>
<td>Participation in class discussion and exercises</td>
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<td>Class presentation</td>
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Proposal to Establish a Bachelor of Arts in Urban and Community Studies
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Approved by the School of Professional Studies Governing Council, January 10, 2013

Midterm essay 20%
Final research paper 45%

Required Texts

Additional readings, available electronically, are listed in weekly sessions.

Course Outline

Part I: The Organizational Environment

Week 1 – Public, Nonprofit, and For-Profit Organizations – Context and Environment

Week 2 – Leadership and Management

Part II: Leadership Capacity

Week 3 – Leadership Theories and Perspectives
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Week 8—Clients, Consumers, and Program Members


Week 9—Training and Capacity-Building


Week 10—Organizational Policies and Procedures


Part V: Performance Management

Week 11—Supervision


Week 12—Fiscal and Program Management


Part VI: Organizational Change
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Week 13--Goal Setting and Rethinking Leadership

Week 14--Strategic Planning

Week 15--Information and Technology Management
- Nitterhouse. “Emerging Information Technology Applications for Nonprofit Organizations,” DePaul University. condor.depaul.edu/dnitter/research/99arnppr.doc [Copy and paste into web browser for download].
Course Name and Number: Urban and Community Studies Fieldwork, URB 339
Type of Course: Elective
Field of Study: Urban and Community Studies
Credits: 4 credits/4 hours
Prerequisite: Permission of the Academic Director

Course Summary
This course augments traditional classroom-based learning with experiential learning through an internship or field project at a public agency, city government office, community organization or public-sector union. The field work is guided and supervised by a mentor. Students will meet regularly with the course instructor—either individually or in class—in order to reflect analytically on the field experience and to discuss related readings.

Student Learning Outcomes
At the end of the course, students will be able to:
- Reflect analytically on the field experience
- Compare theoretical concepts to hands-on experience
- Acquire practical skills
- Write descriptively in a field-studies journal

Program Learning Outcomes/Competencies Addressed by the Course
These will vary, depending on the placement but should/could include:
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Understand the workings of municipal government and its relationship to state and national politics
- Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
Students are expected to fulfill all obligations entailed in the field placement. More specific requirements and grading criteria will be determined by the instructor, based on the nature of the field placement.

Required Texts and Course Outline
To be determined by the instructor, based upon filed placement
Students must submit written journal entries on a regular schedule to be determined by the instructor.
Program: B.A. in Urban Studies and Community Studies
Course Name and Number: Contemporary Urban Problems, URB 340
Type of Course: Required in concentration
Field of Study: Urban Studies
Credits: 4 credits/4 hours
Prerequisite: None

Course Summary
Urban centers like New York City are very complex and diverse, increasingly affected by globalization, and always in a state of flux. While this description conveys the vitality and energy of cities, it also points to a host of challenges faced by city dwellers and communities as well as civic institutions, service providers, and local government. This course explores the major challenges faced by U.S. cities in light of population shifts, widening disparities in income and wealth, restructuring of work, persistent unemployment, and diminishing resources for low-income and working-class populations. Though the majority of this course will focus primarily on urban issues in the US, the course will highlight a comparative selection of urban problems in developing nations.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Describe the social, political, and economic contexts in which urban problems arise
- Debate the various theories utilized to explain the origins and causes of urban social problems
- Analyze and evaluate differing strategies to address urban problems
- Use primary and secondary research to produce analytical and critical writing

Program Learning Outcomes/Competencies Addressed by the Course
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality

Program Goals Addressed by the Course
- Provide a broad liberal arts education and a foundation in social science
- Foster humanistic values and critical-thinking skills
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies
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Course Requirements and Grading
Students will be required to complete all readings and contribute to informed class discussion and critique of the readings. They must also participate in an online forum, via Blackboard, for further discussion of course materials.
Students will complete a final research paper on a topic approved by the instructor and will present an 8-10 minute summary of the paper in the last class session.

Grades will be based on the following:
- Participation in class discussions: 10%
- Participation in online discussion: 15%
- Mid-term exam: 30%
- Final research paper and summary presentation: 45%

**Required Texts**
- Additional readings, available in course packet and/or on Blackboard, are indicated in weekly sessions.

**Course Outline**

**Week 1: Understanding Urban Life and Urban Social Problems**
- Kleniewski and Thomas, Ch 1 (Examining Urban Issues, pp. 3-20).

**Week 2 – Theorizing Urban Problems**
- Kleniewski and Thomas, Ch. 2 (Theoretical Perspectives on the City, pp. 21-45).

**Speaker, depending on availability: John Mollenkopf**

**Week 3: Economic Inequality I—Deindustrialization and Joblessness**

**Week 4: Economic Inequality II—Globalization and Restructuring of Work**
Week 5: Residential Segregation
- Massey and Denton. *American Apartheid*, Ch. 1 (The Missing Link, pp.1-16), Ch. 2 (The Construction of the Ghetto, pp. 17-59), Ch. 3 (The Persistence of the Ghetto, pp. 60-82), Ch. 8 (The Future of the Ghetto, pp. 217-238)
- Review maps of 2000 and 2010 residential segregation in New York City at [http://www.urbanresearchmaps.org/comparinator/pluralitymap.htm](http://www.urbanresearchmaps.org/comparinator/pluralitymap.htm)

Week 6: Immigration
- Kleniewski and Thomas, Ch. 8 (Immigrants, Ethnic Groups, and the City, pp. 167-190)

Speaker, depending on availability: David Bacon

Week 7: Delinquency and Crime

Week 8: Law Enforcement/ Community Responses

Speaker: American Civil Liberties Union

Week 9: Affordable Housing and Housing Policy

Week 10: The Homeless
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- Review “Programs” section of Coalition for the Homeless website: http://www.coalitionforthehomeless.org/

**Speaker, Coalition for the Homeless**

**Week 11: Urban Education and Schools**

**Week 12: Gentrification and Neighborhood Change**

**Week 13: Urban Sustainability**
- Ross, Andrew. 2011. *Bird on Fire: Lessons from the World's Least Sustainable City*, Introduction (pp.3-20), Ch. 1 (Gambling at the Water Table, pp. 21-50), Ch. 2 (The Road Runner’s Appetite, pp. 51-74), Ch. 8 (Delivering the Good, pp. 239-250). New York: Oxford University Press.

**Speaker, ALIGN/Urban Agenda: Green Jobs**

**Week 14: Global Comparisons—Urban Problems in Developing Nations**
- Kleniewski and Thomas, Ch 7 (Cities in the Developing World, pp. 143-163).

**Week 15: Summary presentations: Final Paper**
Course Name and Number: Research Methods in Urban and Community Studies, URB 351
Type of Course: Required core course
Field of Study: Urban and Community Studies
Credits: 4 credits, 4 hours
Prerequisite: URB 310

Course Summary
This course provides students with the intellectual and technical tools necessary to conduct research on issues related to urban and community studies. It will introduce students to the fundamental concepts of qualitative and quantitative research and to various other methodologies, including action research, participant observation, and policy research. Students will learn how to formulate a research question and construct a research design and will learn basic statistics. Reading case studies, they will learn to interpret and evaluate research literature in the field and to analyze statistical data, using SPSS software. Class projects and assignments will include the design of a community research project and a final research paper that demonstrate mastery of essential methodologies and tools of research.

Course Learning Objectives
At the end of this course, students will be able to:
- Frame research questions effectively.
- Understand, describe, and utilize different research methodologies, including both quantitative and qualitative methods.
- Evaluate which methodologies can/should be employed to answer particular questions.
- Examine and critique urban research studies and their methodological choices.

Program Learning Outcomes/Competencies Addressed by the Course
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Provide a broad liberal arts education and a foundation in social science
- Prepare students to compete for job opportunities in public, non-profit, and private agencies
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

Academic Integrity and Administrative Policies
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Course Requirements and Grading
Students are expected to complete all readings and participate in class discussion. By mid-semester, students will be divided into working groups. Each group will identify a community issue and research project to help address the issue. The design of a research project, including a written report, will be presented by each group during the final weekly class sessions. Students will also complete a 10-12 page final research paper.
Grades will be based on the following:
Participation in class discussion 10%
Midterm exam 25%
Research design and presentation 30%
Final research paper 35%

**Required Texts**
- Additional readings, available in course packet, are indicated in weekly sessions.

**Course Outline**

**Week 1: A Research Agenda for Urban and Community Studies**
- Week 2: Philosophy and Ethics of Research
- Visit [https://www.citiprogram.org/](https://www.citiprogram.org/) Register as Social and Behavioral Investigator; read section on IRB history/purpose.

**Week 2: Philosophy and Ethics of Research**
- Visit [https://www.citiprogram.org/](https://www.citiprogram.org/) Register as Social and Behavioral Investigator; read section on IRB history/purpose.

**Week 3: Research Process and Design**
- Week 4: Data Collection Methods

• Bryman, Alan. 2004. *Social Research Methods*, Ch. 3 (“The Nature of Quantitative Research”), Ch. 13 (“The Nature of Qualitative Research”), Ch. 21 (“Breaking Down the Quantitative/Qualitative Divide”), Ch. 22 (“Combining Quantitative and Qualitative Research”).

• Week 5: Quantitative Methods: Survey Design


• Week 6 and Week 7: Quantitative Methods: Using SPSS


Week 4: Data Collection Methods


• Bryman, Alan. 2004. *Social Research Methods*, Ch. 3 (“The Nature of Quantitative Research”), Ch. 13 (“The Nature of Qualitative Research”), Ch. 21 (“Breaking Down the Quantitative/Qualitative Divide”), Ch. 22 (“Combining Quantitative and Qualitative Research”).

Week 5: Quantitative Methods: Survey Design


Week 6 and Week 7: Quantitative Methods: Using SPSS


Week 8: Quantitative Methods: Analyzing Social Research Literature


Week 9: Qualitative Methods: Collecting Data


Week 10: Action Research
- McNiff, Jean, and Jack Whitehead. 2005. All You Need to Know about Action Research, Ch 1 (What is Action Research?), Ch 3 (The Underpinning Assumptions of Actions Research), and Ch. 7 (Contributing to New Theory). Thousand Oaks: Sage Publications.
- Week 11: Participant Observation

Week 12: Qualitative Methods: Analyzing Social Research Literature
- Week 13: Computer Mapping Methods

Class presentations: Research Design

Week 14: Policy Research Methods

Class presentations: Research Design

Week 15: Measuring Accuracy and Drawing Conclusions

Class presentations: Research Design
Course Name and Number: Urban and Community Studies Independent Study, URB 399
Type of Course: Elective
Field of Study: Urban and Community Studies
Credits: Variable from one to four credits, at the discretion of the Academic Director
Prerequisite: Permission of the Academic Director

Course Summary
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

Student Learning Outcomes
At the end of this course, students will be able to:
Outcomes will vary, depending on the topic of the Independent Study

Program Learning Outcomes and Competencies Addressed by the course
These will vary, depending on the topic of the Independent Study.

Program Goals Addressed by the Course
- Provide a broad liberal arts education and a foundation in social science
- Foster humanistic values and critical-thinking skills
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
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- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
To be determined by nature of course

Required Texts and Course Outline
To be determined by nature of course
The City University of New York
School of Professional Studies

Course Name and Number: Urban and Community Studies Special Topics, URB 451
Type of Course: Elective
Field of Study: Urban and Community Studies
Credits: 4 credits/4 hours
Prerequisite: Permission of the Academic Director

Course Summary
This course will be developed to provide students with an opportunity to study particular topics within the multi-disciplinary field of Urban and Community Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include in-depth study of particular urban issues or problems; case studies of particular community or political mobilizations, comparative regional studies, examinations of working-class experience; demographic research; environmental issues, urban and community coalitions with labor and other advocacy groups.

Student Learning Outcomes
Outcomes will vary, depending on topics

Program Learning Outcomes/Competencies Addressed in the Course
Will vary, depending on topics.

Program Goals Addressed by the Course
- Provide a broad liberal arts education and a foundation in social science
- Foster humanistic values and critical-thinking skills
- Produce graduates who are effective advocates, organizers, and service-providers for diverse urban populations
- Give students sound preparation for graduate study in a range of urban-related social-science disciplines

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Course Requirements and Grading
Will vary, depending on topic

Required Texts and Course Outline
Will vary, depending on topic
The City University of New York
School of Professional Studies

Course Name and Number: Urban and Community Studies Capstone, URB 499
Type of Course: Required core course
Field of Study: Urban and Community Studies
Credits: 4 credits, 4 hours
Prerequisite: Permission of the Academic Director

Course Summary
In the Capstone course, students sum up and synthesize the body of knowledge they have acquired in courses leading to completion of the B.A. in Urban and Community Studies. Working with the instructor, students will develop an interdisciplinary or multi-disciplinary project that demonstrates an understanding of subjects and literature covered in the major. The project may take various forms, including group or individual research and presentations. Each student in a Capstone project will be required to submit an analytic research paper, including a bibliography. As part of each project, students will present 10-minute summaries of their final papers at an end-of-semester forum open to JSMI students and faculty.

Student Learning Outcomes
At the end of this course, students will be able to:
- Demonstrate their knowledge of subjects and literature in the field of Urban and Community Studies
- Frame research questions and utilize basic research methodologies
- Develop arguments and produce evidence to support intellectual claims
- Describe, analyze and evaluate differing theories and debates within the field
- Write a coherent and well-reasoned analytic essay

Program Learning Outcomes/Competencies Addressed in the Course
- Link underlying social conditions to the urban environment and the problems of urban workers and communities
- Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
- Learn about immigrant populations and their contributions to urban life
- Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
- Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Program Goals Addressed by the Course
- Provide a broad liberal arts education and a foundation in social science
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Course Requirements and Grading
Students will be expected to attend all class sessions and to submit an outline of the final paper followed by a bibliography and drafts at regular intervals, to be determined by the instructor. From time to time, students will engage in peer critique of one another’s work. Summaries of final projects will be presented at an end-of-term open forum, to be organized by Capstone students and the instructor.

Grades will be based on the following:
Participation in class discussion and activities 10%
Bibliography 15%
Outline/drafts 15%
Final project/ Summary presentation 60%

Course outline and required readings to be determined
### Program Learning Outcomes by Course

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<th>Course Title</th>
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<td>Community Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>URB 324</td>
<td>Introduction to Non-Profit Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>URB 339</td>
<td>Urban and Community Studies Field Work</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>URB 340</td>
<td>Contemporary Urban Problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>URB 351</td>
<td>Research Methods for Urban and Community Studies</td>
<td>X</td>
<td></td>
<td>X</td>
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<td></td>
<td></td>
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<td>URB 399</td>
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<td>URB 451</td>
<td>Urban and Community Studies Special Topics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>URB 499</td>
<td>Urban and Community Studies Capstone</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Objective #

1. Link underlying social conditions to the urban environment and the problems of urban workers and communities
2. Develop basic analytic skills necessary to understand public policies and programs from a theoretical as well as practical perspective
3. Understand the workings of municipal government and its relationship to state and national politics
4. Develop administrative skills necessary to participate effectively in the operation of city agencies and the delivery of public services
5. Learn about immigrant populations and their contributions to urban life
6. Understand the impact of race, gender, ethnicity, class, and sexual orientation on structures of inequality
7. Analyze and evaluate forms of social advocacy, including community and labor organizing, political action, and coalitions among advocacy organizations

Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
Approved by the School of Professional Studies Governing Council, January 10, 2013
Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: _Semester _Quarter _Trimester _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>TRANSFER</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION TRANSFER</td>
<td>18</td>
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<td>ELECTIVE TRANSFER</td>
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</table>

Term credit total: 30

<table>
<thead>
<tr>
<th>Term: Fall 2013</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>COM 110 – Digital Literacy</td>
<td>3</td>
<td>x</td>
<td></td>
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<tr>
<td>QUANT 201 – Quantitative Reasoning and Society</td>
<td>3</td>
<td>x</td>
<td></td>
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<tr>
<td>COM 210 – Writing at Work</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>HIST 202 – Twentieth Century World History</td>
<td>3</td>
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<td></td>
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<tr>
<td>SOC 101 – Introduction to Sociology</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>None</td>
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Term credit total: 15

<table>
<thead>
<tr>
<th>Term: Spring 2014</th>
<th>Course Number &amp; Title</th>
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<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>URB 310 - Introduction to U.S. Social and Economic Policy</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>None</td>
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<tr>
<td>URB 320 - Urban Populations and Communities</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>None</td>
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<tr>
<td>LABR 302 – Contemporary Labor Issues</td>
<td>4</td>
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<tr>
<td>AMER 200 – American History and Culture</td>
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</table>

Term credit total: 15

<table>
<thead>
<tr>
<th>Term: Fall 2014</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>ART 210 – Modern Art in the City</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>URB 351 – Research Methods for Urban and Community Studies</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>URB 310</td>
<td></td>
</tr>
<tr>
<td>Urban and Community Studies Concentration Required Course</td>
<td>4</td>
<td>X</td>
<td></td>
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<td>Depends on course</td>
<td></td>
</tr>
<tr>
<td>Urban and Community Studies Concentration Required Course</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Depends on course</td>
<td></td>
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Term credit total: 15

<table>
<thead>
<tr>
<th>Term: Spring 2015</th>
<th>Course Number &amp; Title</th>
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<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban and Community Studies Concentration Elective</td>
<td>4</td>
<td>x</td>
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<td>Depends on course</td>
<td></td>
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<tr>
<td>Urban and Community Studies Concentration Elective</td>
<td>4</td>
<td>x</td>
<td></td>
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<td>Depends on course</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Depends on course</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Depends on course</td>
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Term credit total: 14

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<tr>
<th>Term: Fall 2015</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban and Community Studies Elective</td>
<td>3</td>
<td></td>
<td></td>
<td>x</td>
<td>Depends on course</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Depends on course</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Depends on course</td>
<td></td>
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</tbody>
</table>

Term credit total: 14

<table>
<thead>
<tr>
<th>Term: Spring 2016</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>URB 499 – Urban and Community Studies Capstone</td>
<td>4</td>
<td>X</td>
<td>X</td>
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<td>Permission of AD</td>
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</tr>
<tr>
<td>General Elective</td>
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<td>Depends on course</td>
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</tr>
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<td>General Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Depends on course</td>
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</tr>
<tr>
<td>General Elective</td>
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Term credit total: 16

<table>
<thead>
<tr>
<th>Term: Fall 2016</th>
<th>Course Number &amp; Title</th>
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<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 210 – Modern Art in the City</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>URB 351 – Research Methods for Urban and Community Studies</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>URB 310</td>
<td></td>
</tr>
<tr>
<td>Urban and Community Studies Concentration Required Course</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Depends on course</td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 15

