



CUNY SCHOOL OF LABOR AND URBAN STUDIES

Early College Programs Faculty Guidebook

Updated Summer 2026

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<https://slu.cuny.edu>

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CUNY ACADEMIC CALENDAR

SLU Fall 2026

August 2026

Date	Day	Academic Calendar Item
21	Friday	Last day to file permit request
27	Thursday	Last day to drop for 100% tuition refund
28	Friday	Start of Fall Term; classes begin

September 2026

Date	Day	Academic Calendar Item
03	Thursday	Last day to add a course; last day to drop for 75% tuition refund; Financial Aid Certification Enrollment Status Date
04	Friday	Verification of Enrollment rosters available to faculty; grade of WD assigned to students who officially drop a course
07	Monday	College closed
10	Thursday	Last day to drop for 50% tuition refund
11–13	Friday–Sunday	No classes scheduled
17	Thursday	Last day to drop for 25% tuition refund; last day to change or declare a major/minor effective Fall 2026; Census Date/Form-A cutoff; Verification of Enrollment rosters due from faculty
18	Friday	WN grades assigned; grade of W assigned

		to students who officially withdraw from a course
21	Monday	No classes scheduled
27	Sunday	WA grades assigned for immunization non-compliance

October 2026

Date	Day	Academic Calendar Item
12	Monday	College closed
13	Tuesday	Classes follow a Monday schedule

November 2026

Date	Day	Academic Calendar Item
05	Thursday	R2T4 60% date for the term
06	Friday	Last day to withdraw from a course with a grade of W
25	Wednesday	No classes scheduled
26–27	Thursday–Friday	College closed
28	Saturday	No classes scheduled

December 2026

Date	Day	Academic Calendar Item
15–21	Tuesday–Mon	Final examinations day
21	Monday	End of Fall Term
24–25	Thursday–Friday	College closed
28	Monday	Final grade submission deadline*

January 2027

Date	Day	Academic Calendar Item
01	Friday	Fall 2026 degree conferral date

**The [Academic Calendar](#) is subject to change at any time by official action of the University. Published on 08/24/2022.*

- [CUNY Policy on Religious Accommodations](#)
- [All Religions and Ethnic Holidays Calendar](#)

SLU College Now Session Calendar Fall 2026

Start September 14, 2026 – End January 15, 2027

Date	Day	Event
9/14	Monday	Start of College Now Sessions
9/11	Friday	CUNY No Classes Scheduled
9/21	Monday	CUNY No Classes Scheduled DOE Closed
10/12	Monday	College Closed
10/13	Tuesday	Classes Follow Monday Schedule
11/3	Tuesday	DOE Remote Day
11/11	Wednesday	DOE Closed
11/21	Friday	DOE ½ day students
11/25	Wednesday	CUNY No Classes Scheduled
11/26-11/27	Thursday-Friday	College Closed
12/24-12/31	Thursday- Thursday	DOE Closed
1/1/2027	Friday	DOE/College Closed
1/18/2027	Monday	College Closed
1/15/2027	Friday	Last Day of Classes for College Now

Class session dates:

Monday: 9/14, 9/28, 10/5, 10/19, 10/26, 11/2, 11/9, 11/16, 11/23, 11/30, 12/7, 12/14, 12/21, 1/4, 1/11 - 15 ses

Tuesday: 9/15, 9/22, 9/29, 10/6, 10/20, 10/27, 11/10, 11/17, 11/24, 12/1, 12/8, 12/15, 12/22, 1/5, 1/12– 15 ses

Wednesday: 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/18, 12/2, 12/9, 12/16, 12/23, 1/6, 1/13 – 15 ses

Thursday: 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17, 1/7, 1/14– 15 ses

Friday: 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 12/4, 12/11, 12/18, 1/8, 1/15 – 15 ses

Schedule: - Fall 2026

John Adams	URB 101: Statistics for Social Change	Tu/Th:	2:30PM-4:10PM
	URB 102: Writing 1: Language, Literacy	Tu/Th:	2:30PM-4:10PM
Clara Barton	URB 102: Writing 1: Language, Literacy	M	1:30-4:50PM
Eagle Academy	URB 101: Statistics for Social Change	F	1:00-4:20PM
	URB 102: Writing 1: Language, Literacy	F	1:00-4:20PM
Challenge HS	URB 102: Writing 1: Language, Literacy	T/TH	10:25-11:50AM
	HCA 105: Health Equity	M/W	10:25-11:50AM
Fredrick Douglas Academy	HCA 105: Health Equity	M/W	1:52-3:30PM
	URB 102: Writing 1: Language, Literacy	T/TH	1:52-3:30PM
Richmond Hill High School	URB 102: Writing 1: Language, Literacy	Mon-Thu	11:15-11:53

DOE CALENDAR [2026-2027](#)

Please Review Link Above for DOE Calendar

Notes:

Challenge High School Calendar [2026-2027](#)

Please Review Link Above for Challenge HS Calendar

Notes:

Frederick Douglass Academy Calendar [2026-2027](#)

Please Review Link Above for FDA Calendar

Notes:

INTRODUCTIONS: Greetings from Chairs & Dean

Welcome to teaching in CUNY's School of Labor and Urban Studies (SLU) early college experience. Penelope Lewis, chair of Labor Studies, Kafui Atttoh, chair of Urban and Community Studies and I are delighted you are partnering with us to provide access to higher education to all. Our mission is "To expand higher education opportunities for workers; prepare students who aspire to careers in public service and movements for social justice; promote civic engagement; provide leadership development for union and community activists; and help workers achieve greater economic security." We take this commitment very seriously and are committed to providing this framework in and outside the classroom at SLU, and by extension, in our early college programs.

This faculty digital publication was designed to assist faculty in navigating teaching in SLU's early college program. This document, which is updated annually, can be found on the SLU website "Faculty Resources" page. The website is designed to be a resource for faculty: <https://slu.cuny.edu/academic-affairs/faculty-resources/>

Again, on behalf of the three of us, and of course, our Founding Dean Gregory Mantsios, welcome to teaching at SLU.

Sincerely,

Kiki 'Rita' Edozie, Senior Associate Dean of Academic Affairs

Kafui Atttoh, Chair of Urban Studies

Penelope Lewis, Chair of Labor Studies

ADMINISTRATION

Gregory Mantsios, Dean

B.A. Queens College, CUNY, M.A., Queens College, CUNY, Ph.D. Union Institute and University

Rita ‘Kiki’ Edozie, Senior Associate Dean/Chief Academic Officer

B.A. Obafemi Awolowo University (Nigeria), M.S. Brooklyn College, Ph.D. New School for Social Research

Burton Sacks, Associate Dean for Operations

B.A. Long Island University, M.A. Long Island University, M.A. Long Island University, P.D. Yeshiva University

Meghan Moore-Wilk, Assistant Dean for Strategic Initiatives & Chief of Staff

Ph.D. CUNY Graduate Center

Michael Giliberti, Bursar

B.A. St. John’s University, MPA John Jay College

Laurie Grimes, Enrollment Registrar Director

B.A. College of Staten Island, M.A. College of Staten Island

Shannon Clarke, Enrollment Director

B.A. SUNY College Old Westbury, M.A. Queens College

Antoinette Isable-Jones, Communications and Marketing Director

B.A. City College

Rochel Pinder, Chief Student Affairs/Director of Student and Community Affairs

M.P.A. Baruch College

Ed.D. Northeastern University

Elizabeth Sergile, Director of Academic Affairs and Institutional Effectiveness

B.A. Hunter, M.A. Brooklyn College, Ph.D. Candidate

Lindsey McCormack , Director of Institutional Development

M.I.A. Baruch College

Chris Policano, Director of External Relations

Richard White, Executive Legal / General Counsel

B.A. in Economics from Franklin & Marshall College, Delaware Law School

For a complete directory of Staff and Faculty, please refer to the [Staff Directory](#) section of the SLU Faculty Handbook.

