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## Independent Study Online Course Syllabus

**Course Number: EDUC 920**  
**Course Name: Student Mediator Training**

Online       Distance Learning

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**Units: 3 Graduate Level**  
**Grade Level: 3-12**  
**(Educators, administrators,  
lead teachers, district  
leaders)**

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### Course Description

This course is designed to provide teachers (grades 3-12) with the theory, models, skills, and strategies to train students to be peer mediators using the *Making Things Right* curriculum by Ron and Roxanne Claassen. The curriculum will train students to understand the *Discipline That Restores* classroom restorative justice discipline strategies.

*Making Things Right* by Ron and Roxanne Claassen is the collaboration of pioneers in the field of conflict resolution, peer mediation, restorative justice, and restorative discipline. Participants will understand the content of the *MTR* curriculum and the skills and strategies presented. Using the *MTR* Curriculum, teachers will be confident and skillful to train students to understand the dynamics of conflict, to acquire and use the skills to lead, as a mediator, a cooperative resolution process between other students, and to apply the skills to resolve their own conflicts with friends, siblings, parents and teachers. Students trained using the *MTR* curriculum will understand and identify the skills and strategies used by a teacher who is implementing *Discipline That Restores* in the classroom. Teachers will also be able to design, introduce, and implement a peer mediation program for their school.

\*In this course, the term, teacher, most often refers to the participant taking the CE course. The term, student (or pupil), refers to the classroom student being taught by the teacher/ CE participant. SLO's are outcomes for a teacher taking the course.

### **Required texts and course materials included in this course\***

- *Making Things Right* curriculum by Ron and Roxanne Claassen
- Video Instruction by Ron and Roxanne Claassen introducing each Module
- *Four Options for Handling Conflict* poster.
- *Peacemaking Process* poster
- *Four Options/Peacemaking Process* Cards (36 Yellow Cards)

Course materials provided by FPU and are sent to the student within 10 business days after registration.

### **Course Dates**

Self-paced: teachers taking course may enroll at any time and take up to one year to complete the course.

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

### **Standards Supported in This Course**

#### **NBPTS – National Board for Professional Standards – 5 Core Propositions**

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

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

### **The CEP's Character Education Quality Standards (11 Principles of Effective Character Education)**

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.

**\*Student Learning Objectives (SLOs) and Dimensions of Learning**

<http://www.learningrecord.org/dimensions.html>

(Note: SLO's are outcomes for course participant or teacher taking course)

<b>Student Learning Outcomes in this course Teacher will be able to:</b>	<b>Standards Addressed *</b>	<b><u>CE program SLOs**</u></b>	<b><u>Dim/Le arn**</u></b>
1. Develop and implement a working understanding of conflict, restorative justice, and mediation and their implications for use in the educational environment through "Making Things Right" and its corresponding "tryout" activities and written reflections.	NBPTS – 1-4 CEP – 1-11	1-6	<i>DL 1-6</i>
2. Explain and teach students to understand the dynamics of conflict through activities, class presentations, and written reflections.	NBPTS – 1-4 CEP – 1-11	1-6	<i>DL 1-6</i>
3. Demonstrate ability to lead a cooperative resolution process as mediator (e.g. students, friends, siblings, other teachers, parents, etc.) by practicing skills/strategies presented and evaluating them through peer discussion and self-reflection	NBPTS – 1-5 CEP – 1-11	1-6	<i>DL 1-6</i>
4. Compare other models in which restorative justice and peer mediation are used through credible web searches, peer discussion, and written reflection.	NBPTS – 1-4 CEP – 1-11	1-6	<i>DL 1-6</i>
5. Examine, demonstrate, and analyze the peacemaking process and the steps for conflict resolution using the Four Options Model and Peacemaking Model.	NBPTS – 1-4 CEP – 1-11	1-6	<i>DL 1-6</i>
6. Demonstrate ability to utilize the tools and communication skills implicit in the process of conflict resolution, including active listening and the use of 'I' messages.	NBPTS – 1-4 CEP – 1-11	1-6	<i>DL 1-6</i>
7. Develop and refine the use of mediation through practice, reflection and articulation (oral and written), and through working collaboratively with colleagues.	NBPTS – 1-5 CEP – 1-11	1-6	<i>DL 1-6</i>
8. Explain and teach MTR skills to students in the classroom as well as to other teachers, staff, and school community stakeholders. Teacher will evaluate effectiveness based on student responses, student reflections, and student evaluation activity.	NBPTS – 1-5 CEP – 1-11	1-6	<i>DL 1-6</i>
9. Create and present a (written) plan (by synthesizing information from the course) for introducing and implementing a peer mediation program in the classroom, at the school site, and at the district level.	NBPTS – 1-5 CEP – 1-11	1-6	<i>DL 1-6</i>

