

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	JUSTICE	College/School	CLA
Prepared by	BRIAN JARRETT	Phone	907 474 6790
Email Contact	BNJARRETT@ALASKA.EDU	Faculty Contact	BRIAN JARRETT

1. ACTION DESIRED (CHECK ONE):

Trial Course New Course XX

2. COURSE IDENTIFICATION:

Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

Senior class standing, 40 contact hours in the classroom plus 5 hours online prior to and following the on-site meetings. The course requires a high level of interaction and learning

3. PROPOSED COURSE TITLE:

CLINIC IN MEDIATION, CONFERENCING, AND CIRCLE PRACTICES

4. To be CROSS LISTED? YES/NO

 If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO

 If yes, Dept: Course #

6. FREQUENCY OF OFFERING:

Maymester Yearly

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

Maymester 2012

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

HYBRID DELIVERY - ONE WEEK INTENSIVE ON CAMPUS WITH ONLINE MEETINGS IN BLACKBOARD PRIOR TO AND FOLLOWING THE ON-CAMPUS MEETINGS

Mode of delivery (specify lecture, field trips, labs, etc.)

9. CONTACT HOURS PER WEEK:

LECTURE hours/weeks LAB hours/week PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

This course engages students in both theory and practice in mediation, conferencing, and circle practices. The course engages students in the major debates and issues in the field. Students will learn effective intervention mediation strategies. The course emphasizes training and professional practice in a series of theory-to-practice

applications. Students work through a series of cases in which they are encouraged to solve ethical dilemmas and conduct issues. In this course, students gain mediation practice skills and integral approaches to mediation. Students are encouraged to create their own models of practice drawing from a wide range of processes, skills, and approaches. Students gain fluency and proficiency in mediation and related practices. Students are awarded a Certificate of Mediation Proficiency at the end of this course. (Prerequisites: Junior or Senior Standing or permission of Instructor.) (3 + 0).

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. YES: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES Junior or Senior Standing or permission of Instructor.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS None

16. PROPOSED COURSE FEES \$ N/A

Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No Yes

If yes, give semester, year, course #, etc.: Maymester 2012

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The course will be instructed as part of Dr. Jarrett's normal workload and will not have any budget ramifications. Because the course will be offered as part of the Justice Department's normal instructional load it will not require more facilities/space than ordinarily required for the delivery of the Justice curriculum.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Both relevant paper and electronic journals are available.

20. IMPACTS ON PROGRAMS/DEPTS

*What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)*

The course will be part of the suite of courses created for the new Justice minor in Dispute Resolution. This course is one of several that expands choices for Justice majors and other students interested in Alternative Dispute Resolution practices. The impact on the Justice Department itself will be positive in that more students will be attracted to the Justice Major because of the availability of ADR coursework which is in increasing use in a variety of criminal and civil contexts. We foresee no negative impacts on other courses, programs or departments.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

The Justice Department does not perceive this course as negatively impacting any departments or programs. The course is part of curriculum changes being proposed for the Bachelor of Arts in Justice, and a proposed minor in Dispute Resolution Systems. The course and the proposed minor are likely to be beneficial for Social Work, Psychology and Sociology majors.


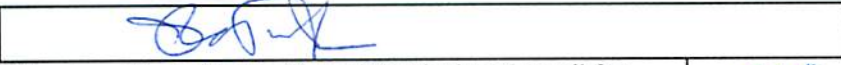
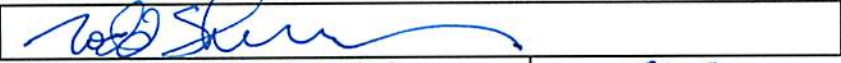
The course, proposed minor and curriculum changes to the Justice major reflect the Department's effort to create a dispute resolution emphasis in its undergraduate program. Dispute Resolution and Restorative justice has been adopted as the operational paradigm for Alaska's Division of Juvenile Justice, and consequently, the Department believes it is important to adopt a restorative justice emphasis in its undergraduate program.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The course represents one of the elective choices in the proposed new Minor in Dispute Resolution. The course will focus on the theory and practice of mediation. The Justice Department is evolving to develop curriculum in Dispute Resolution in order to better prepare future Justice students for the workplace.

APPROVALS: Add additional signature lines as needed.