SCHOOL HISTORY & MISSION

The CUNY School of Labor and Urban Studies (SLU) offers undergraduate and graduate degree programs in Labor Studies and Urban Studies that are designed to meet the needs of working adults as well as traditional-age college students who seek to learn more about the challenges confronting poor and working-class populations in the workplace and in the community. It also collaborates with other units of CUNY to offer a range of college-credit programs designed to give workers the academic and technical skills they need for professional advancement. Its faculty includes distinguished scholars in the social sciences as well as expert practitioners in government, labor, and public service. In addition to its academic programs, SLU sponsors research; organizes forums and conferences; and publishes a national journal, *New Labor Forum: A journal of ideas, analysis, and debate*.

The School of Labor and Urban Studies is an outgrowth of the Joseph S. Murphy Institute for Worker Education and Labor Studies (JSMI). Named in honor of former CUNY Chancellor Joseph Murphy, JSMI was formerly affiliated to Queens College and more recently the CUNY School of Professional Studies. A leader in adult and worker education for nearly 35 years, it was established in collaboration with three New York City unions and began with 52 students. Today, the leaders of 26 labor and community organizations serve on its Advisory Board. More than 1,200 adult and traditional-aged students are currently enrolled in undergraduate and graduate degree and certificate programs in Labor and Urban studies and in workforce development programs. The Joseph S. Murphy Institute will continue as an Institute within the new School, focusing on workforce development programs and housing the School's Community Service unit, with its public programming, research, and publications.

The vision for this new School derives from its core values: access to education, diversity at every level, social justice, and equality for all. Its goals are to expand higher education opportunities for workers; prepare students who aspire to careers in public service and movements for social justice; promote civic engagement; provide leadership development for union and community activists; and help workers achieve greater economic security. Its perspective is unique, addressing the needs of its constituents while helping New York City and State fulfill their needs for a well-educated, highly skilled public and private workforce.

OFFICE OF HUMAN RESOURCES (OHR)

The Office of Human Resources (OHR) at the CUNY School of Labor and Urban Studies provides comprehensive support to faculty and staff in the following areas:

- Recruitment and Hiring
- Compensation and Benefits
- Performance Management
- Training and Development
- HR Compliance
- HR Systems and Records Management
- Workforce Planning

The OHR receives support from the Human Resources Office at the CUNY Graduate Center for matters related to **Benefits** and **Payroll**.

Below is the contact information:

- **Retirement and health benefits inquiries:** benefits@slu.cuny.edu
- **Time and leave inquiries:** timeandleave@slu.cuny.edu
- **All other questions:** hr@slu.cuny.edu

Teaching Adjunct Pay Dates

For a detailed adjunct pay rate schedule, please refer to the PSC CUNY's [Adjunct Faculty Pay Rate Table](#). For a pay date overview, please check the Hourly Timesheet Calendar for Fiscal Year 2026- 2027 [here](#).

Payroll

Both instructional and non-instructional payments are made through the University Payroll Office. A Direct Deposit option for checks is recommended, however if an individual chooses not to enroll he or she has additional options through the college's Office of the Bursar. For more information on payroll policies, please refer to CUNY's [Human Resources](#) site.

Policy for Payroll Pickup

Faculty and staff are strongly encouraged to opt-in to direct deposit. Payroll Inquiries must be submitted to Human Resources/Payroll to determine the appropriate course of action for reissue.

New York State Payroll Online

The Office of the New York State Comptroller recently implemented New York State Payroll Online (NYSPO), a service offered through NY.gov which allows employees on New York State payroll to access pay stubs, W-2s and other pay information electronically. In addition, NYSPO grants employees the option to go "paperless" and to discontinue receiving mailed pay stubs and W-2s. You can request activation of your NY.gov account using the following path in CUNYFirst: **Human Capital Management > Self Service > New York State Payroll Online**

For more information, contact:

Violet Bube Human Resources Manager at 646-313-8315 or violet.bube@slu.cuny.edu

Multiple Positions

All full-time faculty members, including faculty members on leaves other than long-term disability leave, must fill out the Multiple Position Report each semester and update the form if changes occur during the semester. The form requires the faculty member to detail activities within and outside of CUNY that are in addition to his/her regular, full-time employment at the college. Compensated and uncompensated activities outside of CUNY require approval of the Department Personnel & Budget Committee, the Department Chairperson and the President.

For more information, please refer to the [Multiple Positions section](#) in CUNY's [Manual of General Policy](#).

For part-time adjunct policies, please refer to this PSC-CUNY [resource](#) on semester workload contracts, as well as other part-time benefits.

Non-Instructional Hours

To receive payment for non-instructional hours such as curricular or committee work, individuals must complete the timesheet(s) appropriate to their title each pay period worked. Timesheets are to be signed by the immediate supervisor and emailed to TimeandLeave@slu.cuny.edu. Additionally, non-teaching adjuncts are to work with their supervisors and SLU HR to track the number of remaining appointment hours for the fall semester. Please review the latest PSC-CUNY Contract for any updates to these terms.

Additionally, non-teaching adjuncts are to work with their supervisors and Central Office HR to track the number of remaining appointment hours for the fall semester. Please review the latest PSC-CUNY Contract for any updates to these terms.

Instructor Observation & Evaluation

All full time and part time instructors must conduct Classroom Teaching Observations per CUNY and PSC's Memorandum of Agreement, regardless of the mode of instruction, at least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period.

One observation shall take place during any scheduled class, except as specified in Article 18.2 (b) 3 for classes conducted wholly or in part through online technology, during the first ten weeks of the semester.*

For additional details please refer to the [Memorandum of Agreement](#).

*From “Guidance on Academic Continuity #18,” Office of CUNY Academic Affairs (August 4, 2020)

Title IX Sexual Harassment Policy

Every member of the CUNY community, including students, employees and visitors deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence.

The University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If you experience or observe any form of sexual harassment and/or sexual assault you should contact Meghan Moore Wilk, Title IX Coordinator, Meghan.Moore-Wilk@slu.cuny.edu.

CUNY encourages all cases involving any form of sexual violence and/or stalking to be reported to the NYPD. For more information on Title IX, visit the [SLU Title IX webpage](#) for School-specific resources.

For more information on CUNY-wide policies, please the [CUNY Policies](#) page for institution-wide resources.

OFFICE OF ACADEMIC AFFAIRS

The [Office of Academic & Student Affairs](#) (OAASA) supports the mission of the School of Labor and Urban Studies by striving to offer an educational environment that embraces access, diversity, and social justice. The Office of Academic & Student Affairs promotes excellence in teaching, research, scholarship, professional service, and community engagement. Furthermore, the Office is responsible for supporting the work of the faculty, whose teaching, scholarship, and service are the foundation of the intellectual community that is the cornerstone of student success.

