

# ELR 640 Negotiations-DEAdd-2015-12-29

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Form Information



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- ***If DUAL LISTED list BOTH courses in the page title***

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*\*Indicates a required field*

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<b>Course Level*</b>	graduate-level
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## Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>Course Prefix /Number*</b>	ELR 640
<b>Course Title*</b>	Negotiations
<b>Type of Proposal*</b>	<i>See CBA, Art. 42.D.1 for Definition</i> itv

**Brief Course Outline\***

*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments*

*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or*

*direct faculty instruction, there should be a minimum of two hours of out of class student work.*

Class #1: Course Introduction and Requirements: Course objectives and evaluation methods; course outline and classroom procedures; use of technology to engage students within different formats (face to face section with DE course section); formation of work groups for negotiation simulations.

Class #2: Introduction to Positional and Nontraditional Models of Collective Bargaining: differentiating private sector and public sector collective bargaining; assumptions within different models of collective bargaining; sample (ungraded) course assessment. Readings: Chapter 17 The Collective Bargaining Process (Cassel) and Negotiations for Unionists (Negotiations Workbook)

Class #3: The Components of Costing Out a Contract Proposal: The basic processes and procedures in collective bargaining: Common management and union preparation and approaches to bargaining; decision-making methods for negotiating teams. Work groups calculate the new money costs of a simulated contract proposal. Readings: Chapter 1 General Assessment of Negotiations (Cassel) and Table Tactics Strategies for Unionists (Negotiations Workbook)

Class #4: Readings: Chapter 10 Costing Contract Demands, Offers and Settlements (Cassel) and Costing Proposals for Unionists (Negotiations Workbook)

Class #5: Readings: Chapter 4 The Laws Controlling Labor Negotiations (Cassel) and Laws of Labor Collective Bargaining (Negotiations Workbook)

Class #6: Readings: Chapter 2 Preparing for Bargaining (Cassel) and Financial Information in Collective Bargaining (Negotiations Workbook)

Class #7: Readings: Chapter 3 Developing a Bargaining Game Plan and Chapter 5 The Preliminary Stages of Negotiation (Cassel) and Concessions and the Problems in Combating Them (Negotiations Workbook)

Class #8: Readings: Chapter 6 Practical Tips for the Management Spokesperson (Cassel) and Public Sector Unionists (Negotiations Workbook)

Class #9: Readings: Chapter 7 Strategies for Bargaining Over Economics (Cassel) and Why Do They Settle? (Negotiations Workbook)

Class #10: Readings: Chapter 15 Special Bargaining Situations and Chapter 16 Alternatives to Negotiations (Cassel) and Mobilizing the Members (Negotiations Workbook)

Class #11: Readings: Chapter 8 Negotiating Health and Welfare Benefits and Negotiating Pensions (Cassel) and Two Dozen Rules for Union Negotiators (Negotiations Workbook)

Class #12: Readings: Chapter 11 Drafting Labor Contract Language and Chapter 12 Striving to Reach Agreement (Cassel)

Class #13: Readings: Chapter 13 Strike Preparation, Decision-making and Management (Cassel) and Suggestions for Ratification Meetings (Negotiations Workbook)

Class #14: Readings: Chapter 14 Bringing Negotiations to a Conclusion (Cassel) and Final Thoughts on Negotiations (Negotiations Workbook)

**Rationale for Proposal (Required Questions from CBA)**

<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>Qualifications related to distance education:</p> <p>Dr. Clawson is qualified to teach this course blending videoconferencing and face-to-face instruction. She has successfully taught online courses, including ELR 613 Fundamentals of American Labor Relations and ELR 631 Compensation Administration; she has also successfully taught courses using blended technology of cloud-based Zoom videoconferencing with face-to-face student sections, including ELR 613, ELR/HSAD 631 Human Resource Management in the Public Sector, and ELR/HSAD 619 Advanced Research Methods in ELR. In addition, she has used D2L to supplement the face-to-face courses that she has taught over the past two years. Since August 2014 she has participated in a number of technology workshops and professional development experiences, including two experiences with the IT Boot Camp, and three IUP Technology Day experiences (August 20, 2014, January 14, 2015 and August 19,2015). She participated in an online Learning &amp; Teaching circle at IUP during the 2014-2015 academic year.</p> <p>Qualifications related to discipline:</p> <p>Dr. Clawson has more than 35 years of experience in the public schools of Pennsylvania, including ten years as a classroom teacher, fifteen years as a program supervisor for student services, and fourteen years as a building-level principal or central office district administrator. She holds three teaching certifications in Pennsylvania; two supervisory certificates, two administrative certificates and a superintendent's letter of eligibility. Her doctorate is in Curriculum &amp; Instruction. Dr. Clawson served for four years on the Governor's Advisory Committee for Early Childhood Education, and for six years on the Advisory Board for K-12 accreditation within the Middle States Association.</p>
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**For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.**  
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Objective 1: The student will be able to describe and demonstrate the basic processes and procedures in positional as well as nontraditional models of negotiations in collective bargaining.