 Signature, Chair, Program/Department of:	Date 4/11/13
JUSTICE	
 Signature, Chair, College/School Curriculum Council for:	Date 4-11-13
CCA	
 Signature, Dean, College/School of:	Date 4/11/13
CCA	
_____ Signature of Provost (if applicable)	Date _____

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

_____ Signature, Chair	Date _____
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC	
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

_____ Signature, Chair, Program/Department of:	Date _____
_____ Signature, Chair, College/School Curriculum Council for:	Date _____
_____ Signature, Dean, College/School of:	Date _____

ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

University of Alaska

JUST 404 - Justice Department

CLINIC IN MEDIATION, CONFERENCING, AND CIRCLE PRACTICES

(Oral Intensive)

Professor: Dr. Brian Jarrett

Title: CLINIC IN MEDIATION, CONFERENCING, AND CIRCLE PRACTICES

Day/Time: Each day, May 13-17 - 9 am to 5 pm

Place: UAF

Office: 501 Gruening Building – UAF

Office Hours 5 to 6 pm each day May 13-17

Phone: 907 474 6790

E-mail: bnjarrett@alaska.edu

Course Description

JUST 404 Special Topics – Clinic in Mediation, Conferencing, and Circle Practices

3 Credits Offered Summer

This clinical course goes beyond the basic theory of mediation, conferencing, and circle practices, engaging students in the major debates and professional concerns, through role-play and active intervention as Mediator, Conference Facilitator, and Circle Keeper, respectively. This course emphasizes training, and professional practice in a series of theory-to-practice applications. Students work through a series of cases in which they are encouraged to solve ethical dilemmas and professional problems. In this course, students are also encouraged to create their own models of practice drawing from a wide range of processes, skills, and approaches. (Prerequisite: Senior Standing or permission of instructor.)(3-0).

Pre-requisites

Junior or Senior Standing (or permission of instructor)

Course Goals

This course explores the process of mediation in-depth, its history, and development. Students also build skills to help others resolve conflicts through the mediation process. Students will also learn associated skills useful in Conferencing and Circle Practices.

Student Learning Outcomes

1. The course will introduce students to the practice of mediation.
2. Students will gain practice experience in mediation, circle processes, and group-facilitation.
3. Students will also learn to connect mediation techniques to various social conflict scenarios.
4. Students will leave the class with knowledge and skills in mediation.
5. Students will become familiar with the Uniform Mediation Act and other relevant legislation and rules regarding mediation.
6. Students will learn mediation as a process and as a profession and to develop the student's abilities as a mediator.
7. Students will identify standards of practice (professional ethics) of mediation including impartiality, confidentiality, and self-determination.
8. Students will recognize the stages and goals of the mediation process.
9. Students will demonstrate an understanding of and an ability to assist disputants to identify issues, interests, and needs, and to create options by applying accepted mediation techniques.

10. Students will identify the types of negotiation including distributive and cooperative negotiation.
11. Students will explore the dynamics of conflict.
12. Students will explore Group-conferencing and Circle Processes.
13. Students will demonstrate an awareness of the student's own personality including emotions, biases, limitations, and strengths.

REQUIRED BOOKS:

Jennifer E. Beer with Eileen Stief. (2011). *The Mediator's Handbook*. New Society Publishers.

Reading Supplement, as assigned.

Required Blackboard Applications

This course will be supplemented by the Blackboard online learning platform. BLACKBOARD WILL BE AVAILABLE commencing MAY 11 in advance of the week on-site meeting commencing May 13.

You will be asked to take quizzes, post journals and other work and receive announcements on the Blackboard course website. You will also be able to Blackboard mail the instructor and each other and check your scores on the site, as soon as they are posted. You can gain access to Blackboard through any one of the computer labs on campus or on your home computer. See Schedule below.

Class Attendance Policy and Participation

This class brings theory to practice. Participation is absolutely necessary and a major requirement of the course. There are, of course, legitimate reasons for excused absences, in which case a formal note or documentation will be necessary. Because this course is offered in an intensive format each unexcused day of absence will result in a loss of 20 % of your grade.

You can gain participation points in the class through active participation.

You will automatically lose participation points if engage in any of the following strictly prohibited behaviors.

You may NOT talk on your cell phone in class.

You may NOT leave class early nor leave during group any class work. In order to be marked present, you must be in the lecture room for the entire class period.

You may NOT side-talk while the instructor is lecturing or another student is presenting.

Grading Criteria

Grades will be assessed based on the following criteria:

Grading Requirements

Three Graded Oral Presentations (3 x 10 %)	30%
Journals	10%
Exam # 1	10%
Exam # 2	20%
Participation	10%
Final Paper	20%

Grading Scale:

The instructor will use the +/- grading system. Note the following.

97-100 = A+

93-96 = A

90-92 = A-

87-90 = B+

83-86 = B

80-82 = B-

77-80 = C+

73-76 = C

70-72 = C-

67-70 = D+

63-66 = D

60-62 = D-

59 or below = F

Informed, Meaningful, and Active Participation

Each unit you will be asked to participate in discussion exercises, discussions, and to give presentations to the class. You will be asked to give both group/team presentations and individual presentations during class. In particular students are expected to do the following.

1. Speak, ask questions, listen, and respond to others during class sessions.
2. Participate in role-plays and other experiential exercises.