With a mission to remain faithful to the principles of the School of Labor and Urban Studies, the Office of Academic Affairs thus seeks to provide an environment in- and outside the classroom that is resolutely committed to creating a unique partnership between the City University of New York, organized labor, worker centers, and community-based organizations. This is the promise offered to students: If you have the ability and training to see the value of education and apply it, you will find the creative power to directly engage the world. And this will have a direct bearing on all you wish to accomplish.

Rita ‘Kiki’ Edozie

Chief Academic Officer/Senior Associate Dean of Academic Affairs Chief

Diversity Officer

kikirita.edozie@slu.cuny.edu

Cory Rohr

Executive Assistant to the Senior Associate Dean

cory.rohr@slu.cuny.edu

EARLY COLLEGE PROGRAMS & DESCRIPTIONS



Early College Programs refers to all programs in partnership between CUNY SLU and affiliate secondary institutions. Currently there are a variety of programs including the 1. Urban Experience Certificate program 2. Community Leadership Certificate 3. Public Service Training Corps (PSTC) program. Students from the below partner schools are dual-enrolled through one of the programs above. Program designation is determined by the school's partnership model i.e. some school partners participate through College Now, Part Time Initiatives, or PSTC.

These certificates and programs help students meet high school graduation requirements and prepare for academic and social success in college. Program activities are designed to enhance performance on New York State Regents and assist in enrolling in college. Students in the program receive academic enrichment to help them succeed in their college-level classes through our Learning Hub.

Currently, SLU is partnered with the following high schools:

Clara Barton High School	Prospect Heights, Brooklyn	Urban Experience Certificate	College Now
Challenge High School	Far Rockaway, Queens	Urban Experience Certificate	Part Time Initiatives
Eagle Academy	Far Rockaway, Queens	Urban Experience Certificate	Part Time Initiatives
John Adams High School	Ozone Park, Queens	Urban Experience Certificate	College Now
Judith S. Kaye High School	Manhattan, New York	Community Leadership Certificate	The Up Foundation
A. Philip Randolph High School	Manhattan, New York	PSTC	PSTC
William Cullen Bryant High School	Astoria, Queens	PSTC	PSTC
Williamsburg Prep	Williamsburg, Brooklyn	PSTC	PSTC

School			
Dewitt Clinton	Bronx, New York	PSTC	PSTC
Port Richmond High School	Staten Island, New York	PSTC	PSTC

Benefits and Eligibility

- Courses transfer to any CUNY, SUNY, or other college
- Enhance College Application by showing you can do college work in high school
- Complete up a semester before beginning college!
- Opportunity to complete and participate in SLU Commencement if you complete SLU's [Urban Experience Certificate](#)
- Course costs are covered

Individuals wishing to learn more about the programs can find more information in the [CUNY SLU early college Student Handbook](#).

The Urban Experience Certificate offers a unique educational opportunity for organizations that seek to strengthen their members' literacy and numeracy skills and/or prepare them to enter into the undergraduate Bachelor of Arts program in Urban and Community Studies at the School of Labor and Urban Studies (SLU) or other CUNY degree programs. Students enrolled in the program will gain an interdisciplinary understanding of cities and the role unions and other organizations play in ensuring equal participation of all groups in a society that is mutually shaped to meet their needs.

Urban Experience Certificate Program Requirements - 12 Credits

- URB 101 – Statistics for Social Change (3 Credits)
- URB 102 – Writing 1: Language, Literacy, and Culture (3 Credits)
- URB 103 – Writing 2: The Nature of the City (3 Credits)
- HCA 105 – Social Justice and Health Equity (3 Credits)

PREPARING FOR THE SEMESTER

Setting Expectations in the Classroom and with the Syllabus

We ask that you make your expectations for the course clear to students at the beginning of the term, both regarding what they will learn and how their learning will be evaluated during the course. Please review the course goals and objectives, evaluation criteria, and assignments on your syllabus.

Please identify, in the early weeks of class, methods of problem solving that you would encourage students to utilize if they are finding their learning experience is hindered in any way. This could relate to the content of the course materials or the classroom interactions. (e.g. too many reading assignments, reading too abstract, assignments too complicated, one student or a clique dominating classroom discussion being bothered by another student).

Students should be encouraged to see themselves as part of a community of learners. Sometimes it is helpful for classes to generate a list of “guidelines” or “best practices” that would maximize the learning process for all students.

SLU is committed to providing a learning environment that enhances the dignity and worth of every member of its community. To this end, the community must endeavor to be free from discriminatory conduct of any kind. Please be aware of interactions between students so that you can identify problematic situations and consult with the department chair to develop solutions.

Free and open education resources are encouraged for early college students. Should you require texts that are not open resource, you may do the following:

- Visit our [Akademos](#) bookstore
- Visit our Science Resources Librarian, Aliqae Geraci at ageraci@gc.cuny.edu ,
- Or speak with our Enrollment Registrar Director, Laurie Grimes at registrar@slu.cuny.edu

Syllabi

Syllabi should be submitted within the first two weeks of the semester to Marie Romani, Departmental Administrative Specialist, marie.romani@slu.cuny.edu & Zenzile Greene, Assistant Director & Academic Program Specialist, zenzile.greene@slu.cuny.edu .

For a syllabus template, please refer to [Appendix A](#) in the SLU Faculty Handbook.

Supplemental Instruction

A dedicated Supplemental Instruction (SI) Leader who works with most SLU College Now early college courses. The SI Leader participates in class sessions throughout the semester.

Additionally, the SI Leader is available outside of scheduled class time for one-on-one sessions to support students with writing and other assignments and to help students navigate college

level expectations.

Key Academic Policies & Procedures

Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. If faced with any type of plagiarism, please consult directly with your department chair.

Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., “cheat”), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college’s accreditation and their own future prospects in jeopardy.

For more information on Academic Integrity and policies, please refer to [CUNY’s Academic Policy](#).

Student Attendance & Grading

Instructors receive a class roster at the beginning of the term. Students must be informed in both the syllabus and in class that they must notify you if they cannot come to class. Please remind them that it is also their responsibility to obtain all class assignments that were missed.

It is also a student’s responsibility to notify the instructor, high school counselor (if applicable) and the College Now academic advisor if they wish to withdraw from class as they must adhere to CUNY withdrawal deadlines.

Undergraduate Grading Policy

The undergraduate grades reflect assessment by the instructor of key course components. The following grades are assigned with their corresponding point values:

Letter Grade	Percent Range	GPA
A	93 - 100	4
A-	90 - 92.9	3.7
B+	87 - 89.9	3.3

B	83 - 86.9	3
B-	80 - 82.9	2.7
C+	77 - 79.9	2.3
C	73 - 76.9	2
C-	70 - 72.9	1.7
D	60 - 69.9	1
F	<60	0

In addition, participating DOE schools may have their own grading/attendance standards. For more information regarding DOE grading standards, please refer to the Partner School Logistics section.