Program Totals: Credits: 120

<table>
<thead>
<tr>
<th>Cr: credits</th>
<th>LAS: Liberal arts &amp; sciences</th>
<th>Maj: major requirement</th>
<th>New: new course</th>
<th>Prerequisite(s): list prerequisite(s) for the noted courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts &amp; Sciences: 39</td>
<td>Major: 36</td>
<td>Elective &amp; Other: 45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proposal to Establish a Bachelor of Arts in Urban and Community Studies
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Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Freeman, Professor of History; Academic Director, Urban Studies programs</td>
<td>Urban and Community Studies Capstone; Work, Culture, and Politics in New York City; U.S. Labor History</td>
<td>50%</td>
<td>Ph.D, History, Rutgers University</td>
<td>Author of numerous books and articles considered to be classical texts in the field of Labor History and related social sciences</td>
</tr>
<tr>
<td>Penny Lewis, Assistant Professor</td>
<td>Contemporary Labor Issues; Issues in Labor Organizing; Social Movements; Work, Culture and Politics in New York City; Introduction to Labor Studies</td>
<td>100%</td>
<td>Ph.D, Sociology, City University of New York</td>
<td>Expert in Writing-across-the-curriculum</td>
</tr>
<tr>
<td>Stephanie Luce, Associate Professor</td>
<td>Contemporary Labor Issues; Issues in Labor Organizing; Understanding Labor and the Economy; Introduction to Labor Studies</td>
<td>100%</td>
<td>Ph.D, Sociology, University of Wisconsin</td>
<td>A labor economist and author of numerous books and articles on labor and globalization and living wage</td>
</tr>
<tr>
<td>Ruth Milkman, Professor of Sociology</td>
<td>Introduction to U.S. Social and Economic Policy; Contemporary Labor Issues</td>
<td>66%</td>
<td>Ph.D, University of California at Berkeley</td>
<td>Internationally known sociologist specializing in labor, immigration, women and unions, and globalization</td>
</tr>
<tr>
<td>Ed Ott, Distinguished Lecturer</td>
<td>Introduction to U.S. Social and Economic Policy; Contemporary Labor Issues; Contemporary Urban Problems; Government, Policy, and the Policy-making Process; Public Issues and Public Policy;</td>
<td>100%</td>
<td>Expert practitioner</td>
<td>35 years of labor experience, including as Executive Director of the New York City Central Labor Council</td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mimi Abramovitz, Bertha Capen Reynolds Professor of Social Work</td>
<td>Introduction to U.S. Social and Economic Policy; Urban Populations and Communities; Public Issues and Public Policy; Race, Class, and Gender</td>
<td>DSW, Social Work, Columbia University</td>
<td>Author of numerous publications in area of public policy, with particular attention to welfare rights; issues and concerns of women and communities of color</td>
</tr>
<tr>
<td>Stanley Aronowitz, Distinguished Professor of Sociology</td>
<td>Sociology of Work; Introduction to Social and Economic Policy in the U.S.; Contemporary Labor Issues</td>
<td>Ph.D, Sociology, Union Gradate school</td>
<td>Internationally known sociologist and author of numerous books on labor, education, and social theory</td>
</tr>
<tr>
<td>Juan Battle, Professor of Sociology</td>
<td>Race, Gender and Class; Research Methods for Urban and Community Studies; Urban Populations and Communities</td>
<td>Ph.D, Sociology, University of Michigan</td>
<td></td>
</tr>
<tr>
<td>Stephen Brier</td>
<td>U.S. Labor History; Introduction to Labor Studies</td>
<td>Ph.D , History, UCLA</td>
<td>A founder of the American Social History Project; expert in on-line pedagogy and on-line resources</td>
</tr>
<tr>
<td>John Mollenkopf, Distinguished Professor of Political Science;</td>
<td>Community Development; The Budget Process; Public Management and the Delivery of Services; Government, Policy and the Policy-Making Process; Urban Populations and Communities</td>
<td>Ph.D, Political Science, Harvard University</td>
<td>Director, CUNY Center for Urban Research; author of numerous publications on urban issues, including global impacts, immigration, demographics and voting patterns</td>
</tr>
<tr>
<td>Frances Fox Piven, Distinguished Professor of Political Science</td>
<td>Introduction to U.S. Social and Economic Policy; Urban Populations and Communities; Government, Politics and the Policy-making Process; Social Movements</td>
<td>Ph.D, Political Science, University of Chicago</td>
<td>Internationally known political scientist and sociologist; author of numerous books on social policy; welfare policy, underserved communities; voting patterns</td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant or Associate Professor</td>
<td>1</td>
<td>Doctoral degree in Urban Studies or related field</td>
<td>Full Time</td>
<td>100%</td>
<td>TBD</td>
<td>TBD</td>
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</table>
Table 5: New Resources

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty [3]</td>
<td>$116,364</td>
<td>$119,855</td>
<td>$123,451</td>
<td>$127,154</td>
<td>$130,969</td>
</tr>
<tr>
<td>Part Time Faculty [3]</td>
<td>$121,900</td>
<td>$143,100</td>
<td>$127,200</td>
<td>$143,100</td>
<td>$127,200</td>
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<tr>
<td>Part Time Staff [3]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>$23,500</td>
<td>$33,605</td>
<td>$38,713</td>
<td>$28,825</td>
<td>$28,939</td>
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<tr>
<td>Capital Expenditures</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Other [5]</td>
<td>$15,000</td>
<td>$18,000</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$22,000</td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td><strong>$322,519</strong></td>
<td><strong>$361,863</strong></td>
<td><strong>$349,579</strong></td>
<td><strong>$361,205</strong></td>
<td><strong>$362,143</strong></td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.
[5] Specify what is included in "other" category, (e.g., student financial aid).
[6] Itemized expenditures are located in Table 7.
Table 6: Projected Revenue

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Tuition Revenue[3]</td>
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</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td><strong>$209,503</strong></td>
<td><strong>$374,380</strong></td>
<td><strong>$517,808</strong></td>
<td><strong>$660,799</strong></td>
<td><strong>$794,632</strong></td>
</tr>
<tr>
<td>State Appropriation[6]</td>
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<td></td>
</tr>
<tr>
<td>04. From Existing Sources [4]</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<td>05. From New Sources [5]</td>
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<td><strong>06. Total</strong></td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Other Revenue[7]</td>
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<td>07. From Existing Sources [4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>09. Total</strong></td>
<td><strong>$116,364</strong></td>
<td><strong>$119,855</strong></td>
<td><strong>$123,451</strong></td>
<td><strong>$127,154</strong></td>
<td><strong>$130,969</strong></td>
</tr>
<tr>
<td>Grand Total[8]</td>
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<td>$0</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$325,867</strong></td>
<td><strong>$494,235</strong></td>
<td><strong>$641,259</strong></td>
<td><strong>$787,953</strong></td>
<td><strong>$925,601</strong></td>
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</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated.
[4] Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.
[5] New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in "other" category.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
Table 7: Five-Year Financial Projections for Program Worksheet

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<tr>
<th></th>
<th>Year 1</th>
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<td>Current Full Time Faculty Replacement Costs (list separately)</td>
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<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
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<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td>$116,364</td>
<td>$119,855</td>
<td>$123,451</td>
<td>$127,154</td>
<td>$130,969</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
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<td>New Faculty Re-assigned Time (list separately)</td>
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<tr>
<td>Full Time Employee Fringe Benefits (33.0%)</td>
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<tr>
<td><strong>Total (Links to Full-Time Faculty on Table 5 - New Resources)</strong></td>
<td>$116,364</td>
<td>$119,855</td>
<td>$123,451</td>
<td>$127,154</td>
<td>$130,969</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
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<tr>
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<td>$143,100</td>
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<tr>
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<tr>
<td>Academic Director (@ 50% of time)</td>
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<td>$47,303</td>
<td>$49,215</td>
<td>$51,126</td>
<td>$53,035</td>
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<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
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<tr>
<td><strong>Total (Links to Full-Time Staff on Table 5 - New Resources)</strong></td>
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<td>$47,303</td>
<td>$49,215</td>
<td>$51,126</td>
<td>$53,035</td>
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<td>(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)</td>
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<td>Part Time Staff Base Salary (list separately)</td>
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<td>Graduate Assistants</td>
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<td>Student Hourly</td>
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Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
Approved by the School of Professional Studies Governing Council, January 10, 2013
### EQUIPMENT

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### LABORATORIES

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### SUPPLIES AND EXPENSES (OTPS)

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### CAPITAL EXPENDITURES

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### Other (list separately)

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## Table 8: Five-Year Revenue Projections for Programs Worksheet

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</tbody>
</table>

|                |        |        |        |        |        |        |        |        |        |        |
| **Total Head Count - Full-Time** | 12    | 16    | 24    | 26    | 32    | 34    | 41    | 42    | 48    | 47    |
| **Total Head Count - Part-Time** | 38    | 47    | 72    | 76    | 99    | 102   | 125   | 126   | 145   | 159   |
| **TOTAL HEADCOUNT** | 50    | 63    | 101   | 103   | 132   | 136   | 166   | 169   | 193   | 207   |
| **Full Time Tuition** | $2,715 | $2,715 | $2,715 | $2,715 | $2,715 | $2,715 | $2,825 | $2,825 | $2,881 | $2,881 |
| **Full Time Fees** | $190  | $190  | $190  | $190  | $190  | $190  | $190  | $190  | $190  | $190  |
| **Full Time Revenue** | $3,905 | $3,905 | $3,905 | $3,905 | $3,905 | $3,905 | $3,915 | $3,915 | $3,971 | $3,971 |
| **Part Time Seats Per Student (average)** | 2     | 2     | 2     | 2     | 2     | 2     | 2     | 2     | 2     | 2     |
| **Part Time Tuition Per Seat** | $690  | $690  | $704  | $704  | $718  | $718  | $732  | $732  | $747  | $747  |
| **Part Time Fees** | $140  | $140  | $140  | $140  | $140  | $140  | $140  | $140  | $140  | $140  |
| **Part-Time Revenue** | $57,760 | $57,760 | $57,760 | $57,760 | $57,760 | $57,760 | $57,760 | $57,760 | $57,760 | $57,760 |
| **Total Tuition Revenue Per Term** | $92,620 | $92,620 | $92,620 | $92,620 | $92,620 | $92,620 | $92,620 | $92,620 | $92,620 | $92,620 |
| **Existing State Appropriations** | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   |
| **New State Appropriations** | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   |
| **TOTAL, STATE APPROPRIATIONS** | $0    | $0    | $0    | $0    | $0    | $0    | $0    | $0    | $0    | $0    |
| **Existing Other Resources** | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   | n/a   |
| **New Other Resources** | $116,364 | $119,855 | $123,451 | $127,154 | $130,969 |
| **Total Other Resources** | $116,364 | $119,855 | $123,451 | $127,154 | $130,969 |
| **TOTAL REVENUE** | $325,867 | $349,358 | $333,022 | $366,753 | $408,379 |

**Assumptions (list assumptions):**

1. Tuition reflects the rates approved for Fall 2012 with 2% annual increases.
2. Enrollment increases by 2% each fall and by 2% each spring from the previous spring.
3. Based on available retention data for the baccalaureate programs at SFSP, the retention is as follows: 1 term=65%, 2 terms=50%, 3 terms=45%, 4 terms=40%, 5 terms=39%, 6 terms=35%, 7 terms=35%, 8 terms=35%
4. *New resources are committed by the University to hire one full-time faculty.*
Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: CUNY School of Professional Studies at the Graduate School and University Center
CEO or Designee: George Otte, Associate Dean of Academic Affairs

Signature: _______________________________ Date: January 14, 2013

The signature of the institutional representative indicates the institution’s commitment to support the proposed distance education program.

Distance Education Contact Person: George Otte, Associate Dean of Academic Affairs
Telephone: (212) 817-7145 Fax: (212) 817-2990
E-mail: george.otte@mail.cuny.edu

Program Title: Urban and Community Studies Program Code: TBD
Degree or Certificate Awarded: B.A. HEGIS Code: TBD

Anticipated enrollment in distance program:
Initial: 50 Maximum by year 3: 250

Term length (in weeks) for the distance program: 15

(Is this the same as term length for classroom program?) Yes ☐ No ☐

How much "instructional time" is required per week per credit for a distance course in this program?
Answer: Instructional time is the same as traditional in-person courses – 45 hours per course.

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format?
Answer: up to 50%

Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

Answer: This is not the first online degree program at the School of Professional Studies.

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.
I. LEARNING DESIGN

How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-campus program, please identify the differences.

**Answer:** To ensure that the standards and requirements of the proposed program are fully consistent with on-campus programs that are 100% face-to-face in the City University and elsewhere, (a) full-time faculty from several CUNY colleges were involved in the program design, and (b) the initial plan for the distance learning program was reviewed by heads of existing on-campus programs.

Online programs at the CUNY School of Professional Studies are designed, developed, and implemented according to the New York State Education Department’s Principles and Standards of Good Practice for Distance Education. The Bachelor of Arts in Urban and Community Studies will also follow best practices in online education identified by the Middle States Commission on Higher Education and the Western Cooperative for Educational Telecommunications. These organizations expect colleges and universities to demonstrate their institutional commitment to a new program. In the case of the Bachelor of Arts in Urban and Community Studies, CUNY has proven its commitment through its insistence on academic rigor, its investment of resources in learner support, and its mandate for ongoing program evaluation and continuous improvement. As is the case for these current degrees, the Dean will oversee and implement continuous improvement through regularly scheduled assessment of student satisfaction, learning effectiveness, student outcomes, and faculty satisfaction. In addition to internal control processes, the School of Professional Studies will participate in Middle States reviews through its affiliation with the CUNY Graduate School and University Center.

Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

**Answer:** Yes, the courses will be offered in a configuration that allows timely completion of requirements. The course offering schedule will provide all students with the opportunity to enroll full-time each semester, including summer, and to meet enrollment requirements for financial-aid eligibility. Course pre- and co-requisites also have been set to allow for uninterrupted progress through the required coursework.

How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

**Answer:** The new Bachelor of Arts in Urban and Community Studies will use the complete suite of online education tools offered by the University. In addition to software options standard throughout the University, the online programs use other technology options that facilitate interaction and collaboration between students and their instructors and peers. Also, instructors are trained to use resources to create online mini-lectures that can be accessed by students repeatedly and on a 24/7 basis. Decisions about “which technologies to use for which activities” were derived from previous experience in the online programs offered at the School of Professional Studies and a long history of online education at the City University of New York.

As part of the program’s overall quality control initiative, consortial faculty and other instructional staff meet each semester to evaluate individual student progress as well as macro-level program trends. Critical to these discussions are effective pedagogies and appropriate technologies. Faculty can draw on their own experiences with these technologies and from student input from end-of-term surveys. At these meetings, the group will set and refine plans for using new technology tools. Additionally, program leaders and faculty will interact regularly with software and hardware vendors and, through conference attendance and other means, keep informed about new options.

How does the program provide for appropriate and flexible interaction between faculty and students, and among students?
Answer: Regular interaction and collaboration between students and with their faculty is essential for the success of distance learning programs. To create and support these exchanges, the program will use the communication features of the University’s Blackboard course management system, including many innovative plug-ins that allow students to collaborate efficiently. Students will participate in offline discussions, coauthor team projects, keep running journals of their field experiences, create their own blogs for communicating research results, and post working visualizations. For those times that students wish to work together in small groups, they will have access to Blackboard Collaborate, an online tool that will allow students located anywhere to see each other’s computer screens, coauthor a document or spreadsheet simultaneously, and communicate both in text and, if they choose, with audio and visual connections.

How do faculty teaching online courses verify that students are doing their own work?

Answer: All students are bound by the academic policies established by the School of Professional Studies, and published in the School’s web site, academic handbook, and annual bulletin. However, that does not diminish the need to develop assessment mechanisms that ensure that each student leaves with the knowledge and skills expected of program graduates. Instructors routinely use the Safe Assign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. To make certain that each student is doing his or her own work, faculty routinely replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements.

With project-based assessment, faculty often require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. Further, the extended submission stream makes it difficult for anyone to serve as a “stand in,” as could happen with isolated remote exams. Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. When faculty do give exams, the questions are generally open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work.

II. OUTCOMES AND ASSESSMENT

Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified—in terms of knowledge, skills, or credentials—in course and program materials?

Answer: Each course syllabus has a clear set of competencies—identifying required subject matter mastery, contextual considerations, and practice-based skills—that students must demonstrate to successfully complete the course. In addition, program outcomes will be clearly outlined in Web site content, bulletins, and other program materials. Faculty will also review these requirements at the beginning of each course. The broad learning outcomes specified for the Bachelor of Arts in Urban and Community Studies program were developed in collaboration with full time faculty and current adjunct faculty who are expert practitioners and well as staff of service agencies responsible for staff education.

Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: The majority of courses will emphasize complex project-based and case analysis assignments so that students will have to demonstrate a more complete understanding of the concepts and information in courses and mastery of course content. The majority of courses require presentations, either individually or in teams, that require students to present their own solutions to problems and cases. Rubrics will be developed for these assignments and
shared with students as guides for their work and for the interpretation of feedback. This mode of assessment is a critical supplement to the fact-based measurements afforded by exams and quizzes.

III. PROGRAM EVALUATION

What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

**Answer:** The School of Professional Studies uses a two-part process for monitoring academic quality and tracking programmatic outcomes of its distance learning programs. The program’s academic director—someone holding faculty rank—will supervise ongoing operations on a semester-by-semester basis and be responsible for addressing student concerns in all aspects of their enrollment. In addition, there will be a group of consortial faculty members who will guide the program’s content, quality of education, and student learning. The consortial faculty, along others who teach in the program, will meet twice each semester to evaluate individual student progress as well as macro-level program trends. At these meetings, the larger group will set and refine the agenda for the year to come.

Secondly, the dean and associate deans will (and do) take a proactive role in monitoring and understanding student success and satisfaction for all programs. The School’s senior leadership, academic directors, and senior staff at SPS regularly review student progress and retention metrics.

How will the evaluation results be used for continuous program improvement?

**Answer:** Each year, the School of Professional Studies conducts a strategic planning process, tied to the University-wide Performance Management Process (PMP), where administrative and academic directors come together to discuss the successes and challenges of the previous year and to set a course for the next. By combining the perspectives of those who teach and others who provide critical administrative support, the School is better able to create holistic solutions for the problems that students face. By bringing together representatives from across all programs, the School is sure to develop inclusive responses that better serve everyone.

During the planning process, evidence provides the backbone for future action; pass rates, retention and graduation statistics, student survey results, and a breadth of operational performance metrics will guide the planning process and future resource investments. Individual student stories add depth and quality to these metrics and are especially valuable in identifying opportunities for improvement.

How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

**Answer:** The evaluation process includes an “academic review” each term, attended by the academic director and consortial faculty, as well as any teaching faculty who wish, to meet and discuss each student’s performance. This review of both quantitative and qualitative data provides in-depth information about students’ competency acquisition, beyond simple alpha-numeric grades. It also gives faculty the information they need to guide students in upcoming courses.

Additionally, the Senior Projects that will be required of each student will provide the basis for ongoing summative assessment of the program’s success in preparing students who have mastered each of the identified program outcomes to a satisfactory level.
Articulation Agreement

**Agreement initiated by:** City University of New York, School of Professional Studies

**Sending College:** The New Community College at CUNY (NCC)
- Program: Urban Studies
- Degree: A.A.

**Receiving College:** CUNY School of Professional Studies (SPS)
- Department: Urban Studies
- Program: Urban and Community Studies
- Degree: B.A.

**ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM**

Graduates of the NCC A.A. degree in Urban Studies will qualify for admission into the SPS Bachelor of Arts degree in Urban and Community Studies if they have maintained a minimum overall GPA of 2.5 and are in good standing at NCC. Applicants will follow the standard admissions process, which includes completing a transfer application and SPS’s supplemental application form. In addition, applicants must compose a personal essay.

