

## **Syllabus for PACS 4150: Mediation Skills**

Spring 2025

**Instructors:** Elizabeth Franz **Class Links:** 

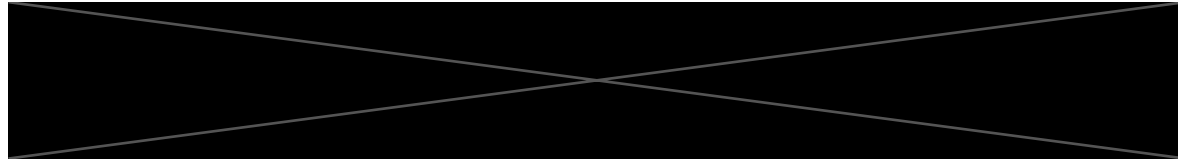
**Teacher Assistants (TAs) :** Jasmine Blustein, Abi Cunningham, Catherine Newman

**Professor's CU Email:** [elizabeth.franz-1@colorado.edu](mailto:elizabeth.franz-1@colorado.edu)

**Course Time:** 3:35pm-6:05pm

**In Person Location:** CASE E220

**\*Sick? Join class remotely!** It is more important to protect all our health, than you physically being in class.



**Office Hours:** Office Hours are by appointment only. Please use the link to schedule virtual office hours: 

**Mediation Model Taught:** 1.8 Humanz Universal Mediation Model (HUMM™)

### **Learning Objectives:**

1. Competency in the following Mediator Skills:
  - a. Process Guiding
  - b. Reflecting Parts, Feelings, Values & Actions
  - c. Mediation Roleplaying
  - d. Asking Open-Ended Questions
  - e. Mediator Note Taking
  - f. Co-Mediating
2. Ability and Knowledge to Commit to:
  - a. Consent, Acceptance & Collaboration
  - b. Mediator Neutrality
  - c. Participant Centering
  - d. Participant Self-Determination
  - e. Mediator Standards of Conduct

Point System	Points per Hour	Total Weekly Hours	Total Points Per Week	# of Weeks	Priority
Class Participation	12	2.5	30	14	Highest (Mandatory)
Homework	2	7.5	15	12	Middle (Mandatory)
Extra Credit	4	Varies	Varies	Varies	Lowest (Optional)
Weekly Totals	--	10	45	--	--
Homework: 15x12 = 180		Class Time: 30x14 = 420		Total Course Points = 600	

University Policy applied to all 3 credit classes: 3 hours of homework per 1 hour of class time

**Desired Outcome:** Students demonstrate their ability to apply the Humanz Universal Mediation Model (HUMM™) effectively, meeting the competency level expected of a newly trained mediator. Earning mediation industry standard training certificate.

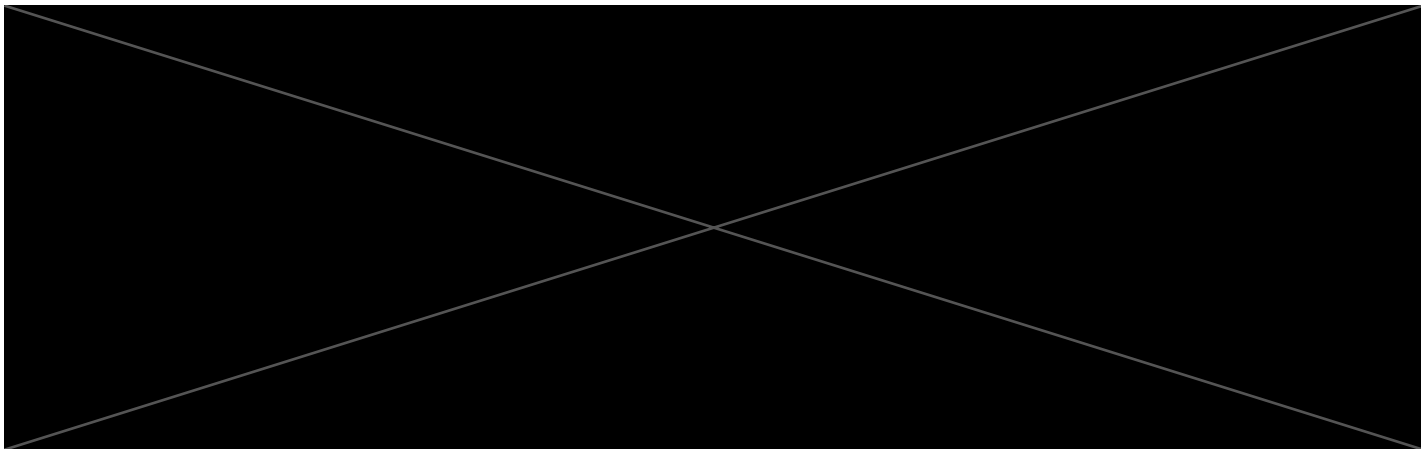
**Accommodations:** This class does not include tests, quizzes, or papers for any student.