3. Each student must play the mediator in several role plays.
4. Each student must play the disputant in several role plays.
5. Students observing role plays will take notes on what worked and what did not work.
6. Students will also perform self-evaluations and complete mediator evaluations throughout the class.
7. Students must respond to email messages, blackboard postings; read announcements, assignments; and post on Discussion Boards in Blackboard.

Journals

Each day, you will be asked to write a paragraph or two about how you are doing in the course and where you are building strengths. You will also be asked to assess where you need to build skills.

You are required to keep a professional journal throughout this class. At the end of each role play and exercise you are expected to document:

- 1) Brief summary of process
- 2) What mistakes were made by the mediator
- 3) What were the best moves the mediator made.
- 4) Describe any reactions you had to the experience focusing on emotions.
- 5) What are you taking from this exercise.

Oral Presentations

You will have to make at least three presentations on mediation. You will have question and answer sessions before and after each presentation and receive feedback and evaluation following each by the instructor each class. The oral presentations and roles plays form a significant part of the course grade.

Quizzes

You will be asked to take two quizzes online in Blackboard.

Final Examination

You will be asked to take a final multiple choice/true-false exam.

Final Paper

After the initial intensive week in the classroom, you will be asked to work online to complete a 10 page paper that will focus on a particular application of mediation, circle practices, or group conferencing. The paper project is your opportunity to explore mediation in an in-depth way, taking one aspect of practice discussed during the prior intensive week's activities. I want to encourage you to be creative and will give you a good deal of latitude to explore the application that most interests you. Feel free to approach me with your ideas about a topic. We will discuss the requirements for the final paper in class.

Writing Criteria

Correct grammar

Concise and logical writing style

Intro – body – conclusion format

At least three credible references

Use any citation style eg. MLA, APA, ASA etc, but be sure to be consistent.

Developing Writing Skills

I encourage you to visit the University Writing Center to gain help with the writing of your final paper. Also, the Writing Center is also there to help you prepare proper APA references. Take full advantage of the Writing Center.

Writing Center Location and Hours:
801 Gruening, 474-5314

Summer Hours:

10:00 a.m. - 7:00 p.m. Monday - Thursday

10:00 a.m. - 2:00 p.m. Fridays

Regular Fall/Spring Semester Hours:

10:00 a.m. - 4:00 p.m. Monday - Thursday

7:00 p.m. - 10:00 p.m. Monday - Thursday

10:00 a.m. - 1:00 p.m. Friday

1:00 p.m. - 6:00 p.m. Sunday

For more information visit:

<http://www.alaska.edu/english/writing-center/>

Students with Disabilities – Please note Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The staff of Disability Services works with faculty and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655.

<http://www.uaf.edu/disability/>

Academic Integrity:

Note that papers should be original work. The Justice Department discourages plagiarism.

The Justice Department refers its students to the UAF Student Handbook concerning plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.

Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author or from an Internet contributor.
2. Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.
3. Including in a paper someone else's original ideas, opinions, or research results without attribution.
4. Paraphrasing without attribution.
5. Turning the same paper in for credit in more than one class.

If it's not your original idea, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources. Papers that are not entirely original (unlike creative writing) also require a references list at the at the conclusion of the paper, including all sources from class (as you didn't create those, either).

Cheating in any form is also cause for failure.

TEACHING METHODOLOGY

Class discussions, role-plays, lecture, multimedia presentations, and other experiential exercises will be used to reach course goal and objectives.

Tentative Course Schedule and Topical Outline – SUBJECT TO ANNOUNCED CHANGES

Unit 1 Pre-On-site Online Work on Blackboard (May 11 – 14 – Students who miss any online work must see instructor by May 14)

Review Syllabus & Class Expectations

Introductions

Introduction to Mediation

- Read articles posted in Blackboard

- Read all postings in Blackboard

- Post Discussion responses in Discussion Forum for each question

- Take Exam 1

(All the above must be submitted in Blackboard by May 14)

Unit 2 On-site Meeting - Day One (May 13)

I. History of mediation, Group-Conferencing, and Circle Practices.

II. Overview of ADR legislation in the United States and Canada

III. Conflict resolution theory

A. The conflict spiral, types of conflict

B. Responses to conflict

C. Win/win – collaborative negotiation and problem solving

D. Competitive / distributive negotiation

IV. Mediation theory and practice

A. Definition of mediation

B. Characteristics and role of mediators

C. Benefits of mediation process

D. Differences in the roles: judges, mediators, and arbitrators and

Mediation Advocacy

V. Mediation process and techniques

A. Goals of the mediation process

1. Structure

2. Issue identification and fact-finding (Continued)

3. Creating options

4. Negotiation

5. Clarification and writing plan

6. Legal review and implementation

B. Stages of mediation

1. Preparation, opening statement, uninterrupted time, exchange, setting the agenda, building the agreement, writing the agreement, closing