NCC graduates will be awarded 60 transfer credits toward the bachelor’s degree based on the current (fall 2012) Urban Studies curriculum. Should that curriculum change, it will be necessary to reevaluate the transfer agreement. Courses in math and English require a grade of C or better for transfer in accordance with current University policy. Upon matriculation into the B.A. program in Urban and Community Studies, students will be required to fulfill elective and major requirements specified on the following pages.

**Total transfer credits granted toward the baccalaureate degree:** 60.
**Total additional credits required at the senior college to complete baccalaureate degree:** 60.

**COURSE OUTLINE AND TRANSFER REQUIREMENTS:**

**SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE**

**Prerequisites and Major Courses**
The interdisciplinary curriculum includes General Education courses and a 36-credit major with concentrations, allowing students to define an area of special interest in the broader field of Urban and Community Studies. General Education requirements will incorporate the principles outlined by CUNY’s Pathways to Degree Completion initiative, which were designed to ensure transferability as well as a broad-based educational foundation.

To meet requirements, students must complete a total of 36 credits in the program, outlined in the table below. This table lists the courses required for completing the B.A. in Urban and Community Studies. NCC students may apply a maximum of 12 earned credits (four three-credit courses) to the major, based upon course equivalencies in the summary below. Remaining courses in the major must be completed at SPS.* Credits taken at NCC that do not apply towards the major may be transferred as electives.

*The major includes both three- and four-credit courses. A variable-credit Independent Study may be used to earn one or more credits necessary to fulfill degree requirements.
The following 3-credit NCC courses may be transferred toward the Major, up to a total of 12 credits:

<table>
<thead>
<tr>
<th>NCC Course</th>
<th>SPS Equivalent</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBST 102 - Introduction to Urban Studies</td>
<td>URB 310 - Introduction to U.S. Social and Economic Policy</td>
<td>Required course</td>
</tr>
<tr>
<td>UBST 222 - Sexuality and Gender in Urban Life</td>
<td>SOC 202 - Race, Class and Gender</td>
<td>Elective in Community Studies concentration</td>
</tr>
<tr>
<td>GOVT 203 - Making Public Policy</td>
<td>PADM 221 - Public Issues and Public Policy</td>
<td>Elective in Urban Studies concentration</td>
</tr>
<tr>
<td>UBST 203 - Race, Ethnicity &amp; Community Development</td>
<td>URB 323 - Community Development</td>
<td>Elective in Urban Studies concentration</td>
</tr>
<tr>
<td>GOVT 201 - Urban Politics: New York City Government</td>
<td>POL 201 – Politics and Government of New York City</td>
<td>Elective in Urban Studies concentration</td>
</tr>
<tr>
<td>SOCI 201 - Crime &amp; Justice in Urban Society</td>
<td>SOC 207 – Introduction to Criminal Justice</td>
<td>Elective in Community Studies concentration</td>
</tr>
<tr>
<td>HIST 221 - History of Urban Life</td>
<td>URB 320 – Urban Populations and Communities</td>
<td>Required course</td>
</tr>
<tr>
<td>UBST TBD - Global Urbanisms</td>
<td>GEOG 301 – International Migration and Ethnicity</td>
<td>Elective in Community Studies concentration</td>
</tr>
</tbody>
</table>

**General Education (Liberal Arts, Core, Distribution) and other Required Courses**

Students holding an A.A. degree from the NCC who transfer into the B.A. in Urban and Community Studies program will have met the general education requirements, as required by CUNY’s Pathways to Degree Completion initiative.
## Proposal to Establish a Bachelor of Arts in Urban and Community Studies

CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, November 29, 2012

Approved by the School of Professional Studies Governing Council, January 10, 2013

<table>
<thead>
<tr>
<th>Credits</th>
<th>A.A. Requirement</th>
<th>B.A. Requirement</th>
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<tbody>
<tr>
<td><strong>GENERAL EDUCATION</strong></td>
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<td>30</td>
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**Required Core**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<th>B.A. Requirement</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>X</td>
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</table>

**Flexible Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>A.A. Requirement</th>
<th>B.A. Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Expression</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Individual &amp; Society</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Scientific World</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>US Experience in its Diversity</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>World Culture</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>TBD by Student</td>
<td>3</td>
<td>X</td>
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</table>

**College Option**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>A.A. Requirement</th>
<th>B.A. Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 110</td>
<td>3</td>
<td></td>
<td>X</td>
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<tr>
<td>Choice among QUAN 201, COM 210 or PLA 300</td>
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**A.A. DEGREE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>A.A. Requirement</th>
<th>B.A. Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 102 - Introduction to Sociology</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>*UBST 102 - Introduction to Urban Studies</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>*UBST 203 - Race, Ethnicity &amp; Community Development</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>*GOVT 203 - Making Public Policy</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>*UBST 201 – Global Urbanisms</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>*GOVT 201 - Urban Politics: New York City Government</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>*SOCI 201 - Crime &amp; Justice in Urban Society or</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>*UBST 222 - Sexuality and Gender in Urban Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*HIST 221 - History of Urban Life</td>
<td>3</td>
<td>X</td>
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<tr>
<td>UBST 253 - Capstone - Urban Research Seminar</td>
<td>3</td>
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</tr>
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</table>

*Course may transfer to the major*

**B.A. DEGREE REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Major</th>
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<tr>
<td>URB 310 - Introduction to U.S. Social and Economic Policy</td>
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<tr>
<td>URB 320 - Urban Populations and Communities</td>
<td>4</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>LABR 302 - Contemporary Labor Issues</td>
<td>4</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>URB 351 - Research Methods for Urban and Community Studies</td>
<td>4</td>
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<tr>
<td>URB 499 - Urban and Community Studies Capstone</td>
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**B.A. DEGREE CONCENTRATIONS**

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Urban Studies</td>
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**Urban Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Elective</th>
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<tbody>
<tr>
<td>URB 340 - Contemporary Urban Problems</td>
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*Choose two from the following:*

<table>
<thead>
<tr>
<th>Credits</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>X</td>
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</table>
### Proposal to Establish a Bachelor of Arts in Urban and Community Studies

**CUNY School of Professional Studies**

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOC 313</td>
<td>Stratification</td>
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<td>POL 201</td>
<td>Politics and Government in New York City</td>
<td>3</td>
</tr>
<tr>
<td>PADM 221</td>
<td>Public Issues and Public Policy</td>
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</tr>
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<td>PADM 201</td>
<td>Public Administration</td>
<td>4</td>
</tr>
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<td>PADM 202</td>
<td>Public Management and the Delivery Services</td>
<td>4</td>
</tr>
<tr>
<td>HCA 300</td>
<td>Urban Health Services and Institutions</td>
<td>4</td>
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<tr>
<td><strong>OR</strong></td>
<td>Community Studies</td>
<td></td>
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<tr>
<td>URB 322</td>
<td>Social Movements</td>
<td>4</td>
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<tr>
<td>URB 321</td>
<td>Community Organization and Grassroots Organizing</td>
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<td><strong>Choose two from the following:</strong></td>
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<tr>
<td>URB 323</td>
<td>Community Development</td>
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<tr>
<td>URB 324</td>
<td>Introduction to Non-Profit Leadership</td>
<td>4</td>
</tr>
<tr>
<td>SOC 207</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 301</td>
<td>International Migration and Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>LPOL 301</td>
<td>Work, Culture, and Politics in New York City</td>
<td>4</td>
</tr>
<tr>
<td>SOC 203</td>
<td>Race, Class and Gender</td>
<td>3</td>
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<tr>
<td><strong>OR</strong></td>
<td>Labor Studies</td>
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<tr>
<td>*LHIS 301</td>
<td>U.S. Labor History</td>
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</tr>
<tr>
<td>*LABR 201</td>
<td>Introduction to Labor Studies</td>
<td>4</td>
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<td><strong>Choose two from the following:</strong></td>
<td>6-8</td>
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<td>LABR 330</td>
<td>Issues in Labor Organizing</td>
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<td>LSOC 301</td>
<td>Sociology of Work</td>
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<tr>
<td>LABR 320</td>
<td>Collective Bargaining</td>
<td>4</td>
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<tr>
<td>LABR 334</td>
<td>Labor and Employment Law</td>
<td>4</td>
</tr>
<tr>
<td>LABR 339</td>
<td>Understanding Labor and the Economy</td>
<td>4</td>
</tr>
<tr>
<td>LABR 304</td>
<td>Unions and Labor Relations</td>
<td>4</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>Additional Urban and Community courses selected from area concentrations above and/or Urban and Community Studies elective courses below and/or from other majors at SPS and/or credits from AA degree</td>
<td>18</td>
</tr>
<tr>
<td>URB 339</td>
<td>Urban and Community Studies Field Work</td>
<td>4</td>
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<tr>
<td>URB 451</td>
<td>Urban and Community Studies Special Topics</td>
<td>4</td>
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<tr>
<td>URB 399</td>
<td>Urban and Community Studies Independent Study</td>
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</tbody>
</table>

**Total Credits for Degree:** 120

***The variable credit Independent Study may be used to earn one or more credits necessary to fulfill requirements in the major.***
Procedures for evaluating the agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success:

- The Academic Director and Chief Academic Officer from both programs will meet annually to review the articulation agreement. They will be expected to review student retention, progress to graduation, including transitions between prerequisite and follow-on courses, degree completion, and GPA. Modification or termination of this agreement requires the approval of the Chief Academic Officers of both institutions.

- Should the agreement be modified or terminated, the School of Professional Studies shall honor the terms granted to students who have already transferred into the B.A. in Urban and Community Studies for a period of four years or graduation, whichever comes first.

- The School of Professional Studies Registrar and the Urban and Community Studies Academic Director shall produce reports of the metrics identified above as well as those suggested in the University’s Annual Performance Management Program, which will be circulated to the following groups:

  - **At SPS:** Dean, Associate Dean for Academic Affairs, program faculty, Associate Dean for Administration and Finance, Director of Student Services, Director of Career Services, Director of Admissions and Advisement, and Director of Online Programs at the School of Professional Studies

  - **At NCC:** Chief Academic Officer, Director of Student Engagement, Director of Partnerships, and Director of College Admissions and Access.

**Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisors, Websites**

The School of Professional Studies and the New Community College will publicize this opportunity for students in print and web-based materials and in marketing information. Additionally both institutions will provide information to their own recruitment staff members as well as staff at the University Office of Admission Services.

**Effective Date** Fall 2013

**Signatures**

Dr. Scott Evenbeck, President
The New Community College at CUNY

Provost José Luis Morín
Vice President for Academic Affairs (Chief Academic Officer), The New Community College at CUNY

Dr. George Ott
Associate Dean for Academic Affairs
CUNY School of Professional Studies

John Mogulescu
Senior University Dean for Academic Affairs
CUNY School of Professional Studies
Letters of Support
Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
Approved by the School of Professional Studies Governing Council, January 10, 2013

October 16, 2012

Dear Dean Mogulescu:

I am writing on behalf of 121,000 members of District Council 37, American Federation of State, County, and Municipal Employees (AFSCME). Our members work in city agencies, providing the array of public services that New Yorkers in all walks of life count on every day. Today, more than ever, these workers need advanced education and technical skills to operate effectively within New York’s increasingly complex infrastructure and to meet the needs of New York’s diverse populations. For more than 25 years, they have been fortunate to avail themselves of higher education opportunities provided through CUNY’s Murphy Institute. The new B.A. program in Urban and Community Studies, proposed by the School of Professional Studies (SPS) and the Murphy Institute, is a necessary and welcome addition to programs already offered through the Institute.

A B.A. degree – especially one in Urban and Community Studies – is an important professional credential for public workers seeking advancement to supervisory or managerial positions. The new degree proposed by SPS is ideal for members of D.C. 37. It will give them a broad understanding of urban issues and problems, new skills in public administration, and a thorough grounding in policy and the policy-making process. The curriculum provides opportunities for applied learning and allows adult workers to bring the knowledge and experience they have acquired to the classroom. As proposed, the program includes a strong support system built in for adults and full-time workers. We know from past experience with Murphy Institute programs how important this is to student success.

The Education Fund of D.C. 37 maintains a tuition benefit program for members enrolled in degree programs. These benefits will apply to students enrolled in the new SPS Urban and Community Studies B.A. program. As a member of the Murphy Institute’s Labor Advisory Board, I recommend establishment of this new program wholeheartedly.

Sincerely,

Lillian Roberts
John Mogulescu  
Dean, School of Professional Studies, CUNY  
535 East 80th street  
New York, N.Y.

Dear Dean Mogulescu:

As President of the Communications Workers of America, Local 1180 and Chair of the Murphy Institute Labor Advisory Board, I write to strongly support the proposal for a new B.A. degree in Urban and Community Studies. Our union represents nearly 10,000 workers in the public sector. We are well aware that a college degree is essential for public sector employment and career advancement, especially in a tightening economy and highly competitive job market.

Over the past 25 years, Local 1180 has depended on higher education programs offered by CUNY through its Murphy Institute. These programs have served our members well. The new B.A. degree in Urban and Community Studies, proposed by SPS, will be a very welcome addition to the SPS roster of programs, providing new opportunities to explore urban issues and urban services from the multiple perspectives of municipal government, labor, and community organizations. This multidisciplinary approach reflects the increasing diversity of urban populations as well as the complex and inter-related institutional structures required to serve these populations. As a result of its innovative approach, we expect this bachelor's degree will appeal to young adults interested in social service careers as well as to adults already working in the field.

Our long experience with the Murphy Institute has shown that adult learners do best in an environment that combines academic excellence with dedicated student services. We anticipate that the new B.A. program will operate in such an environment and will continue to provide generous tuition coverage to 1180 students through the union's Education Fund. Other unions on the Institute's Labor Advisory Board also provide tuition benefits. While the tuition benefit is a powerful incentive for members to enroll in college, it is also the single most important resource that allows them to stay the course and complete the program successfully.

We look forward to offering our members an exciting new education opportunity and will encourage eligible members and staff to apply for the new B.A. degree in Urban and Community Studies.

Sincerely,

Arthur Cheliotes

President CWA Local 1180 and Chair Murphy Institute Labor Advisory Board
Faculty Curriculum Vitae

This section contains the first two pages of the Curriculum Vitae for the following faculty:

Mimi Abramovitz
Stanley Aronowitz
Juan Battle
Steve Brier
Joshua Freeman
Kitty Krupat
Penny Lewis
Stephanie Luce
Gregory Mantsios
Ruth Milkman
John Hull Mollenkopf
Frances Fox Piven
Proposal to Establish a Bachelor of Arts in Urban and Community Studies
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Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
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2004 Received the Feminist Scholarship Award, presented in honor of Mimi Abramovitz, Commission on the Role and Status of Women, Council on Social Work Education, 2/29.

1999 Received a Recognition Award (Research), Chancellor City University of New York. October,

1997 Under Attack, Fighting Back: Women and Welfare in the United States was named the "Outstanding Book" on the subject of human rights in North America by the Myers Center For The Study of Human Rights In North America 12/10

1995 Received Award for Significant Contributions to Social Services and Political Activism National Association of Social Workers, New York City Chapter, PACE, 4/27

SPECIAL RECOGNITION
2008 Selected by Office of the President of Hunter College to participate in Hunter College Roosevelt House Urban Policy, Interdisciplinary Faculty Seminar. Jan- May

2007 Invited to participate in Workshop on The Legal Tender of Gender: Women, Welfare Law and the Regulation of Women’s Lives, International Institute for the Sociology of Law, Onati Spain June 7-8;

2006 One of 25 CUNY researchers featured in the brochures “Research at CUNY” published by the Office of Academic Affairs, CUNY Fall

2006 Selected by Office of the President of Hunter College to participate in Hunter College Roosevelt House Urban Policy, Interdisciplinary Faculty Seminar, September to December.

2004 Invited to be a Fellow of the New York Academy of Medicine, Social Work Section, 2004 to present

2004 Invited to be a Fellow at Brookdale Center for the Aging, Hunter College, 2004 to present

VISITING SCHOLAR
2006 Visiting Scholar Ryerson, York and McMaster Universities, Toronto, Canada March 22-24

2005 Visiting Scholar, University of Washington, Seattle; University of Washington/Tacoma, May 3-5.

1999 Scholar In Residence, Miami University of Ohio, Oxford Ohio, October 5-9.

BOOKS
----- Gendered Obligations: The History of Activism Among Poor and Working Class Women Since 1900, (in process)


REPORTS: POLICY and PROGRAM EVALUATION
2011: The LEAP To Teacher Program: From Paraprofessional to Public School Teacher, Murphy Institute for Labor Studies and Worker Education, CUNY

2011 Project Safe Home: Challenges and Opportunities (evaluation of housing program for homeless battered women)


2002 In Jeopardy: The Impact of Welfare Reform on Non-Profit Human Service Agencies in New York City, NYC Chapter National Association of Social Workers and United Way of New York City, February


Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
Approved by the School of Professional Studies Governing Council, January 10, 2013
STANLEY ARONOWITZ
244 Madison Avenue, New York, NY 10016

City University of New York
Graduate Center
Doctoral Program in Sociology
365 Fifth Avenue
New York, New York 10016
(212) 817-2001

Education
• Union Graduate School, Ph.D. (Sociology), 1975
• New School for Social Research, B.A. (Sociology), 1968

Prior Positions
• Professor of Social Science and Comparative Culture, University of California at Irvine, 1977-1982
• Associate Professor of Community Studies The City University of New York, College of Staten Island, 1972-1976
• Director, Park East High School, 1970-1972
• Associate Director, Mobilization for Youth Organization, 1968-1970
• Supervisor of Community Employment Programs, Manpower and Career Development of New York
• Director of Organizing of Northeast Region, Oil, Chemical and Atomic Workers, 1964-1967
• Field Director, Amalgamated Clothing Workers, 1960-1964
• Steelworker, Driver-Harris Corporation, 1955-1960
• Lathe Operator, Worthington Corporation, 1952-1955

Visiting Professorships
• University of Wisconsin-Sociology, Fall, 1996
• University of Paris, American Studies, Spring 1988
• Columbia University, Political Science, 1979-1981
• City College, CUNY- 1982-1983
• University of California- Irvine, History, 1976-1977
• University of Paris, American Studies, Spring 1976
• University of California in San Diego, Literature, Winter, 1976

University Service
• Faculty Advisory Committee- Joseph S. Murphy Institute- CUNY
• Chair, Faculty Committee New Visions in Undergraduate Education, City University of New York, 1993-present
• Co-Principal Investigator- Planning Group, PhD program in Intercultural Studies 1994-2000
• Chair, Interdisciplinary Studies-PSC Faculty Grants 1995-96
• Director, Center for Cultural Studies, City University of New York, 1987-present

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- Member, Executive Committee, Ph.D. Program in Sociology, City University of New York, 1985-1991/1997-
- Chair, Curriculum Committee, Center for Worker Education, City College of New York, 1982-1986
- Director, Graduate Studies- School of Social Sciences, University of California in Irvine, 1977-1979
- Director, Youth and Community Studies, College of Staten Island, 1973-1976

Editorial Boards
- Founding Co-Editor Situations- 2006- present
- Cultural Critique, Advisory Board, 1987-present
- American Culture (series of twenty five volumes), University of Minnesota Press, 1986-1999
- Social Text, Founder and co-Editor, 1979-1990
- Editorial Board- 1990-present

Professional Associations
- Member, American Sociological Association
- Member of the Council, Sociology of Culture Section (1990-1992)

Grants
- Rockefeller Foundation-Centers Program “The Privatization of Culture” 1999
- CUNY Collaborative Incentive Grant Award 1996-98 “Changes in the Accounting Profession”
- Ford Foundation, Planning for Intercultural PHD Program 1993-96
- Rockefeller Foundation, Interamerican Conference on Cultural Studies, 1993
- Aaron Diamond Foundation, Ethnographic Field Work on New Immigration in New York City, 1990-1992
- City University of New York, Chancellor’s Grant for the Development of Cultural Studies Center, 1988-1992
- Fund for the Improvement of Postsecondary Education, Development of Youth and Community Studies Program, College of Staten Island, 1972-1975

PUBLICATIONS

Books
- Against Schooling: For an Education that Matters (Boulder: Paradigm,2008)
- Left Turn For a New Political Future (Boulder: Paradigm, 2006)
Juan Battle, PhD
JuanBattle.com

Professor Sociology, Public Health, & Urban Education
The Graduate Center
City University of New York (C.U.N.Y.)
365 Fifth Avenue, New York, NY 10016

(Vita Abridged: September, 2012)

EDUCATION

PROFESSIONAL EXPERIENCE
Affiliate Faculty, Institute for Gender and Development Studies (IGDS), The University of West Indies, St. Augustine, Trinidad and Tobago (2012 – Present).
Fulbright Distinguished Chair of Gender Studies. University of Klagenfurt, Austria (2009).
Professor (2005 – 2007), joint appointment at Hunter College and The Graduate Center of the City University of New York (C.U.N.Y.).
Associate Professor (1999 – 2004), joint appointment at Hunter College and The Graduate Center of the City University of New York (C.U.N.Y.).
Assistant Professor (1994 – 1998), joint appointment at Hunter College and The Graduate Center of the City University of New York (C.U.N.Y.).

