

**Indiana University School of Social Work**  
**Labor Studies Program**  
**Assessment Report**  
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**Submitted by**  
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## Executive Summary

The purpose of this report is to outline the Labor Studies program, discuss its student learning outcomes statements, present methods of assessing student learning outcomes, and delineate an on-going assessment plan. The information presented herein responds to the needs and requests of assessment carried out primarily on the IUPUI campus.

The Labor Studies (LS) program is offered on multiple campuses with degree granting programs on the following IU campuses: Indianapolis, Bloomington, Kokomo, Fort Wayne, South Bend, and Northwest. In addition, students can seek degree information and enroll in Labor Studies courses on the Columbus, East and Southeast campuses. On all nine Indiana University campuses we offer online courses and on select campuses face-to-face courses.

The LS program prepares professionals for positions as labor and union advocates, managers, leaders, supporters and other related work within the field of Labor Studies. The program is designed as an interdisciplinary major for college students and working adults seeking a university-level education. The Program caters to students with diverse backgrounds and educational needs – from adult learners to traditional students – in the areas of work, the workplace, organized labor, labor and social movements, the impact of global markets, and changing institutions.

Upon completion of the Labor Studies degree, graduates are prepared to assume leadership roles in the workplace and in communities. They are considered to be well rounded critical thinkers trained with a liberal arts foundation to value the well-being of workers, working people, and their organizations. This is accomplished through skills and knowledge to support, strengthen, advocate, and promote the history and development of the labor movement locally and globally with an emphasis on social and economic justice.

The Labor Studies program uses three measures of student learning assessment on the IUPUI campus. Specifically we use the **Principles of Undergraduate Learning** in its modest form, the **end-of-semester course evaluations** with four embedded questions linked to student learning outcomes, and **course specific assessments**. These measures are presented herein and areas of improvements are noted.

The information presented here is based on available information at the time this report was generated.



***The Vision of the Labor Studies Program states:***

*Indiana University Labor Studies will be the leading, collaborative program in labor and work issues in interdisciplinary scholarship, education, training, and empowerment nationally and internationally.*

***Labor Studies Mission:***

- Provide credit and non-credit university-level education for current and future workers to increase knowledge, understanding, and critical thinking about work and labor organizations within today's global context;
- Broaden access to the university for working-class and other underserved constituencies, providing opportunities for life-long learning and college degrees;
- Collect, systematize, and create new knowledge in collaboration with our students;
- Examine the global socio-economic system and the impact of its inequalities on working people;
- Promote respect for workers and understanding of working class histories, experiences, perspectives and knowledge;
- Empower our constituents to be engaged citizens and social and political agents of change who will create a more just and equitable world of work.

It is within the parameters of this mission that we devoted energies to excel in education, research, and service.



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## **Indiana University School of Social Work**

### **Labor Studies Program**

#### *2012 Student Assessment Report*

The Indiana University School of Social Work (IUSSW) was founded in 1911, and recently celebrated its centennial anniversary. The School currently offers social work education at the Baccalaureate, Masters, and Doctoral level and is one of the few system schools at Indiana University. The Bachelor (BSW) and the Master of Social Work (MSW) programs are both accredited by the Council of Social Work Education (CSWE). During the spring semester of 2012, the BSW and MSW programs completed their self-study for reaffirmation by CSWE under a new curriculum policy statement that focuses on competency-based education and a site visit is scheduled for November 2012. The national accreditation covers all the programs of the system school: The BSW program is offered in Bloomington, Indianapolis, East, Northwest, and South Bend. At IUPUI, the BSW program also grants two certificates: Case Management and Family Life Education. The MSW program is offered in Indianapolis, East, Fort Wayne, South Bend, Gary as well as a one-time cohort in southern Indiana at IU Southeast which began in January 2012. We are implementing a fully online MSW program, MSW Direct, in Fall 2012.

Since July 2007, the Division of Labor Studies merged with the School of Social Work and is now an undergraduate program within IUSSW. Labor Studies is also a system-wide program with offices in Bloomington, Fort Wayne, IUPUI, Kokomo, IU Northwest and IU South Bend. The program offers a Bachelor of Science, an Associate of Science, a Certificate, and a minor in Labor Studies. Therefore this report highlights only the student learning assessment measures and processes on the IUPUI campus. The purpose of this report is to outline the Labor Studies program housed in the School of Social Work, discuss its student learning outcomes statements, present methods of assessing student learning outcomes, and delineate an on-going assessment plan.

#### **Our Students and Staying current**

The Labor studies program prepares professionals for positions as labor and union advocates, managers, leaders, supporters and other related work within the field of Labor Studies. The program is designed as an interdisciplinary major. The Program caters to students with diverse backgrounds and educational needs – from adult learners to traditional students – in the areas of work, the workplace, organized labor, labor and social movements, the impact of global markets, and changing institutions.

The world and in particular Indiana have changed drastically over the past 5 years, with workers facing plant closings, downsizing, long-term unemployment and declining wages. This has led Labor Studies to experience a significant transformation in the basic characteristics of the student body. In the past a vast majority of Labor Studies students entered the program with significant experience and knowledge of

labor organizations, increasingly many students enrolled in Labor Studies courses have little knowledge of labor unions. For the most part the new generation of labor studies students are workers or future workers, seeking a degree in higher education; a degree which speaks to both their intellectual interests and societal location. That is, they are interested in exploring issues related to globalization, unemployment, plant relocation, labor law, human rights, labor institutions, women and labor, the sociology of work as well as ethics and values in the work place, labor politics and history, environmental issues, workplace safety, etc. It is, however, also a student body with lower income levels and little if any disposable income. In this sense they normally work longer hours for much lower wages than past generations of labor studies students.

The Labor Studies curriculum conceptualization was formulated on our vision and mission through program goals and objectives. To prepare students to address the challenges faced by labor institutions and strengthen the qualities of the workforce, we have added and updated course content, introduced new technology to the learning environment, and strengthened online education, with a focus on the rapidly changing conditions of work within a national and global perspective.