**(Modules) Topics, Assignments and Activities**

**Module outline**

**\*teacher must upload student consent forms w/ alt. assignments (e.g. videos)**

**\*\*reflections in each module are an important part of this course (see assignment on Moodle for details)**

<b>Module (90 hrs.)</b> <small>*estimated 4.5 hrs. /wk. 2 wks. per module</small>	<b>Assignments and Activities</b>	<b>Point Value</b>
Welcome Module (2 hrs.) <ul style="list-style-type: none"> <li>● Course welcome and information</li> <li>● Orientation and Technology Information</li> <li>● Introduction by instructor and/or course developers (authors Ron and Roxanne Claassen)</li> </ul>	<ul style="list-style-type: none"> <li>● Orientation assignment – (5 pts.)</li> <li>● Class Introductions Initial Forum discussion and reply – Personal Introduction – (5 pts.)</li> </ul>	10 pts.
Module 1 Introduction to <i><b>Making Things Right</b></i> (9 hrs.)	<ul style="list-style-type: none"> <li>● 1.1 Introduction Video **Reflection (5 pts.)</li> <li>● 1.2 MTR Introduction **Reflection (5 pts.)</li> <li>● 1.3 MTR Activities 1-3 Presentation Reflection (5 pts.)  <b>May make video of doing activities w/ class in lieu of written reflection*</b></li> <li>● 1.4 Additional Reading **Reflection (5 pts.)</li> <li>● 1.5 Web Search **Reflection (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	30 pts.
Module 2 Conflict Theory and Dynamics (9 hrs.)	<ul style="list-style-type: none"> <li>● 2.1 Video **Reflection (5 pts.)</li> <li>● 2.2 Experience about “Blocking” **Reflection (5 pts.)</li> <li>● 2.3 Experience about “Unmanaged Conflict Cycle” **Reflection (5 pts.)  <b>May make a video describing “The Unmanaged Conflict Cycle” in lieu of 2.3 paper*</b></li> <li>● 2.4 Experience Conflict and Distance **Reflection (5 pts.)</li> <li>● 2.5 MTR Activities 4-7 **Reflections (5 pts.)</li> <li>● 2.6 Web Search **Reflection (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	35 pts.
Module 3 Four Options Model (9 hrs.)	<ul style="list-style-type: none"> <li>● 3.1 Video **Reflection (5 pts.)</li> <li>● 3.2 Articles: The Four Options or  <i>Optional Alternative: The Four</i> </li> </ul>	35 pts.