Students will be given information on the collective bargaining processes in U.S. labor relations, including the historical background and current legal environment, the processes in implementing, costing out and negotiating collective bargaining agreements, and the range of strategies commonly used within major models of negotiation. This will be accomplished through required readings from the assigned texts, academic articles, current events and discussion questions posed via the D2L Discussion board feature. Students will apply information via small group and whole class discussions, working in groups that have member students from the videoconferencing section as well as the face-to-face section of the course. The Zoom cloud videoconferencing platform will enable students to interact in real time whether in the face-to-face class or using the Zoom connection from a remote site. The D2L online learning platform will be used for News posts, Course Content, PowerPoint advance organizers, Discussion posts, the Dropbox and online individual feedback for assignments. Face-to-face class sessions will integrate these information sources with active learning activities and projects, including the ongoing examination of real-world contract negotiations (via current events), question-and-answer sessions on assigned text chapters led by students, and work group practice on specific scenarios leading to the full negotiation simulation. Student work groups may elect to use wikis as they prepare for their simulated negotiation.

Objective 2: The student will explain the legal framework of collective bargaining in the United States.

Students will examine the ways in which U.S. labor history influenced the evolution of the legal framework of collective bargaining in our country. Federal statutes that shaped collective bargaining, and more current laws that affect collective bargaining in today's workplaces will be examined, along with the distinct differences between private sector and public sector collective bargaining laws. This objective will be achieved through assigned readings, classroom application of concepts and approaches, and resources provided through D2L's online learning platform (see Objective #1 for specific features).

Objective 3: The student will analyze major approaches to the negotiating process, including identification of the goals, assumptions, relative strengths, tactics and potential outcomes within each major approach.

Given the foundation of information related to the history, legal environment, processes and underlying assumptions of different models of negotiation, students will compare and contrast positional with nontraditional approaches to collective bargaining negotiations. The use of in-class scenarios for work groups will be used to enable students to study, develop a response, and justify their decisions based upon course content. This objective will also include assigned readings and resources provided through D2L's online learning platform (see Objective #1 for specific features).

Objective 4: The student will work collaboratively to develop appropriate negotiating strategies within simulations, focusing on both management and labor perspectives within collective bargaining. This objective is an extension of learning objective #3, with the expectation that student groups will move from practice scenarios to a larger simulated collective bargaining negotiation. The simulation is based upon the facts and circumstances of a real contract negotiation situation in recent history. Guidelines, rubrics, and ongoing instructor feedback to each work group will be provided via D2L. Additional resources will be provided through D2L's online learning platform. Each work group may use a wiki to support its small group discussion, planning and in-process caucuses. A work group may also choose to use Google docs as part of its preparation for the simulated negotiations assignment.

Objective 5: The student will examine, analyze and prepare and conduct a simulated labor contract negotiation, including the creative of a summary report on the simulation experience.

Students will be assigned to work groups for the term, and a number of course activities will be completed by working collaboratively within the team. Each group will be required to work separately to examine, analyze and prepare for their role as management or labor in a simulated contract negotiation experience. Individual students will have assigned roles within each negotiating team, and introductory information on the bargaining history and management/labor's respective priorities will be provided in real-time class sessions and also via D2L. A template for a follow-up report will be provided to students, and each student will submit a summary, evaluation and personal response paper via D2L.

Objective 6: The student will synthesize course content in completing a scholarly research paper from a defined list of topics related to negotiations.