Upon completion of the Labor Studies degree graduates are prepared to assume leadership roles in the workplace and in communities. They are considered to be well rounded critical thinkers trained with a liberal arts foundation to value the well-being of workers, working people, and their organizations through skills and knowledge to support, strengthen, advocate, and promote the history and developments of the labor movement locally and globally with an emphasis on social and economic justice.

## Labor Studies Assessment Process

This report was requested by the Planning Department of the Indiana University Purdue University at Indianapolis – IUPUI campus. The Department adheres to the National Institute for Learning Outcome Assessments (NILOA) Transparency Framework ([www.planning.iupui.edu](http://www.planning.iupui.edu)). Herein, the Labor Studies program uses the five prong transparency assessment framework (1 - Student Learning Outcome Statements, 2 - Current Assessment Activities, 3 - Evidence of Student Learning, 4- Use of Student Learning Evidence and 5-Assessment plan) to organize its presentation of the assessment work at IUPUI. The report consists of two parts. Part I is the presentation of the labor Studies program based on the NILOA framework 5 categories and Part II is the response to specific program questions.

### *PART I – LS Program NILOA 5 Category Transparency Framework*

In this category the Labor Studies program attempts to share its work and assessment processes using the NILOA 5 category transparency framework. As such there are five broad categories discussed: Student Learning Outcome Statements, Current Assessment Activities, Evidence of Student Learning, Use of Student Learning Evidence, and, Program Assessment plans.

#### **I - Student Learning Outcomes**

Herein the expected Labor Studies Graduate profile will be identified to guide the meeting of the program goals. Students are expected to fulfill these outcomes during their program, in their capstone projects and upon graduation.

#### **Graduate Profile**

Labor Studies graduates are well rounded critical thinkers trained with a liberal arts foundation to value the well-being of workers, working people, and their organizations through skills and knowledge to support, strengthen, advocate, and promote the history and developments of the labor movement locally and globally with an emphasis on social and economic justice.

#### **Program Goals**

To prepare Labor Studies students:

- 1) To enhance the wellbeing of working people within a global context;
- 2) To support and strengthen the labor movement;
- 3) To advocate on behalf of workers and their organizations and to promote social and economic justice;
- 4) To graduate with a broad liberal arts foundation that emphasizes the development of critical thinking and inquiry, and

- 5) To have a foundation for lifelong learning.

### **Student Learning Outcomes**

Clear learning outcomes were developed to help LS students meet the expected graduate profile. The 14 student learning outcomes stem from the program objectives suggesting that all components of the program are directly and intricately connected. Upon course and degree completion (Learning Outcomes tied to specific courses are available in Appendix A) LS students are expected to demonstrate the following outcomes:

1. Knowledge and awareness of the impact of globalization on working class and diverse groups.
2. Knowledge and awareness of how global issues affect local, regional, and national labor markets.
3. Knowledge of labor and working class movements from a global and historical perspective.
4. Application knowledge of advocacy strategies to strengthen the labor movement
5. Application knowledge and skills of advocacy strategies to bring social change and to support the labor movement.
6. Values and professional conduct congruent to social and economic justice principles.
7. Knowledge about workers and their organizations.
8. Knowledge and skills to advocate for the well being of the working class and their organizations.
9. Knowledge and skills to advocate and mobilize resources for the unemployed.
10. Application knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others
11. Adaptiveness to the various liberal arts roles at supporting justice and equality to working people.
12. Ability to reason and critical think, apply skills in the process of inquiry, and advance working class and social movement causes.
13. Commitment and skills to continuing education and lifelong learning in an ever-changing world of work.
14. Commitment and skills to become agents of change to promote a just and equitable world of work.

## **II - Current Assessment Activities**

The Labor Studies program uses three measures of student learning assessment on the IUPUI campus. Specifically we use the Principles of Undergraduate Learning in its modest form, the end of course evaluations which has five embedded questions linked to student learning outcomes, and course specific assessments. These measures are presented herein and areas of improvement are noted.

### **Principles of Undergraduate Learning (PULs)**

The PULs assessment entailed a review of whether all aspects of the PULs were met in the Labor Studies courses. The faculty mapped out the major, minor, or moderate emphasis of the 6 PULs in each course. This served as our first measure for student learning of the PULs. Please see Appendix B which outlines the details of each course.

**Table 1 – LS PUL by Emphasis**

PUL	Labor Studies Courses Occurrences by Emphasis							
	Major Occurrences		Moderate Occurrences		Minor Occurrences		Total Occurrences	
#1	1	4%	4	17%	4	17%	9	13%
#2	0	0%	10	42%	5	21%	15	21%
#3	14	58%	2	8%	0	0%	16	22%
#4	8	33%	0	0%	0	0%	8	11%
#5	1	4%	4	17%	6	25%	11	15%
#6	0	0%	3	13%	5	21%	8	11%

#### End- of- Semester Course Evaluation Instrument

Four questions embedded in the end-of-semester course evaluation instrument are used as a measure of student learning assessment.

- #5 I learned to address labor issues critically in this course
- #8 I actively sought out and discovered relevant knowledge
- #9 I analyzed the credibility of information provided
- #10 I applied professional knowledge to real social issues

#### Course Specific Assessments

1. Reading Assessments
2. Writing Assessments
3. Essays
4. Posting & Discussion Forums
5. Midterm Exams
6. Final Exams
7. Class Professional Participation
8. Quizzes
9. Family History assignment
10. Critical Thinking Posts with guided analysis
11. Grievance exercises & Written Grievance analysis with argument
12. Group Projects
13. Development of Organizational Code of Ethics Project
14. Critical Reading Response Papers
15. Virtual Exploration exercises
16. Course Critical Reflection Journals

The Labor Studies program prides itself on using student self-assessment summative evaluations as the main focus of student learning outcomes.

To determine the specific measures of student assessment faculty worked collaboratively to specify outcomes related to objectives and student learning outcomes per course and overall.

