IDEAL PROGRAM COURSE SYLLABUS ONLINE

Dear Student.

Please read the following course syllabus carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

- 1. Participate in and complete the online orientation prior to your first online course.
- 2. Obtain the required course materials prior to the course start date.
- 3. If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks a grade of "F" will be entered for a final grade.
- 4. Login to your course a minimum of three times per week.
- 5. Complete all assignments to the best of your ability.
- 6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
- 7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB http://www.bridgeport.edu/pages/2623.asp or the appropriate graduate program handbook.

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Have questions about taking an online course? Go to:

"Instructions for Taking a UB Online Course"

[http://www.bridgeport.edu/academics/online/yourfirstcourse.aspx]

The IDEAL Program

UNIVERSITY OF BRIDGEPORT

Labor Law and Arbitration MGMT 342

FA 2012 – DL2 Dates: 8/27-10/19/2012

Instructor: Susan Pellerin, MA PH: (203) 878-2231 E-mail: spelleri@bridgeport.edu

spellerin@optimum.net

<u>Office Hours</u>: If you need to reach me please use either of the Email addresses provided. Phone calls between 9 AM and 8 PM Tuesday – Thursday Only.

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Cheating and Plagiarism

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Have questions about taking an online course? Go to:

http://www.bridgeport.edu/Media/Website%20Resources/documents/continuinged/dl/Taking_online_classes.htm
The IDEAL Program

ACADEMIC POLICIES

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

Attendance Policy

Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will be dropped from the course. If you cannot participate in all the course activities you should consider dropping the course.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

http://www.bridgeport.edu/pages/2595.asp

Starting Fall 2012

- Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start date......100% Tuition Refund
- Drop prior to the second week of the course......75% Tuition Refund
- Drop prior to the third week of the course......50% Tuition Refund
- Drop during/after the third week of the course......0% Tuition Refund

**Please note students will not be automatically dropped for not participating during the first week. Lack of participation for one week will reduce the final grade by one letter grade. If you have to miss the first week of the online course, you must contact your instructor in writing before the first week. However, a grade reduction will apply.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor

- 1. Login in with your UBNet username and password.
- 2. Click on "Student Menu."
- 3. Click on "My Grades."

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library's website: http://www.bridgeport.edu/library. Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is <u>001416</u>. Federal Student Aid Information: 1-800-433-3243

General Course Directions

This course will, unless stated differently, be completely delivered online via Canvas.

This may be a new experience for some of you. Carefully consider the following questions as part of your decision to learn in this fashion.

- 1. Do you have the technical expertise and computer equipment necessary?
- 2. Do you understand the amount of work required to complete an online course?
- 3. Do you look forward to working independently without face-to-face interaction?

If you answered no to any of the above questions please reconsider your involvement in this environment.

Please note that online courses are not "easier" than traditional classroom delivered courses. The amount of work may, in fact, be more if you choose to explore all the diverse links and other resources available in the Canvas environment. However, the major benefit to Canvas is precisely this: it provides you, the student, with resources not available in the classroom, in a permanent form (you can "bookmark" the links and print out the information to use throughout your career); and it allows you to interact with the course material 24 hours a day, seven days a week, from ANY location with an Internet connection.

Expect to spend approximately 4-5 hours a week, MINIMUM, at your computer and online, reading what other students have written on the Discussion Board, and contributing your own thoughts; browsing links and reading "Lecture" commentaries; and/or writing assignments. These are activities you would have done had you been in the physical classroom. Therefore, you should make sure you have adequate computer access, and the technical expertise to do things like copy files, download programs, etc.

Thirdly, some students find the classroom, face-to-face environment to be more conducive to their respective learning style. Because it is important to be able to adjust to this new learning environment, I recommend that you "team up" with a learning buddy to supplement the on line experience.

If you have ANY problems, please contact me, Susan Pellerin, by email at spellerin@optimum.net .net or by phone at 203-878-2231. Email is preferable, unless you have lost your computer connection! I commit to returning your emails within 24 hours when possible.

If you don't already have one, you should make arrangements to get a UB ID so you can access the Library Proxy Connection, and do research online.

I look forward to meeting you on the Discussion Board!

COURSE DESCRIPTION: This course provides an overview of the US labor union movement within the context of business and organizational development. Historically important events will be discussed through the use of documents, articles, pod caste etc. Course will introduce students to the laws governing labor relations and employee rights in the workplace, legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. Students will examine various aspects of Alternative Dispute Resolution including mediation, negotiation and arbitration.

Learning Objectives:

Students will be familiar with the historical perspective relating to the Union movement in the United States. Students will investigate and examine local union issues and part of an extensive online experience.

Required Textbook: Fossum, J.A., Labor Relations: Development, Structure, Processes, McGraw Hill, 11th Edition,

ISBN: 978-0-07-802915-8

Assignments:

Discussion board participation:

Read and respond to at least 4 of your classmates on a <u>weekly</u> basis. Make sure to "check back" frequently to see if any of your classmates has commented or asked a question requiring a response from you. Additionally, check all unread posting to ensure that someone hasn't responded to you and wants the dialogue to continue.

