

Academic Catalog

Academic Year
2023-2024

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For information about IIRP Graduate School policies, services, and resources, please refer to the [Student Handbook](#), available on the IIRP website.

About Us

Dedicated to Growing and Teaching the Science of Relationships and Community

The International Institute for Restorative Practices (the IIRP), located in Bethlehem, PA, is the world's first accredited graduate school that specializes in studying the field of restorative practices, providing education, research, and consulting services.

At the heart of restorative practices is the understanding that human beings are instilled with the need to connect and grow with each other. The IIRP supports students and community leaders with the tools they need to transform relationships and effect change within their own lives as well as within public and private K-12 educational institutions, public and private four-year residential colleges and universities, non-governmental agencies (NGOs), and community-based organizations (CBOs). Through strong academic offerings combined with a real-life approach to education, the IIRP helps mend issues and makes resilient and meaningful relationships thrive.

As the field of restorative practices grows and evolves, we are dedicated to always being at the forefront of exploring and testing new concepts, new approaches, and new methods.

Mission

The mission of the International Institute for Restorative Practices Graduate School is to strengthen relationships, support communities, influence social change, and broaden the field of restorative practices by partnering with practitioners, students, and scholars.

Our Work

- **Living Restorative Practices** – We model a relational approach and honor human dignity in all that we do. This is the foundation for all of our work.
- **Education** – We provide advanced education, professional development, and transformative learning experiences.
- **Consulting** – We deliver strategic consulting that leverages our relational expertise.
- **Research** – We generate and disseminate knowledge regarding the influence of relationships on social health.

Accreditation

The IIRP is accredited by the Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 (267-284-5011). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Faculty, Staff, and Administration

Main Office Phone Number: 610-807-9221

Linda Kligman, President (610-807-9221)

Drexel University, B.S., Civil Engineering/Applied Technologies, 1991
International Institute for Restorative Practices, M.S., Restorative Practices, 2015
Union Institute and University, Ph.D., Interdisciplinary Studies, 2020

Michael Valdez Raffanti, Provost (610-807-9221)

University of Portland, B.A., Philosophy and History, 1983
Boston College Law School, J.D., 1989
The Evergreen State College, M.I.T., Teaching of Native American Learners, 2000
Fielding Graduate University, Ed.D., Leadership and Change, 2005
Union Institute and University, M.A., Literature and Writing, 2012

Gina B. Abrams, Associate Professor

and Director of Research and Program Evaluation (267-576-0366)

University of Delaware, B.S., Physical Education Studies, 1995
Boston University, M.S.W., Social Work Macro Practice, 1999
Boston University, M.P.H., Social and Behavioral Health, 2000
Rutgers University, Ed.M., Statistics, Measurement, and Evaluation, 2012
Boston University, Dr.P.H., Leadership, Management, and Policy, 2017

Craig Adamson, Associate Professor (215-416-3723)

Temple University, B.A., Criminal Justice, 1995
International Institute for Restorative Practices, M.R.P.Y.C., 2008
Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

Melissa Ash, Associate Dean of Administration (484-523-2688)

University of Kentucky, B.A., Psychology, 2011
International Institute for Restorative Practices, M.S., Restorative Practices, 2018

Borbála Fellegi, Assistant Professor (610-807-9221)

Eötvös Loránd University, M.A., Social Policy, 2002

University of Cambridge, Trinity Hall, M.Phil., Criminology, 2004

Eötvös Loránd University, Ph.D., Social Policy, 2008

Mary Jo Hebling, Dean of Continuing Education and Lecturer (215-778-2956)

Temple University, B.A., Communications and Theater, 1979

International Institute for Restorative Practices, M.S., Restorative Practices and Youth Counseling, 2012

Jamie Kaintz, Dean of Student Services (610-938-5686)

Cedar Crest College, B.A., Applied Psychology, 2016

International Institute for Restorative Practices, M.S., Restorative Practices, 2021

Patrick McDonough, Ph.D., Vice President for Academic Affairs Emeritus**Zeau Modig, Librarian (610-807-3007)**

Stockton State College, B.A., Historical Studies, 1981

Rutgers University, Information and Library Studies, M.L.S., 1985

Fernanda Fonseca Rosenblatt, Associate Professor (610-807-9221)

Universidade Católica de Pernambuco, B.A., Law, 2003

Katholieke Universiteit Leuven, M.A., Criminology, 2005

University of Oxford, Ph.D., Criminology, 2014

Frida Rundell, Professor (610-694-9936)