The faculty developed five program goals to prepare students 1) to enhance the wellbeing of working people within a global context; 2) to support and strengthen the labor movement; 3) to advocate on behalf of workers and their organizations and to promote social and economic justice; 4) to graduate with a broad liberal arts foundation that emphasizes the development of critical thinking and inquiry, and 5) to have a foundation for lifelong learning. The outcome assessments will be outlined herein.

### III- Evidence of Student Learning

As noted herein the Labor Studies program is mostly online and attracts students seeking certificates, minors, or completion of course requirements for another department. This unique context of the Labor studies program makes assessment of student learning complex yet simple. It is complex because it is difficult to capture the holistic experience of students learning journey when we do not have a substantial number of students graduating specifically from IUPUI. It is simple because we do not have many choices in selecting assessment instruments. We have to rely on course specific assessments, and students' self-assessment from the end-of-semester course evaluation. (*Further described below*)

#### Course Specific Assessments

Each course has its own measure of assessment for its identified course objective. However, to present a uniformed picture, each course assessment measure was identified and then grouped. Presented below are the common and specific measures.

*The common course assessment measures used in the Labor Studies courses are:*

1. Reading Assessments
2. Writing Assessments
3. Essays
4. Posting & Discussion Forums
5. Midterm Exams
6. Final Exams
7. Class Professional Participation
8. Quizzes

*Specialty assessment measures used in some courses include:*

1. Family History assignment
2. Critical Thinking Posts with guided analysis
3. Grievance exercises & Written Grievance analysis with argument
4. Group Projects
5. Development of Organizational Code of Ethics Project
6. Critical Reading Response Papers
7. Virtual Exploration exercises
8. Course Critical Reflection Journals

**Students' self-assessment from End-of-Semester Course Evaluations (4 specific questions)**

This assessment approach uses an end-of-semester course evaluation instrument to understand students' perceptions of their learning experience in individual courses. The course evaluation is a 30 items, three category end-of-semester course evaluation. The first 25 common items are Likert scale and the last 5 items solicit written comments. The 25 items are divided into two categories. Category I consists of 11 items and aims at gathering data about students' perceptions as to course content and own efforts and Category II includes 14 items and it seeks students' perception as to instructor's effectiveness.

After review of our program objectives and student learning outcomes, four items from the course evaluation assisted us in measuring achievement based on student self-report. The four items were #5, 8, 9, and 10. Item #5 helped us effectively determine if student met the entire student learning outcome related to knowledge acquisition. Item #8 and #9 assisted in meeting critical thinking outcomes. Item #10 assisted in meeting the General Education course effectiveness in their professional life. (See below)

**Table 2 – Student Outcome matched with Course Evaluation Items**

- #5 I learned to address labor issues critically in this course – 1-5, 7-9 (Knowledge Objectives)
- #8 I actively sought out and discovered relevant knowledge 12 (Critical Thinking Objective)
- #9 I analyzed the credibility of information provided 12 (Critical Thinking Objective)
- #10 I applied professional knowledge to real social issues 6, 10-11 (Application and Gen Ed Professional Knowledge Objective)

#### **IV - Use of Student Learning Evidence**

There are many ways that the evidence of student learning could be used in higher education. In the Labor Studies program we use the student learning evidence for 3 primary reasons – 1) determine if students have grasped the course content enough to pass the course, 2) determine if student is ready for graduation, and 3) determine if the students will meet our graduate profile.

A noteworthy point is that the student learning evidence is not currently used to determine the LS program success. As mentioned earlier, this is due to the nature of the program as interdisciplinary and with a large number of students enrolled in our course, yet, not seeking a labor studies degree. This makes the Labor Studies program unique and effective in meeting students' needs but sets it apart from other degree granting programs with large numbers of majors.

#### **V - Assessment Plans**

The Labor Studies program is undergoing its own changes based on the evolving nature of higher education and societal landscape. However, our assessment journey has unearthed changes that may be beneficial to all stakeholders. Specifically there is a need to emphasize the lab and capstone aspects of the curriculum to generate quality and quantitative data on cumulative student learning outcomes. Secondly, there is a need to capture students' perception of their own learning through exit surveys.

Specifically, the Labor Studies Program within parameters plans to continue the use of the current measures identified above and improve its ability to effectively provide reliable student learning assessment information by directly performing the following measures:

- Adding exit survey to each course
- Determining the use of rubrics
- Emphasizing and marketing enrollment in the portfolio development courses
- Evaluating use of more service learning projects or micro case study analysis based on location
- Emphasizing and adding where possible more capstone research based projects
- Emphasizing and marketing enrollment in the L285 Assessment Project as a capstone not only for Associates degree students but for all degree granting levels
- Revising some program objectives to capture what the program really does well in regards to students and their learning
- Generating new interest and enrollment in capstone and Lab courses such as
  - L430 – Labor Research Methods,
  - L420 – Labor Studies Internship
  - L480 – Senior Seminar Readings
  - L495 Directed Labor Studies (Independent Study Options 1-6 credits)
  - L350 Issues in Collective Bargaining Lab (research paper )
  - L251 Collective Bargaining Laboratory (1-3 credits)

## Part II – Response to IUPUI Specific Assessment Questions

### Response to Assessment of Student Learning Outcomes Questions

Part II of this report responds to six assessment questions and derives responses from the three Labor Studies assessment measures. The three assessment measures are the PULs, course specific assessment measures, and end-of-semester course evaluations using 5 embedded questions. The responses account for the unique nature of the LS program.

#### Assessment of Student Learning Outcomes

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1. *What general outcome are you seeking?*

The Labor Studies program seeks to have its Bachelor degree seeking students graduate, meet the graduate profile, and meet the specified student learning outcomes noted herein.

2. *How would you know the student learning outcomes if you saw them?*

The student learning outcomes measure knowledge, application, critical thinking, and lifelong learning. Students passing their enrolled Labor Studies courses will demonstrate they are meeting the student learning outcomes based on their grades. Secondly, the students' self-identification of meeting these outcomes in the course evaluation will show their perception of meeting them.

3. *What opportunities do students have to learn it?*

Students have all the common and specific activities offered in their courses as an opportunity to learn the content expected and demonstrate outcomes from their learning.