<mark>25%</mark>

To receive the best score possible:

- 1) Share clear and relevant examples, in support of your statements, chosen articles posted and opinions. Saying I agree isn't a strong enough response without an explanation as to why you agree or disagree with classmates posting.
- 2) Participate early in the week.
- 3) Participate "often" during the week ensuring that you answers any questions from a fellow classmate

Confidentiality on the Discussion Board.

Take care to be respectful in all communications. The Professor reserves the right to delete/remove any and all posting. Do not use the real names of your places of work or people involved in the situations you talk about to maintain the highest level of confidentiality so we can discuss some the most controversial issues impacting the workplace today.

Research Topics RE: Posting validated research documents pertaining to topic as designated in Table 1.

25%

Students are required to conduct research and post a topic relevant link or citation under the forum/thread designated for the specific assigned article by the date provided in the topic/date Table. If you only post a link include the reason you have chosen that particular article and it relevance to the topic.

TABLE 1: Designated topics for weekly articles and discussions:

Posting Date	Topic*
5/11	Ethics and Labor Unions
5/25	What is the role of The National Labor Relations Board (NLRB).
6/15	Common Negotiating strategies and tactics used by union negotiators.
6/22	Collective bargaining strategies and contracts

Mid-term Exam The Mid-term Exam is a short answer essay exam (not more than one page per answer). There are 5 questions each worth 5 points - utilize the textbook, overviews, and PowerPoint Presentations posted for your convenience under the course information tab in weeks 1-4. Take note: short answer essays will be heavily graded on content. Grammar, spelling and general prioritization of content will be considered. The exam will be posted under Week 4. Exam opens at the beginning of Week 4 - 5/26/13 and times out one (1) week later on 6/1/13 at 11:30 PM. Please plan accordingly. All exams should be email to spelleri@bridgeport.edu or spelleri@optimum.net and include your name in the signature of the email.			
NOTE: While the grades will be reported in the grade center, the grade center doesn't have the flexibility that I demand in the actually grading of this type of exam. Do not use the digital drop box in Canvas – send the exam to me as directed above on or before			
Final Paper (Due by Midnight on 6/27/13)	25%		
<u>- </u>	2070		
Choose a historically significant labor strike and discuss:	2070		
<u>- </u>	2070		
Choose a historically significant labor strike and discuss:	2070		
Choose a historically significant labor strike and discuss: 1. The basis for the strike,	2070		
Choose a historically significant labor strike and discuss: 1. The basis for the strike, 2. Events surroundings those issues,	2070		
Choose a historically significant labor strike and discuss: 1. The basis for the strike, 2. Events surroundings those issues, 3. Public support or rejection,	2070		
Choose a historically significant labor strike and discuss: 1. The basis for the strike, 2. Events surroundings those issues, 3. Public support or rejection, 4. Management's response/outcome and business impact. Papers must be emailed to: spelleri@bridgeport.edu or spelleri@optimum.net . All papers will be returned to students by reply email with edits and comments. Grades for papers are based on spelling, grammar and overall content. 12 point font – Times New Roman	2078		
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Rubric and calculations for Mid-term and Final Grades:

Potential points:

- 1. Articles: Each article posted: 6.5 points (for the semester there is requirement for 4 posted articles as designated in the syllabus that will account for 25 out of a potential 100 Points for the semester or 13 total points available at mid-term).
- 2. Mid-term Papers: Possible total of 25 points (5 points per correct answer on short answer mid-term exam.)
- 3. Final Paper: worth 25 points (See direction above)
- 4. Discussion board participation as described in the syllabus: Potential of 12 points (please note that quality is weighted at 70% and quantity at 30% of points) for mid-term and 25 potential points for the entire semester.

5. Therefore a perfect score would be as follows:

Midterm Grad	e Rubric		Potential Score	Your Score
Mid-term exam	(perfect score	on all 5 questions would be worth 25 points.	25	
Discussion boar	d (quantity (3	0%) and quality points(70%))	12	
Articles (2 – eac	h worth 6.5 p	oints)	13	
Total:			50 potential Pts	
A B C			D	F
45 - 50 Pts	40-44 Pts	35-39 Pts	30-34 Pts	Less than 30 PTs
Final Grade Ru	<mark>ıbric</mark>		Potential Score	Your Score
Final Paper (wo	rth 25 pts)		25	
Mid-term Exam (perfect score on all 5 questions would be worth 25 points.)			25	
Discussion board (quantity (30%) and quality Pts (70%))			25	
Articles (total of 4(2 due before Midterm and 2 2 nd half of semester) – each worth 6.5 Pts)			25	
Total:			100 potential Pts	
A B C			D	F
90-100 Pts 80-89 Pts 70-79 Pts			60-69 Pts	Below 60 Pts