PROFESSIONAL AFFILIATIONS
Affiliate Faculty, Institute for Gender and Development Studies (IGDS), The University of West Indies, St. Augustine, Trinidad and Tobago (2012 – Present).
Distinguished Visiting Lectureship at the Institute on Sexuality. University of San Francisco (Summer 2011).
Fulbright Senior Specialist on race, sexuality, and social justice (2005 – 2010).
Fulbright Distinguished Chair of Gender Studies. University of Klagenfurt, Austria (2009).
Research Consultant (2007 – 2009), GMHC in New York City. GMHC is a not-for-profit, volunteer-supported and community-based organization committed to national leadership in the fight against AIDS <gmhc.org>.

Senior Research Fellow (2007 – 2008), Arcus Foundation with specialization in race, sexual orientation, and gender identity. Arcus Foundation envisions and contributes to a pluralistic world that celebrates diversity and dignity, invests in social justice, and promotes tolerance and compassion <arcusfoundation.org>.

Research Fellow (2000 – 2006), The Policy Institute of the National Gay and Lesbian Task Force (NGLTF). The NGLTF Policy Institute is a think tank dedicated to research, policy analysis, strategy development and coalition building to advance equality for gay, lesbian, bisexual and transgender (GLBT) people.

Faculty Fellow (2001 – 2005), The Center for AIDS, Drugs, and Community Health at the Brookdale Health Sciences Campus of Hunter College, CUNY.

RECENT SCHOLARLY PUBLICATIONS


Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
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STEPHEN BRIER

CURRENT EMPLOYMENT/ACADEMIC RESPONSIBILITIES
Professor, Ph.D. Program in Urban Education, The Graduate Center, CUNY, Fall 2002 (tenure) – present.

Senior Academic Technology Officer, The Graduate Center, CUNY, Spring 2009 to present.

Consortial Faculty Member, Joseph S. Murphy Institute for Worker Education and Labor Studies, School of Professional Studies, CUNY, Spring 2009 – present.

Coordinator and Founder, Doctoral Certificate Program in Interactive Technology and Pedagogy
The Graduate Center, CUNY, Fall 2001 – present.

Co-Director and Co-Founder, New Media Lab, The Graduate Center, CUNY, 1997 – present.

Faculty Co-Chair, Digital Studies/Digital Humanities Group, Center for the Humanities, the Graduate Center, CUNY, Fall 2009 – present.

RECENT EMPLOYMENT
Vice President for Information Technology and External Programs, The Graduate Center, CUNY, Fall 2005 – Spring 2009.

Associate Provost for Instructional Technology and Dean for Interdisciplinary Studies, The Graduate Center, CUNY, Fall 1999 – Spring 2009.

Executive Director, Center for Media and Learning, The Graduate Center, CUNY, 1990 –1998.

Principal Investigator and Founding Executive Director, American Social History Project, The Graduate Center, CUNY, 1981 – 1998.

Deputy to the Vice Chancellor for Educational Relations and Media-Assisted Learning, Office of Academic Affairs, City University of New York, Fall 1994 - Summer 1995.

EDUCATION

PUBLICATIONS
INTERACTIVE MULTIMEDIA
Co-Executive Producer, “The September 11 Digital Archive,” a joint project of the Center for Media and Learning/New Media Lab, CUNY Graduate Center, and the Center for History and New Media, George Mason University. Funded by the Sloan and Rockefeller foundations and accessioned by the Library of Congress on September 10, 2003. http://www.911digitalarchive.org


**BOOKS**


**SCHOLARLY ARTICLES AND CONTRIBUTIONS TO COLLECTIONS**


JOSHD B. FREEMAN

25 Indian Road, #5C  Ph.D. Program in History
New York, New York 10034  The Graduate Center, CUNY
212 569-4942  365 Fifth Avenue
Department of History  New York, N.Y. 10019-4309
Queens College, CUNY  212 817-8436
Flushing, New York 11367  JFreeman@gc.cuny.edu

EMPLOYMENT:

2009- : Professor of History, Queens College, Graduate
Center, and Joseph S. Murphy Labor Institute, City
University of New York

2003-2009: Executive Officer (chair) and Professor, Ph.D. Program
in History, Graduate Center, City University of New York; and
Professor of History, Queens College, City University of New York

2000-2003: Professor of History, Queens College and the Graduate
Center, City University of New York; and Director, Labor
Studies, Queens College

1997-2000: Associate Professor of History, Queens College and the
Graduate Center, City University of New York

1990-1997: Associate Professor of History, Columbia University

1986-1990: Assistant Professor of History, Columbia University

1984-1986: Senior Research Scholar, Graduate Center of the City
University of New York; staff member, American
Social History Project

1980-1983: Instructor/Assistant Professor, American Studies
Program, College at Old Westbury, State University of New
York, Old Westbury, N.Y.

1978-1979: Visiting Instructor and Guest Fellow (college seminar
program), Yale University

1977-1980: Instructor (part-time), Metropolitan Studies Program,
New York University

EDITORIAL POSITIONS:

Co-editor, International Labor and Working-Class History,
1999-2003; editorial board member, 1997-
Consulting editor, New Labor Forum, 1998-
Editorial Board, New-York Journal of American History, 2003-
Editorial Board, Saothar (Ireland), 2001-
Editor, "Newsnotes" section, Labor History, 1987-90

EDUCATION:

Rutgers University, Ph.D., History, May 1983
Rutgers University, M.A., History, June 1976
City College of New York, CUNY: Masters Program in History, September 1973-June 1974
Harvard University, B.A., June 1970

AWARDS AND FELLOWSHIPS:

John Commerford Labor Education Award, New York Labor History Association, 2006
Queens College President's Grant for Innovative Teaching Projects, 2000
American Council of Learned Societies Fellowship, 1996
National Endowment for the Humanities, Fellowship for University Teachers, 1995
Phillip and Ruth Hettleman Award for Junior Faculty, Columbia University School of General Studies, 1989
Hibernian Research Award, Cushwa Center for the Study of American Catholicism, Notre Dame University, 1985
State Fellowship, Rutgers University, 1978-79

PUBLICATIONS:

BOOKS:
Kitty Krupat  
35 West 92 St., Apt. 11 D  
N.Y.C., N.Y. 10025  
212-666-3935; (office) 212-827-0200; (cell) 917-836-7264  
E-mail addresses: kitty.krupat@mail.cuny.edu; kwkrupat@gmail.com

Education: New York University, American Studies Program: (A.B.D.) M. Phil, 2009; M.A., 1998; B.A., 1961, New York University (Honors in English)

CURRICULUM VITAE

Academic Positions: 1979-Present

December 2002-Present: Joseph S. Murphy Institute for Worker Education and Labor Studies, CUNY (formerly Queens College-CUNY Worker Education Program)

Title: Associate Director, Center for Worker Education, and Contributing Editor to New Labor Forum, journal published by the Murphy Institute’s Center for Labor and Community Policy Studies

Duties: Oversee all academic and college-credit programs, including undergraduate and graduate degree programs in Urban and Labor studies, certificate programs in Labor Studies, Public Administration and Policy, and Health Care Administration and Policy, and union-based workforce development programs; curriculum development; editorial consultation and writing for journal on assignment.

2001-2002: New York University Gallatin School of Individualized Study

Title: Auxiliary Advisor

Duties: Academic advisement; development of workshops for students, faculty and peer advisers; preparation of instructional materials for advisers and students; writing administrative reports

1979-1989: Hofstra University-District 65/UAW Institute of Applied Social Science

Title: Co-Director

Duties: Overall administration of a joint union-university undergraduate program in Applied Social Science, including hiring and supervision of faculty and administrative staff; curriculum development; supervision of union-based field placements; teaching

Courses Taught: 1995-Present

Queens College Urban Studies/Urban Affairs departments (“Work, Class and Culture”; “New York City Culture and Politics”)

New York University Metropolitan Studies and Expository Writing programs, (“Urban Culture and Social Identity”; “Crisis of the Modern American City”; Expository Writing, I and II)
Cornell University, New York State School of Industrial and Labor Relations (“History of Working Women in America”; basic writing skills seminars)

Publications and Films


“This Sporting Life” (review of Million Dollar Baby and Friday Night Lights), New Labor Forum, fall 2005


“Writing the ‘Labor Question’ Back into History” (review of Nelson Lichtenstein’s State of the Union), Radical History Review, winter, 2004


“Re-thinking the Sweatshop: A Conversation about United Students against Sweatshops,” in International Labor and Working Class History, spring, 2002

With Laura Tanenbaum, “A Network for Campus Democracy: Reflections on NYU and the Academic Labor Movement,” in Social Text, spring, 2002


“Dispatches from the NYU Polls,” in New Labor Forum, fall 2000
Editor with Patrick McCreery, Out Front: Lesbians, Gays and the Struggle for Workplace Rights, a collection of essays in Social Text, 61, winter, 1999

“Out of Labor’s Dark Age: Sexual Politics Comes to the Workplace,” in Social Text 61, winter, 1999

“GSOC-UAW v NYU: Case No. 2-RC-22082,” in Workplace, fall, 1999

Penny Lewis  
20 Plaza Street East, #D9  Brooklyn, NY 11238  
718.788.2098   pennywlewis@gmail.com

Current Employment
Assistant Professor of Labor Studies, Joseph S. Murphy Institute, CUNY
Courses Taught: Issues in Organizing, New York City Work, Culture and Politics, Labor History, Capstone Seminar

Education
Graduate School and University Center, City University of New York
Ph. D., Sociology, February 2009
Dissertation: “A Rich Man’s War and a Poor Man’s Fight? Historical Memory and the Class Dynamics of the Vietnam Antiwar Movement”

M. Phil, Sociology, 2003
Oral Examinations Fields: Labor Strategy and History, Social Movement Theory, Environmental Sociology

Brown University, Providence, RI
B.A., Semiotics, Honors, magna cum laude, 1993

Academic Publications

Hardhats, Hippies and Hawks, The Vietnam Antiwar Movement as Myth and Memory, Cornell University Press, publication date spring 2013


Papers Presented


“The Constraints of Class Culture: The Early Years of the Vietnam Antiwar Movement and Implications for Movement Reach,” Politics and Protest Workshop, CUNY Graduate Center, April 2009


“Teaching Class,” Working Class Studies Conference, Youngstown, Ohio, 2005

“Collective Memory of Vietnam Antiwar Protest,” Alternative Futures and Popular Protest, Manchester Metropolitan University, 2005


“The World’s Other Superpower? Revisionist Framing of the Vietnam Antiwar Movement,” Center for Place, Culture and Politics, CUNY Graduate Center, 2004


“Labor’s Response to War,” Center for Place, Culture and Politics, CUNY Graduate Center, 2002


Invited Talks
“Labor and Occupy Can Learn from Each Other,” New York Society for Ethical Culture, September, 2012

Curriculum Vitae
STEPHANIE LUCE

The Murphy Institute
City University of New York
25 W. 43rd Street, 19th Floor
New York, NY 10036
email: stephanie.luce@mail.cuny.edu
(212) 642-2034 (telephone)
(212) 827-5955 (fax)

CURRENT POSITION

Associate Professor, The Joseph S. Murphy Center for Worker Education, City University of New York (Beginning 2010).

EDUCATION

Ph.D. Sociology
University of Wisconsin at Madison, August 1999.

M.S. Industrial Relations
University of Wisconsin at Madison, January 1991.

B.A. Economics, with High Honors
University of California at Davis, June 1988.

PUBLICATIONS AND PAPERS

BOOKS


BOOK CHAPTERS


**ARTICLES**


Murphy Institute  
City University of New York  
25 West 43rd Street, 19th Floor  
New York, NY 10036  
Phone: (212) 827 0200

Gregory Mantsios

| Education | Dec. 1977 Ph.D. Sociology, Union Institute and University  
|  | June 1973 M.A. Urban Studies, Queens College, CUNY  
|  | June 1972 B.A. Sociology, Queens College, CUNY  
| 1984 – Present | Founder and Director, Joseph S. Murphy Institute for Worker Education and Labor Studies, School of Professional Studies and the Graduate School and University Center, City University of New York (formerly Queens College LEAP Program, CUNY)  
|  | Responsible for the development and oversight the Center for Worker Education, The Center offers undergraduate and graduate degrees and certificates in Labor Studies and Urban Studies and includes a university-wide initiative developing union-sponsored educational programs for working adult students throughout the CUNY system.  
|  | Responsible for the development and oversight of the Center for Labor, Community, and Policy Studies. The Center conducts research, organizes public forums and conferences, publishes educational material, and offers an array of leadership development programs.  
|  | Publisher and founding editor of the Institute’s national journal—New Labor Forum: a journal of ideas, analysis and debate.  
| 1979 – 1983 | Director, Labor Studies  
|  | Empire State College, State University of New York  
|  | Directed all academic and administrative functions in a degree program for over 1,500 apprentices in the IBEW Local Union 3 (electrical workers union). Hired and supervised a part-time faculty of 65 and a full-time faculty and staff of 10.  
| 9/74 – 9/76 | Instructor of Sociology  
|  | William Paterson College of New Jersey  
|  | Taught introductory and advanced sociology courses; also served on a number of departmental and college-wide committees (curriculum, advisement, labor studies development, student-faculty relations).  
| 5/73 – 9/74 | Coordinator of Community Services  
|  | Astoria Community Union (a non-profit community corporation)  
|  | Administered a multi-faceted community service program.  
| 5/72 – 5/73 | Community Organizer  
|  | University Year for ACTION, Queens College, CUNY  
|  | Build and developed a grassroots community organization in Astoria, N.Y.  
| Additional Teaching | Introduction to Labor Studies, Social Behavior and Work, Theories of the Labor Movement.  

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<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Introduction to Sociology, Sociology of Work, Collective Behavior, Bureaucratic and Complex Organizations, Social Movements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>“In the Public Interest: Debunking the Myths about Government, Government Workers, and Unions” a 32 page illustrated popular education booklet published by City Works, 2011.</td>
</tr>
</tbody>
</table>
Curriculum Vitae

RUTH MICHELE MILKMAN
Department of Sociology, CUNY Graduate Center
365 Fifth Avenue, New York NY 10016-4309
(212) 817-8771
rmilkman@gc.cuny.edu

EDUCATION
1977 M.A., Sociology, University of California, Berkeley
1981 Ph.D., Sociology, University of California, Berkeley

UNIVERSITY POSITIONS
2010- Professor of Sociology, City University of New York Graduate Center and Academic Director, Murphy Labor Institute
1988- Associate Professor to Professor of Sociology, University of California, Los Angeles
2001-08 Director, UCLA Institute for Research on Labor and Employment (formerly the Institute of Industrial Relations)
2001-04 Director, UC (statewide) Institute for Labor and Employment
1993 Visiting Research Associate, Groupe d'Etudes Sur La Division Sociale et Sexuelle du Travail, Institut de Recherche sur les Societes Contemporaines, CNRS, Paris
1991 Visiting Research Scholar, Department of Sociology, Macquarie University (Australia)
1990 Visiting Professor, Department of Sociology, University of Sao Paulo (Brazil)
1986 Visiting Lecturer in American Labor History, Centre for the Study of Social History, University of Warwick
1981-88 Assistant to Associate Professor of Sociology, Queens College and the Graduate Center, City University of N.Y.

SELECTED HONORS AND AWARDS
1975 Phi Beta Kappa; College Honors
1976-79 Graduate Fellow, National Science Foundation
1979 Graduate Fellow, Danforth Foundation
1981 Woodrow Wilson Dissertation Award in Women's Studies
1981 Dissertation Award in Employment and Training, Social Science Research Council
1983 Mellon Foundation Faculty Development Fellowship
1986 Feminist Book Fortnight (UK) - Women, Work and Protest selected as one of the year's top 20 feminist books
1987 Joan Kelly Memorial Prize in Women's History awarded to Gender at Work by the American Historical Association
1989 Finalist, American Sociological Association Distinguished Scholarly Publication Award (for Gender at Work)
1990 National Science Foundation Research Planning Grant
1997 Honorable Mention, Distinguished Publications Committee, SSSP Labor Studies Division (for Farewell to the Factory)
1997 Princeton University Industrial Relations Section, Farewell to the Factory selected as a Noteworthy Book in Industrial Relations and Labor Economics
2004-05 Visiting Scholar, Russell Sage Foundation
2006 Princeton University Industrial Relations Section, L.A. Story selected as a Noteworthy Book in Industrial Relations and Labor Economics
2007 Finalist, C. Wright Mills Award, Society for the Study of Social Problems (for L.A. Story)
2007 Honorable Mention, 2007 Sociology of Labor Book Award (for L.A. Story)

EDITORIAL ACTIVITIES
1981-94 Editorial Board, Feminist Studies

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1981-- Manuscript Referee, Signs
1984-90 Editorial Board, Politics & Society
1989-91,1996-98 Consulting Editor, American Journal of Sociology
1989-92 Advisory Editor, Gender & Society
1991-- Board of Reviewers, Industrial Relations
1992-- Consulting Editor, International Labor and Working-Class History
1995-97 Editorial Board, Contemporary Sociology
1996-2004 Editorial Board, British Journal of Industrial Relations
1996-- Editorial Board, Work and Occupations
2002-04 Editor, The State of California Labor

SCHOLARLY PUBLICATIONS

Books


1987 Gender at Work: The Dynamics of Job Segregation by Sex during World War II Champaign: University of Illinois Press. (Winner, Joan Kelly Memorial Prize in Women's History, American Historical Association, 1987; finalist, Distinguished Scholarly Publication Award, American Sociological Association, 1989)


1997 Farewell to the Factory: Auto Workers in the Late Twentieth Century Berkeley: University of California Press. (Princeton University Industrial Relations Section, Noteworthy Book in Industrial Relations and Labor Economics)


2000 (with Kent Wong) Voices from the Front Lines: Organizing Immigrant Workers in Los Angeles UCLA Center for Labor Research and Education (bilingual Spanish edited collection of interviews with union activists)


Articles and Book Chapters


JOHN HULL MOLLENKOPF

Center for Urban Research    174 Eighth Avenue
CUNY Graduate Center        Brooklyn, New York 11215
365 Fifth Avenue           Home:  718-788-7139
New York, NY 10016         Office: 212-817-2046
jmollenkopf@gc.cuny.edu     Fax:  212-817-1575

Education

B.A.  Carleton College, Northfield, Minnesota (1967)

Employment


1991-1993    Program Director, Urban Initiatives, Social Science Research Council. (On leave from CUNY Graduate Center).

