EDLE 5175
Mediation and Restorative Justice in Higher Education
Fall 2023

Course Credits: 3 hours
Instructor: Michara DeLaney-Fields, Ph.D.
Office: McKibben 304A
Course time: Tuesdays 4:30 p.m.-7:00 p.m.
Office Hours: By Appointment
Phone: (936) 468-6300
Email: michara.delaney-fields@sfasu.edu

Optional Text/Readings:
Not Required

Suggested Supplemental Materials:

- APA Manual (7th Edition)

Course Description: This course explores the principles and practices of mediation and restorative justice within the context of higher education. Students will understand how these conflict resolution approaches can be applied to address and transform conflicts in academic settings. The course begins by examining the foundations and theories of mediation and restorative justice, including their historical development and philosophical underpinnings. Students will explore the principles of conflict resolution, communication, and negotiation and how these concepts apply specifically to higher education environments.

Course Requirements: This course meets for 16 weeks, with a comprehensive presentation due during the last two weeks of the semester. Through interactive discussions, case studies, and practical exercises, students will learn the skills necessary to become effective mediators and facilitators in higher education settings. They will develop a deep understanding of the mediation process, including how to structure and facilitate mediation sessions, manage power dynamics, and promote effective communication and understanding between parties.

Restorative justice practices will also be explored, emphasizing their potential to address harm, repair relationships, and foster a sense of community within higher education institutions. Students will learn about restorative circles, conferences, and other restorative practices and how they can be integrated into disciplinary processes, student conflicts, and community-building initiatives.

The course will also address the ethical considerations and challenges associated with mediation and restorative justice in higher education. Students will explore confidentiality, neutrality, cultural competence, and power...
dynamics issues and develop strategies for ensuring fairness and inclusivity in their mediation and restorative justice practices.

As described in this syllabus, EDLE 5175 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the student affairs and higher education curriculum, practicum experiences, and assessments.

**Student Affairs & Higher Education Program Learning Outcomes**

At program completion, SAHE students are expected to have the knowledge, skills, and perspectives to serve college students and to foster the learning and development of college students in a wide variety of student affairs or student success areas. The following specific program objectives are consistent with the current program assessment plan:

1. Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.
2. Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.
3. Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.
4. Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.
5. Students will demonstrate the practical and technical competence necessary to be an effective Student Affairs professional.

**Individual Course Learning Outcomes**

1. The student will gain the knowledge, skills, and ethical awareness necessary to effectively mediate conflicts and implement restorative justice practices in higher education settings.
2. The student will gain knowledge to promote a culture of understanding, collaboration, and accountability within their institutions.
3. The student will gain knowledge and understanding to foster a positive and inclusive learning environment for all stakeholders.

**Course Assignments & Activities**

Portfolio/Dosier of Restorative Justice and Mediation Certification  
Research Paper  
Workshop Presentation  
Conference Presentation  
Case Studies
Course Evaluation and Assessment

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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Portfolio/Dosier</td>
<td>400</td>
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<tr>
<td>Research Paper</td>
<td>300</td>
</tr>
<tr>
<td>Workshop Presentation</td>
<td>100</td>
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<tr>
<td>Conference Presentation</td>
<td>100</td>
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<tr>
<td>Case Studies (2 @ 50 pts each)</td>
<td>100</td>
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<tr>
<td>Total Points</td>
<td>1000</td>
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<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
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AF Failure due to unauthorized withdrawal or excessive absence.

Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA.

Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Grading Policies:

Withheld Grades Semester Grades Policy: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Attendance Policy: Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. If you miss class, it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e., illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed.
prior to the missed exam or assignment. Course assignment due dates listed are definite to provide you an opportunity to plan accordingly. Expected Student Behavior Professionalism: While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must arrive late or leave early for some reason, please let me know, and sit by the door so as to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

COURSE INFORMATION: This is a livestream class. Students are expected to actively participate in class discussion. Disruptive, distracting or disrespectful behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. You are expected to log on to Brightspace at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Discussions are a very important part of the course. I encourage questions and comments at all times.

STUDENT ETHICS AND OTHER POLICY INFORMATION:

Students with Disabilities - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1- Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Academic Integrity - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Definition of Academic Dishonesty- Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp. Any assignment that contains plagiarism (whether
intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points. Using other’s speeches or preexisting PowerPoint presentations is considered academic dishonesty and will be treated accordingly.

**Student Code of Conduct: Policy 10.4:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4.). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at (936) 468-2703.

**Perkins College of Education Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

**Student Wellness and Well-being:** SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:
1. Health Services
2. Counseling Services
3. Student Outreach and Support
4. Food Pantry
5. Wellness Coaching
6. Alcohol and Other Drug Education
Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five “Root Principles” below, members of the SFA community seek to strive for personal excellence in everything that we do. The Principle of Respect: Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict. The Principle of Caring: Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those who have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others. The Principle of Responsibility: Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions. The Principle of Unity: Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed. The Principle of Integrity: Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.
Course Calendar

Other important dates to remember for the Fall 2023 semester:

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<thead>
<tr>
<th>Event</th>
<th>Dates listed below are for 15-week course</th>
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</thead>
<tbody>
<tr>
<td>Class begins</td>
<td>August 28, 2023</td>
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<tr>
<td>Official Reporting Date</td>
<td>September 1, 2023</td>
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<tr>
<td>Withdrawal Date w/ W</td>
<td>September 29, 2023</td>
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<tr>
<td>Holidays (Campus Closed)</td>
<td>Thanksgiving holiday- November 18-26</td>
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<tr>
<td>Final Exams</td>
<td>December 11-15</td>
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<tr>
<td>Commencement</td>
<td>December 16</td>
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