

		<b>The Citadel Graduate College</b> <b>Zucker Family School of Education</b>	
<b>Professional Negotiations - EDUC 600</b> <b>Summer Session Two, 2016</b>			
<b>Instructor:</b> Larry G. Daniel, Ph. D. Dean and Professor		<b>Class Days:</b> Monday/Wednesday	
<b>Office:</b> Capers 309		<b>Class Hours:</b> 5:30-8:00pm	
<b>Telephone:</b> 843.953.5871		<b>Meeting Room:</b> MenRiv Educational Center; some sessions will be held online via CitLearn/Blackboard (please see course calendar)	
<b>E-Mail:</b> <a href="mailto:ldaniel@citadel.edu">ldaniel@citadel.edu</a>		<b>Office Hours:</b> Wednesdays 4:30-5:30 (at MenRiv), or by appointment	
<b>Credit Hours:</b> 3			

**Required Readings:**

Hannaway, J., & Rotherham, A. J. (Eds.) (2006). *Collective bargaining in education: Negotiating change in today's schools*. Cambridge, MA: Harvard Education Press.

Thompson, L. (2013). *The truth about negotiations* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education.

Selected scholarly articles and papers. (See list on p. 7.)

Selected collective bargaining documents. (See list on p. 7.)

**Suggested Resource:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Catalog Course Description:**

“Coursework emphasizes knowledge and improvement in the various education associations. The student will become acquainted with forces and trends influencing collective negotiations; principles, concepts, and theory relevant to negotiations; negotiation skills; and relevant literature and research.”—*The Citadel Graduate Catalog*

### **Additional Course Information:**

This course will provide you with both theoretical and practical frameworks for thinking about both formal negotiation processes and person-to-person negotiation strategies and skills essential to effective leadership in education. These frameworks will develop out of knowledge gleaned from several sources:

- important background readings from the professional literature, including books and scholarly articles related to educational negotiations, collective bargaining, and unions;
- critical review and analysis of case studies;
- analysis of collective bargaining agreements and organizational websites;
- lectures and conversations during class meetings; and
- personal reflections on important issues developed in your written assignments.

It is anticipated that many students pursuing the Specialist degree have eventual plans to complete a doctoral degree in education or a related field. To this end, the coursework in the Specialist degree is considered to be on the level of doctoral study. Students will be expected to view themselves as emerging scholars as well as advanced practitioners. For written assignments, students will be expected to display a professional/scholarly style of writing and adherence to APA style. Attention will be devoted in the course to helping students develop this style of writing.

### **Course Audience:**

The course is intended for two primary groups of students:

1. Students pursuing The Citadel's Ed. S. in Educational Leadership-School Superintendent.
2. Students enrolled in other graduate programs at The Citadel or who are admitted to The Citadel Graduate College for special study and given special permission to take the course. (Non-Ed. S. students wishing to count the course as a program elective within their program of study should consult with their program advisor.)

### **Disability Considerations**

Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with The Citadel's Academic Support Center (Telephone: 843.953.5305; Email: [ascenter@citadel.edu](mailto:ascenter@citadel.edu)). ASC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws, including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the ASC staff determines whether a student qualifies for services with the ASC and, if so, the accommodations that will be provided to the student. The ASC then prepares a letter for the student to advise faculty of approved accommodations. For further information, visit the ASC website at <http://www.citadel.edu/root/asc>.