1981-1991    Associate Professor, Ph.D. Program in Political Science, CUNY Graduate Center.

1980-1981    Director, Economic Development Division, Department of City Planning, City of New York. Chairman’s designate to the Industrial and Commercial Incentive Board, the Industrial Development Authority, and the Development Funds Steering Committee.


1973-1977    Assistant Professor of Urban Management, Public Management Program, Graduate School of Business, and by courtesy, Department of Political Science, Stanford University. Chairperson, Committee on Urban Studies.

1972-1973    Visiting Assistant Professor, Department of Political Science, Stanford University.

1971    Visiting Instructor, Political Science Department, MIT.

Academic Research Awards (recent personal)


Honors and Awards

Fellow, Center for the Advanced Studies in the Behavioral Sciences, Stanford, CA (2011-2012 academic year)

Distinguished Book Award, American Sociological Association (2010), best book in the discipline written within the previous two years. (For Inheriting the City.)

Thomas and Znaniecki Award, best book in 2008, International Migration section of the American Sociological Association (2009). (For Inheriting the City.)


Michael Harrington Award, best book in 2001, New Politics Section, American Political Science Association (2002). (For Place Matters.)


Related Activities

U.S.

Member, MacArthur Foundation Research Network on Building Resilient Regions (2006-present).

Member, Social Science Research Council Study Group on Designing Research on Mixed-Income Housing, commissioned by the MacArthur Foundation (2007-present).


Member, Selection Committee, New Americans Fellowship, Paul and Daisy Soros Foundation, (2006-2009).


Member, Scientific Committee, The Integration of the European Second Generation Study, Institute for Migration and Ethnic Studies, University of Amsterdam, (2003-present).
Curriculum Vitae

FRANCES FOX PIVEN

Distinguished Professor of Political Science and Sociology
Graduate School and University Center
The City University of New York
365 Fifth Avenue
New York City, New York 10016
212/817-8674

Home: 35 Claremont Avenue, New York, NY 10027  212/316-2027
Summer: Box N, Millerton, N.Y. 12546   518/789-3525

EDUCATION

BA  University of Chicago, I953
MA  University of Chicago, 1956 (city planning)
Ph.D University of Chicago, I962 (social science)
Honorary Doctor of Humane Letters, Adelphi University, I985

BOOKS


1987 The Mean Season. Pantheon Books. (Co-authored with Fred Block, Richard A. Cloward and Barbara Ehrenreich)


1993 Updated Edition of *Regulating the Poor*.


February 2009 *Keeping Down the Black Vote: Race and the Demobilization of American Voters*, co-authored with Lorraine Minnite and Margaret Groarke, New Press.

**BOOKS IN PROGRESS**


**INTERNATIONAL AND NATIONAL ACADEMIC AWARDS AND HONORS**

**Book and Article Awards**

1972 *Regulating the Poor* received C. Wright Mills Award, Society for the Study of Social Problems.

1986 The Eugene V. Debs Foundation awarded the Bryant Spann Memorial Prize for my two-part article on voter registration, “Trying to Break Down the Barriers” and “How to Get Out the Vote in 1988,” published in *The Nation* on November 2 and November 23, 1985. The prize recognizes "published work which evidences social vision and commitment to social justice."

**Lifetime Achievement Awards**

1991 Founders Award, Society for the Study of Social Problems. This award is conferred for career-long "distinguished contributions to the study and solution of social problems."

1995 First recipient of the Lifetime Achievement Award offered by the Political Sociology Section of the American Sociological Association.
## Competitive Analysis Worksheet

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Program Title</th>
<th>Tuition /credit*</th>
<th>Target audience</th>
<th>Online/In person</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Connecticut</td>
<td>University campuses, Connecticut:</td>
<td>Urban and Community Studies</td>
<td>In-state: $363</td>
<td>Traditional aged students with academic interests in social sciences and career</td>
<td>In-person</td>
<td>36 credits in major</td>
<td>Includes service learning projects, public financing, social policy, communities, public administration</td>
</tr>
<tr>
<td></td>
<td>Storrs, Hartford, Waterbury,</td>
<td></td>
<td>Out-of-State: $1,106</td>
<td>interests in social service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Torrington</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rochester Institute of</td>
<td>Rochester, New York</td>
<td>Urban and Community Studies</td>
<td>Part-time evening: $491; part-time day: $754</td>
<td>Traditional aged students with academic interests in social sciences and career</td>
<td>In-person</td>
<td></td>
<td>Global focus; Three concentrations: Urban and Community Development; Communities in Global Perspective; Communities: Race, Class, and Gender</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td>interests in social service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State University</td>
<td>Turlock, California</td>
<td>Urban and Community Studies (concentration within the B.A. program in Social Science)</td>
<td>0-6 units per semester: $1,731</td>
<td>Students pursuing careers in government or public/community agencies and/or in public administration</td>
<td>In person</td>
<td>35 credits in the Concentration</td>
<td>Social Change; Organization Theory; Urban Economy; Urban Anthropology; Public Administration</td>
</tr>
<tr>
<td>Rutgers University</td>
<td>Camden, New Jersey</td>
<td>Urban Studies and Municipal Planning</td>
<td>In-state, part-time: $325; non-resident, part-time: $738</td>
<td>Traditional aged students with academic interests in social sciences and career interests in social service</td>
<td>In person</td>
<td>36 credits in the major</td>
<td>Approaches to Urban Studies; Public Policy and Economic Development; Basic Urban Issues; Urban Planning; Community and Leadership Training; The Poor, Minorities, and Justice</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Pittsburgh, Pennsylvania</td>
<td>Urban Studies</td>
<td>Full-time per semester: $7636; part-time per credit: $636</td>
<td>Traditional aged students with academic interests in social sciences and career interests in social service</td>
<td>In person</td>
<td>33 credits in the major</td>
<td>Community Organizing; Urban Policy and Administration; Urban Planning; International Urbanism</td>
</tr>
<tr>
<td>Queens College, CUNY</td>
<td>Flushing, Queens, New York City</td>
<td>Urban Studies</td>
<td>Standard CUNY Rates</td>
<td>Traditional aged and adult students interested in public policy, social service and the urban environment</td>
<td>In person</td>
<td>36 credits in the major</td>
<td>Urban Poverty and Affluence; Public Administration; Public Management; Urban Aesthetics; Cultural and Historical Development of Cities; Urban Epidemics: TB to AIDS</td>
</tr>
<tr>
<td>Hunter College, CUNY</td>
<td>Manhattan, New York City</td>
<td>Urban Studies</td>
<td>Standard CUNY Rates</td>
<td>“…those interested in the science of cities.” Traditional aged</td>
<td>In person</td>
<td>40 credits in the major</td>
<td>Urban Life: Personal and Objective View; Structure of Urban Region; Quantitative Approaches for Urban Analysis; Urban Geography; International Migrations</td>
</tr>
<tr>
<td>University of Massachusetts</td>
<td>Boston, Massachusetts</td>
<td>Community Studies B.A. Completion Program</td>
<td>$330 per credit</td>
<td>Adults and traditional aged students with transfer credits and basic computer skills</td>
<td>On-line</td>
<td>30 credits in major</td>
<td>Media and Community Building; Social Organization of Communities; Communities in a Global Context</td>
</tr>
</tbody>
</table>

Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
Approved by the School of Professional Studies Governing Council, January 10, 2013
Evidence of Jobs
Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
Approved by the School of Professional Studies Governing Council, January 10, 2013

HRA/DEPT OF SOCIAL SERVICES
Job Posting Notice  # of Positions: 3
Job ID: 109230
Business Title: CBO REVIEW LIAISON
Civil Service Title: COMMUNITY COORDINATOR
Title Code No: 56058  Level: 00
Proposed Salary Range: $45,615.00 - $70,810.00 (Annual)
Work Location: 180 Water Street
Division/Work Unit: FIA Operations-NM

Job Description
The Family Independence Administration (FIA) is recruiting for three (3) Community Coordinators to function as a CBO Review Liaisons for the Office of Research and Program Monitoring at 180 Water Street, who will:

* Prepare evaluation reports, perform analyses/review program plans, funding and performances; consolidate data from various Job Centers within the region (e.g. WINRO reports and WMS Errors); prepare management reports using Microsoft Excel or similar analytical tools for regional managers.

* Analyze key central management reporting mechanisms including the Engagement Report, the Job Stat Report and various work lists on the FIA WEB, etc.

* Make recommendations on policies/procedures based on the analysis of data from the NYCWAY, WMS; advising regional management on current data trends, and recommending courses of actions.

* Explore problem areas; provide assistance in the identification of strategies to address the problems; and brainstorm on initiatives that will help meet Agency goals and objectives.

* Assist subordinate staff with technical and training techniques of program implementation/management; assist in tracking accountability and progress; and assist Agency data reporting staff in developing new performance indicators and management tools.

* Work with Job Centers in region to diagnose and resolve problems as problem areas are identified through JobStat sessions, CenterStat meetings and other initiatives.

Minimum Qual Requirements
1. A baccalaureate degree from an accredited college and two years of experience in community work or community centered activities in an area related to the duties described above; or
2. High school graduation or equivalent and six years of experience in community work or community centered activities in an area related to the duties as described above; or
3. Education and/or experience which is equivalent to “1” or “2” above. However, all candidates must have at least one year of experience as described in “1” above.

Preferred Skills
- Excellent analytical skills
- Ability to work independently with minimal supervision
- Well organized, solutions-oriented with excellent research skills

To Apply
Click the apply now button.

Residency Requirement
New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

POSTING DATE: 10/12/2012  POST UNTIL: Until Filled
Business Title: Workforce Quality Assurance Manager
Civil Service Title: CONTRACT REVIEWER (OFFICE OF L
Title Code No: 40563 Level: 02
Proposed Salary Range: $27.32 - $41.17 (Hourly)
Work Location: 110 William St. N Y
Division/Work Unit: WDD Quality Assurance

Job Description
The New York City Department of Small Business Services is seeking an (1) experienced Quality Assurance Manager to join our Quality Management and Control group and be responsible for monitoring programs and services to evaluate service delivery in accordance with quality standards. The incumbent will conduct data quality audits and on-site monitoring to ensure compliance with applicable regulations and other areas described in the Workforce Development Division’s service level agreement. Key responsibilities will include developing methods for collecting and analyzing program data and customer feedback, preparing presentations, and expertly delivering presentations to senior management of the Division. The ideal candidate must be innovative, possess a strong technical background and a comprehensive understanding of QA methodologies and how to adapt them to the specific needs of our organization. The successful candidate will possess excellent analytical skills as well as strong planning and interpersonal skills and be an effective team player. This QA Manager role is highly visible and significant within the Workforce Development Division’s organizational structure and reports directly to the Executive Director of the Quality Assurance unit.

Specific Responsibilities:
• Performs on-site monitoring at Workforce1 Career Centers to ensure compliance with quality standards
• Conducts internal audits to measure and assure adherence to established QA standards
• Performs secret shopper monitoring to measure customer service and the customer experience against established quality standards
• Compiles data from QA monitoring and writes narrative reports summarizing findings and actions taken
• Participates in the development and communication of corrective actions originating from quality assurance monitoring activity
• Regularly collaborates with and builds a positive relationship with the Program Operations unit to ensure a firm understanding of program quality requirements
• Conducts onsite observation of activities at Career Center locations to inform operational improvements and ensure adherence to SBS policies
• Develops and modifies surveys that gauge customer-satisfaction levels of Workforce1’s business and job seeker customers
• Analyzes survey results and develops dashboard to report on findings
• As necessary, works with Workforce1 System Improvement team to interpret survey findings and develop action plans to modify Workforce1 operations accordingly
• Works closely with the Executive Director of Quality Assurance to develop and implement alternative methods for collecting and analyzing customer service feedback

Minimum Qual Requirements
1. A baccalaureate degree from an accredited college and university and six months of full-time, satisfactory professional, technical, or administrative experience in one or more of the following fields: human rights, affirmative action planning/administration, position classification, or labor law. A law degree may be substituted for six months of experience; or
2. A four-year high school diploma or its educational equivalent approved by a State’s Department of Education or a recognized accrediting organization and four years of full-time satisfactory professional, technical, or administrative experience in one or more of the fields mentioned in “1” above; or
3. Education and/or experience equivalent to “1” or “2” above. However, all candidates possess the four year high school diploma or its educational equivalent.

Preferred Skills
• Strong analytical skills, problem solving, work ethic, and attention to detail.
• Excel proficiency
• Excellent oral communication and writing skills
• Good understanding of quality assurance processes

To Apply
To apply for this position, please ALSO email your resume and cover letter including the following subject line WDD Quality Assurance Manager to: careers@sbs.nyc.gov

Salary range for this position is: $30.10 - $38.31 (hourly) for a maximum of 35 hours per week ($55,000-$70,000). Holidays are not paid until the completion of 18 months of City employment.
NOTE: Only those candidates under consideration will be contacted.

Residency Requirement
New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

POSTING DATE: 09/05/2012    POST UNTIL: Until Filled

The City of New York is an Equal Opportunity Employer
Assistant Vice President - Strategic Planning, New York City Economic Development Corporation

Description

The Assistant Vice President is responsible for managing multiple simultaneous projects related to economic growth in New York City. Specific responsibilities will vary, but typically entail leading multiple project teams on large, complex projects with multiple stakeholders. This includes managing contracts with external consulting firms; managing internal team members; overseeing the development of work plans and task assignments; leading high profile meetings; providing guidance to analysts producing quantitative and qualitative research; leading presentations and discussions with senior officials; coaching and mentoring junior staff.

Key Responsibilities:

- Set up multiple projects / large complex projects including negotiating objectives, framing issues and developing hypotheses, and reviewing work plans, task assignments and timelines
- Oversee team (including external consultants) conducting research, financial modeling, data gathering and analysis, and expert interviews. Ensure that analysis is driving to actionable recommendations
- Communicate recommendations to a wide variety of audiences including senior officials, in a way which synthesizes complex material and makes it easily understood
- Build and maintain relationships with governmental and quasi-governmental entities, real estate and business groups, civic and community organizations, cultural and professional organizations, and advocacy groups
- Line manage direct reports, coach junior staff, and contribute to departmental management

Qualifications:

Interest and Experience

- Interest in urban infrastructure and economic development issues
- Demonstrated interest in public policy, public service and/or mission-driven organizations
- 3-4 years of strategic planning work experience in a demanding analytic environment

Team and Project Management

- Project management experience; ability to set up the problem, manage projects against tight timelines and proactive and collaborative style that works well in teams
- Ability to prioritize among competing needs and opportunities and manage multiple projects at the same time
- Demonstrate ability to resolve conflicts of interests and develop productive working relationships with external and internal parties
- Strong entrepreneurial and leadership ability

Problem Solving

- Strong quantitative and problem-solving skills, comfort building financial models, and skill working with data sets
- Ability to look at the big picture and search for insightful, creative solutions
- Enterprising and resourceful, organized and results oriented
- Energetic, pro-active, collaborative and strategic

Presentation and client management

- Strong demonstrated written and oral communications and presentation skills
- Comfort interfacing with senior officials and business leaders

About the Strategic Planning Department:

The Strategic Planning Department is a group of ~10 staff composed primarily of former private-sector strategy consultants. It conducts a number of 3-12 month projects of both internal strategy projects for the corporation as well as analyzing different economic development challenges, conducting research, making recommendations, and building consensus for NYCEDC and the City. Former projects have included: analyzing the operations of departments within NYCEDC; identifying game-changing ideas to improve the City’s long-term economic development; developing a comprehensive approach to revitalizing low-income neighborhoods; managing cross-agency projects to improve management of environmental review business processes; and identifying opportunities to grow the tourism, film and television industries.

The New York City Economic Development Corporation is an Equal Opportunity Employer.

NYCEDC offers excellent benefits, including company-paid 401 (a) pension plan and 403(b) tax-advantaged retirement savings plans, medical, dental and vision benefits, and tuition reimbursement.

New York City residence is required within 180 days of hire.
Business Title: DIRECTOR OF SPECIAL INVESTIGATIONS
Civil Service Title: ADMINISTRATIVE DIRECTOR OF SOC
Title Code No: 10056        Level: M1
Proposed Salary Range: $49,492.00 - $136,198.00 (Annual)
Work Location: 2 Washington Street
Division/Work Unit: Off Of Child Enforc-Mgr

Job Description
The Office of Child Support Enforcement (OCSE) is recruiting for an Administrative Director of Social Services M-1 to function as a Director of Special Investigation, who will:

- Provide management oversight and direction for the day-to-day operations of the unit.
- Supervise six (6) staff members in identifying non-compliant, non-custodial parents (NCP).
- Meet with high level representatives of the District Attorneys’ Offices, and the U.S. Attorneys’ Offices and other law enforcement agencies.
- Act as OCSE’s liaison to the State Attorney General’s Office, for prosecution of those individuals who provide false statements when applying for professional licenses.
- Develop criminal cases against those high profile individuals, who intentionally avoid paying their court ordered child support.
- Work on various projects/initiatives; create project plans, keep track of milestones and timelines for stakeholders, and provide reports to the Executive Deputy Commissioner and her assignees.
- Conduct unit staff meetings, facilitating and encouraging relevant discussion, keeping staff abreast of agency goals and changes

Minimum Qual Requirements
1. A baccalaureate degree from an accredited college or university and four years of progressively responsible experience, including one year at the administrative or managerial level in a large governmental agency, business firm, civic or community organization operating in the area of social services; or
2. Education and/or experience equivalent to “1” above. However, all candidates must have a baccalaureate degree from an accredited college and the one year of experience at the administrative or management level as described in “1” above.

To Apply
Click “Apply Now” Button.
Residency Requirement
New York City Residency is not required for this position

POSTING DATE: 10/12/2012      POST UNTIL: Until Filled
Managing Director

Posted on: October 11, 2012
Posted by: NYC Office of the Mayor

NYC OFFICE OF THE MAYOR

ORGANIZATIONAL PROFILE: In 2012, Mayor Bloomberg created the NYC Office of Human Capital Development (OHCD), a new entity housed in the Office of the Mayor to oversee, support, and strengthen the City’s range of workforce development, skills training, and adult education activities. The overall mission of OHCD is help businesses meet their labor needs and help NYC jobseekers find stable jobs with advancement potential. OHCD will collaborate closely with the various City agencies involved in workforce development and adult education programming - such as the Department for the Aging (DFTA), Department of Correction (DOC), NYC Economic Development Corporation (NYCEDC), Human Resources Administration (HRA), New York City Housing Authority (NYCHA), Department of Parks and Recreation (DPR), Department of Small Business Services (SBS), Department of Youth and Community Development (DYCD), the Department of Education (DOE) and the City University of New York (CUNY).