### Course Schedule: Spring 2025

<b>Week</b>	<b>Date</b>	<b>In-Person/ Virtual</b>	<b>Type of Class</b>	<b>Subject(s)</b>
1	1/13	In-Person	Intro/Skills	Intro to Class & Parts. Starting a Session
	1/20	No Class Martin Luther King Jr. Day		
2	1/27	In-Person	Skills	Parts Review + Feelings & Values Identification Opening Shares & Note Taking (No Homework)
3	2/3	In-Person	Skills	Reflection & Talk About It
4	2/10	Virtual	Skills	<b>Open-Ended Questions, Notes Fill-In Blanks, Mediator Break, List &amp; Select Parts</b>
5	2/17	In-Person	Process	Actions Formula (Typing Actions), Plan Actions Process, Generating Actions (Facilitating), Clustering, Categorizing, Adjust, Commit
6	2/24	In-Person	Process	Next Steps, Closing Shares, Ending a Session Full HUMM Process Overview, Skills Overview, Prep for Midterm
7	3/3	<u>In-Person</u>	Midterm	<b>Bring a Friend to Class, Pre-Mediation (30mn), Mediating (2 Hours), Post-Mediation (30mn)</b>
8	3/10	In-Person	Skills Practice	Process Guiding, Co-Mediating, Space Set Up, Answering Questions, Mediator Skills Overview
9	3/17	Virtual	Process Practice	<b>Virtual Mediation Set Up, Overview HUMM Process, Moving Through the Process (No Homework)</b>
	3/24	No Class Spring Break		
10	3/31	Virtual	Theory	<b>Alternative/Appropriate Dispute Resolution,</b>
11	4/7	In-Person	Theory	Mediation Models Thomas-Kilman Conflict Modes Collaborative Language/Inclusive Listening/ACT
12	4/14	In Person	Final Prep	Review & Roleplay Practice. Mediator Standards of Conduct & Mediation State Laws. Self-Determination, Participant Centering, Mediator Neutrality, Mediator Standards of Conduct
13	4/21	Virtual	Final	<b>Bring a Friend to Zoom, Pre-Mediation (30mn), Mediating (2 Hours), Post-Mediation (30mn)</b>
14	4/28	In-Person	Theory + Graduation Circle	Mediation Field, Becoming a Mediator, Next Steps, Graduation Circle, Certificates Handed Out, Fashion Show & Group Picture

University Policy: 3 Credit Classes, for every 1 hour of class, 3 hours of homework a week. This class is 2.5 hours of class a week, per university policy you are being assigned 7.5 hours of homework each week. A total of 10 hours a week devoted to this class.