Johannesburg College of Education Transvaal, Teachers' Diploma, 1967

University of South Africa, Diploma in Special Education, 1981

Graduate School of Marketing, Diploma in Marketing Management, 1983

University of Witwatersrand, Certificate in Instrumental Enrichment, 1988

South African Institute of Marital & Family Therapy, Family Therapy, 1990

University of South Africa, B.A., 1991

University of South Africa, B.A. (Hons.), Psychology, 1993

University of Natal, M.Ed., Psychology, 1996

University of Zululand, Ph.D., Community Psychology, 2000

Thomas Simek, Ed.D., Professor Emeritus

Elizabeth Smull, Lecturer (267-718-7608)

Millersville University, B.S., Secondary Education, 2000

International Institute for Restorative Practices, M.R.P.Y.C., 2008

Theodore Wachtel, Founder

Academic Advising

Every student is assigned an advisor at the time of admission into a program. Students should take the lead in sharing any questions or concerns with their advisor. Issues concerning course selection, withdrawing from a course, or withdrawing from the program should be discussed with their advisor. Advisors can be contacted in person, by phone, or by email.

Student Services shall serve as advisors to students who are not admitted.

Educational Philosophy

The IIRP Graduate School offers graduate degrees and professional development programs that promote learning, personal growth, and social responsibility among its students by integrating the core concepts of restorative practices in all teaching and learning activities.

We believe that every human being has intrinsic value, deserves to be treated with respect, is capable of changing and growing, and is inherently motivated to learn. We also believe that learning occurs best within a participatory learning community with students actively engaged in their own learning and interacting with their fellow students, and that learning should not only build capacity for the future, but should address current problems and challenges facing individuals and society.

Graduates will be thoughtful practitioners, able to advance in their profession and committed to developing their own capacities through habits of exploration and reflection. They will be effective communicators and will have a well-developed capacity to engage in lifelong inquiry and learning. They will have an understanding of healthy interpersonal and organizational relationships and will work well with others in responding to new and unexpected challenges that arise in their organizations and communities.

Lastly, the IIRP Graduate School's aim, as suggested by Albert Einstein in a speech in 1936, "is the training of independently acting and thinking individuals who, however, see in the service of the community their highest life problem."

Institutional Learning Goals

The Institutional Learning Goals of the IIRP Graduate School articulate the learning opportunities for each student in this institution. These goals reflect the mission of the IIRP and are rooted in the restorative nature of the Institute's focus. Specific outcomes are tied to each goal in order to support further learning for students, faculty, and administration. These goals and outcomes are broadly defined to apply across the curriculum and to adapt learning in varied contexts. They include goals and outcomes that reflect the unique nature of restorative practices and attract students who value community and want to create a more restorative world by building relationships and community through leadership that empowers others. The learning goals represent core skills and knowledge all students will attain at the IIRP.

Critical Thinking: Members of the IIRP learning community will analyze, synthesize, and interpret texts, experiences, feedback, and other information.

Critical thinking skills are evidenced by the student's ability to:

1. Demonstrate quantitative and qualitative literacy.
2. Analyze and interpret texts, experiences, and feedback through critical reflective processes.
3. Gather evidence and analyze it to take a philosophical position, make a judgment, or solve theoretical or practical problems.
4. Participate in group settings, such as professional learning groups or circles, in order to gain understanding of content, gain feedback, form collaborative relationships, and translate learning into multiple contexts.

Communication Skills: Members of the IIRP learning community will write and speak well in different contexts.

Communication skills are evidenced by the student's ability to:

1. Utilize the writing process to deepen learning and convey meaning to others.
2. Write effectively for a variety of purposes and audiences.
3. Deliver effective oral presentations.
4. Experience learning through speaking, listening, writing, role-plays, self-reflection, and providing both critical and supportive feedback to fellow students.

Self-Directed Learning: Members of the IIRP learning community will take initiative and responsibility and assess their own learning activities.

Self-directed learning is demonstrated by the student's ability to:

1. Take initiative in identifying areas of needed growth.
2. Work independently as needed to complete assignments.
3. Effectively manage coursework to completion.
4. Contribute to the restorative practices knowledge base through the ability to seek, share, and implement restorative processes.

Ethical Awareness: Members of the IIRP learning community will identify and analyze ethical issues associated with restorative practices.

Ethical awareness is demonstrated by the student's ability to:

1. Articulate the meaning of the IIRP's mission.
2. Work cooperatively and responsibly within a group.
3. Demonstrate an understanding of ethical issues in research.

Information Literacy: Ability to locate, analyze, and use information appropriately.

Information literacy components are built into all IIRP courses, and competency is demonstrated by each student's successful completion of assignments for each course.

Information literacy is demonstrated by the student's ability to:

1. Identify the type of source needed to fill the information need.
2. Use the resource effectively by constructing successful search strategies to locate required information.
3. Analyze search results to determine their suitability for the assignment.
4. Understand the definition of plagiarism, attribution of ownership of works and ideas, and the importance of proper citation format.