College Now Final Grades

- Students who receive a “D” entered by the Faculty will be automatically converted to a Cr (Credit) grade on their transcript.
- Students who receive a “F” entered by the Faculty will be automatically converted to a NC (No Credit) grade on their transcript.

INC – Incomplete

This is a temporary grade. The outstanding work must be completed by the end of the following fall or spring semester. If the work is not completed on time, the INC is converted to a permanent grade of F on the record. The course instructor may grant the INC at the request of the student if participation requirements have been met and the only outstanding work is a paper, project, or examination. The instructor has the right to refuse a request, and can set a time limit for completion that is shorter than the end of the following semester. When the course work is completed and the final grade received, the INC grade will be replaced; a notation will be made on the student’s transcript on the date of change. An “Incomplete Agreement” form must be filled out and signed. For more information on this please refer to the [Incomplete Grading Policy](#) on the SLU Faculty Website.

Withdrawal Policy

Students who wish to withdraw from a course should consult with their academic advisor. The advisor and the student will review the reason for withdrawal and discuss both academic and nonacademic impacts (loss of credit, lack of progress toward completion of the degree, repeated withdrawals that can lead to dismissal). Students receiving financial aid will be advised to contact the financial aid office to determine the effect on their financial aid award.

- W – Withdrawal. A permanent grade requested by the student after the Add/Drop period, and before the deadline in the academic calendar. It does not affect the grade point average
- WA – Administrative Withdrawal. This grade, which does not affect the grade point average, is administratively assigned.
- WU – Unofficial Withdrawal. This grade is used when class participation has been established at least once in a term. Effective Fall 2021, WU grade will not have a punitive impact on a student's GPA. WU grade will continue to be used to denote Unofficial Withdrawal.
- WD –Withdraw Drop. A non-punitive grade initiated by a student when a class is dropped via CUNYFirst after the financial aid certification date but before the published withdrawal period. The course and grade will not appear on transcripts.
- WN – Never Attended. A non-punitive grade assigned to students who never attended and did not officially withdraw.

Early Alert Progress Reports

Throughout the semester, SLU Student Services sends out two reports via email to educators requesting notes/feedback on student progress. These progress reports support students on their academic journey by connecting them in a timely manner with academic and student support services during the term.

When submitting alerts, please consider the following:

- Faculty may submit alerts or kudos for students based on their progress in class
- If an alert is issued for low attendance, participation, or other concerns, the program advisor receives a notice
- If an alert is issued for difficulty with writing assignments, the Learning Hub Staff receives a notice
- Learning Hub coordinates with staff and students about extra help and supplemental instruction
- The program advisor reaches out to the student directly or the off site school coordinator to follow up with the student.

Student Midterm Evaluations

Halfway through the semester, you will receive an email from SLU administration requesting student evaluations.

Using CUNYFirst for Rosters, VOE, and Grade Rosters

If the School of Labor and Urban Studies is your primary CUNY institute of teaching, you should automatically see your course listed in under the corresponding semester on your CUNYfirst: <https://cunyfirst.cuny.edu/>

1. Log in to CUNY First

CUNY Login

Username

Password

Log in

For your security, be sure to **log out** and close your browser when done.

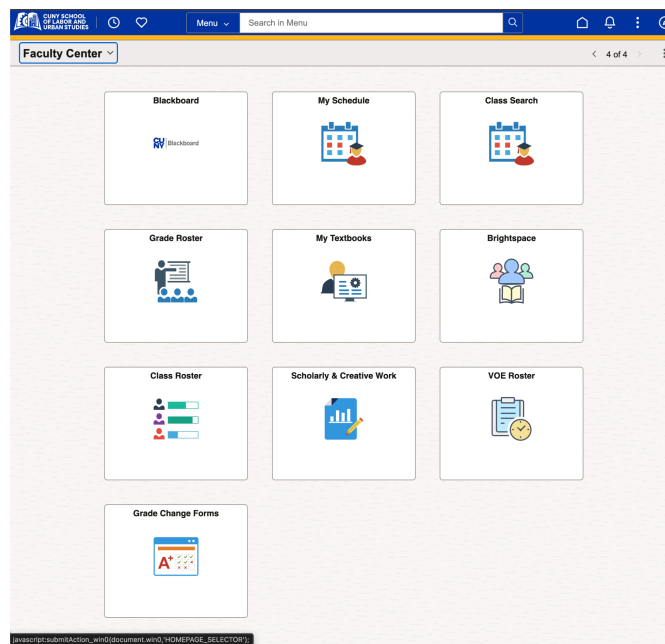
CUNY LOGIN ACCOUNT MANAGEMENT

[New User](#) [Forgot Username](#) [Forgot Password](#) [Manage Settings](#)

SUPPORT

[FAQs](#) [Service Alerts](#) [Get Help](#)

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2. Select Faculty Center
3. Select My Schedule

My Schedule

Cody Kalina

Faculty Center Scholarly Creative Work

[My Schedule](#) | [Class Roster](#) | [Grade Roster](#) | [VOE Roster](#) | [my textbook/material](#)

My Schedule

2026 Fall Term | School of Labor&Urban Studies [Change Term](#)

[My Exam Schedule](#)

Select display option
☒ Show All Classes ☐ Show Enrolled Classes Only

[Icon Legend](#) [Class Roster](#) [Class Permissions](#) [Grade Roster](#) [Posted Grade Roster](#)

My Teaching Schedule > 2026 Fall Term > School of Labor&Urban Studies

Class	Class Title	Enrolled	Days & Times	Room	Class Dates
 URB 102-001 (S2093)	Writing 1: Language, Literacy, (Lecture)	1	We 6:15PM - 9:35PM	TBA	Aug 28, 2026- Dec 21, 2026
 URB 102-CB01 (S2097)	Writing 1: Language, Literacy, (Lecture)	15	Mo 1:30PM - 4:50PM	Off-Campus	Sep 14, 2026- Jan 15, 2027
 URB 102-CH03 (S2095)	Writing 1: Language, Literacy, (Lecture)	12	TuTh 9:54AM - 11:20AM	Off-Campus	Sep 14, 2026- Jan 15, 2027
 URB 102-JA02 (S2096)	Writing 1: Language, Literacy, (Lecture)	24	TuTh 2:30PM - 4:10PM	Off-Campus	Sep 14, 2026- Jan 15, 2027

[View Weekly Teaching Schedule](#) [Go to top](#)

4. Clicking the “people” icon next to the class will provide a roster for that specific class.
5. Be mindful that many early college students do not use their SLU email address
 - a. You should collect accurate contact information on the first day of class
6. This is where you’ll access VOE rosters (see below)
7. This is where you’ll access Grade Rosters at the end of the semester

If CUNY SLU is your secondary institution, you must switch out from your primary institute and switch over to the proper semester and course to view your class roster and end of semester grading roster. All grades are due no later than 7 days after the last day of class.

For assistance with CUNY access issues, please contact the IT Help Desk IThelpdesk@slu.cuny.edu.

Verification of Enrollment Rosters (VOE)

College Now courses do not require Verification of Enrollment. If your participating high school requires attendance, please defer to their grading/attendance policy. Department of Education (DOE) schools use the TeachHub application to mark attendance. Please see the DOE Logistics Section for more information on this.

Grade Rosters

At the end of the semester, grade rosters must be submitted via CUNY First. You will receive emails from the registrar with specific instructions.