2. Caucusing (separate meetings)

C. Techniques

1. Venting emotions, directing, interruption, clarification, reflection,

acknowledging, encouraging, confronting, reframing,

2. Communication: Active listening, barriers to listening, etc.

3. Communication: Asking questions, mediator language and phrases

4. Dealing with strong emotions

5. Working with third parties

D. What mediation is not

E. Other communication variables

1. Nonverbal: eye contact, body language, etc.

2. Use of neutral language

F. Note taking

G. Full disclosure

VI. Mediation as a profession

VII. Self-Awareness

A. Diversity / cultural awareness (biases)

B. Language differences

C. Responding to conflict

D. Conflict style

VIII Values and of mediation/mediator

A. Balance

B. Self determination

C. Flexibility

D. Awareness

E. Human dignity and respect

IX. Ethics

A. Conflict of interest / appearance of impropriety

- B. Neutrality / impartiality
 - C. Dual roles
 - D. Domestic violence, substance abuse, child and elder abuse, reporting and legal issues
 - E. Power imbalances
 - F. Liability
 - G. Misuse of process
 - H. Protecting the process
 - I. Samples of Standards of Practice (Ethics Statements)
- Applications
- Role Plays and Oral Presentation # 1
- Question and Answer Period for Presentations
- Instructor Evaluation and Feedback
- Debriefing and Feedback on Role Plays and Oral Presentations
- Complete Journal 1
- Respond to Discussion in Blackboard

Unit 3 – On-site Meeting - Day Two (May 14)

1. Read the following chapters listed by topic from *The Mediator's Handbook*:

Overview, The Mediation Session, Supporting the People, Controlling the Process

2. Opening statement and Ground-rules

Prepare your Opening Statement by writing it out in a manner that will be most useful to you (on index cards, outline form, etc.)

Practice your Opening Statement several times until you are very comfortable with it prior to the second day of class.

The written form of the statement is for your own use and not to be handed in, HOWEVER, it is vital to the experiential exercise in which you will practice your Opening Statement

If you need help preparing your statement, you may read Beer (*The Mediator's Handbook*) pp. 31-33.

3. Read and be prepared to discuss the ADR Statute – Handed out in class.

4. Overview of the Mediation Process

5. Overview of Circle Practices and Group-Conferencing

Applications

Role Plays and Oral Presentation # 2

Question and Answer Period for Presentation

Instructor Evaluation and Feedback

Debriefing and Feedback on Role Plays and Oral Presentations

Complete Journal 2

Respond to Discussion in Blackboard

Unit 4 – On-site Meeting - Day Three (May 15)

1. Read the following chapters listed by topic from *The Mediator's Handbook*:

Solving the Problem, Informal Mediation, Appendix

2. Research techniques for Brainstorming and negotiation.
3. Read an accepted statement of ethics or Standards of Practice.
4. Creative Use of Caucus
6. Ethical Issues in Mediation

Applications

Role Plays and Oral Presentations

Question and Answer Period for Presentation # 3

Instructor Evaluation and Feedback

Debriefing and Feedback on Role Plays and Oral Presentations

Complete Journal 3

Respond to Discussion in Blackboard

Unit 5 – On-site Meeting – Day Four (May 16)

1. Read the Uniform Mediation Act in Blackboard
2. Working through the Stages of Mediation
3. Issue Framing
4. Interest Exploration
5. Effective Brainstorming
6. Overcoming Impasse

Applications

Role Plays and Additional Oral Presentations

Question and Answer Period for Presentations

Debriefing and Instructor Evaluation and Feedback on Oral Presentations and Role Plays

Complete Journal 4

Respond to Discussion in Blackboard

Unit 6 – On-site Meeting – Day Five (May 17)

1. Closing Statements in Mediation
2. Developing Agreements in mediation
3. Drafting Memoranda MOA/MOU
4. Uniform Mediation Act
5. Practice in Group-Conferencing and Circle Practices
6. Med-Arb & Arb-Med

7. Mediation and fact-finding, early neutral evaluation, facilitation
8. Mediation and Dispute Systems Design
9. Review of Mediation, Group-conferencing, and Circle Programs
10. Marketing in the Profession

Applications

Role Plays and Additional Oral Presentations

Question and Answer Period for Presentations

Debriefing and Instructor Evaluation and Feedback on Role Plays and Oral Presentations

Complete Journal 5

Respond to Discussion in Blackboard

Unit 7 – Post On-site Online Work (May 17-20)

- Read articles posted in Blackboard
- Read all postings in Blackboard
- Post Discussion responses in Discussion Forum for each question
- Work on Final Paper
- Take Exam 2 in Blackboard by May 21
- Post Final Paper on Mediation in Blackboard by May 21.