Master of Science in Restorative Practices

The IIRP Master of Science degree program is designed for working professionals. The minimum completion time for a master's degree is two years.

Students must complete their degree program within five years from the time they are admitted to the program.

A student's failure to complete their degree requirements within the prescribed five-year period will be cause for dismissal from the IIRP. Requests for continuation or reinstatement must be presented to the Provost for review and consideration.

Accepted students may apply to be approved to pursue the Thesis Option. For students pursuing the Thesis Option, failure to complete the degree and Thesis Option requirements in the prescribed seven-year period will be cause for review by the Provost and subject to possible dismissal from the IIRP.

Students may apply at any time during the year.

Program Goals

Students will:

1. Explain foundational principles of restorative practices.
2. Apply conceptual and analytical skills in evaluating the links among practice, systems, and policy issues.
3. Demonstrate the ability to improve professional skills through self-reflection.
4. Develop knowledge and skills to work with culturally and socially diverse populations in local and global contexts through a restorative practices frame.
5. Apply critical thinking skills to an issue and determine a restorative approach.
6. Demonstrate proficiencies in information literacy.
7. Thesis Option only: Design a research study to advance the field of restorative practices.

Application for Admission to the Master of Science Degree Program

The IIRP Graduate School is dedicated to the graduate education of adult learners who are baccalaureate college graduates.

Prospective students should display an aptitude for completing graduate-level coursework, a capacity for making positive contributions in their professional life, and a willingness and capacity to engage in self-reflection to develop skills and competencies.

Students may take up to 12 credits before deciding to apply to the Graduate School. Transparent tuition is only available on the first course for students who have not been accepted to the Graduate School program.

To be considered by the Committee on Admission, applicants must:

- have graduated from an accredited college or university with a cumulative GPA of 3.0 (on a 4.0 scale) or better, and
- submit official academic transcripts to the IIRP from all undergraduate and graduate institutions attended. Official transcripts should be mailed to: IIRP, 531 Main Street, Bethlehem, PA 18018-5837 USA. Electronic transcripts should be emailed to transcripts@iirp.edu, and
- submit three letters of reference, along with the [Graduate School Recommendation Form](#). These letters should be from persons who know both the character of the applicant and the ability of the applicant to be successful in demanding graduate study in our professional discipline, and
- submit a 1-2 page letter or essay describing their reasons for seeking our specialized graduate education. This essay is a reflection of scholarship and should be reviewed for spelling and grammar prior to submission, and
- submit a résumé or curriculum vitae.
- Optional: A candidate for admission may also submit qualifying test scores, either recent GRE® (code 2589), Miller Analogies Test (code 4030), PRAXIS PPST (code 2323), or PRAXIS Core (code 5751) scores.

Each student applying to our Master of Science program is given personal consideration. Candidates for admission may be asked by the Committee for a personal interview or additional supporting documents. A prospective student may be admitted unconditionally, admitted with specific conditions, or not obtain admission. The committee shall be the agency to hear any requests for special consideration for admission.

To apply for admission to the master's program, create a [Student Portal](#) and submit the online application found in the portal. Details about the application process can be found on the [Program Application](#) page of our website.

- If you are planning to begin your studies in the Spring term, please submit all application documents by November 1.
- If you are planning to begin your studies in the Summer term, please submit all application documents by April 1.
- If you are planning to begin your studies in the Fall term, please submit all application documents by July 1.

Application Requirements for International Applicants

Our Committee on Admissions shall consider those potential international students who:

- have been awarded a degree equivalent to the four-year baccalaureate degree granted by U.S. colleges and universities with an equivalent cumulative Grade Point Average (GPA) of 3.0 (on a 4.0 scale) or better, **and**
- whose transcripts and academic credentials of all undergraduate and graduate institutions attended have been evaluated on a course-by-course basis by any organization approved by National Association of Credential Evaluation Services ([NACES](#)) and sent directly to the IIRP, 531 Main Street, Bethlehem, PA 18018-5837 by that organization, **and**
- submit three letters of reference, along with the Graduate School Recommendation Form. These letters should be from persons who know both the character of the applicant and the ability of the applicant to be successful in demanding graduate study in our professional discipline, **and**
- submit a 1-2 page letter or essay describing their reasons for seeking our specialized graduate education. This essay is a reflection of scholarship and should be reviewed for spelling and grammar prior to submission, **and**
- submit a résumé or curriculum vitae, **and**
- submit scores from either the Test of English as a Foreign Language (TOEFL®) code 2589 or the Duolingo English Test or the International English Language Testing System (IELTS). The scores must not be more than two years old and must be sent directly from the testing agency to the IIRP.
- **Optional:** A candidate for admission may also submit qualifying test scores, either recent GRE® (code 2589), Miller Analogies Test (code 4030), PRAXIS PPST (code 2323), or PRAXIS Core (code 5751) scores.