Final Grades

Final grade rosters will be made available in CUNYFirst on the last day of classes. Instructors will be notified via email that rosters are available, with instructions for posting grades. Final grades should be posted no later than 11:59PM on the dates below:

Fall 2026	Spring 2027
December 28	June 1

Important: You must choose "SUBMIT TO REGISTRAR" from the drop-down menu and then click on the "POST" button, in order to transmit your grades to the Registrar. If you do not choose "SUBMIT TO REGISTRAR", grades will not be processed.

Change of Grade Request

Change of grade request can be made by instructors in CUNYFirst. Faculty can submit their change of grade request in their Faculty Center page using the Grade Change Forms Tile.

Instructions for completing [Grade Change & WN Grade/WN Reversal](#)

Grade Appeals Policy

The CUNY School of Labor and Urban Studies (CUNY SLU) is responsible for determining the requirements and standards of performance for courses and for qualifying examinations CUNY SLU course instructors retain considerable discretion in these matters. The instructor is under obligation, however, to ensure that her/his course syllabus is consistent with the goals of the curriculum of the course. The grading standards in a given course shall reflect levels of difficulty related to the educational objectives of the program.

Instructors have an obligation to students to make clear the basis of evaluation (e.g., reading assignments, student's written submissions, contributions to class discussions, and presentations) at the start of each course so that students are not surprised by unexpected or untimely demands. Grades on examinations or for work in a course are the responsibility of the instructor.

Grade Appeal Procedures

A student who wishes to appeal a grade must initiate the process in the full semester following the semester in which the contested grade was received. Spring and Summer Session courses must be appealed during the following Fall semester, while Fall and Winter session courses must be appealed during the following Spring semester before

the last day to withdraw and receive a “W” grade. Appeals that are not initiated by these deadlines will not be considered.

If a student believes that an error was made in the assignment of a grade, she/he should engage in Level 1 of the grade appeal process: speaking with the instructor of the course within 30 days following the posting of the grade. An email message or note requesting an appointment and explaining the problem will give the faculty member an opportunity to gather the appropriate course materials, papers, exams or other submissions so that the ensuing conversation can be meaningful. As a result of this conversation, a faculty member may correct an error and change the grade. If the problem is not resolved between the student and faculty member, the student may then elevate the communication to include the department chair, which constitutes **Level 2** of the grade appeal process.

If, after Levels 1 and 2 of the grade appeal process, the issue remains unresolved, the student may initiate a formal grade appeal by completing and submitting a [Level 3 Grade Appeal Form](#) to grade.appeal@slu.cuny.edu.

This written Level 3 appeal must be received within 15 days after the completion of Level 2; thus initiating a process with the Academic Appeals Committee. The Academic Appeals Committee will make a decision within 30 days of meeting with all pertinent stakeholders. This Level 3 decision by the Academic Appeals Committee is final.

Be aware that the grade appeal process may result in the awarding of a lower grade than that which the student originally received.

Religious Observances

Education Law Section 224-a, stating the rights and privileges of students unable to attend classes on certain days because of religious beliefs, appears below, as mandated by New York State law.

1. No person shall be expelled from or be refused admission as a student for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study, or work requirements.
3. It shall be the responsibility of the faculty and the administrative officials to make available to each student who is absent from school because of his or her religious beliefs, an equivalent opportunity to register for classes or to make up

any examination, study, or work requirements, which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his/her availing himself/herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which the institution is located for the enforcement of his or her rights under this section.

Class Cancellation

All classes must meet for 15 class periods which includes the final exam week. If a class period is missed, assignments must be made in place of the class period. If for any reason on the day of the class you are unable to hold a scheduled class, you must inform your students as well as the following individuals:

- DOE Staff (if applicable)
- Department Chairs
Labor Studies: Penny Lewis, penny.lewis@slu.cuny.edu
Urban Studies: Kafui Atttoh, kafui.atttoh@slu.cuny.edu
- Departmental Administrative Specialist
Marie Romani, marie.romani@slu.cuny.edu,
- Assistant Director & Academic Program Specialist
Zenzile Greene, zenzile.greene@slu.cuny.edu

If you are unable to communicate with Marie and Zenzile, please call the SLU main number at 646-313-8300. If you know more than a day in advance that you will be unable to attend a class, you must consult with your department chair to determine if the class can be covered by another instructor or rescheduled.

Weather Cancellations

Please sign up to [CUNY Alert](#) to receive text, email, and phone messages of any emergency or weather-related closings on campus. **Please Note:** *If you are a CUNY employee please always defer to the CUNY SLU calendar and alerts. If you are employed by the partner school please always defer to their calendar and alerts.*

Early College Rights & Responsibilities

Early college students enrolled in SLU credit-bearing courses shall be entitled to the same academic rights, responsibilities, and due process protections as regularly matriculated SLU students, including but not limited to:

1. Access to clearly articulated academic policies, including but not limited to grading standards, student conduct, and syllabi consistent with SLU and CUNY requirements;
2. The right to academic freedom within the scope of course expectations;
3. Equal application of academic integrity policies and procedures;
4. Access to conduct and grade appeals processes and academic grievance procedures;
5. Access to student support services relevant to their enrollment status, including advising and academic support resources;
6. Protection under applicable CUNY non-discrimination, harassment, and Title IX policies;
7. The right to privacy and protection of educational records consistent with FERPA and CUNY regulations;

No early college student shall be subject to conduct proceedings or academic action outside established SLU and CUNY procedures applicable to matriculated students.

SLU shall ensure that all relevant policies, handbooks, and partnership agreements with secondary schools clearly articulate these rights and responsibilities. The Office of Academic Affairs, Student Affairs, or designee, in consultation with the Academic Governance Council or designated faculty, shall together review existing early college policies and procedures in order to recommend any necessary revisions to ensure full alignment with this resolution.

CREDIT HOUR POLICY & COMPLIANCE

The CUNY School of Labor and Urban Studies degree and certificate programs are approved by the New York State Education Department (NYSED). The CUNY School of Labor and Urban Studies credit hour calculations for degree and certificate programs follow NYSED guidelines, which are based on the U.S. Department of Education's definition of credit hour.

The faculty of the CUNY School of Labor and Urban Studies is responsible for all aspects of the curriculum and degree program requirements. Each school has a faculty curriculum committee that reviews proposed new and revised courses and degree programs, including the credit hours associated with each.

NYSED – Credit Hour Definition

All courses and degree programs at the School must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations:

Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

Source: [NYSED Commissioner's Regulations Concerning Program Registration: 50.1 Definitions](#)

United States Department of Education – Credit Hour Definition

The U.S. Department of Education defines credit hour as: An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Middle States Commission on Higher Education

The Middle States Commission on Higher Education expects all candidate and accredited institutions to demonstrate that they use acceptable and consistent methods for assigning credit hours to all courses and programs of study. The credit hour is defined by the U.S. Department of Education as a basic institutional measure of the level of instruction and academic rigor that establishes eligibility for federal funding.