	<p>Options and Matthew 18 **Reflection (5 pts.)</p> <ul style="list-style-type: none"> <li>● 3.3 The Four Options Activity and **Reflection (5 pts.)</li> <li>● 3.4 Student Conflict Activities 8 &amp; 9 **Reflection (5 pts.)</li> </ul> <p><b>May Role Play Scenario and video in lieu of written reflection</b></p> <ul style="list-style-type: none"> <li>● 3.5 The Four Options Class Presentation **Reflection (5 pts.)</li> </ul> <p><b>May submit a video discussing your experience (to include student interviews) in lieu of paper*</b></p> <ul style="list-style-type: none"> <li>● 3.6 <u>Web Search **Reflection</u> “Four Options Model” (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	
<p>Module 4 Introduction to Mediation (9 hrs.)</p>	<ul style="list-style-type: none"> <li>● 4.1 Video **Reflections (5 pts.)</li> <li>● 4.2 MTR Activities 10-11 Presentation **Reflections (5 pts.)</li> <li>● 4.3 Student Interview of play MTR pp. 65-66 (5 pts.)</li> </ul> <p><b>Option 1-Written transcript of student interviews*</b></p> <p><b>Option 2-Video student interviews*</b></p> <p>(to include 3-5 interview questions)</p> <ul style="list-style-type: none"> <li>● 4.4 Web **Reflection “Peer Mediation” (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	<p>25 pts.</p>
<p>Module 5 Two Essential Skills (Communication) (9 hrs.)</p>	<ul style="list-style-type: none"> <li>● 5.1 Video **Reflection for “Active Listening” (5 pts.)</li> <li>● 5.2 <b>QOTP</b> **Response to “Active Listening” (5 pts.)</li> <li>● 5.3 “Active Listening” **Log w/ Comments (5 pts.)</li> <li>● 5.4 Video **Reflection for “I-Messages” (5 pts.)</li> <li>● 5.5 “I Message” Write/Read/Response **Reflection (5 pts.)</li> <li>● 5.6 MTR Activities 12-16 **Reflection (5 pts.)</li> </ul> <p><b>May design an online survey</b></p>	<p>40 pts.</p>

	<p>(e. g. Google docs.) to generate student feedback from activities 12-16*</p> <ul style="list-style-type: none"> <li>● 5.7 Web **Reflection “Active Listening” and “I Messages” (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	
Module 6 Perspective in Conflict and Peacemaking (9 hrs.)	<ul style="list-style-type: none"> <li>● 6.1 Video **Reflection (5 pts.)</li> <li>● 6.2 Make a <b>Digital Poster illustrating “perspective” then explain and discuss your poster with one other person (5 pts.)</b></li> <li>● 6.3 MTR Activities 17-19 Student Interviews (Written, audiotaped, or videotaped) (Include interview questions.) (5 pts.)</li> <li>● 6.4 Web Search “perspective.” Chart: Make a list of at least 10 different perspectives. After each compare to your own point of view, note your personal bias. (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	25 pts.
Module 7 A Peacemaking Model (9 hrs.)	<ul style="list-style-type: none"> <li>● 7.1 Video **Reflection (5 pts.)</li> <li>● 7.2 <b>“A Peacemaking Model”</b> or <i>Optional Alternative: “A Peacemaking Model: Biblical Perspectives”</i> **Reflection (5 pts.)</li> <li>● 7.3 Conflict Situation **Reflection (5 pts.)</li> <li>● 7.4 MTR Activity 20 **Reflection (5 pts.)</li> <li>● 7.5 Web **Reflection “A Peacemaking Model” (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	30 pts.
Module 8 Mediation Process (8 hrs.)	<ul style="list-style-type: none"> <li>● 8.1 Mediation Video **Reflection (5 pts.)</li> <li>● 8.2 “Strategies for Peacemaking” Read pp. 2-42 and 70-89 then demonstrate through <b>PowerPoint</b> or Written **Reflection (10 pts.)</li> <li>● 8.3 MTR Activities 21-26 Write **Reflection Paper after conducting</li> </ul>	30 pts.

	<ul style="list-style-type: none"> <li>student interviews (5 pts.)</li> <li>● 8.4 Web **Reflection on “Mediation Process” (highlight any new learnings) (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	
Module 9 Mediation Practice (8 hrs.)	<ul style="list-style-type: none"> <li>● 9.1 Video **Reflection with focus on the “Criteria for a Good Agreement.” (5 pts.)</li> <li>● 9.2 Web Search “Peer Mediation Articles” Compare/Contrast **Reflection (5 pts.)</li> <li>● 9.3 MTR Activities 27-30 **Reflection (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	20 pts.
Module 10 Evaluation (9 hrs.)	<ul style="list-style-type: none"> <li>● 10.1 Web Search “Peer Mediation Curriculum”-Compare / Contrast and then **write about one added strategy/lesson to try; discuss rationale for using (5 pts.)</li> <li>● 10.2 MTR Activities 31-32; **Reflection Paper on Mediation Problem Solving Test/Evaluations, Mediator Agreement and Your Experience w/ Course; includes evaluation of responses (5 pts.) <b>May make a Google form for responses. Teachers have Students in their class complete online. (Responses will aggregate automatically.) (This is an option for 10.2) Data will be submitted.</b></li> <li>● 10.3 Written MTR Implementation Plan Proposal (10 pts.)</li> <li>● 10.4 Administrator Appointment (Present Plan) **Reflections (5 pts.)</li> <li>● Discussion Forum (5 pts.)</li> </ul>	30 pts.
	<b>Total points</b>	<b>310 pts.</b>

## **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>.

### ***Moodle Site Login and passwords – (or other online course access information)***

Students will need to have internet access to log onto <https://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 5pm.