Each students will be required to conduct a literature search on a topic related to negotiations within collective bargaining. Guidelines and a scoring rubric for a scholarly research report reflecting that literature search will be provided via D2L. Each student will submit a research paper via D2L.

<p><b>How will the instructor-student and student-student interaction take place?*</b>  (if applicable)</p>	<p>Instructor-student interactions will take place using several methods. The real-time instruction will enable the instructor to assess student understanding prior to instruction, to deliver content and support student practice and application of concepts during instruction, and to shape formative assessment to match the students' demonstrated learning needs. Students who use cloud-based videoconferencing to participate in the class will engage in many of the same ways, with some adjustments in the format (quizzes) and discussion structure (videoconferencing students will be specifically invited to contribute their perspectives at identified points in the class session). Beyond the face-to-face and remote access connection, the instructor will use the D2L online learning platform to supplement the assigned texts with articles and other content, to provide structured guides via introductory PowerPoint, and to use the Discussion board, News posts, Dropbox and feedback features to enable students to gain access to course information 24 /7. Individual instructor-student interactions are available to students in the face-to-face course section, and students who use videoconferencing are encouraged to use email and phone contacts at any time for support or information.</p> <p>Student-student interactions are available to all students (face-to-face and videoconferencing access) during class time, via whole class activities, as part of ongoing small group work, and in overall classroom discussions. Students will interact more frequently within their assigned work groups, with class time dedicated to the group work needed to prepare for course assignments. Students who use videoconferencing will be randomly assigned to the work groups, and technology (either additional classrooms with separate Zoom meeting rooms created, or alternate mobile technology such as Skype) will be used to enable small groups to have caucuses and break-out (separate) sessions during class time. Each work group may use a wiki or Google docs as part of its preparation for and participation in the simulated negotiations.</p> <p>Students will participate in Discussion board postings throughout the semester, including responses to other students' submissions. Students will also have the capacity to email other students.</p>
<p><b>How will student achievement be evaluated?</b></p>	<p>Each student's overall course achievement will be evaluated based on the following course requirements:</p> <p>Course participation    10%</p> <p>Research paper            25%</p> <p>Negotiations report    15%</p> <p>Formative assessments 20%</p> <p>Comprehensive exam    30%</p> <p>Student achievement will be assessed through their active participation in course activities, their successful completion of ongoing written assignments, the submission of Discussion board postings and responses to other students' postings, full participation as a work group member, and the course summative comprehensive examination. Students will be required to use technology, such as the D2L features of Dropbox and Discussion board postings, and to use the D2L course resources (guidelines, rubrics, PowerPoint advance organizers, course News updates and feedback features). Students may selection the option of wikis and Google docs as part of their course activities. Students will be expected to use academic and scholarly sources for the assigned research paper.</p>
<p><b>How will academic honesty for tests and assignments be addressed?*</b></p>	<p>The Academic Integrity Policy described in the IUP Graduate Catalog will be followed in this course, and this information will be included in the ELR 640 Course Syllabus distributed to all enrolled students. This Policy statement explains that IUP students are expected to maintain the highest standards of honest and integrity. Each student in the course is expected to be responsible for knowing and abiding by the IUP Academic Integrity Policy, and the course syllabus includes a link to the full text of this university policy. The syllabus described the instructor's expectation that all assignments and work completed by the student in the course use appropriate citations. Plagiarism, cheating and other forms of academic dishonesty are described as grounds for receiving a failing grade for an assignment, an exam and/or the course, with referral to the University Judicial Review and potential sanctions from the university. The syllabus directs the students to review the twelve types of academic integrity within the IUP Academic Integrity Policy, and the syllabus further emphasizes violation number 4, which restricts using the same paper or work more than once without authorization of the faculty member. Within the course syllabus Dr. Clawson specifically informs students that they are not permitted to submit a research paper for ELR 640 if it was written for another course. Dr. Clawson will use Turnitin, an electronic anti-plagiarism checking procedure for any written assignment submitted through the D2L Dropbox feature. Class participation requires that students, and work groups of students, complete unique preparation for the negotiations simulation and also actively engage in both the synchronous class experience and the asynchronous assignments provided on the course's D2L page. The instructor will assess each student's engagement across these instructional settings.</p>

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