- 1 credit = 15 hours per semester
- 3 credits = 45 hours per semester
- 4 credits = 60 hours per semester
- Credit hours = 750 minutes per semester, 50 minutes x 15 weeks

Source: [MSCHE Credit Hour Policy](#), Effective August 23, 2012 Rev. October 30, 2012

ACADEMIC GOVERNANCE COUNCIL

The SLU policy for Academic Governance reflects several foundational principles, including transparency in decision making; collaboration and mutual consultation between faculty and administration, including over issues of personnel and budget; faculty responsibility over academic areas and administrative responsibility over administrative areas; democratically elected representation from faculty, staff, and students; elected departmental chairs; and, where appropriate student, administrative, community and labor voice in committees. SLU, like other CUNY colleges and schools, and pursuant to this Governance Plan, will have the authority to propose to the CUNY Board of Trustees its curriculum and admissions criteria, award degrees, conduct searches, recommend to the Board of Trustees personnel actions with respect to appointment, reappointment, promotion, and tenure, and engage in internal review and assessment protocols.

The full Governance Plan can be found [here](#).

SLU CONTACTS

Department	Contact Info	Area of Specialty
SLU Faculty		Supplemental Instruction
SLU Information Technology (IT) Help Desk	ITHelpDesk@slu.cuny.edu 646-313-8440 Location: 18th floor	CUNYfirst, Blackboard, and Library Services
The Learning Hub	LearningHub@slu.cuny.edu 646-313-8322 Location: 14th floor	Tutorial services and WritingServices
Mina Rees Library	https://library.gc.cuny.edu/ Location: 365 Fifth Avenue, New York, NY 10016	Finding resources for research paper
Career & Professional Services	careerservices@slu.cuny.edu	Career and Professional Development Services

PARTNER SCHOOL CONTACTS

School	Name/Role	Contact Info
Clara Barton High School	Shari Farberman	SFarberman@schools.nyc.gov
Challenge Charter School	Dr. Les Mullings, President	lsimullings@challengecharterschools.org
	Valecia Kirnon M.Ed SB Assistant Principal. CTE & Early College	vkirnon@challengecharterschools.org
Eagle Academy	Dr. Christopher Smith, Principal	csmith@eaglequeens.org
	Stephanie Taberus Athletic Director & School Counselor	stabus@eaglequeens.org
Frederick Douglass Academy		
	Rae Hallett Pathways Advisor-NYCDOE	raehallett@schools.nyc.gov
John Adams High School	Matthew Mullen, Director of the Justice, Law, and International Studies Academy	MMullin2@schools.nyc.gov
	Feliciano Miossotis, Bilingual School Counselor	MFeliciano11@schools.nyc.gov
JSK High School	Andrew Brown, Principal	abrown@jskhigh.org
	E. Storer, Community Coordinator	estorer@jskhigh.org

SLU FACILITIES AND TECHNOLOGY

Computer Access for Adjuncts

Depending on availability, adjuncts will be designated a computer by IT that they will be able to use throughout the semester.

CUNYFirst Login

For information on how to log into CUNYFirst, please refer to the following [CUNYFirst resource](#).

Microsoft Office 365 for Education

For information on the acceptable uses of Microsoft 365, please refer to the following [CUNY policy](#).

Licenses and Intellectual Property

Users may use only legally obtained, licensed data or software and must comply with applicable licenses or other contracts, as well as copyright, trademark and other intellectual property laws. Much of what appears on the internet and/or is distributed via electronic communication is protected by copyright law, regardless of whether the copyright is expressly noted.

Users should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976. Protected material may include, among other things, text, photographs, audio, video, graphic illustrations, and computer software. Additional information regarding copyright and file sharing is available on the CUNY Legal Affairs website.

Laptop Loaner Program

Students may borrow available laptops for use on-campus. Circumstances that generally warrant at-home use are impromptu school closures (i.e., natural disasters, threats to public/health/safety) or accessibility needs. Observation of federal holidays and scheduled term breaks do not qualify.

The loaner is a Windows-based PC that comes with standard software and a power adapter. The laptops are internally equipped with Wi-Fi for use where wireless access exists. All laptops are loaded with MS Office, Adobe Acrobat, as well as other SLU-approved software.

Students can download the Laptop Loaner Form [here](#). For more information on the qualifications and policies governing laptop loaning, please visit the [IT service desk website](#).

If any technology problems persist, please notify: SLU's Help Desk Team at 646-313-8440 or ITHelpDesk@slu.cuny.edu.

Learning Management Systems (LMS)

Students should have access to CUNY Brightspace, however, instructors teaching off-site at partner schools may wish to use the school Learning Management System, such as Google Classroom. All assignments, student feedback, grades, and progress should be provided through a learning management system and instructors should maintain accessibility to all coursework, provide regular updates, announcements, and feedback.

CUNY BrightSpace

CUNY's Learning Management System (LMS), Brightspace, is now up and running. All SLU courses, including Compliance courses, are being administered through Brightspace.

Accessing Brightspace: Go to Brightspace.cuny.edu and log-in using your **CUNYfirst Credentials** (First.Last###@login.cuny.edu). Your courses will be listed under the "**My Courses**" box.

Off-Site School LMS

Please check with school contact and their IT staff to set up your classroom's LMS.

OFFSITE (PARTNER) SCHOOL LOGISTICS

DOE Clearance

Educators teaching on-site at DOE schools must go through the DOE Clearance process detailed below:

- Participating school must enter your email into their system to initiate the onboarding process
- Thereafter, an email from the DOE should arrive within 24 hours of your onboarding initiation. This email will provide links to the Galaxy onboarding system, which contains a checklist in the 'Forms Requiring Action' section that details the various steps required for DOE clearance.
- Fingerprinting is required of all educators teaching on-site. The 'Forms Requiring Action' section provides a detailed rundown of locations, checklists and next steps.
- Once you have submitted your information, two separate emails from the DOE will be sent to your email. One will contain your DOE username, another with a temporary password.
- Once you have been granted a DOE email account, you will receive a Pre-screening notification from the New York City Department of Education
- NYC Department of Education Applicants should activate their account [here](#).

Should you have any issues or concerns throughout the DOE clearance process, please contact DOE HR Connect at 718-935-4000.

Campus Access

Newly onboarded instructors at DOE managed schools are issued DOE badges through their contact person at their participating school.

Classroom & IT Setup

Participating schools may provide laptop carts for students to work on while in class sessions. Students are only permitted to use their school sanctioned device and account unless otherwise determined by the faculty and off-site school staff, on these laptops. Instructors are encouraged to provide DOE-friendly links/readings so students may easily access these resources. Participating schools may provide IT to-do lists that instructors must adhere to before/after class.

Attendance & Grading

Participating high schools may require daily attendance and grading every marking period; please check with your school contact for more information regarding grading/attendance standards.

Access to these apps are granted by the participating school's leaders (counselors, program coordinators, and IT staff) Off-site school grading systems may vary school to school, please refer to the individual school's grading memo.

As public institutions, CUNY Calendars and DOE Calendars have main holidays and vacation time in common, but the DOE and partner schools provide additional vacation days, holidays and state-testing days that are not present in the CUNY Academic Calendar. Please refer to the specific school calendar as needed, additionally, it is recommended to communicate with the school contact person and the program coordinator/advisor.

BEST PRACTICES FOR FACULTY

What follows is a summary of the teaching challenges that SLU professors have encountered in classes, followed by suggestions to resolve them.