### ***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>. Please identify that you are with the Continuing Education/Independent Studies department.

### ***Moodle Profile***

Update your Moodle profile and post a picture of yourself to help other students identify you.

### ***Email Blocking***

**NOTE:** Please make sure you are able to receive emails sent by your instructor and the university, as well as other students in the course (if you choose to allow this). Students who use their district’s email address for communication may find blocking of outside emails. If you are not receiving email notifications also check your junk mail regarding possible course communication.



### ***Recommended Browsers for Moodle***

- **Mozilla Firefox** – Free download is available at <http://www.mozilla.org/en-US/firefox/new/> - make sure you specify Mac OS or Windows platform.
- **Google Chrome** - <https://www.google.com/intl/en/chrome/browser/> (check for Mac OS or Windows.)

### **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 <https://handbook.fresno.edu/>

### **Grading Policies and Rubrics for Assignments**

Students must earn a minimum of 80% to receive credit

- A= 90-100% (278-310 points),
- B= 80-89% (248-277 points)
- Below 80% (247) and below will **not** receive credit.

### **Grading Policies**

The discernment between an A and 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.

## Writing Requirements

- **Writing Guidelines**

**Written work and submitted papers** need APA guidelines (<https://owl.english.purdue.edu/owl/section/2/10/>) for style and formatting. MS Word processed, 1” margins, double spaced, and size 12 fonts in Times New Roman. Headers need to contain the course number, assignment name, student name, and date.

- **Writing Standards Rubric**

<b>Exceeds Standard</b>	Writing is clear, succinct, and reflects graduate level expectations.
<b>Meets Standard</b>	Writing is acceptable with very few mistakes in grammar and spelling.
<b>Below Standard</b>	Writing contains noticeable mistakes in grammar and spelling.

### Instructor/Student Contact

Students may contact the instructor at the contact information provided in the syllabus, or online through Moodle. Instructors using Moodle are able to communicate through feedback and grading on assignments that are submitted through Moodle. Please allow instructors 48 hours to respond to your questions. “Just Asked Questions” is a feature on the front page of the course on Moodle – feel free to post your questions there – someone may have already asked the question and received an answer.

### Required Text

Claassen, Ron & Roxanne (2015). **Making things right: Activities that teach restorative justice, conflict resolution, mediation, and discipline that restores.** North Charleston, South Carolina: CreateSpace Independent Publishing Platform

## Recommended Restorative Justice Classroom Book List (not required for course)

Chinese Eyes	Marjorie Ann Waybill
Creative Conflict Resolution	William J. Kreidler
Creative Conflict Solving for Kids Grades 4-9	Fran Schmidt & Alice Friedman
Everyone Wins	Sambhava & Josette Luvmour
Fables	Arnold Lobel
Fighting Fair- Dr. Martin Luther King Jr. for Kids	Fran Schmidt & Alice Friedman
Fighting Fair-Student Handbook	Fran Schmidt & Alice Friedman
George and Martha Back in Town	James Marshall
I Can't Wait: A Children's Problem Solving Book	Elizabeth Crary
I Dream of Peace: Images of war...	Maurice Sendak
I Want It: A Children's Problem Solving Book	Elizabeth Crary
I Want to Play: A Children's Problem Solving Book	Elizabeth Crary
If You Choose Not to Hit	Kathy Beckwith
Kids Can Cooperate	Elizabeth Crary
Kids Creating Circles of Peace	A. Witchger Hanson & S. Vogt
King of the Playground	Phyllis Reynolds Naylor
Learning to Swim in Swaziland	Nila K. Leigh
Mediation for Kids	F.Schmidt, A. Friedman, Jean
Marvel	
My Name is Not Dummy: A Children's...	Elizabeth Crary
Peace Begins With You	Katherine Scholes
Peacemaking Skills for Little Kids	Schmidt, Friedman, Brunt, Solotoff
The Big Book for Peace	Lloyd Alexander et al
The Bracelet	Yoshiko Uchida & Joanna Yardly
The Butter Battle Book	Dr. Seuss
The Hating Book	Charlotte Zolotow
The Quarreling Book	Charlotte Zolotow
The Sneetches	Dr. Seuss
The Three Little Pigs	Paul Galdone
The True Story of the Three Little Pigs	Jon Scieszka
Walking With Jesus	Mary Clemens Meyer
Yurtle the Turtle and Other Stories	Dr. Seuss