- \*Assigned homework is due on the following Monday except for Skill Drillz which are due on Fridays.**
- \*Homework: graded on completion, you will get full points if you complete everything*
- each assignment is weighted by importance and estimated amount of time to complete*
- \*Late work: 5 points will be deducted each day it's late. If turned in 3 days post deadline = 5 points*
- \*Late/Leave Early/Missing Class: 6 point deducted per half hour of class missed, will round up to the nearest half hour*



**Attendance Policy**

<i>Your Attendance &amp; Communication</i>	<i>Points</i>	<i>Hours added to Certificate</i>
<i>Show up For Class: Full 150 minutes</i>	<i>30</i>	<i>2.5</i>
<i>Show up For Part of Class: 15 minutes late/leaving early (-3 Points)</i>	<i>27</i>	<i>2.25</i>
<i>Show up For Part of Class: 30 minutes late/leaving early (-6 Points)</i>	<i>24</i>	<i>2</i>
<i>Notice of Absence: 72+ hours before absence</i>	<i>+3</i>	<i>0</i>
<i>Notice of Absence: 24 hours to 1 hour before absence</i>	<i>+2</i>	<i>0</i>
<i>Making Up Class: Watching Video, Time Stamping, listing Questions, sharing 3 top takeaways (all 4 must be completed to get any points)</i>	<i>18</i>	<i>1.5</i>

<i>Missing Full Class, No Notice, No Make Up</i>	<i>0</i>	<i>0</i>
<i>Attending between 31-149 minutes of class</i>	<i>1 point per 15 minutes completed attendance</i>	<i>Time in 30 minutes increments rounded down. (26-29 = 30 minutes, 25 or less is considered 0 minutes on certificate)</i>

*If you miss class you lose points which affect your grade and you lose time off your final certificate. You are able to make up points based on the notice you give and if you make up class by watching the recording of class, time stamping the video, listing your questions, and sharing 3 key takeaways you got from watching the video.*

***Mandatory Final & Midterm:*** You are required to attend the final and midterms. These days are highly organized and involve people outside of class pitching in to help you learn. You must be on time and stay for the whole 2.5 hours to get credit for your midterm and final. Missing one of these days will make you ineligible to receive a mediation certificate. Missing one automatically drops your grade to a C; missing both means you fail the class.

***What Happens During the Final & Midterm:*** We will have guests in class, one per student. They will each get a role and be paired up with each other. They will roleplay and simulate a conflict. We provide them with a script for their opening share, a character name, and the scenario.

***Midterm Grading:*** In-person roleplaying will happen in our classroom. Your grade is 10% getting a person to come to class to roleplay and 90% completing the roleplay. You will have 30 minute for pre-mediation with your co-mediator/class partner, 2 hours to mediate the entire process (we help keep you on time), and 30 minutes to get feedback from your roleplayers and co-mediator.

***Final Grading:*** Virtual roleplaying will happen in our class zoom room. We will record each roleplay. The roleplays will be reviewed by the teacher team, feedback from the instructor team will be provided, and we will be grading you on mediator competency. 10% of the grade is brining a roleplayer to class, 70% will be based on completing the roleplay and 30% will be based on your competency as a mediator. You will have 30 minute for pre-mediation with your co-mediator/class partner, 2 hours to mediate the entire process (we help keep you on time), and 30 minutes to get feedback from your roleplayers and co-mediator.

***Grades & Mediation Certificate Metrics:***

Letter Grade	# of Points	Letter Grade	# of Points	Letter Grade	# of Points	Letter Grade	# of Points	Letter Grade	Details
A +	Doesn't exist at CU	B+	538-508	C+	445-415	D+	352-322	F	259-0
A	600-570	B	507-477	C	414-384	D	321-291	P/P+	Pass
A-	569-539	B-	476-446	C-	383-353	D-	290-260	S/U	Satisfactory/ Unsatisfactory

*\*Every class missed (and not made up or excused) reduces your grade a level*

*\*Expectations: You are in class on time, for the whole time and participating in class.*

*We will also be tracking all your homework. We are looking for them to be completed (not perfect) and turned in on time.*

**CU Grading System:** <https://catalog.colorado.edu/undergraduate/credits-grading/>

**Certificate:** A unique feature of this class is that it is both an academic class and a professional development class. If you complete the class, you will be awarded a Mediation Training Certificate that exceeds the current industry standard of mediators who complete 40 hours of mediation training.

