Course Number: EDUC 918
Course Title: Peer Mediation and Conflict Resolution

X Online □ Distance Learning

Instructor: Connie Enns-Rempel, M.A., LMFT
Phone number: 559-227-5449
Email: conmft@sbcglobal.net
Units: 2
Grade Level: Pre-K-14

Course Description

This course is designed for teachers, administrators and other educational professionals at all grade levels. It provides basic conflict resolution and peer mediation instruction, skill development program, design and community advocacy training. Making Things Right, a book by Ron and Roxanne Claassen, is the collaboration of pioneers in the fields of conflict resolution, peer mediation, restorative justice, and restorative discipline. MTR is peer mediation training and an activity manual that teaches conflict resolution and mediation skills. It includes handouts and PowerPoint masters, as well as student folder items that can be distributed to support and implement a successful peer mediation program on school campuses. MTR includes lessons that can be utilized for grades pre-K through 3 to teach conflict resolution skills and to enhance peer relationships for those ages. The workbook is designed for both whole class trainings as well as mediation training sessions and can be adapted to meet the needs for a whole range of types of mediation programs and conflict resolution relationship skills development programs.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.
Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Moodle:**
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: [http://docs.moodle.org/en/Student_tutorials](http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – [http://col.fresno.edu/student](http://col.fresno.edu/student).

**Moodle Site Login and passwords – (or other online course access information)**
Students will need to have internet access to log onto [http://ce-connect.fresno.edu](http://ce-connect.fresno.edu). The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

**Getting Help with Moodle:**
If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at [http://col.fresno.edu/contact/request-services](http://col.fresno.edu/contact/request-services). Please identify that you are with the Continuing Education/Independent Studies department.

**Required texts and course materials**
*Making Things Right* is the required text for this course. For those who work primarily with grades pre-K through 3, and additional text, *Teaching Young Children in Violent Times*, by Diane E. Levin, is also highly recommended.

**Student Learning Objectives (SLOs)**

<table>
<thead>
<tr>
<th>Student Learning Outcomes in this course</th>
<th>Standards Addressed *</th>
<th>CE program SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be able to:</td>
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</table>
| 1. Develop and implement a working understanding of conflict resolution and peer mediation for use in grades pre-K through 14, based on the theory and application provided by the Claassens in MTR | NBPTS – 1-4  
CEP – 1-11 | 1-6 |
| 2. Describe, compare and contrast a variety of | NBPTS – 1-4 | 1-6 |

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models for peer mediation and conflict resolution programs in schools.  

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| 3. Develop a working understanding of conflict resolution and positive peer relationships skills development grades pre-K through 14. Comprehend an understanding of human stages of development and which interventions are helpful to the younger grades and which are most beneficial to older students. | NBPTS – 1-4  
CEP – 1-11 | 1-6 |
| 4. Examine, analyze and demonstrate the mediation process and the steps for conflict resolution and problem solving using the MTR activities, such as the Four options Model, I-Messages, and active listening and age appropriate interventions for younger students. | NBPTS – 1-4  
CEP – 1-11 | 1-6 |
| 5. Develop and refine one's own stance as a practitioner in the use of mediation through practice, reflection and articulation (both oral &written), and working collaboratively with colleagues. Increase self-understanding of how individual personality, history, family history, community and culture shape ones approach to conflict resolution and peer mediation. | NBPTS – 1-4  
CEP – 1-11 | 1-6 |
| 6. Explain and teach conflict resolution skills and peer mediation skills to students in the classroom as well as other teachers, staff, and other school community stakeholders | NBPTS – 1-4  
CEP – 1-11 | 1-6 |
| 7. Create a plan for implementing an MTR based peer mediation program for grades 4-14, or for younger students a conflict resolution and relationship building program in the classroom, school site, and district level. | NBPTS – 1-4  
CEP – 1-11 | 1-6 |

(* Please refer to the section on Standards Addressed in This Course)

**Standards Supported in This Course**

**NBPTS – National Board for Professional Standards**

http://www.nbpts.org/five-core-propositions - National Teaching Standards, Five Core Propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from Experience.’
5. Teachers are members of learning communities.

**The CEP’s Character Education Quality Standards** (11 Principles of Effective Character Education) - [http://www.character.org/more-resources/11-principles/](http://www.character.org/more-resources/11-principles/):

1. Character education promotes core ethical values as the basis of good character.
2. “Character” must be comprehensively defined to include thinking, feeling and behavior.
3. Effective character education requires an intentional, proactive and comprehensive approach that promotes the core values in all phases of school life.
4. The school must be a caring community.
5. To develop character, students need opportunities for moral action.
6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
7. Character education should strive to develop students’ intrinsic motivation.
8. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
9. Character education requires moral leadership from both staff and students.
10. The school must recruit parents and community members as full partners in the character-building effort.
11. Evaluation of character education should assess the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

