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		Proposer Email*	

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)

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

<p>How will the instructor-student and student-student interaction take place?* (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>How will student achievement be evaluated?</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</p>