Among its responsibilities, OHCD provides oversight of the NYC Workforce Investment Board (WIB). The NYC Workforce Investment Area, the largest in the country, includes New York City’s five boroughs: the Bronx, Queens, Manhattan, Brooklyn, and Staten Island. The WIB is a federally-authorized public-private oversight body that sets policy, approves spending, and measures the effectiveness of publicly-funded workforce development programs in New York City. It is made up of volunteer members, appointed by the Mayor, including representatives of local businesses, institutions of higher education, labor unions, community-based organizations, and government agencies.

JOB DESCRIPTION: The Managing Director will report directly to the Executive Director/ OHCD and manage/supervise a staff of 2-3 employees. S/he will also oversee and implement the responsibilities of the WIB. As OHCD looks to shift the WIB from simply Workforce Investment Act (WIA) focus to a whole system focus aligned to Mayoral priorities, the Managing Director will help to utilize the resources of the WIB to guide strategic planning, promote accountability and build even stronger ties with employers. S/he job responsibilities include, but are not limited to:

Workforce Investment Board Relations, Development and Support

Serving as Chief Staff to the WIB Executive Committee, interfacing with the WIB’s private sector chair and various WIB committee staff.

Managing the WIB staff and WIB operating budget.

Defining the board member role and setting expectations for the work that board members are expected to perform.

Implementing a board structure that supports the mission and goals of OHCD, which includes advising how to improve the relevance of employment preparation, training and referral services; how to best meet the workforce needs of employers in key industries/sectors as well as meet the needs of jobseekers and employees who are seeking services; and how to present service offerings to businesses.

Updating and advising the WIB of national, state and local activities which affect WIA, as well as other workforce development and adult education.

Recruiting and retaining WIB members who are business leaders within key employment sectors and who are willing and able to be actively engaged in developing the City’s workforce development and adult education systems, to become customers of the systems, and to promote the systems to business colleagues.

Spearheading new innovative employer engagement strategies.

Working closely and collaboratively to communicate Board priorities with those agencies which administer the Workforce Investment Act in New York City.

Audit and Compliance

Assuring program compliance with all applicable legislation, regulations and directives for Workforce Investment Act (WIA) funded programs.

Directing the resolution of audit or legal federal WIB issues relative to program compliance.

Supporting the Department of Small Business Services (SBS) and the Department of Youth and Community Development (DYCD) in complying with WIA requirements, such as program oversight, audits, performance reporting, and performance standards negotiations.

Intergovernmental Affairs and Communications

Maintaining productive working relationships with key government officials at the city, state and federal levels.

Holding periodic briefings with local elected officials that raise awareness and appreciation for the City’s workforce development system.

Developing and implementing communication strategies to keep board members informed and engaged, and to ensure stakeholders are aware of key workforce development initiatives and accomplishments.

Leveraging Partnerships and Resources

Pursuing funding opportunities to support workforce development in the City, including grants, public/private collaborations, and private funding.

Proposal to Establish a Bachelor of Arts in Urban and Community Studies

CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, November 29, 2012

Approved by the School of Professional Studies Governing Council, January 10, 2013

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Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
Approved by the School of Professional Studies Governing Council, January 10, 2013

Brokering productive working relationships with employers, business groups, foundations, chambers of commerce, trade associations, educational institutions, community-based organizations, private and non-profit organizations, organized labor, economic development organizations, local and state government, and other appropriate organizations and individuals
Representing the OHCD at seminars and conferences

Program Evaluation and Strategy Alignment
Engaging in strategic planning to help execute the Board’s priorities
Ensuring that policy and practice continuously reflect each other in developing effective education and workforce strategies
Making use of different perspectives to create relevant and timely programming to respond to the needs of both businesses and jobseekers
Promoting effective service strategies and progressive workforce development and adult education approaches by commissioning and publishing reviews of best practices
Measure impact of programs through a robust use of data to analyze and monitor outcomes

PREFERRED SKILLS/QUALIFICATIONS:
Bachelor’s Degree and/or Master’s-level Degree from an accredited university, plus at least seven (7) to nine (9) years of relevant work experience, which includes a proven record of initiating and managing complex, interdisciplinary projects involving multiple constituents that touch upon policy planning, development and implementation
Experience in an executive, managerial, or supervisory capacity
Experience working with high-level corporate executives and senior managers, including those on boards, committees, councils and other public decision-making bodies
Strong oral, written, interpersonal, analytic, strategic and collaborative skills, including a good understanding of what is involved in driving effective systems change
Excellent organizational, time-management and multi-tasking skills, including the ability to take initiative, problem solve, prioritize duties, balance competing priorities, work independently and within a team environment, pay close attention to detail, meet deadlines and work well under pressure and in a fast-paced environment

SALARY: Salary Commensurate With Experience
TO APPLY: Submit a one-page cover letter and resume to: Max Reynaga at mreynaga@cityhall.nyc.gov
New York City Residency Is Required Within 90 Days Of Appointment
The City of New York and the Office of the Mayor are Equal Opportunity Employers
SALARY: Salary Commensurate With Experience
TO APPLY: Submit a one-page cover letter and resume to: Max Reynaga at mreynaga@cityhall.nyc.gov
New York City Residency Is Required Within 90 Days Of Appointment
The City of New York and the Office of the Mayor are Equal Opportunity Employers

Job ID: 109725  # of Positions: 1
Business Title: Citizen Corps Council Outreach Coordinator
Civil Service Title: EMERGENCY PREPAREDNESS SPECIAL
Title Code No: 06766  Level: 01
Proposed Salary Range: $ 55,000.00 - $ 55,000.00 (Annual)
Work Location: 165 Cadman Plaza East
Division/Work Unit: External Affairs

Job Description
The NYC OEM Citizen Corps Council (CCC) is a coalition made up of non-profit, faith-based, government, and community based organizations dedicated to using their collective resources to promote emergency preparedness and response throughout the New York City. The CCC Program is seeking an outreach coordinator to:
Act as co-chair for the overall Council and their activities
Manage a wide variety of communication tools including weekly digest of resources, social media site, monthly newsletter, and City website
Use Council membership to assist with the development of outreach strategies for the Special Needs, Youth, Immigrants and Limited English Speaking, and Volunteer communities
Plan and conduct special events including annual Disaster Volunteer Conference and Special Needs Symposium
Develop and produce a regular set of volunteer education/training programs for volunteers from member agencies.
Prepare and manage National Preparedness Month events
Create and manage various CCC publications

The Outreach Coordinator position requires a creative individual who has demonstrated excellent community development and communication skills. S/he must be assertive enough to challenge member agencies to complete projects but also be sensitive to competing priorities. The position requires someone who has a working knowledge of New York City and has shown commitment to developing community resiliency.

The selected candidate will be expected to work non-traditional hours to meet the program needs including some evenings. The candidate will also work non-traditional hours to manage citywide emergencies with his/her Emergency Operations Center Team.

Minimum Qual Requirements
1. A master’s degree from an accredited college in emergency management, public administration, urban planning, engineering, economics, political science, the physical sciences or related filed and one year of satisfactory full-time professional experience in one or a combination of the following; emergency management, fire, police, or military service, public safety, public health, public administration, urban planning, engineering, or another specialized area to which the appointment is to be made; or
2. A baccalaureate degree from an accredited college and two years of satisfactory full-time professional experience in the areas listed in “1” above.
3. A four-year high school diploma or its educational equivalent approved by a state’s department of education or a recognized accrediting organization and six years of satisfactory full-time professional experience in the areas listed in “1” above, at least two years of which must have been in one of those areas, or another specialized area to which the appointment is to be made.

Preferred Skills
• Experience working with community groups and volunteers preferred
• Superior written, verbal communication, and interpersonal skills
• Ability to prioritize and manage several projects simultaneously
• Experience with event planning and coordination
• Ability to work with a wide variety of stakeholders
• Ability to mediate and negotiate with individuals and groups
• Proficiency in one or more languages commonly spoken in NYC
• Proficiency with Social Media tools, such as Tumblr and Twitter

Additional Information
NOTE: ONLY THOSE CANDIDATES UNDER CONSIDERATION WILL BE CONTACTED.
AN EQUAL OPPORTUNITY EMPLOYER - Special accommodations will be provided for disabled applicants.

To Apply
Current City Employees, apply via ESS
External Candidates, apply via eHire at www.nyc.gov/careers

Hours/Shift
M – F / 9 – 5 (Some evenings/weekends required)
Work Location
165 Cadman Plaza East
Brooklyn, NY 11201

Residency Requirement
New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

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DEPT OF HEALTH/MENTAL HYGIENE
Job Posting Notice

Job ID: 108049 # of Positions: 1
Business Title: Administrative Staff Analyst (NM)
Civil Service Title: ADMINISTRATIVE STAFF ANALYST
Title Code No: 1002A Level: 00
Proposed Salary Range: $56,937.00 - $65,000.00 (Annual)
Work Location: 421 East 26th Street NY NY
Division/Work Unit: OCME-Admin

Job Description
Reporting directly to the Budget Director of the Office of Budget Administration (OBA), the selected candidate will be responsible for the preparation, administration and analysis of the agency's budget. Duties include but are not limited to:
- Developing and monitoring programmatic budgets including preparing analyses of spending, evaluating and analyzing funding needs.
- Serving as fiscal liaison to assigned program areas giving highly responsive budget support.
- Authorizing spending requests submitted by programs.
- Analyzing programmatic operations to evaluate cost effectiveness and make recommendations to management.
- Preparing analyses and reports in Microsoft Excel using formulas, pivot tables, and other tools.
- Performing budget modifications and other technical transactions in the City Financial Management Systems (FMS).
- Generating and analyzing reports using FMS/2 Business Object Reporting and FMS/3 InfoAdvantage tools.
- Assisting with the preparation of the agency's proposal to meet any PEG targets and other financial plan initiatives.
- Other duties as assigned.

Minimum Qual Requirements
1. A master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or
2. A baccalaureate degree from an accredited college and four years of professional experience in the areas described in "1" above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in "1" above.

Preferred Skills
The preferred candidate should possess the following: strong analytical background, as well as excellent writing and communication skills. Must be proficient in Microsoft Office Suite including strong Excel skills. Knowledge and experience with the City of New York budget process, Financial Management System (FMS), FMS/2 Business Object Reporting and FMS/3 InfoAdvantage.

SPECIAL NOTE: The selected candidate will be required to provide a DNA sample by swabbing.

Additional Information
Civil Service Title: Administrative Staff Analyst Level: NM
Title Code No: 1002A Salary: $56,937 to $65,000

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Office Title: Administrative Staff Analyst  
Work Location: 421 East 26th St., NYC  
Division/Work Unit: Office of Budget Administration  
Number of Positions: 1  
Hours/Shift: Thirty-five hours over a five day work week.

To Apply  
TO APPLY, PLEASE SUBMIT RESUME AND COVER LETTER TO:  
City employees: http://cityshare.nycnet/portal/site/cityshare/menuitem.3b321b1d15ad4633f5effa09fc9089a0/  
Non-City candidates: https://a127-jobs.nyc.gov.  
NO PHONE CALLS  

Residency Requirement  
New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

POSTING DATE: 08/24/2012  
POST UNTIL: Until Filled

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Job Search

Job Description:
Job Order: NJ0831157
Location: Newark, NJ
Title: Adoption Summary Writer - 35 Hours Per Week - Newark, New Jersey
Salary:
Education: Bachelor's Degree
Experience:
Hours: Full Time Regular, First (Day)

Description
Work Experience Requirement: Position is entry level with a minimum of two to three years proven experience working in a professional office environment. Job Description: Read case files of children to be adopted and compose Family/Individual assessment reports incorporating the necessary information in the file. The assessments are to be completed in Microsoft Word format; the Area Office supplies the list of cases and files. The Child Summary Writer Specialist is housed in Area Offices and will be assigned to a DCPP on-site supervisor who will work cooperatively with the CHS supervisor. No client contact required. Other Skills and Abilities: Proficiency in Microsoft Word and knowledge of the structure and content of the English language including the meaning and spelling of words, and rules of composition and grammar required. Drug Testing, Physical, Background Check, and PPD required. Posted 09/12/12 - 11/11/12Interested Candidates may send a resume and cover letter to Jo Ann Fechter, referencing Job Code: ASWN
Fair Housing Program Manager

Posted on: October 15, 2012
Posted by: Westchester Residential Opportunities, Inc.

FAIR HOUSING PROGRAM MANAGER

The Fair Housing Program Manager will report directly to the Fair Housing director. Program Manager will be responsible for implementing fair housing testing as part of WRO's investigative process for housing discrimination. The scope of this critical staff position includes: recruit and train new and previous fair housing testers; design fair housing audit-based tests at targeted real estate offices, management offices and landlords for sales and rental tests; conduct complaint-based tests, as needed; analyze test results for violations of the fair housing laws; and perform complaint intake and investigation.

Duties also include community outreach and education; the maintenance of database and records; the preparation of quarterly reports; the coordination of program activities with community and government fair housing organizations; and liaison with WRO fair housing attorneys if complaints reach litigation. Candidate must be a self-starter and able to work independently but also collaborate well with the rest of the fair housing team and be a strong team player. Candidate must also be willing to work evenings and weekends as needed.

Qualifications include a bachelor’s degree; strong written and oral communication skills; computer skills; strong managerial/organizational skills to be able to work under contract deadlines and a passion for civil rights. A graduate degree in law, public policy, political science or other related field; prior nonprofit experience and supervisory skills are preferred. Bi-lingual skills are also preferred but not required.

This is a 3-year contract position, subject to renewal each year for 3 years. Salary is commensurate with experience. If interested, please email cover letter and resume to Nneka Reed, Director of Human Resources at payroll@wroinc.org, fax to 914-428-9455 or call at 914.428.4507 ext. 315 for more information.
Director of Evaluation and Research
Location:
Headquarters

Description

POSITION OVERVIEW - DIRECTOR of EVALUATION and RESEARCH
iMentor is seeking a Director of Evaluation and Research (DoER) to ensure that iMentor is effectively evaluating its work, to support the process of using evaluator findings to increase the impact of iMentor’s programs, and to inform a national mentoring movement. The DoER will work with external evaluators and the senior leadership team to identify key areas for evaluation and implement appropriate systems and strategies to address evaluation needs. S/he will collaborate with the senior leadership team to translate findings into concrete recommendations for program improvement and will share findings with staff and a public audience, as appropriate. The DoER will also be responsible for keeping abreast of research relevant to iMentor’s work and ensuring that this research is fully leveraged to drive innovation and improve the quality and impact of iMentor’s programs, programs run by iMentor Interactive’s (iMi) partners, and best practices utilized across the mentoring sector.

The ideal candidate will have comprehensive knowledge of program evaluation research techniques and survey design, outstanding analytical ability with advanced statistical knowledge, and experience with education reform, mentoring, the achievement gap, and/or adolescent development.

iMentor is one of the nation’s most innovative and quickly growing mentoring organizations. As a team, we are mission-focused, results-oriented, passionate and fun, and were recently named one of the Best Nonprofits to Work For by Opportunity Knocks and The Nonprofit Times.

RESPONSIBILITIES

Program Evaluation
Oversee creation and implementation of all surveys and assessment tools used to measure the impact of programs run by iMentor NYC (i.e. Mentor evaluations, Teacher surveys, etc.) and iMi (iMi Quarterly Partner Evaluations etc.).
Centralize all current tools and practices for measuring impact to ensure consistent, high quality data collection, data management and analysis.
Collect, process, manage, and analyze a variety of quantitative data: process incoming source data; restructure data files; evaluate data quality and perform data-cleaning operations; sort, update, and merge data files; create outcome measures; and perform various forms of statistical and data analysis.
Conduct monthly analysis of program quality and impact and share findings with selected members of NYC and iMi program teams (i.e. Program Snapshot, Quarterly Program Evaluation, Scorecards).

Reporting
Provide on-time, accurate data for all iMentor constituents as needed (Development, Program etc.).
Author and publish reports for internal and external stakeholders to communicate the impact of iMentor’s programs.
Author reports, summaries, articles, etc. for a variety of internal and external audiences (i.e. Annual NYC School Report, Internal NYC Evaluation Reports, End of Year Report on iMi Partnerships, etc.).

Evaluation Management
Collaborate with the iMentor and external evaluator teams to continuously review the strategy and reasoning used to develop the tools and frameworks used as part of the multi-year evaluation.
Act as project manager ensuring that all deadlines are met to keep project on time and on track.
Serve as point of contact for external evaluators, ensuring all parties have the information and tools they need to successfully execute and assess all aspects of the evaluation.
Manage and track evaluation spend to ensure expenses are within budget.

Research
Keep abreast of research relevant to iMentor’s work and develop research reviews summarizing key findings, noting implications for programs involving iMentor and/or iMentor Interactive.
Educate iMentor staff on relevant research that informs our work through organization wide communication, regular monthly meetings, trainings, and other venues.

Additional Projects
Support iMentor organization-wide initiatives, requiring occasional evening and/or weekend events

QUALIFICATIONS
Bachelor’s degree required; advanced degree in policy, statistics, or similar quantitative field preferred
Comprehensive knowledge of program evaluation research techniques and survey design.

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Outstanding analytical ability, with advanced statistical knowledge and facility with database application, research services and statistical packages

Exceptional project management, prioritization, and planning skills, with demonstrated success producing high-quality deliverables on time and within budget, with outstanding attention to detail and accuracy.

Experience with education reform, mentoring, the achievement gap, and/or adolescent development required.

Experience in a fast-paced, entrepreneurial environment with a strong focus on metrics and data-driven decision making

Proven track record in leading successful collaborations across various stakeholder groups.

Excellent written and oral communication skills, with the ability to ability to present data in a simple and straightforward way for non-technical audiences.

Resourceful, results oriented, team-player with a positive “can do” attitude and a sense of humor

Flexible and adaptable; open to change, learning, and improvement

A sincere and deep commitment to the fundamental belief that every child deserves a college education and that college closes the opportunity gap.

Views differences between individuals (race, gender, age, cultural heritage, physical ability, education and lifestyle) as an asset rather than a liability, and demonstrates an appreciation of the diversity within iMentor

Employment is contingent upon the completion of a satisfactory fingerprinting and criminal background check, conducted by the Division of Human Resources at the New York City Department of Education

**COMPENSATION & BENEFITS**

Salary commensurate with experience

90% employer funded comprehensive medical and dental coverage

18 days paid annual vacation and 13 paid holidays + most iMentor functions closed between Christmas and New Year’s Day

Significant opportunities for professional development and growth

**ABOUT iMENTOR**

iMentor leverages the power of mentoring to help youth in low-income communities graduate high school college-ready and succeed in college. Students and mentors work one-on-one through iMentor’s online and in-person curriculum to build the non-academic competencies that further college success. In New York City, iMentor partners with public schools to ensure every student in the school receives a mentor. Since 1999, iMentor has connected 7,000 students in New York City with mentors, and will match 1,800 mentor-mentee pairs this year. iMentor also provides its curriculum, technology, and best practices to more than 30 nonprofits in 20 states to help them run effective mentoring programs in the iMentor model. iMentor has been recognized through funding by leading institutions such as the Bill & Melinda Gates Foundation, the Lumina Foundation, New Profit, and the Robin Hood Foundation, and is a subgrantee of the federal Social Innovation Fund.