1. Learning Strategies & Course Development

- a. **Students thrive on structure and feedback. The more structure an instructor can provide the better it will be.**
- b. **Build in scaffolded units of study with multiple opportunities for students to demonstrate learning, through classwork and homework.**
- c. Develop opening activities, classwork, group and individual writing assignments throughout the units of study.
- d. Provide photo copies of required readings for each unit.
- e. Demonstrate how to read and annotate together in class by beginning the readings together, provide demonstration, then let students continue in group reading activity, and end with individual writing activity.

2. Levels of Student Preparedness

- a. SLU Early College Students have varying academic backgrounds; in some cases students lack basic knowledge of the topics taught (general background).
- b. Students frequently lack basic knowledge of or have little practice in central academic skills – some literacy deficiencies, but also basic study skills, including doing work in a timely manner.
- c. How to work with ESL students and give them the support they need.
- d. Balancing between helping students who need it (in any of the above categories) and continuing to challenge academically proficient students.

3. Grading

- a. Uncertainty about common standards for each program
- b. Balancing between improvement over the course of the term and final product
- c. How to grade written work when written expression is subpar

4. Classroom Dynamics

- a. How to work with students whose behaviors/contributions tend to derail the class
- b. How to break up three-hour classes to maintain student engagement

Suggestions

Student Preparedness

- Contact Michael Rymer at michael.rymer@slu.cuny.edu to introduce students to skills specialists, writing staff tutors, and supplemental instructors.
- Faculty are encouraged to build in supplemental instruction appointments for early college students as part of the course requirement/assignments.

- Consider putting students into groups to discuss specific assignments and/or skill problems, and/or encourage students to come to the Learning Hub Workshops that are offered each semester.
- Immersion for ESL students. One of the best ways for English learners to learn English is to immerse themselves in English-speaking environments. They should read the New York Times and Wall Street Journal (to which subscriptions are free with a CUNY email); they should watch English- language TV; they should join discussion groups; they should read all research materials in English. If they have parents or guardians, they should read to them in English. Reading and re-reading children's books is a useful activity for ESL learners.
- It is suggested that each faculty conduct an assessment of student background knowledge and literacy skills at the beginning of the semester to flag students who may need more help.
- Based on student assessment, students can be gently advised that they may have more work to do to keep up with the class. To facilitate this work, faculty can send them to the supplemental instructor or Learning Hub, and/or suggest background reading materials on the subject of the class. Faculty should also let advisers and academic directors know about students who have major skill or background knowledge deficits.
- Give students the chance to read and write in class, in response to readings, presentations, or class discussions. Quiet students will speak more freely if they've already written something – or at the very least the students will have some record of their thoughts and questions.
- Give students reading lists of supplemental background materials. Encourage them to organize study groups if need be.
- Give mini-lectures about basic skills and provide examples of what will be involved in assignments, i.e. how to write a summary, develop a thesis, include citations, write a topic sentence, develop an outline, etc.
- Review common grammar or mathematical problems, the difference between facts and opinions, developing an argument, etc. This is especially useful when a project has been assigned to the class, and when work is being returned to the class – both of which tend to focus student attention.
- Provide lots of opportunities for students to speak in classes – to each other in groups, in pairs, or in the class as a whole. This is especially useful as preparation for writing assignments, or for tests – talking, like writing, helps students process information and increases their fluency with ideas – but with lower stakes than writing.

- Meet with students individually at least once during the semester to discuss their written work. This could be done in lieu of one class session, or in extended office hours.
- To create supplemental support systems, students should meet with the dedicated supplemental instructor at least once during each unit to discuss formal essay assignments. This will help students engage with the work, build a working relationship with the supplemental instructor and grant the supplemental instructor time and space to better assist students individually.
- Consider limiting the amount of reading assigned so as to work with the students on the remaining readings more closely. Conduct close readings in class with difficult texts.

Grading

- Participate in a norming session with fellow faculty members. What do they consider to be A's, B's, C's, F's? Compare and contrast.
- Have clear expectations ahead of time, and express them to students – for the class, and for all assignments. Include these expectations in the syllabus and in the specific assignments.
- Provide rubrics, examples, and written feedback as often as you see fit. Students want to learn what they need to do better, but instructors should communicate these expectations clearly, constructively, and regularly.
- Assign work in stages/units, so that feedback can be given along the way. Have students hand in notes, an annotated bibliography, a thesis, a rough draft, a work plan, an outline, the first few pages, the core analysis without intro or conclusion, answers to questions that prepare them for the final assignment, or any combination of the above before the final paper is due. Have at least three stages: thesis and plan, almost finished draft, and final draft.
- Use peer reviews for some of the early writing. Students can help each other make their ideas and language clearer, and occasionally can help with deeper content as well. This can be done in class or electronically.
- Respond initially to ideas and the quality of their support. Wait till later drafts for writing issues of organization or error. If students are encouraged to sharpen their ideas, their writing often gets better. Bad writing is very often a result of unclear thinking. If they can figure out what they're trying to say, the writing will often get better.

- Develop a grading rubric. One that works nicely is explaining that meeting (specified) minimum requirements brings you to a “B” level paper. Failing to meet minimums assures a C level or below, and exceeding minimums gives you higher grades. Faculty must figure out for themselves what the minimum is.
- Give students examples of what an “A” paper looks like, a “B” paper, a “C” paper and an “F” paper.
- Don’t spend a ton of time on final drafts! Comment and respond when students still have time to respond to what is being suggested. (See advice about staging assignments, above.)
- Structure your class sessions. If necessary begin your session with an opening activity, conduct a close reading, reading annotation activity, or demonstration during class, provide a group activity for students to present out their ideas, responses, and showcase their collective work to the whole class, provide individual written assignments for afterward, and exit tickets when appropriate.

Classroom Dynamics

Too much counterproductive participation may require active intervention. Some general tips:

- Always be respectful and professional.
- Work with students displaying behaviors one-on-one before taking them on in the classroom. Talk to them to see what kinds of issues they might be having. Explain to them, one on one, why they won’t be called on very often, or suggest more effective ways for them to participate. Follow up if the problem persists. If, for any reason, a faculty member doesn’t feel comfortable meeting with a student, reach out to the department chair or advisor, as one of the two can be present during the meeting.

- Be as honest as possible about the problems with the student, within the bounds of respect and professionalism. Present the class with clear expectations about what constructive participation looks like. It's easier to cut off students if clear expectations are in place.
- Let the department chairs and advisors know about students that demonstrate nonconstructive behavior in the classroom.