International applicants are exempt from the English language test requirement if they have received a baccalaureate or a master's degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

The TOEFL®, IELTS™, and Duolingo cannot be utilized as a substitute for the GRE® or Miller Analogy standardized examinations.

The minimum acceptable score for the TOEFL® is 66 for the paper-based test or a composite score of 88 (see below) with a 24 on the speaking section for the Internet-based test (iBT).

Category	Minimal TOEFL (iBT) Score
Reading	22
Listening	20
Speaking	22
Writing	24
Composition	88

The minimum acceptable test score for the Duolingo test score is 120. The minimum IELTS score is 6.5, with no less than a 7.0 on the writing section. (General training not accepted.)

Notification of Admission

Applicants will be notified of their admission status by email.

Students must enroll no later than the term following their admission to the Master of Science degree or their acceptance to the Graduate Certificate in Restorative Practices.

We understand that a student might need to postpone their initial enrollment. If that is the circumstance, the student will need to submit in writing a request for a deferral by contacting Student Services. Students who do not submit the request for a deferral or who do not re-enroll for the agreed upon term will be discontinued from the program and will need to reapply before continuing their studies.

Transfer Credits

Due to the specialized nature of the Institute's programs, transfer credits will not be accepted, with the exception of IIRP coursework offered as ORLA 5340 and taught by IIRP faculty at the Summer Principals Academy, Teachers College, Columbia University, New York, New York, which will be accepted until the conclusion of the academic year 2023-2024.

Master of Science Course Requirements

There are four required courses and six electives (30 credits total) to earn the Master of Science in Restorative Practices.

Number	Name	Credits
RP 500 or RP 504	Basic Restorative Practices Foundations of Restorative Practices	3
RP 525	Restorative Practices in Action	3
RP 610	Evaluation of Research	3
RP 699	Integrating Seminar (final course for the M.S. degree – all other coursework must be completed prior to RP 699)	3
	Plus 6 Elective Courses	18
	Total Credits for the Master of Science Degree	30

Specializations

The IIRP offers two specializations within the Master of Science degree for students who choose to focus in one of these areas. To complete a specialization, a student must meet all master's degree requirements, with four of their six electives selected from the approved list of courses related to that specialization. Official transcripts reflect completed specializations.

Community Engagement

Restorative practices honors the existing strengths in a community and helps to increase people's personal and collective efficacy, creating social conditions for people to be healthier and have greater well-being. The community engagement specialization provides students with a cluster of courses that focus on relationships and social connections in the community through processes, programs, and policies.

To earn recognition on a transcript, you must fulfill the following in addition to the required coursework for the Master of Science:

- Four of your electives, including two at the 600 level, must be related to the specialization. The options for these electives include RP 550 Transforming Relational Harm, RP 556 Restorative Practices for Community Health and Well-Being, RP 635 Narrative Inquiry for Empowering Facilitators, RP 637 Social Justice and Restorative Practices, and RP 645 Transgenerational Resilience and Community Striving.
- Your project for your final course, RP 699 Integrating Seminar, must be rooted in your specialization.

Education

Restorative practices promotes a healthy teaching and learning environment through practical implementation of engaging processes that are both proactive and responsive. The education specialization provides students with a cluster of courses that focus on teaching and learning. Learning includes strategies to enhance student-teacher engagement; practical classroom activities; development of teacher pedagogy; understanding students' social, emotional, neurological, and academic needs; and building on restorative frameworks to develop anti-racist education and challenge current educational system and practice.

To earn recognition on a transcript, you must fulfill the following in addition to the required coursework for the Master of Science:

- Four of your electives, including two at the 600 level, must be related to the specialization. The options for these electives include RP 550 Transforming Relational Harm, RP 625 Restorative Practices in Life Space Crisis Intervention, RP 652 Social and Emotional Learning in the Restorative Classroom, and RP 662 A Restorative Approach to Educating the High Risk and High Need Student.
- Your project for your final course, RP 699 Integrating Seminar, must be rooted in your specialization.

Thesis Option

Students in our Master of Science degree program and alumni of the IIRP master's degree program who wish to expand knowledge of restorative practices by conducting original research may choose to pursue the Thesis Option. If you wish to gain research experience and develop advanced competencies in scholarly writing, are considering a research-intensive career, or are interested in pursuing doctoral-level study, the Thesis Option may be a desirable

choice for you. You will work with your faculty advisor to design a plan of study that fulfills your degree requirements and allows you to still choose four electives. There are six required courses for the thesis option: RP 500 Basic Restorative Practices, RP 525 Restorative Practices in Action, RP 610 Evaluation of Research, 680 Designing Restorative Practices Research, RP 685 Data Analysis for Restorative Practices Research, and RP 699 Integrating Seminar.

