# Course Description

Personnel administration, contract administration, collective bargaining, and fiscal management, including the economics of education.

# University Learning Outcomes (ULO)

* **ULO1**: Knowledge of Human Cultures and the Physical and Natural World

**ULO2**: Intellectual and Practical Skills

**ULO3**: Personal and Social Responsibility

**ULO4**: Integrative and Applied Learning

**ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Explain the basic economics of school finance and the business of education
* **CLO2**: Analyze the legal requirements for educational contracts (for all parties)
* **CLO3**: Describe the legal basis for labor law, and know the “rules of the game” as they pertain to negotiations
* **CLO4**: Explain the basics of negotiation tactics and strategies
* **CLO5**: Describe the need for labor relationships to exist throughout the entire negotiation process

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Watkins, M. (2006). *Shaping the game: the new leader's guide to effective negotiating*. Boston, MA: Harvard Business School Press.

ISBN: 978-1422102527

Kirschinger, Karen. (2012). *Examining elements and strategies for successful contract negotiations with teachers' unions*. BiblioLabsII.

ISBN13: 978-1249098027

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: School Finances | 30 | <insert due date> |
| Discussion: Inheritance Tax | 30 |  |
| Assignment: Community Stakeholders | 50 |  |
| Blog: School District Economics | 50 |  |
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| **Week 2** |  |  |
| Discussion: Teacher Contracts and Negotiations | 30 |  |
| Discussion: Reflection on the State of Contracts and Unions | 30 |  |
| Assignment: Reflection on Teachers’ Unions | 50 |  |
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| **Week 3** |  |  |
| Discussion: Labor Unions | 30 |  |
| Discussion: Teacher Contracts and Negotiations | 30 |  |
| Discussion: Private Contract Negotiations | 30 |  |
| Assignment: Reflection on Teachers’ Unions | 50 |  |
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| **Week 4** |  |  |
| Discussion: Labor Negotiations | 30 |  |
| Discussion: School Board, Superintendent, and Teacher Chief Negotiator | 30 |  |
| Assignment: Impact of Teacher Negotiations | 60 |  |
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| **Week 5** |  |  |
| Discussion: Negotiating in Good Faith | 30 |  |
| Assignment: Analysis on Teacher Negotiations | 60 |  |
| Assignment: Strike Plan | 70 |  |
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| **Week 6** |  |  |
| Discussion: Sunshine Laws | 30 |  |
| Assignment: Cost of Teacher Negotiations | 60 |  |
| Assignment: Teacher Salary Increase | 60 |  |
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| **Week 7** |  |  |
| Discussion: Interest Based Bargaining | 30 |  |
| Discussion: Win-Win Bargaining | 30 |  |
| Assignment: Saving a Broken Negotiation | 100 |  |
|  |  |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Economics of Education** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the economy of a school district. | | CLO1 | |
| * 1. Explain the relationships between educational leadership and stakeholders in a school district. | | CLO1, CLO3, CLO5 | |
| * 1. Describe common budget situations in a school district. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A | N/A |
| **Pre-Reading Quiz: School District Economics**  The following quiz will examine your current level of knowledge about school district economics. This quiz is not graded, but will provide you with an idea of what to pay attention to as you complete the assigned readings this week.  **Complete** the pre-reading quiz on school district economics. | | 1.1 |  |
| **Week One Reading**  **Read** the following sections of *Shaping the Game: The New Leader’s Guide to Effective Negotiating* (Watkins):   * Introduction * Chapter 1   **Resources:**   * **Read** *School Finance 101*, available from the Pennsylvania Department of Education. * **Read** *Pennsylvania School Tax Burden*, available from the Consortium for Policy Research in Education. * **Review** the “Historical Index: SS Act of 2006”.   **Post** any comments or questions in the “Course Collaboration” discussion forum. | | 1.1, 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Post-Reading Quiz: School District Economics**  **Complete** the post-reading quiz.  **Compare** your results to your pre-quiz results. | | 1.1 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| **Extension: Teacher Contracts Blog**  **Find** a local educational story focused on teacher contracts and/or negotiations.  **Post** the story to the Classroom Blog, including a short summary of the story. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: School Finances**  **Review** *School Finances 101*.  **Respond** to the following question in the “School Finances” discussion forum by Thursday:   * Are school finances transparent and clear to all stakeholders? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Inheritance Tax**  **Respond** to the following question in the “Inheritance Tax” discussion forum by Thursday:   * Is the inheritance tax a good idea? Why or why not? Relate your response to school finances.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Community Stakeholders**  Schools are part of a broader community, but they often function as a central hub for a large group of stakeholders—all of whom have a vested interest in the community and the school district.  **List** as many stakeholders as you can.  **Rank** those stakeholders from most to least important.  **Write** a250–350-word explanation describing who your top-ranked and low-ranked stakeholders are, and why you placed them in their respective priority slots.  **Submit** your assignment to your instructor via Blackboard. | | 1.2 | Assignment = **30 minutes** |
| **Blog: School District Economics**  **Write** a 250–400-word reflection on your evolving understanding of school district economics.  **Include** responses to the following questions:   * What did you find most surprising about school district economics? * Do you think it makes sense for school districts to use millage rates to calculate taxes? * How could we simplify tax rate calculation to be more equitable?   **Submit** your assignment to your instructor via Blackboard by 11:59 p.m. EST on Sunday. | | 1.1 | Blog: one post and replies to three other posts = **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use the questions that come up in the first part of the week to tailor the live Adobe Connect class session scheduled in the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