## Technology Considerations

1. Consistent with College policy, all students will be expected to utilize their Citadel email accounts to communicate with the instructor. Student email accounts may be accessed through the Lesesne Gateway online portal via the Office 365 link under the “Student” tab. Information about class meetings, assignments, and other class-related issues will be regularly communicated via email. Students may submit selected assignments via email attachments if the instructor agrees to take them this way.
2. Students will be expected to utilize a variety of web-based tools for accessing information and scholarly material, including, but not limited to, Daniel Library and PASCAL electronic searches, professional literature databases (e.g., ERIC, Education Full Text), on-line journals, and websites of professional organizations.
3. Students are welcome to use their own personal technology (e.g., laptops, tablets) in class for note taking, accessing course documents, or referring to websites relevant to the topic of the class. It is important that students exercise professional responsibility as to how they use the technology. In particular, students are expected to avoid routine checking of email, text messages, or social media or conducting personal business via the web during class time. Cellular telephones should be kept in off, silent, or vibrate settings. In the rare instance a student may need to take a telephone call, it is common courtesy to step out of the classroom to do so.
4. When making in-class presentations, students will be expected to utilize appropriate presentation technology (e.g., PowerPoint/Prezi, Smart Board Technology).
5. Students are expected to have access to Blackboard (via The Citadel’s “CitLearn” portal) in order to keep up with posted assignments, course handouts, instructor communication, etc. The CitLearn login may be found under the “Student” tab in the Lesesne Gateway online portal or at <https://citlearn.blackboard.com/>. **Please note that selected class sessions will be held via CitLearn (asynchronous) in lieu of a physical class meeting. (Students will be advised in advance of online schedule and expectations.)**
6. Students will be expected to routinely monitor their student status (e.g., course enrollment, payment of fees) via the Lesesne Gateway online portal (“Student” tab).

## Academic Integrity Expectations

Students enrolled in graduate courses in the Zucker Family School of Education at The Citadel must adhere to the academic integrity standards set forth in The Citadel Honor Code for Non-Cadet Students:

It is the responsibility of all community members to promote, abide by, and enforce the following honor code: “A Citadel non-cadet student (e.g., graduate, evening undergraduate, or veteran) does not lie, cheat, steal, nor tolerate those who do.”

Should any instructor find evidence of dishonesty, theft, cheating, plagiarism, or other inappropriate assistance in work presented by a student, the instructor will inform the student of the action that will be taken. Additionally, any student who becomes aware of misconduct in accordance with the Honor Code is duty bound to inform the instructor or other proper authority. The consequences of a breach of academic integrity may include failure of the particular assignment, failure of the course, and/or other penalties and sanctions as the situation may dictate as determined by the CGC Honor Council up to and including suspension, dismissal, or expulsion from The Citadel.

A full statement of The Citadel Honor Code for Non-Cadet Students is available on the website of The Citadel Graduate College via web address:

<http://www.citadel.edu/root/graduatecollege-current-students/honor-the-code>.

### **Assignments, Expectations, and Grading Procedures**

This course is designed to encourage students to think critically about issues in education and to form a cognitive framework for viewing education as an informed professional. To facilitate this goal, the following requirements are expected of all students:

- 1. Attendance.** Because the class meets only twice per week over the course of a brief summer term (7 weeks), it is imperative that students attend every class session. While it may be occasionally necessary for a student to miss class due to personal extenuating circumstances or professional responsibilities, these events do not relieve students from class responsibilities. Considering the importance of attendance, students are requested to notify the instructor in advance if they are unable to attend a given class session. Two or more absences will negatively impact the points earned for attendance and participation.
- 2. Preparedness/Participation.** In addition to regular attendance, all students are expected to be prepared for each class session by completing readings or other assignments that may be required. Further, in order to facilitate a maximum learning environment, students are expected to take an active part in the class discussions and activities. (For class sessions conducted online, participation will be measured by quality of student's discussion posts and comments.) Lack of preparation and participation will negatively impact the points earned for attendance and participation.
- 3. Reflective Writing Exercises.** Occasional reflective writing exercises will be assigned during the semester (posted to CitLearn). These brief but focused writing assignments will be due on the date indicated in the syllabus unless the instructor indicates otherwise. (The instructor will communicate prior to the due date whether students should post each assignment online or turn it in via hard copy.) Late work will receive a grade penalty of 10% per each day late.

4. **Group Collective Bargaining Presentation.** Each student will be assigned to a group of 3-4 persons responsible for building an administrative response to a collective bargaining scenario. A written document as well as a formal presentation will be required. Further detail on this assignment will be provided within the first two weeks of class.
  
5. **Scholarly Paper.** Each student will submit a formal paper on an approved topic relative to professional negotiations. Strict adherence to APA style is required, and writing quality should be of the quality of students at the doctoral level. Both quality of writing and adequacy of content will be considered in grading the papers. The paper will be submitted in two drafts. There is no substantive grade given on the first draft, but it must be submitted for the instructor's feedback, or else there is a grade penalty of 5 points. The final draft of the paper must incorporate the instructor's feedback, and will be in the form of a "polished" professional manuscript suitable for submission for publication. Late papers (unless alternative arrangements are made in advance) will be docked 10% of the original grade per day late.