*This certificate is a tangible way for you to show future employers, academic institutions, and mediation programs that you have the skills to mediate. It is a strong way to demonstrate you have the soft skills of communication, conflict resolution, relationship building, collaboration, and problem-solving.*

*It is also a way for the instructor team to formally vouch for your skills. We tie our professional reputation to yours by saying, "We have observed this person demonstrating their ability to perform the skills listed on this certificate". Because of this, we will only give certificates to students who we can vouch for while keeping our own professional reputation intact.*

*If you complete the class in full, there will be 70 hours on your certificate. This shows you are above and beyond many mediators in the field who only complete 40 hours. However, we will need you to complete all 70 of those hours to receive a certificate.*

*Below is a table that shows the hours that will appear on your certificate based on the hours you complete in class:*

<b><i>Points You Earn</i></b>	<b><i>Hours on Certificate</i></b>
600-555	70
554-509	65
508-463	60

*\*If you complete less than 60 hours of coursework, you will not get a mediation certificate.*

*When you complete the course, you can join any mediation program in the country. They will ask you for your certificate as a minimum requirement. They may have additional requirements.*

*We recommend adding your certificate to your LinkedIn and Resume. It does make you more competitive in the job market. Be prepared to talk about it in interviews; it usually comes up because hiring managers tend to be curious about it and see it as an added reason to hire you.*

### ***Skill Drillz:***

*You will be regularly assigned a Skill Drill to complete linked on the Canvas page for the class period it is due. The goal for these assignments is to help support the learning in class on effective listening in mediation. These homework drills will be graded based on completion and an ability to demonstrate comprehension of the course material. Skill Drills will be assigned through Canvas and completed through the Google Form link in the Canvas assignment.*

## **University Syllabus Statements Spring 2025**

### ***Honor Code***

*All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or*

*technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.*

*All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: [StudentConduct@colorado.edu](mailto:StudentConduct@colorado.edu). Students found responsible for violating the Honor Code will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit Honor Code for more information on the academic integrity policy.*

*For more information, see the classroom behavior policy, the Student Code of Conduct, and the Office of Institutional Equity and Compliance.*

### **[Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation](#)**

*If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services [website](#). Contact Disability Services at 303-492-8671 or [DSinfo@colorado.edu](mailto:DSinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.*

*If you have a temporary illness, injury or required medical isolation for which you require adjustment, please email the professor.*

### **[Accommodation for Religious Obligations](#)**

*Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, please email the professor in advance so we can customize a plan to ensure you complete the course work and*

attend to your religious obligations. Please also communicate any other religious obligations, like diet, prayer time, religious apparel, etc. that may come up during class time.

See the [campus policy regarding religious observances](#) for full details.

### **Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

### **Classroom Behavior**

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

### **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email [CUreport@colorado.edu](mailto:CUreport@colorado.edu). Information about university policies, [reporting options](#), and [OIEC support resources](#) including confidential services can be found on the [OIEC website](#).



Please know that faculty and graduate instructors are required to inform OIEC when they are made aware of incidents related to these concerns regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about their options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

## **Mental Health and Wellness**

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The [Academic Live Care](#) site also provides information about additional wellness services on campus that are available to students.

## **PACS Program Policies**

### **Course Content - Trigger Warnings and Trauma Informed Practice**

PACS courses deal with difficult subject matter. As the term conflict is in the title of most PACS courses, students should anticipate that the subject matter of these courses will deal with various harms caused to people. The range of harms and violence discussed will differ depending on the focus of the course, but can include everything from war, ethnic cleansing, genocide, sexual violence, interpersonal violence, suicide, to acts of prejudice and discrimination. Additionally, studying conflict requires us to read and/or watch material that can be unpleasant due to graphic retellings of events and/or the use of language that is harmful and demeaning of individuals and groups. The use of certain material is often vital for deepening our understanding of why people commit harm and perhaps more importantly, how people understand harms they have experienced. Material used in PACS classes serves the purpose of the class to help students learn to understand conflict at a deeper level and respond to it more effectively. The material therefore has to reflect what goes on in the real world.