Note: It is the instructor’s choice as to what day they will schedule the Adobe Connect live session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Contracts: Who Needs Them? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between the contract needs of a public school and those of a private school. | | CLO1 | |
| * 1. Describe the history and development of educational contracts, including ACT 93 for all administrative personnel. | | CLO1, CLO2 | |
| * 1. Identify the purpose of school contracts, noting how they have developed over the decades. | | CLO2, CLO3 | |
| * 1. Explain the development of education unions in the northeastern US. | | CLO2, CLO3 | |
| * 1. Explain why some educational workers have contracts and some do not. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** the following sections of *Examining Elements and Strategies for Successful Contract Negotiations with Teachers’ Unions* (Kirschinger):   * Chapter 1 * Chapter 2   Note. Pay particular attention to the section on the History of Unions for a succinct overview.  **Review** the following sections of *Shaping the Game: The New Leader’s Guide to Effective Negotiating* (Watkins):   * Introduction * Chapter 1   **Review** “Financial and Economic Terms.”  **Read** “Contracts: Where Did They Develop.”  **Post** any comments or questions in the “Course Collaboration” discussion forum. | | 2.1, 2.2, 2.3, 2.4, 2.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Resource: The Rise of Teacher Unions**  **Read** “The Rise of Teacher Unions: A Look at Union Impact over the Years,” available from the Hechinger Ed blog: <http://hechingered.org/content/the-rise-of-teacher-unions-a-look-at-union-impact-over-the-years_5601/>  **Post** any comments or questions in the “Course Collaboration” discussion forum. | |  |  |
| **Resource: To Be Or Not To Be (Under Contract)**  **Read** “To Be Or Not To Be (Under Contract),” available from Fisher Phillips: <https://www.fisherphillips.com/resources-newsletters-article-to-be-or-not-to-be-under-contract>  **Post** any comments or questions in the “Course Collaboration” discussion forum. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teacher Contracts and Negotiations**  **Find** an education story focused on teacher contracts and/or contract negotiations in a school district.  **Post** a link to the story in the discussion.  **Respond** to the following questions in the “Teacher Contracts and Negotiations” discussion forum by Thursday:   * How does the story relate to teacher contracts or contract negotiations? * What does your chosen story illustrate about teacher contracts or contract negotiations?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2, 2.3 | Discussion: one post and replies to three other posts =  **2 hour** |
| **Discussion: Reflection on the State of Contracts and Unions**  **Respond** to the following questions in the “Reflection on the State of Contracts” discussion forum by Thursday:   * Reflecting on the history of school contracts and unions, how do you see attitudes evolving on contacts in the future? Are contracts going to become more or less prevalent in schools? Will unions become weaker or stronger? Justify your responses.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 2.2, 2.3,2.4, 2.5 | Discussion: one post and replies to three other posts =  **2 hour** |
| **Assignment: Reflection on Teachers’ Unions**  **Write** a 250–400-word paper detailing your views on teachers’ unions.  Be sure to give your personalized answers to the following questions:   * What is the purpose of a teachers’ union? * Are teachers’ unions necessary today? * Do teachers’ unions help students? * Do teachers need unions to negotiate good contracts?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 2.2, 2.3,2.4, 2.5 | Reflection=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Three: Labor Negotiations: Basic Purpose and Strategy | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the basic purpose of labor negotiations. | | CLO2, CLO3 | |