**The final course grade will be determined as follows:**

Reflective Writing Assignments	30 points (6 @ 5 points each)
Group Presentation	30 points
Initial Submission of Scholarly Paper	5 points (for feedback only)
Scholarly Paper	25 points
Attendance/Participation	10 points

**The grading scale used in the course will be as follows:**

93-100%	A
88-92%	B+
83-87%	B
78-82	C+
71-77%	C
0-70%	F (The Citadel Graduate College does not employ the grade of "D.")

NOTE: Failure to complete all of the assignments/requirements will automatically result in failure of the course regardless of the quality of any work that may have been completed.

**Conceptual Base of the Zucker Family School of Education: Developing Principled Educational Leaders for P-12 Schools**

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

***Knowledgeable Principled Educational Leaders...***

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

***Reflective Principled Educational Leaders...***

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;

7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

***Ethical Principled Educational Leaders...***

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

**Required Readings (Other than Textbooks)**

Board of Education of the City of Chicago. (2012). *Agreement between the Board of Education of the City of Chicago and Chicago Teachers Union Local 1, American Federation of Teachers, AFL-CIO*. Chicago, IL: Author.

Cowen, J., & Strunk, K. O. (2014). *How do teachers' unions influence educational policy? What we know and what we need to learn* (Working Paper #42). East Lansing, MI: Michigan State University. (ERIC Document Reproduction Service No. ED558142)

Lovenheim, M. F., & Willén, A. (2016). A bad bargain: How teacher collective bargaining affects students' employment and earnings later in life. *Education Next*, 16(1), 63-68.

Multnomah School District No. 1 (2013). *Agreement: School District No. 1, Multnomah County Oregon and Portland Association of Teachers, 2013-2016*. Portland, OR: Author.

Paige, M. (2013). Teacher evaluation and collective bargaining: Resolving policy at a local level. *Journal of Cases in Educational Leadership*, 16(4), 45-57.

School District of Clay County. (2015). *2015-2017 Master contract with Clay County Education Association*. Green Cove Springs, FL: Author.

Sharp, W. L. (2012). The role of the superintendent and school board in collective bargaining: 1989-2010. *Educational Research Quarterly*, 35(4), 29-52.

Sustar, L. (2013). Teachers unions at the crossroads: Can the assault on teachers be rebuffed? *New Labor Forum*, 22(2), 60-68.

## References

- Anzia, S. F., & Moe, T. M. (2014). Collective bargaining, transfer rights, and disadvantaged schools. *Education Evaluation and Policy Analysis*, 36(1), 83-111.
- Callan, M. F., & Levinson, W. (2011). *Achieving success for new and aspiring superintendents: A practical guide*. Thousand Oaks, CA: Corwin.
- Chenoweth, E. (2013). *Democracy's champion: Albert Shanker and the international impact of the American Federation of Teachers*. Washington, DC: Albert Shanker Institute.
- Dawson, R. (2010). *Secrets of power negotiating: Inside secrets from a master negotiator* (15th anniversary ed.). Pompton Plains, NJ: Career Press.
- Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. New York, NY: Penguin.
- Gates, S. (2011). *The negotiation book: Your definitive guide to successful negotiating*. West Sussex, UK: John Wiley & Sons.
- Ingram, R. L., & Snider, B. (2008). An educator's guide to contract negotiations. *Leadership*, 37(4), 30-34.
- Koppich, J. E. (2012). Teacher unions 101. *Educational Horizons*, 90(4), 10-13.
- Price, M. (2011). *Are charter school unions worth the bargain?* Seattle, WA: Center on Reinventing Public Education.
- Rosenthal, D. M. (2014). What education reformers should do about collective bargaining. *Phi Delta Kappan*, 95(5), 58-62.
- Shell, G. R. (2006). *Bargaining for advantage: Negotiation strategies for reasonable people* (2nd ed.). New York, NY: Penguin.
- Smith, H. W. (2013). A preflight checklist before contract negotiations take off. *School Administrator*, 70(6), 12-13.
- Stark, P. B., & Flaherty, J. (2003). *The only negotiating guide you'll ever need: 101 ways to win every time in any situation*. New York, NY: Broadway Books.
- Ury, W. (1993). *Getting past no: Negotiating in difficult situations*. New York, NY: Bantam Books.
- Weiner, L. (2012). *The future of our schools: Teacher unions and social justice*. Chicago, IL: Haymarket Books.