Following the RP 699 Integrating Seminar, you will be prepared to initiate your research. You will register for RP 707 Thesis Seminar, an innovative seminar designed to be completed within one year, that integrates all steps of a traditional thesis experience. You will identify a faculty chair and, with the guidance of a committee, develop a research focus and conduct original research in restorative practices, culminating in a written thesis that is suitable for publication. You will earn the Master of Science in Restorative Practices degree with the thesis designation on your transcript after fulfilling these requirements.

While you are expected to complete the Thesis Seminar within one year, you may extend that experience over two years if necessary.

Alumni also have up to two years to complete the Thesis Seminar.

Approval to Pursue the Thesis Option

To apply for the Thesis Option, submit:

- Completed Thesis Option application found within your Student Portal.
- A 4-6 page paper, formatted in APA style, that describes your research background (academic preparation or professional experience) and your specific research area of interest accompanied by a brief narrow-scope literature review relevant to that potential research area.

Admission to the Master of Science in Restorative Practices degree program does not constitute approval to take the Thesis Option. If a student is not approved to pursue the Thesis Option, they may still pursue the Master of Science in Restorative Practices degree. Students admitted to the degree program and approved to pursue the Thesis Option are eligible for graduation after the successful completion of RP 707 Thesis Seminar.

Thesis Option Required Courses (6 credits)

Master's degree students who choose the Thesis Option must complete the following courses:

Number	Name	Credits
RP 680	Designing Restorative Practices Research	3
RP 685	Data Analysis for Restorative Practices Research	3
RP 707	Thesis Seminar	0

The two required research courses, RP 680 Designing Restorative Practices Research and RP 685 Data Analysis for Restorative Practices Research may be completed as electives in the master's degree. Students who choose to add the Thesis Option after completing a portion of their degree program may find they need to include additional credits/courses to their degree, thereby completing their degree with more than 30 credits. These two research courses must be completed prior to enrolling in RP 707 Thesis Seminar.

Graduation Requirements

Degrees are conferred at the end of the spring and fall terms.

There are three requirements in order to qualify for a diploma:

1. 30 Credits. A candidate for degree is required to successfully complete 30 academic credits. Degree requirements must be satisfied within a five-year period from the date of enrollment (unless the Provost has agreed to an alternative arrangement).
2. Completion of all required courses for the Master of Science degree program.
3. Payment of any outstanding debt.

Fall Degree Conferrals: A candidate will file an application to graduate and register for RP 699 Integrating Seminar in the projected graduation year by August 1. Any outstanding debt to the institution must be paid by October 31.

Spring Degree Conferrals: A candidate will file an application to graduate and register for RP 699 Integrating Seminar in the projected graduation year by March 1. Any outstanding debt to the institution must be paid by April 30.

Graduate Certificate in Restorative Practices

If a student wants to earn a graduate-level credential in restorative practices without pursuing a degree, the IIRP Graduate Certificate in Restorative Practices provides the core learning experiences of our master's degree program. Students gain extensive knowledge and skill in restorative practices and learn tools necessary for self-evaluation and professional growth.

Students can apply to the certificate program throughout the year.

Students must complete their requirements for a graduate certificate within two years from the time their application has been completed.

A student's failure to complete the requirements for a Graduate Certificate in the prescribed two-year period will be cause for discontinuation from the program. Requests for continuation or reinstatement must be presented to the Provost for review and consideration.

A student may earn the Graduate Certificate by successfully completing four courses: two required courses and two electives. Certificates are awarded at the end of each term.

Program Goals

Students will:

1. Explain foundational principles of restorative practices.
2. Apply conceptual and analytical skills in evaluating the links among practice, systems, and policy issues.
3. Demonstrate the ability to improve professional skills through self-reflection.

Application for the Graduate Certificate

Students must:

- Complete the Application for the Graduate Certificate through the Student Portal.
- Have an official academic transcript sent directly from the accredited college or university that granted your baccalaureate degree.
- Electronic transcripts should be sent to <mailto:transcripts@iirp.edu>.
- Paper transcripts should be mailed by postal service to: Attn: Student Services, IIRP Graduate School, 531 Main Street, Bethlehem, PA 18018-5837.

Note: International credentials must be evaluated on a course-by-course basis by any organization approved by National Association of Credential Evaluation Services ([NACES](#)) and sent directly by that organization to the IIRP.