| * 1. Explain basic strategies used by both sides in labor negotiations. | | CLO3, CLO4 | |
| * 1. Identify various labor unions that represent employees in a school district. | | CLO3, CLO4 | |
| * 1. Compare and contrast teacher contracts. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** the following sections of *Shaping the Game: The New Leader’s Guide to Effective Negotiating* (Watkins):   * Chapter 2 * Chapter 3 * Chapter 5   **Read** “Contracts: Who Needs Them?”  **Review** the sample teacher contract.  **Review** the sample teachers’ union contract.  **Read** “How Do Teachers' Unions Influence Education Policy? What We Know and What We Need to Learn,” available from Michigan State University’s Education Policy Center: <https://education.msu.edu/epc/library/papers/HowUnionsInfluenceEducationPolicy.asp>  **Post** any comments or questions in the “Course Collaboration” discussion forum. | | 3.1, 3.2, 3.3, 3.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Resources: Act 93 Agreements**  **Read** “Executive Director’s Notepad… Act 93 Agreements and Your Rights as Principals,” available from the PA Principal’s Association website: <http://www.paprincipals.org/resource/images/stories/documents/executive/act93hartman.pdf>  **Review** the “Act 93 Agreement Template,” available from the PA Principal’s Association website. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** Adobe Connect Resources.  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: This session will be recorded and made available to those who are unable to attend the live session. | | 3.1, 3.2, 3.3, varies | Live Discussion: lecture and discussion = **1 hour** |
| **Extension: Teacher Contract Negotiations Blog**  **Find** a local news article dealing with teacher contract negotiations.  **Post** the article with a short summary no later than Thursday.  **Read** the articles other students have provided, looking for differences in the way the contracts are presented.  **Comment** on at least two other students’ posts. | | 3.4 | Discussion: one post and replies to three other posts = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Labor Unions**  **Respond** to the following questions in the “Labor Unions” discussion forum by Thursday:   * Are labor unions good for teachers? Why or why not? Justify your response. * Are labor unions good for students? Why or why not? Justify your response. * Are labor unions good for school districts? Why or why not? Justify your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 2.4, 3.2, 3.3, 3.4 | Discussion: one post and replies to three other posts =  **2 hour** |
| **Discussion: Teacher Contracts and Negotiations**  **Find** an education story focused on teacher contracts and/or contract negotiations in a school district.  **Post** a link to the story in the discussion.  **Respond** to the following questions in the “Teacher Contracts and Negotiations” discussion forum by Thursday:   * How does the story relate to teacher contracts or contract negotiations? * What does your chosen story illustrate about teacher contracts or contract negotiations?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts =  **2 hour** |
| **Discussion: Private Contract Negotiations**  **Respond** to the following questions in the “Private Contract Negotiations” discussion forum by Thursday:   * Why are most teacher contracts negotiated in non-public meetings? * Do you think this is a positive practice? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2, 3.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Comparing Contracts**  **Read** the sample Teachers’ Contract.  **Review** the sample Act 93 Agreement.  **Review** the sample Superintendent’s Contract.  **Write** a 250–400-word paper analyzing these three contracts and differentiating between them.  Address the following contract features in your comparisons:   * Pay increases * Benefits * Termination procedures   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 3.2, 3.3, 3.4 | Reflection=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