**HOW TO APPLY**

Visit [www.imentor.org/jobs](http://www.imentor.org/jobs) to submit a resume and detailed cover letter describing your interest in and qualifications for the position. Applications will be considered on a rolling basis, so it is in candidates’ best interest to apply as soon as possible. No phone, email, mail, or fax inquiries will receive a response.

iMentor is an Equal Opportunity Employer
Development Associate

September 4th, 2012
Location: Manhattan

Requirements:
Bachelor’s degree required, preferably with a major in public health or similar field; master’s degree in public health or similar field strongly preferred
Minimum 3-5 years work experience in the non-profit sector; health care experience preferred
Prior grantwriting experience required
Superior writing and editing skills; we are looking for a talented writer who can produce compelling, well-organized written materials on tight deadlines
Excellent analytic abilities; interest and ability to quickly digest complex information; comfortable working with new “content areas” on a regular basis
Exceptional organizational skills; demonstrated aptitude for managing multiple projects simultaneously, most of which are subject to deadlines.
Outstanding attention to detail; ability to work accurately on deadline
Team player; able to work well within the Department of Planning and Development, as well as with executive staff and other departments
Solid knowledge of Microsoft Excel and Word, and comfortable learning new software (i.e., mapping, grant tracking/management)

Description:
The development associate will be a strategic thinker and motivated self-starter who will play a key role in developing new programs and obtaining funding to support them. Under the direction of the director of development and communications, the development associate will assist with project development and write, edit, organize and submit grant proposals to a wide array of funders. The development associate will use his/her exceptional analytical skills to engage executive leadership, clinical and program directors, and partner agencies in designing and planning new programs. She/he will apply knowledge of the organization, the health services delivery environment, and best practices in public health to develop proposals that address the needs of underserved communities and are attractive to funders. The development associate will also assist with writing and editing communications materials and planning public events, as needed.

Responsibilities:
Investigate potential funding sources including federal and state governments, and private foundations, for health services programs and research.
Track deadlines for grant submission and progress reports.
Develop letters of inquiry.
Work closely with medical providers, social work staff and others to identify funding opportunities, develop program ideas, and collect background information for grant proposals. Using valid sources, conduct research and collect demographic and health data related to grant proposal development.
Prepare and submit grant proposals, including: writing, editing and/or proofreading grant proposal narratives; developing budgets and budget justifications; and creating supporting documents.
Manage grant proposal development process; coordinate contributions from multiple staff members, and ensure that proposals are completed on time.
Ensure that grant proposals are complete and accurate, and adhere to funder requirements. Prepare and maintain grant-related supporting materials and documentation. Provide ad-hoc support to the director of development and communications, including but not limited to:

Collaborating with staff to prepare required reports for funders.
Assist department staff in preparing materials (e.g., Powerpoint presentations) for workshops and presentations
Assist in writing, editing, and/or proofreading various written materials produced by the department, including website content, internal memos and press releases.

To apply:
Please send a resume, cover letter (specifying the position of interest and salary requirements) and three writing samples to:
HR Department
The Institute for Family Health
22 West 19th Street, 8th Floor
New York, NY 10011
Fax: (212) 620-0688
Email: hresource@institute2000.org
Supported Housing Case Manager - Mamaroneck, NY, US

**Job Information**

- **Job Order ID:** NY1033547
- **# of Positions:** 1
- **Minimum Education Level:** Bachelor’s Degree
- **Experience Required:** none
- **Duration:** Full Time Regular
- **Hours per week:** Not Specified
- **Shift:** First Shift (Day)

**Job Description**

**ROLE:** The Shelter Plus Care/Supported Housing Case Manager functions as a member of the treatment team, and provides client advocacy in accordance with agency policy. Assists applicants to select housing of their choice, to access all appropriate resources and to move into their new home. The Case Manager will help clients keep their apartments clean and neat and also help with budgeting money. The Case Manager assists tenants to interact with landlord and neighbors, and to link with needed community and treatment resources.

**QUALIFICATIONS:**
- Excellent communications and interpersonal skills
- Bachelor's Degree Preferred or a minimum of five years experience in Mental Health, and/or housing case management.
- Must be computer literate
- Valid driver’s license and own car
- Ability to carry on-call
- Salary commensurate with experience. Excellent benefits, 401K and tuition reimbursement after one year of full-time employment. EOE Fax Bethany Bensen at (914)835-8905 or email:bbensen@hdsw.org

**Company Information**

- **Name:** Human Development Services of Westchester, Inc.

**Application Information**

- **Email:** Bethany Bensen<bbensen@hdsw.org>
- **Apply direct:**
  - Attn: Bethany Bensen
  - 930 Mamaroneck Avenue
  - Mamaroneck, NY 10543
- **US**
  - **By Fax:** Fax to 9148358905 Attn: Bethany Bensen

**Disclaimer:** In conducting placement activities, the New York State Department of Labor (Department), acts as a portal for prospective employees and businesses. The Department does not represent or guarantee the truthfulness, accuracy, or reliability of information supplied by prospective employees or businesses, nor does it engage in any form of screening or independent investigation of prospective employees and businesses other than matching a prospective employee’s self-stated qualifications to those prescribed by a business. The Department is not responsible for any employment decisions made by prospective employees or businesses, for whatever reason made. New York State Law may limit the types of disclosures that the Department can make to a business regarding a prospective employee. Businesses should not forgo any form of screening otherwise prudent to ensure a prospective employee’s qualifications and background meets the needs of the workplace.
Deputy Director, Northeast Region
Posted on: October 10, 2012
Posted by: NeighborWorks America

GENERAL PURPOSE
Under the direction of the Regional Director, the Deputy Director develops and implements priorities, plans, services and activities of the region. The Deputy Director is responsible for providing support to the Regional Director in addressing programmatic issues; overseeing operations of the region; ensuring that services to Neighborworks Organizations (NWOs) are provided in a timely and quality manner; promoting NeighborWorks America; and assisting with the expansion of the network of NWOs.

ESSENTIAL DUTIES/RESPONSIBILITIES
• Provides advice, counsel and programmatic analysis/recommendations to the Regional Director to develop and implement the goals and priorities of the region and special initiatives which NeighborWorks America undertakes.
• Oversees the District Services Manager’s day-to-day operation of the region.
• Represents the region at public events in the absence or, or at the request of, the Regional Director for the purpose of promoting NeighborWorks America.
• Represents the Regional Director for internal activities and at events in the absence of, or at the request of, the Regional Director.
• Provides guidance to regional staff to implement priorities and goals of the region and NeighborWorks America.
• In coordination with the Regional Director, develops new partnerships to support the growth and resources of NeighborWorks America.
• Assists regional staff to affiliate and charter housing and community development corporations for approval by the Regional Director.
• Recommends to the Regional Director new ventures to raise resources and the visibility of NeighborWorks America.
• Assists the Regional Director and staff to evaluate the effectiveness of NWOs and works with regional staff to develop action plans and steps necessary to improve performance.
• Assists the Regional Director to evaluate the effectiveness of the regional services to NWOs.
• Provides support as requested by the Regional Director in personnel management and evaluation.
• Serves as project manager for special initiatives as needed.

Skills Required
A Bachelor’s degree or higher degree (preferred) from an accredited four year college or university; and at least 5-7 years of diverse public/private/not-for-profit sector management experience wherein the candidate was responsible for program development and evaluation, resource development, partnership development, team management and technical assistance.
• Proven track record in community empowerment and demonstrated ability to improve the quality of lives and communities.
• Excellent interpersonal skills, both oral and written, ability to foster trust, credibility and cohesive teamwork among persons with diverse talents, backgrounds and perspectives.
• Working knowledge of the ways, means and sources through which public sector and private sector financing can be utilized to positively impact local communities.
• Prior successful leadership experience, which is collaborative and facilitative, yet decisive toward results.
• Demonstrated capacity to exercise independent judgment and sound decision-making in the midst of diverse and complex organizational environments.
• Experience in strategic planning and organizational development.
• Keen analytical and problem-solving skills.
• MS Office proficiency required.
• Maintains regular and timely attendance.
• Superior research and written communication skills essential.
• Fast paced working environment/extensive computer usage
• Travel 50%

NeighborWorks® America is committed to providing a productive and safe environment. To achieve that goal, we conduct background & reference check investigations for all final applicants being considered for employment.
Job Developer – Phoenix House-Brooklyn, NY

Under the direction of the Director for Vocational Services, assist all clients with their transition to employment, assessing needs and ensuring that positive employment outcomes are achieved.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties and responsibilities may be assigned.

- Assess trainees regarding present level vocational skills and employment history; assist clients in understanding vocational and educational options and determining vocational goals;
- Prepare Employability Plan for each trainee
- Provide instruction in one or more courses in the Job Readiness Curriculum to ensure that trainees are receiving appropriate job skills training
- Interface with counselors and other clinical staff on an ongoing basis to monitor evolving employment progress and needs
- Develop and maintain a current bank of job opportunities for trainees
- Conduct mentoring sessions and post-placement follow-up for trainees who have been placed in jobs
- Develop and maintain linkages with vocational programs and other support services.
- Facilitate pre and post-employment groups and individual counseling sessions.
- Monitor clients’ progress before and after employment within the guidelines of ACCES - VR requirements.
- And any other assigned tasks.

Qualifications
- High School Diploma required; Bachelors Degree in the Human and Social Services or Sales preferred
- Minimum of two years of Job Development or related sales experience required
- Current well maintained Job Bank preferred
- Strong interpersonal skills and oral/written communication skills required
- Vocational and Employment Counseling experience preferred
- Familiarity with substance abuse treatment methodology a plus

We offer a salary and excellent benefits including vacation, personal time, sick time, paid holidays, medical and RX, dental, vision, life, STD,LTD, pet insurance, legal insurance, transportation expense plan, 403 retirement, flexible spending accounts, tuition reimbursement, service awards and more.

Please email your cover letter and resume with Job Developer in the Subject Line:

Phoenix House Foundation is an Equal Employment Organization.

Company Information
Name: Phoenix House
Description: Phoenix House is the nation's leading non-profit provider of substance abuse treatment and prevention services, serving more than 5,700 men, women (including women with children), and teens each day at more than 123 programs in 11 states—California, Connecticut, Florida, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Texas Vermont, and Virginia. For more information, visit www.phoenixhouse.org

Application Information
Instructions: Email Application To: jballestas@phoenixhouse.org

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The Open Society Foundations work to build vibrant and tolerant democracies whose governments are accountable to their citizens. To achieve this mission, the Foundations seek to shape public policies that assure greater fairness in political, legal, and economic systems and safeguard fundamental rights. On a local level, the Open Society Foundations implement a range of initiatives to advance justice, education, public health, and independent media. At the same time, we build alliances across borders and continents on issues such as corruption and freedom of information.

The Foundations place a high priority on protecting and improving the lives of people in marginalized communities.

Investor and philanthropist George Soros established the Open Society Foundations, starting in 1984, to help countries make the transition from communism. Our activities have grown to encompass the United States and more than 70 countries in Europe, Asia, Africa and Latin America. Each Foundation relies on the expertise of boards composed of eminent citizens who determine individual agendas based on local priorities.

The Open Society’s Public Health Program (PHP) aims to build societies committed to inclusion, human rights and justice, in which health-related laws, policies, and practices are based on evidence and reflect these values. The program works to advance the health and human rights of marginalized people by building the capacity of civil society leaders and organizations, and advocating for greater accountability and transparency in health policy and practice. The PHP engages in five core strategies to advance its mission and goals: grantmaking, capacity building, advocacy, strategic convening, as well as mobilizing and leveraging funding. The PHP works in Central and Eastern Europe, Southern and Eastern Africa, Central and Southeast Asia, and China. For more information please visit our website: [www.soros.org/health](http://www.soros.org/health)

The Accountability and Monitoring in Health Initiative (AMHI), one of ten initiatives within the PHP, seeks to strengthen meaningful and sustained engagement by affected communities in the development, implementation, and monitoring of health budgets, policies, programs and practices; promote government accountability to citizens; and foster an informed and open dialogue about the governance of public health systems, provision of health services, and advancement of health and rights. AMHI’s applied budget-related work includes supporting the following efforts: Roma organizations in Macedonia to monitor government policy and budget commitments to promote childhood immunizations among Roma communities; support to a coalition of civil society, clinicians, academics and people living with HIV to advocate for effective use of HIV and broader health budgets in South Africa; district level monitoring of HIV and TB services and budgets by organizations in Zimbabwe and South Africa; monitoring funds from the European Union in Bulgaria, Hungary, Romania, and Slovakia to promote their use in deinstitutionalization of people with intellectual disabilities in accordance with human rights commitments.

AMHI undertakes many of its efforts in collaboration with other initiatives within the PHP and OSF foundations around the world.

OSF is seeking a full-time Senior Program Officer to be based in New York and will be supervised by the AMHI Director.

Purpose of Position
Strategy development and grantmaking for assigned program and for developing the connections between the assigned program and the broader priorities of OSI. Work is carried out independently.

Essential Duties & Responsibilities
Essential duties and responsibilities include the following. OSI may add, change, or remove essential and other duties at any time.
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Program-Related:
Work with the Director to provide strategic leadership and oversight of AMHI’s applied budget work;
Identify, develop and implement applied budget and community monitoring activities in collaboration with
AMHI, other PHP projects and Soros National Foundations;
Work with the Director to ensure close collaboration with other program directors and staff, and convene
cross-program working groups as needed to advance research and development, and respond to grant-
making opportunities in a timely manner;
Develop and oversee strategies for capacity building, program and institutional development of key
partners and grantees;
Supervise program officers and administrative support staff, when relevant;
Supervise consultants and technical assistance providers working in program-related activities;
Support the Director in program decisions, as needed;
Participate in the development, planning and organization of program-related events;
Maintain current knowledge about the fields of applied budget work, social accountability and community
monitoring through research, attendance of conferences and/or meetings;
Write and edit program materials and guidelines, including for capacity building;
Synthesize key developments and findings in the field for use by program staff, grantees and partners;
Perform occasional special assignments, including participation with other OSI programs and foundation
task forces and working groups;
Build and establish strategic relationships with other philanthropic partners and NGO’s.

Grants:
In conjunction with the Director and other staff/consultants, develop grantmaking strategies, priorities, and
guidelines;
Maintain ongoing, active relationships with grantees;
Review and assess letters of inquiry and make funding recommendations and declinations to the Director;
Invite grant proposals from selected funding applicants;
Work with applicants to develop and finalize grant proposals; Review grant proposals and participate in
the preparation of written grant recommendations as part of grant dockets preparation process;
Perform site visits of prospective and current grantee organizations;
Ensure that grantees submit narrative and financial reports as required under the terms of the contract;
Interact with grantees and other field professionals and participate in program- and field-related meetings
and convenings;
Document and provide ongoing assessment and evaluation of AMHI’s applied budget work grant portfolio.

Capacity Building
Build and manage relationships with other OSI entities, donors, and leaders in the economic governance
field who may be resources to AMHI and its grantees;
Provide capacity building support to grantees in designing and developing their budget monitoring and
advocacy projects;
Work with grantees to define on-going organizational and project-level capacity building and technical
assistance needs;
Identify, develop, and manage relationships with an active group of technical assistance providers,
consultants, and mentors, to support the needs of grantees;
Identify and develop peer exchange and horizontal learning opportunities for grantees and technical
assistance consultants.

Learning, documentation and advocacy
Facilitate learning between AMHI and other PHP and OSF colleagues about applied budget work;
Coordinate and edit documentation of promising and proven practices in applied budget work;
Disseminate information on best practices at national, regional and international levels;
Assist grantees and partners in presenting the results of their work;
Organize events to discuss and publicize issues relevant to PHW’s work;
Represent AMHI in meetings and other fora.
Administrative:
Manage financial and budget reports to track grant and program spending;
Assist in the planning and developing of annual activity plan and budget;

Other:
Travel is required;
Perform other duties as assigned.

Education / Experience
Bachelor's degree (B.A.) from a four-year college or university and seven to ten years of relevant experience and/or training; or equivalent combination of education and experience.
Graduate degree preferred;
Experience in grant making, project management, including managing consultants and developing and managing project budgets;
NGO experience essential;
Strong background with programs advancing social justice through community organizing, legal advocacy, research, or policy reform work.

Skills Required
Demonstrated management skills in not-for-profit organizations, foundations and/or government agencies, particularly in complex organizations;
Excellent computer skills, proficient in Microsoft Office;
Leadership expertise in identifying best practices and improvement of internal systems;
Flexibility and willingness to work simultaneously on a wide range of tasks and projects;
Experience in managing multiple priorities under pressure and accomplish short- and long-term deadlines with a heavy workload;
Demonstrated experience in budget, technical and financial management functions;
Outstanding written and verbal communication skills;
Proven ability to build and maintain relationships with a wide array of people with diverse backgrounds throughout a complex organization;
Proven leadership qualities with delivering superior results;
Professionally competent to make administrative, procedural decisions and judgments on sensitive and confidential issues;
Effectively interact with staff on all levels;
Identify and resolve sensitive matters and situations;
Professional, diplomatic demeanor with the ability to represent a global organization and interact with colleagues from diverse backgrounds;
Strong interpersonal skills and demonstrated expertise in handling all personnel related issues and information in a confidential manner.

Program Specific Requirements
Complex and extensive understanding of the field and related recognition by stakeholders;
High level of strategic thinking;
Strong independence to operate in grant making portfolio and advocacy activities;
The ability to confidently and powerfully represent the initiative internally and externally, in high-level meetings;
Degree in a social science e.g. economics, international policy, public policy or public health;
Experience focusing on advocacy in national and international settings including experience using results of civil society research and monitoring efforts;
Understanding with civil society applied budget work, including national budget research and analysis, capacity building, training and/or grantmaking;
Experience supporting capacity development or strengthening of community and/or advocacy organizations;
An understanding of civil society approaches for conducting advocacy with the results of budget research and analysis;
Understanding of policy-making and budgetary processes in a range of countries;
An understanding of the health and human rights issues faced by the Public Health Program’s focus populations, including: people living with HIV/AIDS, TB; injecting drug users; people with intellectual disabilities; Roma; the dying; sex workers; and lesbian, gay bisexual and transgender persons;
Familiarity with Russian language a plus;
Experience working internationally, particularly in Central and Eastern Europe, Central Asia, sub-Saharan Africa, East Africa or Latin America.

Work Environment and Physical Demands
Essential functions are typically performed in an office setting with a low level of noise. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Compensation
Commensurate with experience. Excellent benefits package.

Application Instructions
Please email resume and cover letter outlining your experience and qualifications related to applied budget work and advocacy with salary requirements. Include the code SPO-PHP AMHI in the subject line.
Associate, Research, Safe Small Dollar Loans Research Project

Job ID: 10897949  
Position Title: Associate, Research, Safe Small Dollar Loans Research Project  
Posted: September 5, 2012  
Job Function: Research/Analysis  
Entry Level: No  
International Exchanges: None  
Degree Desired: Undergraduate  

Location(s): Columbia, 20004, United States

Job Description
The Pew Charitable Trusts is driven by the power of knowledge to solve today’s most challenging problems. Pew applies a rigorous, analytical approach to improve public policy, inform the public and stimulate civic life.

This position is part of the consumer financial security team within the Pew Center on the States (PCS). PCS is a division of The Pew Charitable Trusts that identifies and advances effective solutions to critical issues facing states. Pew is a nonprofit organization that applies a rigorous, analytical approach to improve public policy, inform the public and stimulate civic life.