Graduate Certificate in Restorative Practices Course Requirements

There are two required courses and two electives to earn the Graduate Certificate.

Number	Name	Credits
RP 500 or RP 504	Basic Restorative Practices Foundations of Restorative Practices	3
RP 525	Restorative Practices in Action	3
	Plus 2 Elective Courses	6
	Total Credits for the Graduate Certificate	12

Any outstanding debts to the Institute must be paid in full thirty (30) days prior to the start date of the final class.

Certificates are awarded at the end of each term.

Plan of Study

Our course schedule features different offerings in different terms. Students should consult with their faculty advisor to create a personalized plan of study to meet their specific educational and time frame goals.

Students who have not yet been admitted to the Master of Science program or accepted to the Graduate Certificate program should contact Student Services for guidance about their plan of study.

Course Offerings

Number	Name	Credits
RP 500	Basic Restorative Practices	3
RP 504	Foundations of Restorative Practices	3
RP 506	Restorative Practices: The Promise and the Challenge	3
RP 517	Restorative Approaches to Leadership	3
RP 525	Restorative Practices in Action	3
RP 532	Aggression Replacement Training®: Behavioral Interventions that Work	3
RP 541	IIRP World Conference	3
RP 542	IIRP Turning the Tide Symposium	3
RP 550	Transforming Relational Harm	3
RP 556	Restorative Practices for Community Health and Well-Being	3
RP 610	Evaluation of Research	3
RP 622	History, Evolution, and Critical Issues in Restorative Justice	3
RP 623	Restorative Justice: Global Perspectives	3
RP 625	Restorative Practices in Life Space Crisis Intervention	3
RP 635	Narrative Inquiry for Empowering Facilitators	3
RP 637	Social Justice and Restorative Practices	3
RP 645	Transgenerational Resilience and Community Striving	3
RP 652	Social and Emotional Learning in the Restorative Classroom	3

Number	Name	Credits
RP 662	A Restorative Approach to Educating the High-Risk and High-Need Student	3
RP 680	Designing Restorative Practices Research	3
RP 685	Data Analysis for Restorative Practices Research	3
RP 694	Directed / Independent Study	3
RP 699	Integrating Seminar	3
RP 707	Thesis Seminar	0

Course Descriptions

RP 500 Basic Restorative Practices

Credits: 3 | Delivery mode: Blended

Course duration: 4 weeks (23 hours online)

Prerequisites: Any one of the following professional development events, taken within 5 years of starting this course:

- Introduction to Restorative Practices and Using Circles Effectively **or**
- Restorative Practices for Educators **or**
- Restorative Practices for Independent Schools **or**
- Reimagining Campus Community with Restorative Practices

AND either

- Facilitating Restorative Conferences (in-person) **or**
- Restorative Justice Conferencing (online)

This course explores the fundamental principles, philosophy, theories, practices, models, and skills of restorative practices. Special emphasis will be placed on proactive and responsive circles, restorative conferencing, and the informal application of these processes. Issues critical to the development of restorative practices, such as models of human interaction, theories of behavior, and current research will be considered. Students will assess the role of human emotion, especially shame, in social relationships.

Note: Students may choose either RP 500 **or** RP 504, but may not take both, to fulfill the program requirements.

RP 504 Foundations of Restorative Practices

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite: None

Students in this course will learn about the foundations of restorative practices as an evolving field of study. They will explore the emotional, relational, and ecological theories underpinning restorative principles, and the importance of engaging with others in equity-oriented relationships. Students will develop explicit restorative practices skills for application in their own personal and professional lives.

Note: Students may choose either RP 500 **or** RP 504, but may not take both, to fulfill the program requirements.

RP 506 Restorative Practices: The Promise and the Challenge

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite: None

This course introduces students to a wide range of possible applications for restorative justice and other restorative practices in varied settings, including criminal justice, education and youth services, higher education, social work, and workplaces. Students explore the potential, as well as the limitations, risks, and obstacles to restorative practices through reading, online videos, interactive online discussion, and writing assignments.

RP 517 Restorative Approaches to Leadership

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite:

- RP 500 **or**
- RP 504

Students in this course will have the opportunity to explore restorative approaches to leadership and create an actionable leadership plan. The course will examine various perspectives on leadership, self-reflection, and engagement. Students will explore how our values, experiences, empathy, and bias inform our beliefs, intentions, actions, and impact. Current literature, theory, and practical applications will be discussed. Students will participate in a guided professional learning community where they will post reflections, responses, and helpful feedback.

Note: Students who have completed RP 515 Restorative Leadership Development: Authority with Grace may not register for RP 517 Restorative Approaches to Leadership.