**Mid-Course Adobe Connect Live Discussion**

Due to the somewhat technical nature of this course, you should be in constant contact with students regarding their level of comfort in the course. Take the opportunity to hold a live session as a mid-point heat check on your students - ask them how they are finding the course and what areas they need more help or instruction in. Inform them of upcoming assignments, and resources they can find to help them be successful at those assignments.

Students should post any questions or comments they have to the Announcement forum. The instructor can then use the questions that come up in the first part of the week to tailor the live Adobe Connect class session scheduled in the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

Note: It is the instructor’s choice as to what day they will schedule the Adobe Connect live session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Four: Logistics of Negotiations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the normal flow of labor negotiations in a school district. | | CLO4 | |
| * 1. Explain the ways that an administrator can affect labor negotiations. | | CLO3, CL05 | |
| * 1. Describe the effect of labor negotiations on the operation of a school district. | | CLO3, CLO4, CLO5 | |
| * 1. Differentiate between the rules and regulations surrounding labor negotiations in various states and localities. | | CLO3, CLO4 | |
| * 1. Explain the relationship between various labor unions representing employees in a school district. | | CLO3, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** the following sections of *Examining Elements and Strategies for Successful Contract Negotiations with Teachers’ Unions* (Kirschinger):   * Chapter 5   **Review** the following sections of *Shaping the Game: The New Leader’s Guide to Effective Negotiating* (Watkins):   * Chapter 2 * Chapter 3 * Chapter 5   **Read** “Issues and Action: Collective Bargaining,” available from the California Teachers Association: <http://www.cta.org/en/Issues-and-Action/Collective-Bargaining.aspx>  **Post** any comments or questions in the “Course Collaboration” discussion forum. | | 4.1, 4.2, 4.3, 4.4, 4.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Resource: Contract Negotiations Between Homewood-Flossmoor High School (Illinois) and the Teachers Union**  **View** “Contract Negotiations Between Homewood-Flossmoor High School (Illinois) and the Teachers Union,” available on YouTube [11:15]: <https://www.youtube.com/watch?v=xBd6ctFQOG4> | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Labor Negotiations**  **Respond** to the following questions in the “The Flow of Labor Negotiations” discussion forum by Thursday:   * Who controls flow the most in a teacher labor negotiation? * Are teacher labor negotiations vastly different from labor negotiations with other employee unions? Why or why not? * How can the administrator positively or negatively affect labor negotiations?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: School Board, Superintendent, and Teacher Chief Negotiator**  **Review** “Contract Negotiations Between Homewood-Flossmoor High School (Illinois) and the Teachers Union,” available on YouTube [11:15]: <https://www.youtube.com/watch?v=xBd6ctFQOG4>  **Respond** to the following questions in the “School Board, Superintendent, and Teacher Chief Negotiator” discussion forum by Thursday:   * Reflecting on the testimonies of the stakeholders in this negotiation, what are the pitfalls that each stakeholder group fell into? * What changes would have made negotiations smoother and less contentious? * Did the school board's negotiating strategy have merit? Was it simply a failure of communication? * What are the top three lessons of this case study?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.2, 4.3 | Discussion: one post and replies to three other posts =  **2 hour** |
| **Assignment: Impact of Teacher Negotiations**  **Write** a 350–700-word essay about the impact of teacher negotiations on each group of stakeholders.  **Include** the following for each stakeholder group:   * Impact in terms of positive and friendly negotiations * Impact in terms of negative and angry negotiations   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 4.1, 4.2, 4.3, 4.5 | Analysis= Reflection, paper, feedback=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Five: Conducting Labor Negotiations in the Real World | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the approaches to negotiating labor contracts. | | CLO2, CLO4 | |
| * 1. Compare the pros and cons of various methods of labor negotiating. | | CLO4, CLO5 | |
| * 1. Explain how labor unions can rally their membership for or against contracts and initiatives. | | CLO3, CLO4, CLO5 | |
| * 1. Create an action plan for situations in which negotiations fall apart. | | CLO2, CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** the following sections of *Shaping the Game: The New Leader’s Guide to Effective Negotiating* (Watkins):   * Chapter 4 * Chapter 6   **Read** CPRE Brief on Pennsylvania School Tax Burden.  **Post** any comments or questions in the “Course Collaboration” discussion forum. | | 5.1, 5.2, 5.3, 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Resource: Teachers’ Unions and Collective Bargaining: Resolving Conflicts**  **Read** “Teachers’ Unions and Collective Bargaining: Overview,” available at FindLaw.com: <http://education.findlaw.com/teachers-rights/teachers-unions-and-collective-bargaining-overview.html>  **Read** “Teachers’ Unions and Collective Bargaining: Resolving Conflicts,” available at FindLaw.com: <http://education.findlaw.com/teachers-rights/teacher-s-unions-and-collective-bargaining-resolving-conflicts.html>  **Post** any comments or questions in the “Course Collaboration” discussion forum. | | 5.1, 5.2, 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Negotiating in Good Faith**  **Respond** to the following questions in the “Negotiating and Strike Planning” discussion forum by Thursday:   * What are some shows of good faith that can improve negotiations? * Is it a show of bad faith to plan for strikes during the negotiating process? * When negotiating, what conditions must be met for teachers to legally strike in your state?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday**.** | | 5.1, 5.1 | Discussion: one post and replies to three other posts =  **2 hour** |
| **Assignment: Analysis on Teacher Negotiations**  **Write** a 250–400-word paper analyzing the pros and cons of each method of negotiation.  **Address** the following contract features in your comparisons:   * How does each type of negotiation impact the stakeholder groups? * What effect is each style of negotiation likely to have on the union’s membership?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 5.1, 5.2, 5.3 | Analysis= Reflection, paper, feedback=  **30 minutes** |
| **Assignment: Strike Plan**  Sometimes, a strike will happen despite your best efforts. In these cases, you’ll need a strike plan in order to keep the school district operational during the period of the strike.  **Write** a detailed strike plan to be used if labor negotiations fall apart.  **Include** the following details in your strike plan:   * Leadership delegation and planning * Plan for elementary and secondary students * Accommodations for students with free or reduced lunches * Additional security measures, as necessary * Communication to parents about contingency planning * Communication to the media   Note: You may choose a school district or school you are familiar with as you plan your strike plan.  Submit your assignment to Blackboard no later than 11:59 p.m. EST on Sunday. | | 5.4 | Strike Plan= Reflection, paper, feedback=  **30 minutes** |
| **Total** |  |  |  |