4. *How are you measuring each of the desired behaviors identified in #2 above?*

Each measure is assessed in end-of- semester course evaluations and in the course specific assignments for passing the course.

5. *What are the assessment findings?*

Taking into consideration the three assessment measures the discussion herein highlights the general findings of the PULs, the course specific measures, and the embedded questions from the end-of-semester course evaluations.

#### **Principles of Undergraduate Learning (PULs)**

The classification of courses by the PULs proved to be an useful approach to review the quality and richness of the curriculum and the learning opportunities for students. Through this process, we identified that as a program we have a strong and **major emphasis** on integration and application of knowledge and learning, a **moderate emphasis** on intellectual depth and understanding society and a minor emphasis on critical thinking, values and ethics, and communication.

As a point of clarification it should be said that the “emphasis” classification highlights the current categorization of the Labor Studies courses based on emphasis in course content. It does not clearly reflect the type of work/assignments students have to fulfill to complete the course. Therefore, while critical thinking and values and ethics are being identified at the level of moderate and minor emphasis, we recognize that for students to integrate knowledge and apply their learning effectively, both, critical thinking and value and ethics are discussed and emphasized in course assignments. Indeed these two principles of Undergraduate Learning are a major focus of course teaching.

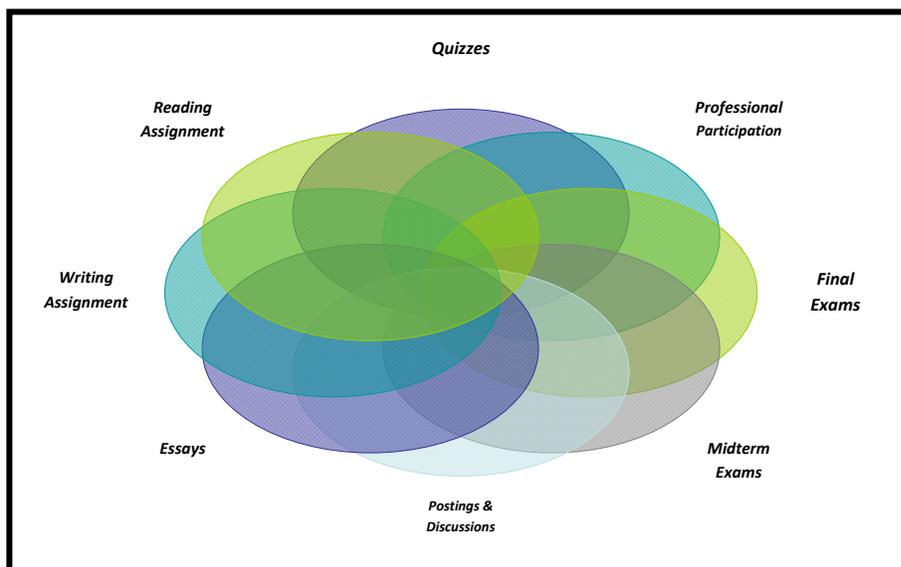
The findings from the PULs assessment are excellent new knowledge for the program as we articulate the expected outcomes for our students and determine if we are staying current and meeting our own articulated mission. We are happy to report that we are on track in meeting our mission with the findings and the results will assist in meeting the program vision.

### **Specific course assessments**

After conducting a review of all our courses to determine the type of assessment measures used to evaluate student learning outcomes it was evident that many of our measures are both quantitative and qualitative demonstrating integration and application of knowledge and evidence of intellectual depth and critical thinking (*See chart 1 below*).

What is noteworthy is that many creative ideas are being used in varied labor studies courses such as: family history assessments, critical thinking posts with guided analysis, grievance exercises & written grievance analysis with argument, online-group projects, development of organizational code of ethics project [linked with service learning], critical reading response papers, virtual exploration exercises, and course critical reflection journals. However, a challenge evident after the review was the lack of assessment measures to evaluate student application and knowledge skills through research, capstone-like projects, and integrated seminars. Such finding presents a ripe opportunity for curriculum enhancement.

**Chart 1 – Labor Studies Course Assessment Measures**



### **End-of-semester course evaluation – embedded questions**

The information below was compiled from the Fall 2011 and Spring 2012 semesters end-of-semester course evaluations. In Fall 2011, 529 students completed the evaluation from 26 course sections of which IUPUI students were members. In Spring 2012 672 students completed the evaluation from over 29 course sections of which IUPUI students were members. A relevant note is that Labor Studies courses are online and it pools students registered from across the system-wide program to enroll in a specific course. As a result, at no point is a class specifically IUPUI only unless that course is offered as a face-to-face in-person class on the IUPUI campus.

Table 3 below reports on the feedback from students and present percentages combining Agree and Strongly agree response choices from the Likert scale end-of-semester evaluation. Although the 30 item evaluation assesses many aspects including instructor effectiveness, four questions were embedded in the end-of-semester course evaluation to help the program determine student perceptions on their learning, relevant knowledge, information, and application to social issues. These four questions aided in also assessing student learning outcomes on knowledge objectives, life-long learning objectives, critical thinking objectives, and application based on general education courses objectives.

The student evaluation findings indicate that students “agreed” or “strongly agreed” to be able to seek and discover relevant information and knowledge, analyze credible information, and apply professional knowledge to real social issues. As noted earlier, we have a major emphasis on integration and application and moderate emphases on intellectual depth and understanding society and as such it suggests that we are meeting those PUL objectives.

In addition, in both semesters over 90% of the students surveyed believed that they learned to effectively address labor issues and use critical thinking to do so. They also perceived that they were able to seek and discover relevant knowledge (over 95% in Fall and 91% in Spring). In Fall and Spring over 89% of students said they were asked to analyze the credibility of the information provided and applied professional knowledge to real social issues (Fall 88% and Spring 90%). See Table 3 below.