RP 525 Restorative Practices in Action

Credits: 3 | Delivery mode: Online

Course Duration: 10 weeks

Prerequisite: Any of the following, taken within 5 years of starting this course:

- RP 500 **or**
- RP 504 **or**
- Attendance at Introduction to Restorative Practices and Using Circles Effectively **or**
- Attendance at Restorative Practices for Educators **or**
- Attendance at Restorative Practices for Independent Schools **or**
- Attendance at Reimagining Campus Community with Restorative Practices

In this experiential course, students will use and assess explicit actions modeling restorative practices in the setting of their choice. They will examine ethical and cultural issues related to implementing restorative practices with individuals and communities. Students will practice reflection as a critical competency of restorative practices. Within a professional learning community, classmates will provide reciprocal feedback to assist each other in assessing their individual progress.

RP 532 Aggression Replacement Training[®]: Behavioral Interventions that Work

Credits: 3 | Delivery mode: Blended

Course duration: 7 weeks (30 hours online)

Prerequisite: Before taking this course, students will need to have attended the IIRP professional development experience: Aggression Replacement Training[®] no earlier than five years prior to the start of this course.

This course is designed to give students practical strategies for intervention with at-risk youth. The course will explore evidenced-based practices such as Aggression Replacement Training[®] and Life Space Crisis Intervention (LSCI). The online experience builds on the guided practice portion of the course by examining social and emotional learning theories as they relate to the philosophical framework of restorative practices. Students will complete 30 hours of coursework online after attending the Aggression Replacement Training[®] event.

RP 541 IIRP World Conference

Credits: 3 | Delivery mode: Blended

Course duration: Variable (27 hours online)

Prerequisite: Before taking this course, students will need to have attended the IIRP World Conference immediately preceding this course.

In this course students earn credits based on participation and engagement at an IIRP world restorative practices conference. They supplement this direct experience with related readings, writing assignments, and online discussions. Students actively evaluate, discuss, and critique presentations using restorative practices principles. Students will complete 27 hours of coursework online after attending the conference.

RP 550 Transforming Relational Harm

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite:

- RP 500 **or**
- RP 504

This course is an approved elective for the Education Specialization and the Community Engagement Specialization.

This course explores a deeper application of restorative practices as it relates to emotion and harm. Students will use group process, emotional dynamics, compassionate witnessing, and mindful practice to address a wide continuum of harm. Students will explore neuroscience and how harm impacts the brain. Through the learning process, students will begin to understand how harm, human neuroscience and emotional experiences affect relationships.

Notes:

- This course requires participation in weekly synchronous skill-building experiences with the instructor and a willing participant with whom to practice compassionate witnessing.
- People have been exposed to various levels of trauma in their lives. This course considers the use of restorative practices in cases of grief, trauma, and adversity. We advise students to consider establishing an emotional support system for themselves while taking this course.
- Students who have completed RP 535 Restorative Responses to Adversity and Trauma may not register for RP 550 Transforming Relational Harm.

RP 556 Restorative Practices for Community Health and Well-Being

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite: Any of the following, taken within 5 years of starting this course:

- RP 500 **or**
- RP 504 **or**
- Attendance at Introduction to Restorative Practices and Using Circles Effectively **or**
- Attendance at Restorative Practices for Educators **or**
- Attendance at Restorative Practices for Independent Schools **or**
- Attendance at Reimagining Campus Community with Restorative Practices

This course is an approved elective for the Community Engagement Specialization.

Students in this course will learn about the synergy between restorative practices and the field of community health. They will explore how restorative practices can help create supportive environments that facilitate well-being by prioritizing and strengthening a sense of community, connectedness, equity, belonging, and collective efficacy. Students will learn how restorative practices can strengthen community-focused efforts by fostering meaningful and sustainable cross-sector collaborations and developing the community's capacity to advance the well-being of its members. Individual plans will be created to use restorative practices to address the social determinants of health within a community of the student's choice.

RP 610 Evaluation of Research

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

This course teaches students to be knowledgeable consumers of research so that they can understand and critique what they read. Students will explore approaches, methods and techniques through online group discussion and readings of research that they choose based on their own areas of interest.

RP 622 History, Evolution, and Critical Issues in Restorative Justice

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

Restorative justice views crime from the perspective of those directly and indirectly affected by an incident, empowering them to decide how best to repair harm. This course explores the possibilities of using restorative justice to respond more meaningfully to crime than current approaches used in the criminal justice system. Students examine theory and research to assess restorative justice's potential for reducing crime and, importantly, its impact. Through case study reviews, students apply restorative responses to situations and compare them with current practices. Readings, video presentations with knowledgeable professionals and guided discussions present additional learning opportunities.