## Recommended DTR Resource Videos (not required for course)

Reimer, Dalton. Genesis Options for Working with Conflict: Videos from FPU Center for Peacemaking & Conflict Studies, five series: (Please contact FPU if links are broken to videos.)

- [Cain and Abel and the Option of Murder](#)
- Abraham and the Option of Separation
- [Jacob and Esau and the Option of Conciliation](#)
- [Joseph and his Brothers and the Option of Reconciliation](#)
- [Family, Neighbor and Enemy: Stages of Moral Development](#)

## Recommended Websites

Center for Peacemaking & Conflict Studies at Fresno Pacific University:

<https://www.fresno.edu/visitors/center-peacemaking-and-conflict-studies-cpacs>

Discipline That Restores <http://disciplinethatrestores.org/>

Tammy Lenski's Quotation Collection: <http://lenski.com/conflict-resolution-quotations>

## Recommended Resource Texts for Further Study on Restorative Justice in School

Arum, R., & Ford, K. (2012). **How other countries do discipline**. Educational Leadership, 70(2), 56-60.

Battistich, V. (2003). **Effects of a school-based program to enhance prosocial development on children's peer relations and social adjustment**. Journal of Research in Character Education, 1(1), 1-17.

Blair, R. (September, 2008). **Waging Peace**. Educational Leadership. ASCD, Alexandria, VA: Volume 66:1, p. 2-37.

Blood, P and Thorsborne, M. (2005) **The challenge of culture change: embedding restorative practices in schools**. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: "Building a Global Alliance for Restorative Practices and Family Empowerment".

Chmelynski, C. (2005) **Schools find 'Restorative Justice' more effective than expulsion**, School Board News, National School Boards Association (May 2005).

Chmelynski, C. (2005). **Restorative justice for discipline with respect**. Education Digest, 71(1), 17-20.

Claassen, Ron & Roxanne (2008). **Discipline that restores: Strategies to create respect, cooperation, and responsibility in the classroom**. South Carolina: BookSurge Publishing.

Costello, B., Wachtel, J. & Wachtel, T. (2010). **The restorative circles in schools: building community and enhancing learning**. Bethlehem, Pa: International Institute for Restorative Practices. Ch. 1-3.