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| Week Six: Fiscal Management: How Do We Pay For It? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the effect of “sunshine laws” on school district finances and negotiations. | | CLO1, CLO3 | |
| * 1. Explain how stakeholders (e.g., labor unions, administrators, tax payers) view the nature of school district finances. | | CLO1, CLO3 | |
| * 1. Analyze the public, hidden, and financial costs of public negotiations in a school district. | | CLO1 | |
| * 1. Explain the economic impact of salary matrices. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Reading**  **Read** "Pennsylvania's Sunshine Act (Open Meetings Law)," available from the Office of Open Records: <http://www.openrecords.pa.gov/SunshineAct.cfm>  **Read** "A Citizen's Guide to The Pennsylvania Sunshine Act," Available from the Widener School of Law: <http://blogs.law.widener.edu/envirolawcenter/files/2010/03/PA_Citizens_Guide_re_Sunshine_Act.pdf>  **Read** "Misconceptions about the Sunshine Act," available from Pennsylvania News Media Association: <http://panewsmedia.org/legal/openmeetings/sunshineactmisconceptions>  **Read** "Opening the Curtain on Government Unions," available from the Commonwealth Foundation: <https://www.commonwealthfoundation.org/docLib/20150609_CBTransparency.pdf>  **Read** "The Single Salary Schedule ad Other Issues of Teacher Pay," available from Stanford University: <http://hanushek.stanford.edu/sites/default/files/publications/hanushek.2007%20PeabodyJEd%2082(4).pdf>  **Read** "How, and How Much, are Teachers Paid in Pennsylvania?" available from the Keystone Crossroads website: <http://crossroads.newsworks.org/index.php/local/keystone-crossroads/81930-how-and-how-much-are-teachers-paid-in-pennsylvania->  **Extension Reading**  **Note.** The following resource may be difficult to locate, but can give additional insight into the week's materials.  **Read** the following sections of *Pennsylvania School Business: A Guide for Educational Administrators* (Keagy & Piper):  Chapter 14  Chapter 15  **Post** any comments or questions in the “Course Collaboration” discussion forum. | | 6.1, 6.2, 6.3, 6.4 | Discussion: one post and replies to three other posts = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Sunshine Laws**  **Respond** to the following questions in the “Sunshine Laws” discussion forum by Thursday:   * Do you feel that most school districts observe the spirit of the Sunshine Laws in their teacher negotiations? Why or why not? * Should school districts be forced to negotiate in public? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Cost of Teacher Negotiations**  **Write** a 250–400-word paper analyzing the total costs involved in teacher negotiations.  **Address** the following for each stakeholder group affected by the teacher negotiations:   * The probably impact of the negotiations on the stakeholder group * The stakeholders’ likely attitude toward negotiations   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 6.1, 6.2, 6.3 | Analysis= Reflection, paper, feedback=  **30 minutes** |
| **Assignment: Teacher Salary Increase**  **Review** the Teacher Salary Matrix.  **Revise** the Salary Matrix to accomplish each of the following goals:   * Add an overall increase of 3% to the salary increase to raise salaries * Maintain the costs at the 3% increase level   **Write** a 250–400-word explanation of the changes you made to achieve these effects and why you would recommend them.  Note. Take into account the real life effects of your proposed changes on the teaching cadre of your district.  **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on Sunday. | | 6.4 | Analysis= Reflection, paper, feedback=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Seven: Working to Find Win/Win Contracts | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe methods of bargaining and negotiations designed to generate win-win scenarios. | | CLO3, CLO4, CLO5 | |
| * 1. Explain how to build momentum during negotiations. | | CLO3, CLO4, CLO5 | |