**Topics, Assignments and Activities**

<table>
<thead>
<tr>
<th>Module 1: Course Introduction</th>
<th>Module 1: Orientation assignment</th>
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</thead>
<tbody>
<tr>
<td>Module 2: Self-Understanding is Key</td>
<td>Module 2: Self-understanding Reflection assignment</td>
</tr>
<tr>
<td>Module 3: Making Things Right</td>
<td>Module 3: MTR Activities Assignment &amp; Discussion</td>
</tr>
<tr>
<td>Module 4: Core Concepts and Considerations</td>
<td>Module 4: The Four Options Assignment</td>
</tr>
<tr>
<td>Module 5: Positive Peer Relationships and Conflict Resolution for Young Children</td>
<td>Module 5: Earlier Stages Assignment</td>
</tr>
<tr>
<td>Module 6: Starting a Peer Mediation Program</td>
<td>Module 6: no assignment</td>
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<tr>
<td>Module 7: Setting up a Secondary Program</td>
<td>Module 7: no assignment</td>
</tr>
<tr>
<td>Module 8: Bibliotherapy</td>
<td>Module 8: no assignment</td>
</tr>
<tr>
<td>Module 9: Bibliography</td>
<td>Module 9: no assignment</td>
</tr>
<tr>
<td>Module 10: Program Development</td>
<td>Module 10: Program Development assignment &amp; discussion</td>
</tr>
<tr>
<td>Module 11: Additional music and video</td>
<td>Module 11: no assignment</td>
</tr>
</tbody>
</table>

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resources

| Module 12: Course wrap-up, grading and evaluation | Module 12: no assignment |

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu

Grading Policies and Rubrics for Assignments

- Students must earn a minimum of 80% to receive credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
  - All writing assignments will be graded according to the following rubrics:
    - Superior: Writing is clear, succinct, and reflects graduate level expectations.
    - Standard: Writing is acceptable with very few mistakes in grammar and spelling.
    - Sub-standard: Writing contains noticeable mistakes in grammar and spelling.
    - Written assignments and papers need to follow APA formatting (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were
sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>No Credit</th>
<th>To earn a “B” or “credit”</th>
<th>To earn at “A”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of workbook</td>
<td>Did not complete all questions in workbook.</td>
<td>Completed all essay questions in workbook.</td>
<td>Provided thorough, clear, and thoughtful responses to workbook essay questions.</td>
</tr>
<tr>
<td>(70 points possible)</td>
<td>Did not respond to or initiate contact with instructor.</td>
<td>Initiated required communication with instructor.</td>
<td>Expanded on responses with additional information, or integrated own professional experiences with course material.</td>
</tr>
<tr>
<td></td>
<td>Did not provide information on how state/district standards apply to course.</td>
<td>Provided information regarding state/district standards as applied to course.</td>
<td>Demonstrated integration of course with their professional context in communication with instructor.</td>
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<tr>
<td>Selected readings</td>
<td>Did not complete 300 pages of readings.</td>
<td>Completed 300 pages of readings and provided brief summary of each.</td>
<td>Completed 300 pages of readings and demonstrated how they pertained to the course.</td>
</tr>
<tr>
<td>(20 points possible)</td>
<td>Did not choose readings that applied to course subject.</td>
<td></td>
<td>Selected timely and current readings of a broad nature.</td>
</tr>
<tr>
<td>Program development project (30 points possible)</td>
<td>Did not complete all required for this project.</td>
<td>Completed all requirements.</td>
<td>In addition to items in “B” column, Assignments were presented in a clear, organized and thoughtful manner. Demonstrated thorough assessment and evaluation of program development plan, as well as a thorough understanding of how the program addresses the needs of the specific school community.</td>
</tr>
</tbody>
</table>

**Bibliography of resources that support course content and encourage further investigation**


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**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

**FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

<p>| Student Learning Outcomes Oral Communication: | Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: | Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| Content Knowledge: | Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection: | Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking: | Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations. |</p>
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<tr>
<th><strong>Moral Reasoning:</strong></th>
<th>Students will <em>identify</em> and <em>apply</em> moral reasoning and ethical decision-making skills, and <em>articulate</em> the norms and principles underlying a Christian world-view.</th>
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<tbody>
<tr>
<td><strong>Service:</strong></td>
<td>Students will <em>demonstrate</em> service and reconciliation as a way of leadership.</td>
</tr>
<tr>
<td><strong>Cultural and Global Perspective:</strong></td>
<td>Students will <em>identify</em> personal, cultural, and global perspectives and will employ these perspectives to <em>evaluate</em> complex systems.</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning:</strong></td>
<td>Students will accurately <em>compute</em> calculations and symbolic operations and <em>explain</em> their use in a field of study.</td>
</tr>
<tr>
<td><strong>Information Literacy:</strong></td>
<td>Students will <em>identify</em> information needed in order to fully understand a topic or task, <em>explain</em> how that information is organized, <em>identify</em> the best sources of information for a given enquiry, <em>locate</em> and critically <em>evaluate</em> sources, and accurately and effectively <em>share</em> that information.</td>
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