- Drewery, W. (2004). **Conferencing in schools: punishment, restorative justice, and the productive importance of the process of conversation.** *Journal Of Community & Applied Social Psychology*, 14(5), 332-344.
- Hart, S. (2008). **The no-fault classroom: tools to resolve conflict & foster relationship intelligence.** Encinitas, CA: PuddleDancer Press.
- Hopkins, B. (2004). **Just schools: a whole school approach to restorative justice.** London: J. Kingsley Publishers. (also an e-book available through Hiebert Library)
- Kreidler, W. (1984). **Creative conflict resolution: more than 200 activities for keeping peace in the classroom.** Glenview, Ill: Scott, Foresman.
- Lipchitz, L. (2003). **Restorative Justice in School Settings.** Iowa Peace Institute.
- Mayer, M., Cornell, D. (2010) **New perspectives on school safety and violence prevention.** *Educational researchers*, 39 (1) p. 5-6
- McMorris, B., Eggert, R., Beckman, K., Gutierrez, S., Gonzalez-Gaona, V., Abel, S., Friedman, M. Lenertz, J., Schwanke, C., Young-Burns, J. (2011). **Applying restorative justice practices to Minneapolis Public Schools students recommended for possible expulsion: A pilot program evaluation of the family and youth restorative conference program.** University of Minnesota Healthy Youth Development Prevention Research Center (CDC: U48 DP001939).
- Meyer, L. & Evans, I. (2012). **The school leader's guide to restorative school discipline.** Thousand Oaks, Calif: Corwin.
- Meyer, L. & Evans, I. (2012). **The teacher's guide to restorative classroom discipline.** Thousand Oaks, Calif: Corwin.
- Mirsky, L. (2011). **Building safer, saner schools.** *Educational Leadership* (69)1 p. 45-49
- Morrison, B., Blood, P., & Thorsborne, M. (2005). **Practicing restorative justice in school communities: The challenge of culture change.** *Public Organization Review*, 5(4), 335-357.
- Osher, D., Bear, G., Sprague, J. and Doyle, W. (2010). **How can we improve school discipline?** *Educational Researcher*, 39(1) 48-58
- Riestenberg, N. (2003). **Aides, administrators and all the teachers you can get: A restorative training guide for schools.** *Victim Offender Mediation Association Newsletter*, 13, 7.
- Shah, N. (2012). **'Restorative Practices' Offer Alternatives to Suspension.** *Education Week*, 32(8), 1-15.
- Sharkey, J. D., & Fenning, P. A. (2012). **Rationale for Designing School Contexts in Support of Proactive Discipline.** *Journal Of School Violence*, 11(2), 95-104.
- Skiba, R., & Peterson, R. (2003). **Teaching the social curriculum: School discipline as instruction.** *Preventing School Failure*, 47(2), 66-73.

- Skiba, R.J., Peterson, R.L., & Williams, T. (1997). **Office referrals and suspension: Disciplinary intervention in middle schools**. *Education and Treatment of Children*, 20(3), 295-315.
- Smith, J. (2011). **Bucking a punitive trend, San Francisco lets students own up to misdeeds instead of getting kicked out of school**. SF Public Press as retrieved May 24, 2012 <http://sfpublicpress.org/news/2011-12/bucking-a-punitive-trend-san-francisco-lets-students-own-up-to-misdeeds-instead-of-gett>
- Stinchcomb, J., Bazemore, G., & Riestenberg, N. (January 01, 2006). **Beyond Zero Tolerance**. *Youth Violence and Juvenile Justice*, 4, 2, 123-147.
- Sumner, M., Silverman, C., Frampton, M.L. (2010). **School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland**. Report by University of California, Berkeley, School of Law Thelton Henderson Center for Social Justice
- Suvall, C. (2009). **Restorative justice in schools: Learning from jena high school**. *Harvard Civil Rights-Civil Liberties Law Review*, 44(2), 547-569.
- Trumbull, E. & Rothstein-Fisch, C. (September 2008). **Cultures in Harmony**. *Educational Leadership*. ASCD, Alexandria, VA: Volume 66:1, p. 63-66.
- Varnham, S. (2005). **Seeing things differently: restorative justice and school discipline**. *Education & The Law*, 17(3), 87-104.
- Zaslaw, J. (2009). **A restorative approach to resolving conflict**. *Principal* (November/December Issue, p.48-49).
- Zehr, Howard (1990). Ch. 10 in ***Changing Lenses***. Scottsdale, PA: Herald Press

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <http://registrar.fpu.edu/catalog>.

**\*\* (CE Student Learning Outcomes and Dimensions of Learning) from p. 3 (expanded below) \*\***

### **\*\*\*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.

### **\*\*SIX DIMENSIONS OF LEARNING**

DL1 Confidence/Independence	Congruent w/ actual abilities and skills, content knowledge, use of experience, and reflectiveness over own learning
DL2 Skills/Strategies	Able to function successfully across disciplinary boundaries
DL3 Knowledge/Understanding	Content knowledge gained in particular subject areas

DL4 Use of Prior/Emerging Experience	Ability to draw on own experience and connect it to work
DL5 Reflection	Developing awareness of one's own learning process, as well as analytical approaches to the subject being studied
DL6 Creativity/Originality/Imagination	Learners who experience first five dimensions generally become more creative and playful in the expression of that learning

## FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

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