| * 1. Determine the best methods for recovering from failing or broken negotiations. | | CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Review** the following sections of *Shaping the Game: The New Leader’s Guide to Effective Negotiating* (Watkins):   * Chapter Five * Chapter Six * Conclusion   **Review** each of the following handouts:   * The True Costs and Long Term Impact of Failed Negotiations and/or a Win-Lose Contract * Warning Signs of Faltering Negotiations * Intervention Strategies to “Save” Faltering Negotiations – Turn Around Moves   **Read** “Interest Based Bargaining” available from Blaney McMurty LLC website: <http://www.blaney.com/files/Interest-Based-Bargaining.pdf>.  **Read** “Integrative or Interest-Based Bargaining,” available from Beyond Intractability: <http://www.beyondintractability.org/essay/interest-based-bargaining>  **Read** “Labor Pains: Repairing the Management-Union Relationship,” available from Governing.com: <http://www.governing.com/blogs/bfc/repairing-management-union-relationship.html>  **Post** any comments or questions in the “Course Collaboration” discussion forum. | | 7.1, 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Resource: Interest-Based Collective Bargaining: A Union Perspective**  **View** “Interest-Based Collective Bargaining: A Union Perspective,” available via YouTube [22:08]: <https://www.youtube.com/watch?v=93PrliOpYVc>  **Post** any comments or questions in the “Course Collaboration” discussion forum. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** the [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course’s themes and will engage in questions about the final culminating assignment.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note**:** A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Interest-Based Bargaining**  **Respond** to the following questions in the “Interest-Based Bargaining” discussion forum by Thursday:   * In your view, what are the keys to making sure that interest-based bargaining works for both sides of the negotiation? * How can administrators help ensure that their negotiating partners are willing to entertain interest-based bargaining?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Win-Win Bargaining**  **Respond** to the following questions in the “Win-Win Bargaining” discussion forum by Thursday:   * Can win-win bargaining work in teacher negotiations? Why or why not? * How can we make interest-based bargaining work?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1, 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Saving a Broken Negotiation**  **Imagine** that you’ve been contacted by a school district that has had negotiations between the district and their teachers’ union negotiator. Both sides have been frustrated by what they see as a lack of progress, and they are currently undergoing a cooling-off period after a heated negotiation erupted in pitched arguing. The school district wants your advice on recovering and reaching a labor agreement before teachers vote to strike.  The district administrator lists the following as the teachers’ sticking point priorities:   * Pay scale increases * Increases in health benefits * More generous sick time policies * Tuition reimbursement for teachers pursuing advanced degrees   Unfortunately, the school district budget has already been approved, and there is little, if any, room to increase expenditures.  **Write** a 350–500-word e-mail to the district administrator with advice about how to bring the union negotiators back to the table and to attempt to reach a new labor agreement.  *Note*: If you need to make additional assumptions in order to give advice, feel free to state them and include them in your e-mail.  **Submit** your assignment to your instructor via Blackboard no later than 11:59 a.m. EST on Sunday. | | 7.3 | Analysis, letter: reflection, analysis, = **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 4.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 4.5 |
| Supplemental | 2 |
| **Week 4** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week5** |  |
| Required | 5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 3 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 31 |
| **Total Supplemental Hours** | 4 |
| **Total Hours** | 35 |