The Pew Center on the States grew from the recognition that America’s success and prosperity depends upon the strength of the states. Our purpose is to help build high-performing states that work efficiently and effectively to deliver better results, achieve long-term fiscal health through budget discipline and make smart investments in programs that provide the strongest returns.

We take an in-depth, nonpartisan approach to track and report on what happens across the 50 states and the District of Columbia—using evidence to determine which policies work and which do not. When the facts are clear, Pew and our partners advocate for practical reforms, including policies that affect states, in areas such as elections, corrections, children’s dental health, government performance, public sector retirement systems, economic and financial security, and health care costs.

Our staff of over 180 policy experts, researchers, journalists and campaign strategists has produced more than 75 reports since 2007 and is driving significant changes to public policy, increasing benefits to taxpayers and improving the quality of life in the states.

The financial security portfolio is dedicated to advancing common-sense solutions to help Americans save for tomorrow and achieve financial success today. Credit cards, checking accounts, retirement plans and student loans are some of the products we have addressed, together with programs to promote access to beneficial mainstream banking services. Based on comprehensive research that considers the impacts of policies on consumers and the industries that serve them, the financial security team seeks to build consensus for fundamental, positive change. Project staff come from a wide variety of professional backgrounds with industry, advocacy and policy experience.

Since 2011, this project has focused on payday, auto title (“car pawn”) and similar loans, including emerging and potentially safer alternative products. The project is developing research-based, expert-vetted policy recommendations to (1) protect American consumers from potentially harmful practices and (2) help ensure safe and affordable alternatives where appropriate. Project staff focus primarily on generating research to inform the evolving policy debate about small dollar lending, and promoting that information to policy makers. The project produces findings internally as well as through collaborations with external researchers and consultants. Topics may include quantifying existing practices; understanding borrower experiences through nationally representative surveys, focus groups and in-depth interviews; creating models to evaluate impacts of existing products or policies...
throughout the country; and more. This project has been funded with significant resources dedicated to research and public education. Depending on research outcomes, additional campaign objectives may be authorized.

Working with the research manager and project director, the associate will help the team to maintain subject matter expertise; design and implement research projects and collaborations; develop reports; frame communication of findings; plan and execute policy maker and media outreach efforts; and shape policy recommendations.

This position is based in Washington, DC and will work closely with Pew Center on the States / Financial Security Portfolio staff, reporting to the Director of the Safe Small-Dollar Loans Research Project. It is expected that this position is for a term period through March 31, 2014, pending the success of the program, funding sources and board decisions on continued support.

**Job Requirements**

Bachelor’s degree required. Advanced degree in a related field, or significant work towards such a degree a plus.

- A minimum of one year of relevant professional experience, including demonstrated research, analytical and writing skills.
- Knowledge of consumer financial services industry preferred but not required.
- Excellent research and project management skills.
- Strong analytical and quantitative skills. Must be a proficient user of Microsoft Excel and similar office tools. Experience with analytical tools such as SPSS preferred.
- Excellent written and oral communication skills, including ability to synthesize research findings and recommendations in a clear, effective manner.
- Can work independently with limited supervision. Flexible and able to routinely juggle multiple competing priorities and work in teams of both support and senior staff to meet project goals.
- Ability to adjust to changing circumstances while maintaining attention to details in all work products.
- Ability to make reasoned recommendations after contemplating various courses of action, and to be responsive, clear and resolute when appropriate. Capacity to resolve problems creatively and logically.
Regional Field Manager - Southern Region

**Job ID:** 10762766
**Position:** Regional Field Manager - Southern Region
**Company Name:** Planned Parenthood Federation of America
**Job Function:** Management/Administrative
**Location(s):** Dist. Columbia, United States
**Posted:** August 14, 2012
**Entry Level:** No
**International Exchanges:** None
**Job Type:** Full-Time
**Degree Desired:** Undergraduate

**Job Description**
Regional Field Managers work in partnership with affiliates to advance Planned Parenthood's political and legislative advocacy agenda by developing and implementing strategic organizing plans to win campaigns and build our power. This position will work closely with the Field Director to determine strategic program planning and implementation.
For a full position description and to apply, please visit: [http://plannedparenthoodext.hire.com/viewjob.html?erjob=73954](http://plannedparenthoodext.hire.com/viewjob.html?erjob=73954)
**Director, District and School Partnerships (New York City)**

**PRIMARY LOCATION**
: NY-New York City

**TEAM**
: Regional Teams

**DESCRIPTION**

**Position Summary**
The Director, District and School Partnerships is responsible for executing our overall strategy for growth and sustainability to best support our mission. This includes cultivating strong relationships with our district and school partners and ensuring that our corps members are set up for success at the start of their commitment. This individual will contribute to planning and managing the operations required to bring our corps members into the program, including securing teaching placements at schools and districts across the region and working with the districts and schools of education to ensure their full certification under state regulations. In this capacity, the Director, District and School Partnerships is responsible for managing district and charter relationships to ensure long-term sustainability as well as managing relationships with university partners. The Director reports directly to the Managing Director, District and School Partnerships.

**New York**
Founded in 1990, Teach For America - New York has more than 500 corps members reaching more than 27,000 students across New York. Additionally, nearly 3,000 alumni are working from all sectors to close the achievement gap in the area, with more than 600 working directly for the New York City Department of Education or public charter schools as teachers or administrators. The region is supported by a local funding base of approximately $17 million, and regional staff members work to train and support corps members, continually strengthen relationships with principals and local communities, foster the leadership of local alumni, and continue to grow the regional funding base to ensure that Teach For America - New York can have an even greater impact.

**QUALIFICATIONS**

**Responsibilities**
Responsibilities include, but are not limited to:

- **District and School Cultivation and Stewardship**
  In collaboration with other team members, develop and execute the regional strategy for cultivating school and district partners by managing the relationships with HR/placement contacts
  Cultivate and maintain relationships and alliances (along with the program and alumni teams) with leaders in partner schools, charter school partners, and partner districts to deepen understanding and investment in our organization and to strengthen the partnership
  Adhere closely to the hiring processes and systems designed by the District and School Partnership team
  Manage a cultivation portfolio of new and existing placement partners
  Develop cultivation materials to share with partners

- **University Partner Relationship Management**
  Building and managing relationships between Teach For America - New York and several university partners responsible for corps member certification
Creating and executing a strategic plan for corps member teacher certification processes, and administration of AmeriCorps benefits to corps members
Collaborating regularly with other members of the regional team to ensure alignment of strategies, and working with national staff members to plan and share best practices on university partnerships and other functions
Contributing to the drive towards corps member retention and corps strength goals by ensuring corps members fulfill all requirements to enter and stay in the classroom, and by proactively and reactively responding to corps member concerns and questions regarding university enrollment and requirements

**Candidate Profile and Experience Prerequisites**
Bachelor's degree required
3-5 years’ experience
Proven ability to build and leverage external relationships
Superb organization, detail-orientation, and project management skills
Ability to thrive in a goal-oriented, fast-paced, and entrepreneurial environment
Customer service approach to planning and management
Ability to work flexibly and balance both long-term and short-term projects
Strong strategic thinking
Excellent communication and interpersonal skills
Strong results orientation with proven record of achieving ambitious goals
Must be proficient in MS Word, Excel and Powerpoint

**Application Requirements and Process**
Applications will be reviewed on a rolling basis. Please submit your resume and one-page cover letter with your application.
To link directly to this job listing, please use the following address
http://teachforamerica.taleo.net/careersection/01/jobdetail.ftl?&job=12218

**Benefits and Salary**
Salary for this position is competitive and depends on prior experience. In addition, a comprehensive benefits package is included.

**Anti-Discrimination Policy and Commitment to Diversity**
Teach For America seeks individuals of all ethnic and racial backgrounds to apply for this position. We are committed to maximizing the diversity of our organization, as we want to engage all those who can contribute to this effort.

**About Teach For America**
Teach For America is the national corps of top college graduates and professionals who commit to teach for two years in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity. Our mission is to build the movement to eliminate educational inequity by enlisting the nation’s most promising future leaders in the effort. At the start of the 2011-2012 school year, more than 9,000 first- and second-year Teach For America corps members began teaching in 43 regions across the United States. Since 1990, Teach For America corps members have reached more than three million students. Nearly 24,000 Teach For America alumni are working in education and many other fields, where they continue to advocate for students and families in low-income communities. While only one in six corps members was interested in the teaching profession before joining Teach For America, nearly two-thirds of its alumni remain in the field of education.
Teach For America's culture and work is grounded in and guided by a deep commitment to pursuing true transformational change for students growing up in low-income communities. It is a leadership development organization - committed to fostering staff members, corps members and alumni who establish a clear and bold vision for the future, set measurable and ambitious goals, work purposefully and strategically to achieve that vision, always operate with a deep sense of possibility and with perseverance, and define broadly what is within its control to solve. It is an organization committed to its people, to diversity and inclusion, and to operating with respect and humility toward the other important people and organizations working to advance the cause of educational excellence for all children.

90% of the students our corps members teach are African American and Latino and come from low-income backgrounds. Since the academic achievement gap in our country is largely drawn along lines of race and class, we know that it's particularly important to foster the leadership of individuals - at all levels - who share the racial and economic backgrounds of our students. Our staff is diverse and we are thrilled to have staff members representing all racial backgrounds working here. For more information about our commitment to diversity, visit: http://www.teachforamerica.org/our-organization/diversity

We are a high-growth, outcomes-oriented organization, with a $220 million budget and over 1,500 staff. In 2011 and 2012, we were named a Fortune 100 Best Company to Work For. We operate in an entrepreneurial environment, maintain focus on quantitative measures, and are committed to continuous improvement.
Development Assistant

Posted on: October 12, 2012
Posted by: World Monuments Fund

The Development Assistant is responsible for:

Providing administrative support for the development department by assisting on initiatives including direct mail, donor membership programs and travel program;
Preparing Board materials and reports;
Coordinating the departmental budgeting process, state registration process, business reply account, and exchange lists;
Planning and coordinating special administrative projects and special events including the management and tracking of guest lists and follow-up and the assembling of donor and media kits;
Supporting the VP for Development and the Senior Philanthropic Advisor, including but not limited to maintaining files, scheduling appointments, and arranging meetings that may take place at WMF or elsewhere; processing expense reports, tracking development department budget, and submitting timely prospect contact reports;
Serving as a resource to ensure maximum office-wide efficiency and effectiveness.

The qualified candidate will possess:

At least 3 years of experience in a fund raising or similar organization;
An understanding of philanthropy and the importance of excellent donor relations;
Strong interpersonal, organizational, written, and verbal skills;
Prior event planning experience;
A command of spreadsheet preparation and analysis as well as proficiency with Microsoft Office Suite programs including Word, Excel, and PowerPoint;
Excellent attention to detail and a commitment to quality in all work;
Previous budget management experience;
Familiarity with Raiser’s Edge or similar donor management software;
A collegial approach to her/his work and a sense of humor; and,
An appreciation for discretion and confidentiality.

To apply, please send a cover letter and resume to 2012jobs@wmf.org.

Location

350 5th Avenue, Suite 2412, New York, New York, 10118, United States

Details

Education requirements
4-year degree
Employment type
Full time
Professional level
Professional
Salary details
Salary commensurate with experience.
Benefits
Full
Job function
Development, Administration, Fundraising
Owner's areas of focus
Arts
Labor and Community Jobs, New York/Northeast

Labor Liaison
Posted on: October 9, 2012
Posted by: Labor-Religion Coalition of New York State

The Labor-Religion Coalition of NYS seeks a Labor Liaison to assist our allies in: 1) Developing strong collaborative social and economic justice initiatives, and 2) Building solidarity across labor, faith, and community groups for a unified social and economic justice movement.

Responsibilities:
Project manage collaborative social and economic justice initiatives with union partners.
Coordinate workshops and trainings for union members and leaders on a variety of topics, including: organizing communities of faith, immigration, wage and economy, and fair trade.
Support planning and turnout for union-led events and actions.
Coordinate educational events for union members, including conferences and trainings, in regions throughout NYS.
Table at union events, providing information about Labor-Religion Coalition initiatives and selling Fair Trade products.
Work individually with union staff and membership to nurture social and economic justice programming, coalition-building, and movement-building.
Handle and assist communications (web, e-mail blast, social media, print media) related to labor initiatives.
Participate fully in the work of Labor-Religion Coalition when all hands on deck are needed.

Qualifications:
Strong social and economic justice analysis and commitment to social change.
Experience working with unions and knowledge of NYS labor landscape.
Comfortable with taking initiative and tenacious project management facility.
Exceptional meeting and group facilitation skills.
Talented trainer with knowledge and experience working on a variety of social justice issues.
Excellent written communication and public speaking skills.
Bachelor’s degree.
Understanding and commitment to nurturing social and economic justice as core elements of faith.
Focus on personal-professional growth, eager to learn new skills and take on challenging projects.
Ability to travel as needed. Vehicle required.

Hours and Compensation:
32 hours/week (4 days)
$30,000 annually
Excellent benefits package
Union Organizer - UNITE HERE Local 217 - Connecticut

Posted on: October 4, 2012
Posted by: UNITE HERE!

Description

UNITE HERE Local 217 in Connecticut is seeking an entry level or experienced organizer to take on and fight multi-national corporations in the service sector by building worker-led committees. This is an opportunity to organize workers to stand up for their rights. Organizers work with members and unorganized workers to build the leadership and solidarity necessary to build a progressive and strong labor union.

UNITE HERE is a progressive labor union, representing more than 250,000 workers in the hotel, food service, and gaming industries in North America. These industries employ large numbers of women, recent immigrants and people of color.

Innovative organizing campaigns, deep rank-and-file member engagement and leadership development, and our strong training program make UNITE HERE an exciting place to create change and build power with workers in these industries in the US and Canada.

UNITE HERE’s goal is to not only organize non-union workers and win campaigns, but also to train effective progressive labor leaders and organizers who can develop creative and strategic campaigns to change the economic balance of power in North America.

Job Requirements:
- Commitment to fight for justice and organize the unorganized
- Excellent communication and interpersonal skills in order to move workers to take collective action and build power
- Bilingual Spanish (and/or other languages) desired; Other languages helpful: Haitian Creole, Cape Verdean, Mandarin, and Portuguese.
- Willingness to work long hours, nights and weekends, and travel within Connecticut to worksites.
- Valid driver’s license.
- Previous experience as an organizer in the student, immigrant, or LGBT communities is valued.

For More Information: http://www.unitehere217.org/ or contact Meg Robertson at mrobertson@unitehere.org

People of color strongly encouraged to apply.
Operations Assistant

Posted on: August 29, 2012
Posted by: New York Hotel and Motel Trades Council, AFL-CIO

We are seeking an assistant to support the union’s operations team. The work of the operations team encompasses project management, office management, information management, logistics, research, data analysis, and human resources.

Responsibilities may include:
- Planning and executing logistics for campaigns, events, and picket lines
- Maintaining accurate and up-to-date data in complex databases
- Developing database reports and tools for analysis, analyzing the data, and providing executive and managerial staff with reliable recommendations
- Developing, supervising, and conducting research projects
- Training staff on how to use technology and troubleshooting problems
- Helping to create and implement staff policies and procedures
- Drafting plans to improve the efficiency and effectiveness of work procedures
- Drafting articles for the union’s website
- Updating the union’s social media

Advancement
The New York Hotel & Motel Trades Council is a powerful and dynamic organization. Any successful Operations Assistant who distinguishes him- or herself, demonstrates commitment and resourcefulness, and develops an understanding of the union and its operations will have numerous opportunities for advancement in a number of interesting and challenging areas.

Qualifications
- Commitment to social justice
- Ambition to take responsibility for assigned projects
- Ability to communicate clearly and professionally
- Ability to pay close attention to detail
- Experience researching in databases and on the web
- Four-year degree
- Bilingual Spanish/Mandarin/Cantonese/Polish a plus
- Working knowledge of FileMaker Pro, or interest and ability to quickly learn database programs
- Familiarity with Mac OSX operating system
- Working knowledge of Apple iWork Suite and/or Microsoft Office, especially MS Excel

In addition to a resume and references, applicants for this position should include a cover letter that explains clearly and concisely the reasons for their interest in the position at the New York Hotel Trades Council, and specifically address a number of the above-listed qualifications, both those they do and do not possess.

Send resume, references, and cover letter to: careers@nyhtc.org

The New York Hotel Trades Council, AFL-CIO, is an equal opportunity employer. All persons regardless of age, race, ethnicity, gender, religious affiliation or sexual orientation are encouraged to apply. People of color and women are strongly urged to apply.
The Women’s Institute for Leadership Development (WILD) seeks a dynamic and experienced leader to work in collaboration with the active, engaged, working Board of Directors to advance WILD’s mission of strengthening the number, influence and diversity of women at all levels of leadership in the Massachusetts labor movement.

About WILD:
WILD provides education, training and support to help women become more effective organizers and leaders in their unions, workplaces and communities, and in the labor movement as a whole. We have a strong commitment to challenging racism, sexism, homophobia and all forms of oppression. See more at www.wildlabor.org.

About the position:
The new Executive Director will build on WILD’s 26-year history of advancing women’s leadership in the labor movement and ensure the organization’s continued development and long-term sustainability.

For details, see attachment
File Attachment:
File Name: EDJobAnnouncement2012.doc
File Size: 31 KB
National Manager of Governance

Summary
Actors’ Equity Association, the labor union representing over 49,000 Actors and Stage Managers working in the professional theatre nationwide, is seeking an organized and detail-oriented person to serve as the National Manager of Governance working in its New York Office. **Responsibilities include but are not limited to the following:
- Record and communicate all policy decisions made by its National Council of elected members
- Maintain a history of all past policy decisions and provide them as context for all present discussions
- Assist the Executive Director in preparing and distributing agendas for National Council meetings
- Prepare and distribute minutes of all National Council meetings
- Manage membership lists and eligibility to serve of all member committees
- Oversee member elections to ensure that they follow established rules and procedures

Skills, Abilities and Knowledge:
- Excellent written and verbal skills required
- Superior research, archival and administrative skills required
- Excellent computer skills, including Microsoft Word and Outlook required
- Respect for confidentiality and discretion required
- Knowledge and familiarity with union governance and elections preferred
- Detail-orientation and ability to handle multiple tasks in a deadline-driven environment required
- BA or equivalent work experience required with majors or minors in labor studies a plus

Compensation:
$58,000 - $65,000 annually, commensurate with experience.
- Excellent fully paid family health benefits (medical, dental, optical)
- Employer funded defined benefit pension plan
- 401(k)
- Opportunity for career development and advancement

Please submit cover letter and resume to easternjobs@actorsequity.org.

Actors’ Equity Association is proud to be an Equal Opportunity Employer.
Proposal to Establish a Bachelor of Arts in Urban and Community Studies
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 29, 2012
Approved by the School of Professional Studies Governing Council, January 10, 2013

CSEA, New York’s leading union, is soliciting resumes for position in NYC metropolitan area. Requires knowledge of labor relations, ability to negotiate/administer contracts, resolve employer/employee conflicts in public/private sectors. Operate independently & schedule workload. Salary $54,417 w/excellent benefits/career ladder. Drivers license/car for business use. High school/GED & 3 years fulltime related experience or BA in related field or acceptable combination of work experience and education.

Email cseajobs@csea-inc.org or send resume to PO Box 7125, Capitol Station, Albany, NY 12224.

Equal Opportunity Employer