Week 1 5/6-5/11 Week 1 1. Introductions; Review the syllabus 1. Week overview 2. Validation of Information 2. PPTs 3. History of Unions − Understand the origins and growth of the American Labor Movement from the craft guilds to Industrial unions to public sector organizations. 3. Textbook Assignment: Chapter 2 The Evolution of American Labor organizations. Discussion Board Forums (Read and respond to at least 4 organizations) 	
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4. <u>Discussion Board Forums</u> (Read and respond to at least 4 of	ŀ
4. Review the APA format guides posted under classmate's postings)	f your
the course information tab- for all research	
papers the APA format will be required • Introduce yourself to your fellow classmates by answering the questions posted under the 1 st Discu	ussion
Board Forum.	
<u>Week 2</u> <u>5/12-5/18</u> <u>Week 2</u>	
Ethics today 1. Week overview	
General union facts and figures 2. PPTs	
3. <u>Textbook Assignments:</u>	
Chapter 1 - Introduction ;	
Chapter 3 - Employment Law and Federal Agencies	s;

	4. <u>Discussion Board Forums</u>
	 Read and respond to at least 4 of your classmate's postings)
	 1st. Discussion Board Article posting assignment: "Ethics and Labor Unions" post by 5/11
Week 3 Understanding the "Knowledge Econimpact on the labor union movement Union Structure and Government Union Membership/leaders, behavior	1. Week overview 2. PPTs 3. Textbook Assignments: • Chapter 4, Union Structure and Government; • Chapter 5 - Unions: Member and Leader Attitudes, Behaviors and Political Activities 4. Discussion Board Forums • Read and respond to at least 4 of your classmate's postings • 2 nd Discussion Board Article posting assignment: "What is the role of The National Labor Relations Board (NLRB)
	by 5/25

Week 4	<u>5/26-6/1</u>	Week 4	
		1. Wee	<u>k</u> overview
Preparing to Bargain; Negotiating Organizing Campaigns	strategies; tactics	2. <u>PPTs</u>	
		3. <u>Text</u>	book Assignments:
			Chapter 6 - Union Organizing Campaigns;
			Chapter 8 - The Environment for Bargaining
		4. <u>Disc</u> i	ussion Board Forums
			Read and respond to at least 4 of your classmate's postings
			am. Exam opens at the beginning of Week 4 5/26 and ne(1) week later on 6/1/13 at 11:30 PM. Please plan
		should no mand include grades on coto spelleri@with your na	questions in this short answer midterm exam. Answers ore than 1 page – TimesNewRoman Font 12; 1.5 spaces citations supporting your answers. All answers will be ontent, grammar, spelling etc. All exams should be email bridgeport.edu. Please note that including a title page ame is very important. Your email addresses don't de your name.
Week 5	6/2-6/8	Week 5	
Collective Bargaining: structure, is			<u>overview</u>
Wage and Benefit Bargaining Iss	sues	2. PPTs	
Non-wage Issues in Bargaining Contract Negotiations			
Contract Negotiations			

	 3. Textbook Assignments: Chapter 9 - Wage and Benefit Issues in Bargaining; Chapter 10 - Non-wage Issues in Bargaining; 4. Discussion Board Forums (Read and respond to at least 4 of your classmate's postings)
Week 6 6/9-6/15	3 rd Discussion Board Article posting assignment: Common Negotiating strategies and tactics used by union negotiators" by 6/15 Week 6
ADR Collective bargaining strategies and contracts	1. Unit Overview 2. PPTs
	 Textbook Assignments: Chapter 7 - Union Avoidance: Rational, Strategies & Practices;
	 Chapter 11 - Contract Negotiations Chapter 12 - Impasses and Their Resolution
	 4. <u>Discussion Board Forums</u> (<u>Read and respond to at least 4 of your classmate's postings</u>) Discussion Board Article posting assignment" Collective

		//bargaining strategies and contracts" due 6/22/13
Impact of the economic crisis on the worldwide The New Union Movement. Union-Management Cooperation	6/16-6/22 ne union movement	 Week 7 1. Unit Overview 2. PPTs 3. Textbook Assignments: Chapter 13, Union-Management Cooperation; Chapter 14, Contract Administration 4. Discussion Board Forums (Read and respond to at least 4 of your classmate's postings)
Week 8 Connecticut and Wisconsin – Polit	6/23-6/29 ics and the Union.	Week 8 Final Papers Due 6/27/13 1. Unit Overview
<u>Arbitration</u>		2. <u>PPTs</u>
		3. <u>Textbook Assignments:</u>
		Chapter 15, Grievance Arbitration; Chapter 16, Bublic Sector Labor Belations
		 Chapter 16, Public Sector Labor Relations Discussion Board Forums (Read and respond to at least 4 of your classmate's postings)