**Table 3 – End-of-semester course evaluation assessment scores**

<b>Evaluation Item #</b>	<b>FALL 2011 Strong Agree &amp; Agree %</b>	<b>Fall 2011 26 sections 529 students n = # of students</b>	<b>SPRING 2012 Strong Agree &amp; Agree %</b>	<b>Spring 2012 29 sections 672 students n = # of students</b>
<b>Item #5</b> Learned to address labor studies issues critically	<b>91.86</b>	<b>123</b>	<b>91.9</b>	<b>149</b>
<b>Item #8</b> Sought and discovered relevant knowledge	<b>95.31</b>	<b>128</b>	<b>91.3</b>	<b>150</b>
<b>Item #9</b> Analyzed credibility of information provided	<b>89.38</b>	<b>113</b>	<b>89.18</b>	<b>148</b>
<b>Item#10</b> Applied professional knowledge to real social issues	<b>88.28</b>	<b>128</b>	<b>90.34</b>	<b>145</b>

### **Summary**

There are a number of interpretations from the data. First observation is that in general LS courses directly linked to the PULs are encouraging instructors and students to understand the student learning emphasis of their courses and helping to meet the mission of the LS program. We have adequate course specific assessments based on grades and via the end-of-semester course evaluations which indicates that students perceive that they are learning how to grasp, interpret, apply and critically assess information and apply that knowledge to real social issues. This suggests that the LS program is on target in using the current measures of assessment. However, other measurement mechanisms need to be explored.

### **6. What improvements have been made based on the assessment findings?**

Please see assessment plan in part I of this report.

### **Closing**

In this report, the Labor Studies program has been able to demonstrate three specific features of our program assessment. First, our student learning outcomes are linked to our Program mission and objectives. Second, given the nature of the Labor Studies program as a system wide academic unit, we use three measures of assessment: PULs, course specific assessment, and end-of-semester course evaluation. Third, we verified that our courses are both, linked to the PULs and classified according to PUL emphasis

to give focus to our curriculum. While many traditional forms of assessments are used to assess student learning through grades, other alternative evaluative mechanisms may need to be explored to stay current. Lastly, our students perceive that they are learning, critically thinking and assessing, and applying their knowledge to real social issues. Our curriculum assessment is ongoing and it has provided a platform for curriculum transformation.

# APPENDICES

## APPENDIX A - Program Objectives matched to LS Courses

14 Program Objectives	Courses where objective is met	Total # of Courses
1. Analyze the impact of globalization on working class and diverse groups.	L231, L330, L331 L290: Latin American Issues L390 Women and Development L390 Industrial Workers of the World	6
2. Analyze how global issues affect local, regional, and national labor markets.	L231, L330, L331 L290: Latin American Issues L390 Women and Development L390 Industrial Workers of the World	6
3. Apply knowledge of labor and working class movements from a global perspective.	L231, L330, L331 L290: Latin American Issues L390 Women and Development L390 Industrial Workers of the World L385, L410	8
4. Apply advocacy strategies to strengthen the labor movement	L100, L205, L250, L251, L255, L280, L331, L410	8
5. Apply advocacy strategies of social change and related skills to support the labor movement.	L100, L205, L250, L251, L255, L280, L331, L410	9
6. Demonstrate the values and conduct congruent to social and economic justice principles.	L101, L104, L110, L203, L205, L314, L370, L380, L290 Bringing Human Rights Home	
7. Demonstrate knowledge about workers and their organizations.	L101, L104, L210, L240, L255, L270, L314, L315, L360, L390 Industrial Workers	10
8. Demonstrate knowledge and skills to effectively advocate for the well being of the working class and their organizations.	L101, L104, L210, L240, L255, L270, L314, L315, L360, L385, L390 Industrial Workers	11
9. Demonstrate knowledge and skills to effectively advocate and mobilize resources for the unemployed.	L200, L201, L230, L320, L350	5
10. Apply knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others	Met by all General Education required courses	N/A
11. Assess the role of liberal arts at supporting justice and equality to working people.	L385 and met by all General Education required courses	N/A
12. Apply critical thinking skills in the process of inquiry to advance working class and social movement causes.	L101, L104, L203, L205, L314, L380	6
13. Demonstrate commitment and skills to continuing education and lifelong learning in an ever-changing world of work.	L199, L290s, L390s, L490s	4
14. Demonstrate commitment and skills to become agents of change to promote a just and equitable world of work.	L420, L430, L480, L495	4

## APPENDIX B - PUL Analysis of courses

### APPENDIX B

#### Labor Studies Principles of Undergraduate Learning Grid

<b>Principles of Undergraduate Learning</b>											
Department:		LSTU		<b>PUL Matrix</b>							
Author:		Irene Queiro-Tajalli									
Date Prepared:		May 17, 2012		1A	1B	1C	2	3	4	5	6
		Written, Oral, Visual Skills	Quantitative Skills	Information Resources Skills	Critical Thinking	Integration & Application of Knowledge	Intellectual Depth, Breadth, and Adaptiveness	Understanding Society and Culture	Values and Ethics		
Course	Course Title	<i>(3=Major Emphasis, 2=Moderate Emphasis, 1=Some Emphasis)</i>									
L100	Survey of Unions & Collective Bargaining				2	3	1				
L101	American Labor History				2	3			1		
L104	Labor History				1	3			2		
L110	Labor & Society							3	2	1	
L200	Survey of Employment Law				1			3	2		
L201	Labor Law	2				3					1
L203	Labor and the Political System	1			2	3					
L205	Contemporary Labor Problems				1			3	2		
L210	Workplace Discrimination & Fair Employment							3	1	2	
L220	Grievance Representation	2				3					1
L230	Labor & the Economy				2	3					
L231	Globalization and Labor				3	2				1	
L240	Occupational Health and Safety				2			3	1		
L260	Leadership and Representation				2			3	1		
L270	Union Government and Organization				2			3			
L280	Union Organizing				1	2			3		
L290	Latin American Issues in a Global Society				2	3					1
L290	Labor and the Corporation				2	3					1
L290	Topics in Labor Studies: Labor, Film & Other Media				2				3	1	