TEACHING SCHOLARSHIP & RESEARCH

Course Structuring:

- [“6 Scaffolding Strategies to Use with Your Students”](#) - Rebecca Alber, *Edutopia*
- [How Do I Provide Scaffolding for Learning](#) - University of Massachusetts, Amherst
- [Scaffolding Content](#) - University of Buffalo

Reading Annotations:

- [Annotating Texts](#) - University of North Carolina Chapel Hill
- [Critical Reading and Annotation](#) - CUNY School of Professional Studies
- “A Simple and Effective Way to Teach Annotation - Molly Ostergaard, *Edutopia*

Rubrics:

- [Rubric Best Practices, Examples, and Templates](#) - North Carolina State University
- [Sample Rubric Templates](#) - Florida International University
- [Rubrics](#) - University of Delaware

Grading:

- [“Skills and Other Dilemmas of a Progressive Black Educator”](#) - Lisa Delpit
-
- [“How I Assign Letter Grades”](#) - John Bean, *Engaging Ideas*, p. 264
- [“Comments to Comments: Teachers and Students in Written Dialogue about Critical Revision”](#) - Christyne A. Berzsenyi
- [“Ungrading Pedagogy”](#) - Christopher Phillips
- [“High Stakes and Low Stakes in Assigning and Responding to Writing”](#) - Peter Elbow
- [“Understanding by Design”](#) - Ryan S. Bowen

For more resources, please refer to the [Alternative Forms of Student Assessment](#) section under [CUNY Faculty Resources](#) site.

STUDENT SUPPORT SERVICES

The CUNY School of Labor and Urban Studies (CUNY SLU) offers a comprehensive array of services to assist students to achieve their academic goals. From writing assistance, career services, accessibility services, and counseling, the Student Services Division is here to work with students to meet their needs.

Accessibility Services

The CUNY SLU is committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University.

Through assistance from the Graduate Center, we provide and coordinate reasonable accommodations and support services to students with disabilities, as mandated by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, and strive to increase the level of disability awareness among all members of the CUNY SLU community.

Early planning is essential for many of the resources and accommodations provided. Qualifying students are strongly encouraged to contact the school at the earliest possible date to be accommodated accordingly. SLU students who need assistance or have questions regarding disability accommodations may email: accessibility@slu.cuny.edu.

Career Services

The CUNY School of Labor and Urban Studies offers career services to help career goal setting and assist students in obtaining necessary resources in support of their career plans. For more information, please contact our Career Specialists Nikki Neysmith at nikki.neysmith@slu.cuny.edu and Cheneyere Williamson at cheneyere.williamson@slu.cuny.edu. They are here to support students with resume writing, interview prep, job searching strategies and so much more.

Counseling Services

The CUNY School of Labor and Urban Studies offers [counseling services](#) to provide a safe space for students to talk about personal issues or challenges that prevent personal and academic growth. Counseling Services provides individual counseling, crisis intervention, and referral to the CUNY School of Labor and Urban Studies student body. If you wish to make an appointment, please contact Lindsay Kazi at lindsay.kazi@slu.cuny.edu.

THE SLU LEARNING HUB

The SLU Learning Hub is a resource for both SLU students and faculty. Students report a high level of satisfaction with the Learning Hub's services, and this sentiment is reflected in widespread usage: each year, nearly half of all students use the Learning Hub at least once. The Learning Hub offers the following support for students and faculty:

Students

- Make [one-to-one appointments](#) to meet with a writing consultant or QR Fellow.
- Participate in [How-To Workshops](#) covering a range of writing topics.
- Request written feedback on a writing project from a professional writing Consultant.

Faculty

- Explore [resources](#) for teaching writing at SLU.

Referring Students

- Encourage all students to take advantage of the opportunity to receive professional support and feedback on their work.
- When making a referral for an individual student, contact the student's advisor.
- Refrain from sharing a student's work with the Learning Hub or copying the Learning Hub on an email to a student.

You might also consider:

- Requiring students to sign up for a Learning Hub account at the beginning of the semester.
- If you have a class of eight or fewer students, requiring students to make one or more Learning Hub appointments each semester. (Here is an example of a syllabus that included such a requirement.)

For more information, contact:

Michael Rymer, Associate Director – SLU Learning Hub
646-313-8322 or Michael.Rymer@slu.cuny.edu.

MINA REES LIBRARY

Students participating in our early college programs have access to the Mina Rees Library at the Graduate Center as well as [CUNYOneSearch](#). Course reserve requests are welcome at any time.

The SLU Library is the [Mina Rees Library](#) at the Graduate Center (GC). Your library liaison is Aliqae Geraci, Labor & Urban Studies Librarian. Aliqae is located at the GC Library and also works in the SLU Library on the 19th floor.

Course reserve requests are welcome at any time. The library's Course Reserve Request Form can be used to submit requests both for new items and for those that are already in the collection. You can submit book requests for the general collection by emailing Aliqae, ageraci@gc.cuny.edu or via this link: <http://libguides.gc.cuny.edu/guides/suggestmaterials>

Aliqae provides research consultations (for instructors or students) as well as class visits for a specific purpose (e.g., library resources overview, or citation management (Zotero) refreshers). You can always email Aliqae with any library or research question! Aliqae is available for both Zoom and in-person instruction.

Finally, submitting articles to CUNY's repository, [Academic Works](#), can increase readership and help reduce library costs. Academic Works is a great way to satisfy grant funders' open access/open data requirements, share faculty work with their research community, find a broader audience, and maximize the impact of the research. It's easy to submit articles, presentations, book chapters, datasets and more, and instructors can track their impact with monthly download stats reports. To learn more about Academic Works and open access, please visit the [guide](#) or reach out to Aliqae.

Resolution on Ensuring Equal Rights, Responsibilities, and Due Process for Early College Students

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Seconded by Yolande Cadore, Distinguished Lecturer, Urban Studies

Whereas, the CUNY School of Labor and Urban Studies (SLU) is committed to principles of equity, academic integrity, shared governance, social justice, and student rights; and

Whereas, SLU enrolls students through multiple pathways, including early college programs, college dual-enrollment programs in partnership with secondary schools; and

Whereas, early college students are enrolled in SLU courses, earn CUNY credit, certificate, and are subject to SLU academic standards and policies; and

Whereas, early college students enrolled in SLU courses must be afforded consistent protections under CUNY and SLU policies regardless of admission status, age, or enrollment pathway; and

Whereas, clarity regarding student rights and responsibilities promotes fairness, transparency, and institutional accountability;

Now, therefore be it resolved, that early college students enrolled in SLU credit-bearing courses shall be entitled to the same academic rights, responsibilities, and due process protections as regularly matriculated SLU students, including but not limited to:

1. Access to clearly articulated academic policies, including but not limited to grading standards, student conduct, and syllabi consistent with SLU and CUNY requirements;
2. The right to academic freedom within the scope of course expectations;
3. Equal application of academic integrity policies and procedures;
4. Access to conduct and grade appeals processes and academic grievance procedures;
5. Access to student support services relevant to their enrollment status, including advising and academic support resources;
6. Protection under applicable CUNY non-discrimination, harassment, and Title IX policies;
7. The right to privacy and protection of educational records consistent with FERPA and CUNY regulations;

Be it further resolved, that no early college student shall be subject to conduct proceedings or academic action outside established SLU and CUNY procedures applicable to matriculated students;

Be it further resolved, that SLU shall ensure that all relevant policies, handbooks, and partnership agreements with secondary schools clearly articulate these rights and responsibilities;

Be it further resolved, that the Office of Academic Affairs, Student Affairs, or designee, in consultation with the Academic Governance Council or designated faculty, shall together review existing early college policies and procedures in order to recommend any necessary revisions to ensure full alignment with this resolution;

Be it finally resolved, that this resolution shall take effect upon adoption and be disseminated to relevant administrative offices, faculty, and partner institutions.

Ratified this 25th day of March, 2026 by the voting members of the AGC at CUNY SLU