*Students should assume by enrolling in a PACS course they will experience difficult, contentious, and challenging subject matter. While instructors will do their best to offer content warnings throughout the term when particularly challenging material comes up, students must appreciate that by taking a PACS class they are voluntarily deciding to enroll in a course that regularly deals with this type of subject matter. This may include discussion and study of historical and contemporary cases. Additionally, PACS instructors cannot agree in advance to avoid particular subjects or topics that might trigger individual students based on their life experiences. We are peace and conflict professionals with expertise in addressing conflict, we are not psychologists or therapists, nor are the courses designed to replicate therapy or self-help sessions. Students must decide after reviewing the syllabus and course materials if the course is right for them and their mental health. The instructor cannot make that decision for you. If you are concerned about such issues, please meet with the instructor at the start of the term to discuss and to determine if the course is a good fit for your learning needs.*

### ***Class Attendance***

*PACS courses often have a required attendance policy. Attendance, especially for in-person classes, is essential for courses that have a skills-based component to them since students must be present to learn and practice skills. The instructor will outline the specifics of their attendance policy in the syllabus. Some courses have mandatory days that students must attend to participate in in-class activities that are worth credit and cannot be made up. In general, the attendance policy that guides PACS courses is as follows:*

*For classes that meet twice per week (MW or TH), a student can miss four sessions without penalty to their final grade. A fifth absence is typically grounds for a letter grade deduction off the final grade, while a sixth absence can result in an automatic failing grade.*

*For classes that meet once per week, student attendance is even more crucial for success. A student can miss two sessions without penalty to their final grade. A third absence is grounds for a letter grade deduction, while a fourth absence can result in an automatic failing grade.*

*For online asynchronous classes students are expected to keep pace with the course, which typically means logging in and completing weekly readings and*

*assignments. If a student does not keep pace with the course due dates, the instructor is not under any obligation to provide extensions or to accept late work beyond what is listed in the syllabus.*

***PACS does not recognize a difference between excused and unexcused absences.***

*Following guidance provided by the University, PACS treats all absences as equal and does not distinguish between excused and unexcused. Students are expected to save and use their absences in case of emergencies and life events.*

*It is the student's responsibility to ensure they attend class and keep track of their absences.*

*For students with health challenges, additional absences and adjustments may be considered. However, approval must be first sought through the Office of Disability Services. Students must obtain an official accommodation request, which will then be sent to the instructor for approval.*

*If a student experiences a long-term illness lasting more than two weeks, the student should contact the instructor. If a student is out for longer than two weeks, they may be required to obtain a temporary medical accommodation through the Office of Disability Services.*

*It is at the instructor's discretion to grant exceptions to the attendance policy. Students should not anticipate that an instructor will automatically grant them an exception.*

***The Use of AI and LLMs in PACS Courses***

*In general, we prefer that you not use these tools. Why do we say this? In most cases, the work students are asked to perform in PACS courses often has a reflective component to it. We want to know what is going on for you. The act of writing is central to helping you explore your thoughts and develop your critical thinking skills. It defeats the purpose of a reflective assignment if you hand in something produced by ChatGPT and as such, instructors are well within their right to give you a failing grade for the submission.*

What about in the cases of research papers? Based on the Student Honor Code, we interpret the use of these tools as plagiarism if you use them to produce more than 10% of your paper. While these tools are powerful, they are also inaccurate and problematic for undergraduates. Often, they produce false statements that are easy for students to overlook, particularly when dealing with specific authors and materials the systems may not be trained on. Second, they produce formulaic essays and use language in such a way that is not typical of an undergraduate student. That is, it is easy to spot direct copy-paste essays, especially when the word choices reflect terms not used in the class or articles, or the essay comes off as if it were written by a specialist in a particular subject area. Again, if you use AI and LLM to write the majority of your paper, **your instructor is well within their right to give you a failing grade for the assignment and to turn you in for an Honor Code violation.**