L290	Preventing Sexual Harassment in Workplace				2	3			1
L290	Family Medical Leave				2	3		1	
L314	Ethical Dilemmas in Workplace				2			3	1
L315	The organization of Work	1			2		3		
L320	Grievance Arbitration	2	1		2		3		
L330	Global Comparisons – Labor Relations Examples			2			3	1	
L331	Global Problems, Local Solutions				2	1		3	
L350	Issues in Collective Bargaining	2				3			
L370	Labor & Religion			2			3		1
L380	Theories of the Labor Movement	1			2	3			
L385	Class, Race, Gender, & Work					2		3	1
L390	Industrial Workers of the World				2	3		2	
L390	Women & Development				3		2	1	
L390	Topics in Labor Studies			2			3	1	
L410	Comparative Labor Movements	3					1	2	
L420	Labor Studies Internship					3			
L430	Labor Research Methods		1		2	3			
L480	Senior Seminar Readings		1		2	3			
L490	Topics in Labor Studies					3		1	2
L495	Directed Labor Study	3			1	2			

## APPENDIX C - LS Bachelor of Science Program Description

The Labor studies Bachelors program is offered on multiple campuses student achievement is based on a completion of 30 credit hours in 300- and 400-level courses, and at least 12 of these 30 credit hours must be earned in Labor Studies courses. At least 24 credit hours must be earned from Indiana University. No more than 21 credit hours may be earned within a single subject other than Labor Studies. Credits earned through prior learning, DANTES (Defense Activity for Nontraditional Education Support), and CLEP (College-Level Examination Program) cannot be applied to these requirements.

**Labor Studies Core Courses: 15 credit hours**

**Labor Studies Additional Courses: 27 credit hours**

**Arts and Humanities courses:**

12 credit hours (ENG W131 and one additional writing course required.)

**Math and Science courses:**

15 credit hours (One computer course required.)

**Social and Behavioral Science courses:**

12 credit hours (One course in economics required  
Labor Studies L230 meets this requirement.)

**Additional Credit Hours:**

12 credit hours (Courses must be from one of the three required areas of learning which include: Arts & Humanities; Physical Sciences and Mathematics; Social and Behavioral Sciences.)

**Electives courses: 27 credit hours** (Any course offered by IU fulfills elective requirements. Students are encouraged to focus their elective course work in related subjects to complete a minor concentration.)

Total credit hours: **120**

### Required Areas of Learning

The following are representative subjects in the three major required areas of learning:

#### Arts and Humanities

Afro American Studies  
Classical Studies  
Comparative Literature  
English  
Fine Arts  
Folklore and Ethnomusicology  
History  
History and Philosophy of Science  
Journalism  
Languages  
Music  
Philosophy  
Religious Studies  
Speech and Communication  
Theatre & Drama

#### Physical Science and Mathematics

Astronomy  
Biology

Chemistry  
Computer Science  
Geological Sciences  
Mathematics  
Physics  
Psychology (Psychology P101 may be applied as either Science and Mathematics or Social and Behavioral Science, depending on the campus.)  
Zoology

#### Social and Behavioral Sciences

Anthropology  
Economics  
Geography  
Linguistics  
Political Science  
Psychology  
Social Work  
Sociology

**Associate of Science in Labor Studies (AS-LS)**

At least 12 credit hours must be earned from Indiana University. No more than 15 credit hours may be earned within a single subject other than Labor Studies.

- **Labor Studies Core Courses:** 15 credit hours
- 
- **Labor Studies Additional Courses:** 12 credit hours
- **Arts and Humanities courses:**  
12 credit hours (ENG W131 and one additional writing course required.)
- **Math and Science courses:**  
6 credit hours (One computer course recommended.)
- **Social and Behavioral Science courses:**  
9 credit hours (One course in economics required. L230 meets this requirement.)
  
- **Additional Credit Hours:** None required
- 
- **Electives courses:**  
6 credit hours (Any course offered by IU fulfills elective requirements. Students are encouraged to focus their elective course work in related subjects to complete a minor concentration.)

Total credit hours: **60**

## Appendix D - List Labor Studies Courses

### Core and Advanced Courses

**L100 Survey of Unions and Collective Bargaining (3 cr.)** This course includes coverage of historical development, labor law basics, and contemporary issues. It also discusses a survey of labor unions in the United States; focusing on their organization and their representational, economic, and political activities.

**L101 American Labor History (3 cr.)** This course explores the struggles of working people to achieve dignity and security from social, economic, and political perspectives. It also explores a survey of the origin and development of unions and the labor movement from colonial times to the present.

**L104 Labor History (3cr.)** This course serves as an orientation for the study of labor history. It explores both critical and historical methodologies based on primary and secondary sources, biases, and interpretations. Discussions focus on selective questions and events.

**L110 Introduction to Labor Studies: Labor and Society (3 cr.)** This course introduces students to the interdisciplinary and advocacy approach of labor studies. Exploring labor's role in society, the class will look at how unions have changed the lives of working people and contributed to better social policies. Discussions will highlight the relationship of our work lives to our non-work lives and will look at U.S. labor relations in a comparative framework.

**L190 The Labor Studies Degree (1 cr.)** Required for all Labor Studies program majors. This course provides an introduction to the Labor Studies degree and to the knowledge and skills needed by students to progress toward a degree in a reasonable time frame. Students will learn how to build a plan of study that takes advantage of both credit for prior learning and new learning opportunities.

**L200 Survey of Employment Law (3 cr.)** This course explores statutes and common-law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, Social Security, retirement income protection, and privacy and other rights.

**L201 Labor Law (3 cr.)** This course reviews a survey of the law governing labor-management relations. Topics include the legal framework of collective bargaining, problems in the administration and enforcement of agreements, and protection of individual employee rights.

**L203 Labor and the Political System (3 cr.)** This course examines federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation, past and present; relationships with community and other groups.

**L205 Contemporary Labor Problems (3 cr.)** This course examines some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, environmental problems, minority and women's rights, community relations, and changing government policies.

