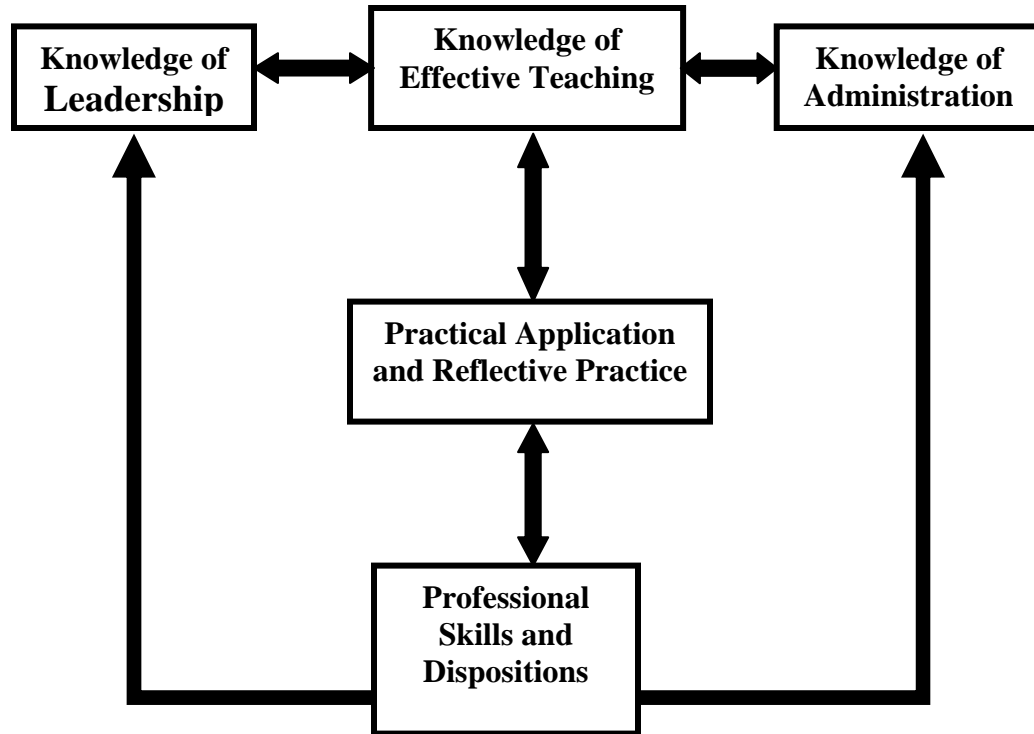


**Syllabus  
Educational Leadership 623  
Collective Bargaining  
Fall 2008**



Professor: John P. Closen  
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Office Hours: Thursday 9:30 – 11:30  
Before and after each class

**Class Meetings:** September 6-7  
September 20-21  
October 4-5

**Course Description:**

Historical development, process, effects, and issues in public sector collective bargaining. Students participate in a simulated bargaining exercise which provides realistic experience in the preparation and conduct of the negotiations process.

**COURSE OUTCOMES**

<b>Course Outcome</b>	<b>Performance Requirements</b>
Understands information sources, data collection, and data analysis strategies.	Completion of pre-bargaining analysis of financial status and preparation for bargaining
Understands effective consensus building and negotiation skills.	Bargaining Simulation exercise
Is aware of local operational policies and procedures.	Review of board policies dealing with the financial applications of bargaining
Has knowledge of current trends in collective bargaining in the public sector	Research paper on a current collective bargaining topic
Demonstrates an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitable for the district	Development of proposals and counter proposals during the simulation that are fiscally responsible

**Course Procedure:****Methods:**

This course will employ a variety of teaching methods, including lecture/discussion, in-class exercises and bargaining simulation.

**Performance Assessment:**

Utilizing the knowledge base, the Course Outcomes will be achieved via employment of the following Instructional Strategies:

1. Follow lecture and discussion, a test over textual and class material
2. Individual student logs and analysis of the bargaining simulation (Reflection Paper)
3. Professor observation and evaluation of student participation in the bargaining simulation and other in-class exercises

## **ELLC Standards**

Standard 3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization –B. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.

3.3 Manage Resources –C. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitable for the district.

### **Text and Materials:**

Colosi, Thomas: On and Off the Record: Colosi on Negotiations; American Arbitration Association

Booth, Ronald R: Collective Bargaining and the Illinois School Board Member; IASB Collective Bargaining Agreements

### **Class Schedule (tentative):**

#### **Week 1:**

Introduction to Collective Bargaining

Texts: Colosi, Booth

Materials;

Illinois and Iowa Labor Laws and Regulations

Handouts

Photocopies

Students should bring their district's CBA's to class

Preparation for Simulation

Topics:

ULP's/ Grievances

Unions

Negotiation Process

Political Pressure

Interest-Based Bargaining Techniques

Mediation and Arbitration

**Week 2:**

Test: Introduction to Collective Bargaining

Guest Speaker – Jay Greening – Legal Issues

Bargaining Simulation

Topics:

- Collective Bargaining in the Public Sector
- Union Perspective of Collective Bargaining
- Legal Issues of Collective Bargaining

**Week 3:**

Guest Speaker – Illinois Federation of Teachers

Bargaining Simulation

Student Presentations

**Grading Procedures**

<b>Assignment</b>	<b>Points</b>
Participation in in-class exercises and the bargaining simulation	50
Participation in weekly Blogs	20
Reflection paper	20
Presentation on assigned topic	30
Research Paper	40
Final Exam over Collective Bargaining	40
<b>Total</b>	<b>200</b>

**GRADING:**

- 95 - 100%    A    A = Superior Graduate Work
- 89 - 94 %    B    B = Good Graduate Work
- 80 - 89 %    C    C = Unacceptable Work at the Graduate Level
- 70 - 79 %    D
- 00 - 69%    F

## **Attendance Policy**

At the 600 level, any student who is absent for more than 50% of a scheduled day of a weekend academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the "incomplete" to a letter grade.

## **EDL Incomplete Policy**

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based upon the work completed.

## **Americans with Disabilities Act**

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

<http://www.student.services.wiu.edu/DSS/forms/publicationStatement.pdf>

## **WIU Academic Dishonesty Policy**

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating.

It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

623 Syllabus  
JPC 2008

**Course Outcomes:**

1. The student demonstrates an understanding of collective bargaining law, processes, and techniques. (S22) (C-S1) (NC4.6, NC11.1) (C-NC7.1, CNC7.3, C-NC10.6, C-NC11.3)
2. The student understands contract management, including labor-management conferencing, grievance processing, and discharge mechanisms. (S21) (NC4.6, NC11.1) (C-NC7.1, C-NC7.3, C-NC10.6, C-NC11.3)
3. The student understands the dynamics of employee compensation and benefit systems within the context of the unionized school district. (S25) (NC4.6, NC11.1) (C-NC7.1, C-NC7.3, C-NC10.6, C-NC11.3)
4. The student will demonstrate appropriate written, verbal, and non-verbal communication in a variety of situations. (NC7.2)
5. The student understands the collective bargaining process as a conflict management technique in public education. (C-NC7.5)