Can you use these tools to assist in your writing? Yes, but only if you are transparent about how you used them and that you limit their use to less than 10% of whatever final product is produced. For instance, it is more than acceptable to write your paper, and then ask a service like ChatGPT to suggest improvements for particular parts so long as the paper remains essentially your thoughts and work. Additionally, you can use these tools to help you understand the subject matter, so long as you do not copy-paste whole paragraphs and try to pass the work off as your own. Think about it as similar to Wikipedia. The tools can help you learn about a subject, but they should not be seen as authoritative sources. In all cases, if you use an LLM to help with a paper, include a footnote or endnote briefly describing why you decided to use the model and in what sections LLM influenced changes appear. Including such a declaration will help your instructor understand your choices, particularly if there are questions about the content of the paper.

### **Practical Notes from Elizabeth Franz**

#### **Food & Drink in Class:**

- Based on the room policy, we may or may not be able to eat & drink in class.
- Water bottles are encouraged and always accepted in class.
- For any food or drink you bring to class, we ask that you do your best not to make a mess; if a mess is made, we ask that you clean it up.
- Allergies for our Cohort:
  - Gluten & Peanuts
  - (Please let the professor know if there are any allergies you have that are not listed)

- *If you plan to bring food to share with the class, please inform the professor and abide by the guidelines above.*
  - *Make sure what you bring omits Peanuts.*
  - *You can bring things with gluten, but a gluten-free alternative is encouraged.*

***Speaking Out Loud In Class:***

*You can always pass when you are asked to read or speak out loud to the whole class.*

*If there is a presentation, you can record a video, create a slide deck, read it from your desk, have it in writing for someone else in class to read out loud, or lean on your partner to present while you contribute to creating the content.*

*You will have to read the mediator manual script out loud to your roleplaying groups of 4 people.*

*If you need accommodation or an adjustment that is not mentioned above, please speak with the professor.*

***Class Audio & Video Recordings:*** *We will be video & audio recording classes. This is so if someone has to miss class they are able to catch up. You will have access to the audio and video recordings during the course. When the course ends, access will be removed.*

*Sharing these recordings with anyone outside of our cohort is prohibited.*

*You may use them to study for your midterm and final during the course. You may also utilize them if you have to miss a class.*

*We will be using a device called the Toucan, which is a 360 Camera and Mic that will capture the whole class. The professor will also have a mic on their person to capture the audio of the lecture. This audio will only pick up the professor's voice clearly.*

***A Note about Exams and Quizzes:*** *We don't have them in this class. The Final and Midterm are mediation roleplays. Mediation sessions are always 2 hours long. Therefore, students roleplay mediations for 2 hours at a time. Your grade is not based on how far you get in the process during those 2 hours, they are based on mediator competency. We look to see if you practiced the skills you learned.*

*Therefore, accommodations requesting additional time for exams and quizzes do not apply to this class, since we do not have exams or quizzes and since we are sticking to the industry standard of 2 hour mediation sessions.*

**Intellectual Property:** *All curriculum, handouts, mediator manuals, and written, audio, and visual materials have all been created by Elizabeth Franz and are owned by Humanz Mediate LLC. CU Boulder has permission to use these materials for the mediation skills course when Elizabeth Franz is the professor. Students may use the materials for their personal learning but may not use them for any commercial purposes. Materials shared during this class are prohibited from being published online, published in any medium, replicated, or shared with others outside the course.*

**Mediation Content Disclaimer:** *Mediation is a process that accepts participants as they are. We do not tone police or control their behavior. We meet participants where they are in their challenging conversations. Because of this and the nature of the work of being a mediator, we will be exposing students to content that may otherwise not be accepted in a professional, academic, and “polite” society.*

*Remember, that it is when someone is their ugliest, when they’ve messed up in the worst ways, is when they most need mediators to hold space for them as they are. Mediators must accept that their humanity can both be hideous and beautiful simultaneously. All humans deserve to be treated with dignity, especially by their mediators.*