**L210 Workplace Discrimination and Fair Employment (3 cr.)** This course examines policies and practices that contribute to workplace discrimination and those designed to eliminate it. It explores effects of job discrimination and occupational segregation. It analyzes Title VII, the Americans with Disabilities Act, and related topics in relation to broader strategies for addressing discrimination.

**L220 Grievance Representation (3 cr.)** This course looks at union representation in the workplace. It evaluates uses of grievance procedures to address problems and administer the collective bargaining agreement. It also explores analyses of relevant labor law and the logic applied by arbitrators to grievance decisions. Students learn about the identification, research, presentation, and writing of grievance cases.

**L230 Labor and the Economy (3 cr.)** This course analyses aspects of the political economy of labor and the role of organized labor within it. It emphasizes the effect on workers, unions, collective bargaining of unemployment, investment policy, changes in technology and corporate structure. It also explores patterns of union political and bargaining responses.

**L231 Globalization and Labor (3 cr.)**

This course explores the globalization of trade, production, and migration and the effects of these processes on American workers. Through reading, discussion, and problem formation, students will critically think about the ways global processes and policies impact American workers' daily lives, analyze existing historical and current justifications for offshore production and the dismantling of barriers to trade and investment, and explore alternatives to these policies.

**L240 Occupational Health and Safety (3 cr.)** This course reviews elements and issues of occupational health and safety. It emphasizes the union's role in the implementation of workplace health and safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies—in particular the OSHA Act of 1970.

**L250 Collective Bargaining (3 cr.)** This course emphasizes development and organization of collective bargaining in the United States, including union preparation for negotiations; bargaining patterns and practices; strategy and tactics; economic and legal considerations.

**L251 Collective Bargaining Laboratory (1-3 cr.)** This course provides collective bargaining simulations and other participatory experiences in conjunction with L250. L250 is either a prerequisite or a core requisite.

**L255 Unions in State and Local Government (3 cr.)** This course explores union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law.

**L260 Leadership and Representation (3 cr.)** This course evaluates organizational leadership issues for union, community, and other advocate organizations. It analyzes leadership styles, membership recruitment, and leadership development. It examines the role of leaders in internal governance and external affairs, including committee building, delegation, negotiations, and coalition building.

**L270 Union Government and Organization (3 cr.)** This course provides an analysis of the growth, composition, structure, behavior, and governmental processes of U.S. labor organizations, from the local to the national federation level. It considers the influence on unions of industrial and political environments; to organizational behavior in different types of unions; and to problems in union democracy.

**L280 Union Organizing (3 cr.)** This course explores various approaches and problems in private- and public-sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments to committee building and leadership development.

**L285 Assessment Project (1 cr.)** This is a capstone experience for associate degree students.

### Other Courses

**L199 Portfolio Development Workshop (1 cr.)** Emphasis for this course is placed on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for self-acquired competency (SAC) credit. This course applies only as elective credit to labor studies degrees.

**L290 Topics in Labor Studies (1-3 cr.)** This is a variable-title course. L290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some

courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

**L299 Self-Acquired Competency in Labor Studies (1-15 cr.)** See this bulletin for a description of Self-Acquired Competency.

#### **Advanced Courses**

**L314 Ethical Dilemmas in the Workplace (3cr.)** This course explores the ethical decision-making and behavior in a unionized workplace, based on the values and social justice mission of unions. Students will examine what constitutes ethical standards on issues such as affirmative action, transparency, membership involvement, and democratic procedures. This includes the philosophical and theoretical bases for ethics and discussions on the relationship between law and ethics in dealing with workplace conflict.

**L315 The Organization of Work (3 cr.)** This course examines how work is organized and how jobs are evaluated, measured, and controlled. It explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.

**L320 Grievance Arbitration (3 cr.)** (Recommended only after L220 or with permission of instructor.) This course explores the legal and practical context of grievance arbitration, and its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards are also explored. Students analyze research, prepare, and present cases in mock arbitration hearings.

**L330 Global Comparisons: Labor Relations Examples from Three Continents (3 cr.)**

This course uses a political economy framework to explore and compare countries' systems of labor relations, drawing from at least three continents. It analyzes the diverse approaches to the structure of twenty-first century labor law and social policy. It focuses on the role of organized labor in the global economy, patterns of breakdown in the enforcement of labor and employment law, and union and nonunion political and bargaining responses.

**L331 Global Problems, Local Solutions (3 cr.)**

This course addresses local manifestations of global problems confronting society, workers, and the labor movement. Students will cooperatively analyze issues, propose potential solutions, and engage in activities or practices that address globally driven local issues. Students will identify governmental, non-governmental, and charitable organizations that aid in ameliorating local problems. As a final project, students will design collaborative solutions based on our contemporary global situation in which work is characterized by flexibility, insecurity, and geographic mobility.

**L350 Issues in Collective Bargaining (3 cr.)** This course focuses on selected topics in collective bargaining and will include readings and discussions on workplace issues that may be remedied through the collective bargaining process. A research paper is usually required.

**L360 Union Administration and Development (1-3 cr.)** This course covers practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. It addresses the needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. This course may be repeated for up to 3 credits with department approval.

**L370 Labor and Religion (3cr.)** This course examines the relationship between religion and the labor movement as it has developed in the United States over the course of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will analyze the approach taken by religious institutions concerning workers' issues and assess the tradition in which workers of faith connect to more secular concerns for social and economic justice.

**L380 Theories of the Labor Movement (3 cr.)** This course examines various perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution, an agent for social reform, a revolutionary force, a psychological reaction to industrialization, a moral force, and an unnecessary intrusion.

**L385 Class, Race, Gender, and Work (3 cr.)** This course provides a historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. It examines union responses and strategies for addressing class, race, and gender issues.

**L390 Topics in Labor Studies (3 cr.)** This is a variable-title course. L390 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

**L390 Women and Development (3 cr.)** This online course provides an overview of the field of women/gender and development in low-income nations in Asia, Africa, and Latin America and will cover the main debates in this field, including the ways in which gender relations within households and communities affect women's employment and working conditions; the differential impact of globalization on women and men in agriculture, the informal work, and the formal labor force; health issues, population control, climate change, and migration as seen through a gender lens; and effects of global financial crises on women.