### Class Schedule

<b>Date</b>	<b>Session</b>	<b>Topics to Be Covered</b>	<b>Readings*</b>	<b>Course Activities and Assignments Due**</b>
Monday 27 June	1	<ul style="list-style-type: none"> <li>• Orientation to the Course</li> <li>• Introduction to Unions and Collective Bargaining</li> </ul>	Ch. 1 (Kahlenberg) and Ch. 2 (Farber) in Hannaway and Rotherham	
Wednesday 29 June	2	<ul style="list-style-type: none"> <li>• Collective Bargaining Process and Costs</li> </ul>	Ch. 3 (Hess & Kelly) and Ch. 4 (Hill) in Hannaway and Rotherham	Assignment of Groups for Presentations—Group work time provided
Monday 4 July	<b>INDEPENDENCE DAY HOLIDAY—NO CLASS MEETING</b>			
Wednesday 6 July	3	<ul style="list-style-type: none"> <li>• Basic Elements and Terms of a Collective Bargaining Agreement</li> </ul>	Bargaining Agreements from Chicago, Multnomah (OR), and Clay County (FL)	
Monday 11 July	4	<ul style="list-style-type: none"> <li>• Effects of Collective Bargaining on Teachers and Students</li> </ul>	Ch. 5 (Johnson & Donaldson) and Ch. 6 (Goldhaber) in Hannaway and Rotherham; Lovenheim and Willen article	Group work time provided <b>Assignment Due:</b> <b>Reflective Writing #1</b>
Wednesday 13 July	5	<ul style="list-style-type: none"> <li>• Collective Bargaining in the Age of Standards and Accountability</li> </ul>	Ch. 7 (Manna) in Hannaway and Rotherham; Paige article	
Monday 18 July	6	<ul style="list-style-type: none"> <li>• Unions and Educational Policy</li> <li>• Superintendents, Boards, and Collective Bargaining</li> </ul>	Cowen & Strunk policy paper; Sharp “Roles” article	<b>Assignment Due:</b> <b>Reflective Writing #2</b>
Wednesday 20 July	7	<ul style="list-style-type: none"> <li>• The Future of Collective Bargaining in American Education</li> </ul>	Ch. 8 (Casey) and Ch. 9 (Koppich) in Hannaway and Rotherham	<b>Assignment Due: First Draft of Scholarly Paper</b>
Monday 25 July	8 (online)	<ul style="list-style-type: none"> <li>• Teacher Unions as Instruments of Power</li> </ul>	Ch. 10 (Moe) in Hannaway and Rotherham; Sustar article	<b>Assignment Due:</b> <b>Reflective Writing #3</b>
Wednesday 27 July	9 (online)	<ul style="list-style-type: none"> <li>• Processes and Principles of Negotiation</li> </ul>	Parts 1, 2, 3, and 4 in Thompson	<b>Assignment Due:</b> <b>Reflective Writing #4</b>
Monday 1 August	10	<ul style="list-style-type: none"> <li>• Optimizing Negotiations in Different Settings and with Different Audiences</li> </ul>	Parts 5, 6, and 7 in Thompson	<b>Group #1 Presentation</b>
Wednesday 3 August	11	<ul style="list-style-type: none"> <li>• Negotiation Case Studies—Working with Boards</li> </ul>		<b>Group #2 Presentation</b> <b>Assignment Due:</b> <b>Reflective Writing #5</b>
Monday 8 August	12	<ul style="list-style-type: none"> <li>• Negotiation Case Studies—The Process of Collective Bargaining</li> </ul>		<b>Assignment Due:</b> <b>Reflective Writing #6</b>
Wednesday 10 August	13 (online)	<ul style="list-style-type: none"> <li>• Negotiation Case Studies—Working with Media and the Public</li> </ul>		<b>Assignment Due: Final Draft of Scholarly Paper</b>

\*Readings should be completed prior to coming to class. Other readings may be assigned.

\*\*Assignment should be submitted in hard copy at the beginning of the class session unless otherwise directed by the instructor.