*We want to honor your boundaries and well-being as well. So, if there is content you cannot tolerate, please let us know. If during class, something comes up that is triggering or difficult for you to process at the moment, take a break, leave the room, and take care of yourself.*

*Some examples of content that come up in real mediations that we may simulate in class include but are not limited to: profane language, cursing, name-calling, insensitive behavior, non-Politically Correct rhetoric, personal attacks, character assassination, and any manner of things people say when they are at their ugliest and need mediators to support them the most.*

*Some topics that can come up in real mediations that we may simulate in class include but are not limited to: discrimination, verbal abuse, physical abuse, manipulation, deplorable acts, polarizing topics, and any number of scenarios and situations that lead participants to seek support from mediators.*

Any feedback on the mediation scenarios and roleplays are welcomed. If you have a concern or complaint, we request you start by directly communicating it with the Instructor Team (Professors and TA's).

**Roleplaying:** All students will roleplay characters and scenarios. The character is not you, and what you say in character is not a reflection of your own beliefs or behavior towards others. Please do take feedback and direction from your peers if you are crossing a boundary they have or making it difficult for them to learn.

**Roleplayers:** In cohort roleplayers include: instructors, TA's, & classmates. When we have people from outside the class come in to roleplay, please show them your gratitude. They are helping our cohort learn and trying something different. They are the closest approximation to a real mediation participant, so please accept them as they are, and note that our class policies do not apply to them as they are guests.

**Sick? Join Virtually:** The Professor lives with a person who is immuno-compromised. You will see her wearing a mask and frequently hand sanitizing. For the health and safety of others, please join class virtually the days you are sick or feel you are getting sick. Please email the professor the day of so we make sure to have you join the Zoom room. Thank you for caring and taking care of each other's physical health.

**Homework Locations:** Because our TA team is a mix of folks who have access to CU's systems and who don't, we will use a hybrid approach. Everything will be posted in Canvas as the default. Many of the links in Canvas will bring you to Google Forms

**TA Point of Contact:** To provide the best support, each student will have a TA assigned to them as their main point of contact. Partners will share the same TA. We will assign TAs to each student/partnership pair once the class is partnered up.

**Mandatory Reporting:** Please note that anyone professor or staff who are officially hired by CU are mandatory reporters. There are things that when shared with the professor trigger mandatory reporting and protocols through CU. Any TA or co-instructor who is not officially employed by CU are not considered mandatory reporters.

**Instructor Team Ethos:** Show us you can be a mediator. That we can trust you to be our co-mediator. That we would want to hire you as a mediator. Be communicative,

*show you care, be present, and be reliable. We are all trusting you, so show us that trust is in the right hands, yours.*

*We trust you to communicate your needs to us.*

**Homework Rhythm:** *Assigned on Monday. Skill Drillz Dues Thursday. All other homework, is due the next Monday. At the latest, please complete all the homework before the next class.*

**Opportunities for Students:** *If you are looking for internship and apprenticeship opportunities, please let the professor know. Humanz Mediate offers internship programs to build professional skills in the Conflict Resolution Field and Small Business development. When students complete the class, they are eligible to join the Apprenticeship Program. After the Apprenticeship program mediators are also eligible for the Performance Based Evaluation Certification Process.*

*We are also always looking for students to be Teaching Assistants (TAs) for future semesters at CU.*

*Please let us know if you are looking for opportunities so we can match you to them.*

**Resources from Teaching Assistants:**

- [Student Campus Support Resources](#)
- [General Resources CU, Boulder & Beyond](#)
- [OEIC, OVA, & RSS explained](#)

**Professor's Guiding Sentiment:**

*"When the Master governs, the people  
are hardly aware that she exists.*

*Next best is a leader who is loved.*

*Next, one who is feared.*

*The worst is one who is despised.*



*If you don't trust the people,  
you make them untrustworthy.*

*The Master doesn't talk, she acts.*

*When her work is done,  
the people say, "Amazing:  
we did it, all by ourselves!"*

*- Lao Tzu*

*Tao Te Ching Chapter 17*

*Steven Mitchel translation (1988)*