**L410 Comparative Labor Movements (3 cr.)** This course helps use historical, analytical, and comparative perspectives to examine labor movements and labor relations in industrial societies. It also emphasizes interactions between unions and political organizations, national labor policies, the resolution of workplace problems, the organization of white collar employees, and the issues of worker control and codetermination.

**L420 Labor Studies Internship (1-6 cr.)** This course applies classroom knowledge in the field. L420 may be repeated for a maximum of 6 credit hours.

**L430 Labor Research Methods (3 cr.)** This course focuses on the study of research design, methods, techniques, and procedures applicable to research problems in labor studies.

**L480 Senior Seminar or Readings (3 cr.)** This course can be used as a classroom seminar or directed reading course. It addresses current issues, historical developments, and other labor-related concerns. Topics may vary each semester.

**L490 Topics in Labor Studies (1-3 cr.)** This is a variable-title course. L490 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

**L495 Directed Labor Study (1-6 cr.)** This is a variable credit course. L495 may be repeated for a maximum of 6 credit hours. Students arrange to study with an individual labor studies faculty member, designing a course of study to suit their individual and varied needs and interests. The contract might include reading, directed application of prior course work, tutorials, or internships. Competencies are assessed through written papers, projects, reports, or interviews.

**L499 Self-Acquired Competency in Labor Studies (1-15 cr.)** See description in this bulletin for a description of self-acquired competency.

## L290s

**L290 Topics in Labor Studies (1-3 cr.)** This is a variable-title course. L290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

**L290 Topics in Labor Studies: Anti Discrimination Law: Overview**

Most people know there are laws that protect workers from unlawful discrimination, but who is protected and how do these laws protect employees? This course will provide an overview of anti-discrimination laws that apply to the workplace and explore some of the controversies surrounding these laws. We will also discuss how these laws impact employers and labor unions.

In addition, emerging issues and trends related to anti-discrimination protections will be examined

**L290 Topics in Labor Studies: Citizenship and Social Change**

As citizens in a democratic society, we have an obligation to understand the dynamics of social change. What happens when someone goes from non-involvement to activism? The road from hopelessness to “hell-raiser” has its twists and turns, but the rewards of action and participation far outweigh the risks. Whether at work or in the neighborhood, standing up to speak out in concert with others takes people down a predictable path that all organizers should know and recognize.

**L290 Topics in Labor Studies: Family Medical Leave Act**

This class will examine the 1993 Family Medical Leave Act law that has given employees new rights to request leave from their employer. We will review the history of the passage of the FMLA and will examine maternity leave, parental leave, sick leave, and protections for disabled workers in US and other countries.

**L290 Topics in Labor Studies: How TV Frames the Working Class**

How TV Frames the Working Class explores television's portrayal of working class people, from the early images of the late 1940's to those on display in recent situational comedies, dramas, and “reality” program. The course focuses primarily on two issues- television's under-representation of working class people and their concerns, and the stereotypes that are used when they are represented at all.

**L290 Topics in Labor Studies: Indiana Worker Rights**

**L290 Topics in Labor Studies: Indiana Workers Compensation**

This course focuses on providing students with both an academic and practical understanding of the Workers' Compensation Laws. Although other systems will be discussed throughout the course, an emphasis will be placed on Workers' Compensation in Indiana.

**L290 Topics in Labor Studies: Labor and the Corporation**

The course will examine the dominant economic and political power of multinational corporations and the important role that unions have played historically as a counterweight to corporate power. It will begin with an examination of the rise of the modern corporation from 1886 when the US Supreme Court recognized corporations as having the same rights and protections as people under the US Constitution. It will contrast this with the subsequent rise of radical labor unions such as the Industrial Workers of the World and anarchist syndicalist unions as movements addressing significantly increased corporate power.

**L290 Topics in Labor Studies: Labor, Film and other Media**

**L290 Topics in Labor Studies: Labor, Work and Ecology**

This course examines western concepts of work and the natural environment, including the origins of the work ethic and the “commodification” of labor and nature, beginning with an overview of their capitalist era beginnings. These concepts will be explored in a modern context of ecological and labor tensions resulting from globalization, using examples of blue green alliances particularly with regard to climate change.

**L290 Topics in Labor Studies: Latin American issues in a Global Society**

This course is designed for students interested in international issues, particularly in Latin America.

Recent experiences in Latin America figure prominently in the current global society and they offer a rich and diverse response to neoliberal globalization by expanding the basis for economic and political equality, social justice, as well as building alternatives to longstanding issues of poverty and colonialism as well as authoritarian political practices. The responses to globalization in the southern continent are not the result of a monolithic process, but rather an expansive struggle for political, economic and social justice, involving millions of people over a long period of time.

**L290 Topics in Labor Studies: Pensions and ERISA**

**L290 Topics in Labor Studies: Preventing Sexual Harassment**

This one-credit course will briefly examine all aspects of workplace and academic sexual harassment, including but not limited to definitions, history, federal and state law, EEOC guidelines and procedures, employer and school liability, personnel, school and contract language and policies, and personal perspectives. Reasons for and solutions to workplace and academic sexual harassment will be discussed.

**L290 Topics in Labor Studies: Preventing Workplace Violence**

This course will examine the causes, preventions, and individual risks for workers from the real/perceived threat of violence in the workplace. We will identify behavioral, environmental, and administrative factors that contribute or prevent the incidents of violence in the workplace.

**L290 Topics in Labor Studies: Strikes**

**L290 Topics in Labor Studies: Update on American Disabilities Act**

**L290 Topics in Labor Studies: Working Class Hollywood**

This course will use fictional film as a tool with which to examine these matters that are fundamental to American labor. Students will view particular popular films that address the effects of global marketing and industrialization, the threat from gender, race, and sexual discrimination on the job, and efforts to unionize. Class discussions will compare cinematic representations of these experiences with the “actual” experiences of ordinary American workers, to recognize the real importance of these issues for modern labor and understand the ways they might be translated for entertainment purposes.