RP 623 Restorative Justice: Global Perspectives

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

This course offers students a comprehensive perspective on restorative justice practices from around the world. Students will examine how restorative justice practices have been implemented in various cultures and contextual settings. Expert speakers will join this course to provide insight from many years of experience working within the restorative justice paradigm. Students will explore these practices through a diverse selection of readings, video presentations, expert speakers, and guided discussion threads.

RP 625 Restorative Practices in Life Space Crisis Intervention

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

This course is an approved elective for the Education Specialization.

This course focuses on the basic communication process in problem management and crisis intervention. Life Space Crisis Intervention, which helps individuals identify patterns of self-defeating behavior, is viewed through a restorative lens. Role plays of restorative responses facilitate an understanding of the process. Students will learn to apply Life Space Crisis Intervention with individuals in the moment of crisis.

Note: This course requires participation in weekly synchronous skill-building experiences with the instructor and a willing participant with whom to practice questioning skills.

RP 635 Narrative Inquiry for Empowering Facilitators

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

This course is an approved elective for the Community Engagement Specialization.

In this course, students will develop an understanding of social construction and narrative theories that empower the facilitation of decision making. Students will learn to organize and maintain conversations with others to address their needs and enhance their potential through enriched narrative conversations that acknowledge the individual or group.

Note: This course requires participation in weekly synchronous skill-building experiences with the instructor and a willing individual with whom to practice six different narrative maps.

RP 637 Social Justice and Restorative Practices

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

This course is an approved elective for the Community Engagement Specialization.

In this course, students will explore social justice theories and principles and the application of restorative practices in social causes. They will consider patterns of social injustice, analyze assumptions across cultural identity and social issues, and review methods associated with disrupting injustice. Students will complete individual projects to demonstrate an understanding of how restorative practices can be integrated to advance social justice.

Note: This course requires participation in four synchronous learning and reflection experiences with the instructor.

RP 645 Transgenerational Resilience and Community Striving

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

This course is an approved elective for the Community Engagement Specialization.

This course explores the deeper implications of transgenerational trauma and resilience within our everyday lives and their impact on community striving. Students will use mindfulness and interoceptive practices in individual and group processes to address transgenerational harm in personal and cultural contexts. Students will explore the neuroscience of how lateral and transgenerational trauma creates certain resiliency patterns that may limit potential. Students will gain insight into how attention, awareness, and intention can transform traumatic experiences into effective resiliency patterns that positively impact relationships and culture.

Note: This course requires participation in weekly synchronous skill-building experiences with the instructor to practice a range of different circle experiences.

RP 652 Social and Emotional Learning in the Restorative Classroom

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

This course is an approved elective for the Education Specialization.

Students in this course will examine the theory and practice of Social and Emotional Learning (SEL) as it aligns with restorative practices. They will explore the potential to improve student, faculty, and staff performance through the purposeful implementation of restorative practices to increase social and emotional well-being in their settings. They will develop an understanding of SEL competencies that can provide a framework to establish equitable learning environments. Students will synthesize research in the fields of SEL and restorative practices to design an action plan integrating what they learn into their classroom or organization.

RP 662 A Restorative Approach to Educating the High-Risk and High-Need Student

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

This course is an approved elective for the Education Specialization.

Every classroom, whether mainstream or specialized, contains students who experience poverty, trauma, persistent adversity, addiction/substance abuse, neglect, or other risk factors at some point in their lives. This course goes beyond “behavior management” to focus on a restorative framework and techniques for instruction that meet the unique cognitive and emotional needs of these learners.

RP 680 Designing Restorative Practices Research

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504

Students in this course will develop skills and competencies to design scientific inquiry in restorative practices. Students will review research concepts and principles and explore research designs and methods appropriate for answering different types of restorative practices questions. Students will select a topic intended to advance the restorative practices field of study and conceptualize and design a research project. Students also will learn essentials of writing research proposals.

RP 685 Data Analysis for Restorative Practices Research

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite:

- RP 680 **or**
- Permission of the faculty

Students in this course will develop skills and competencies to work with data in restorative practices and social sciences research. Students will learn about qualitative and quantitative data analysis, data interpretation, and how to communicate data-driven results. There is an emphasis on qualitative data analysis techniques, however students also will be introduced to statistical software to perform descriptive and inferential statistical analyses. This course will prepare students to pursue an independent research project.

RP 694 Directed/Independent Study

Credits: 3 | Delivery mode: Individualized

Course duration: variable

Prerequisites:

- RP 525, plus one of the following:
 - RP 500 **or**
 - RP 504
- and Permission of the faculty

This course provides an opportunity for a matriculated student to develop a learning contract that defines directed study or independent study on a special topic demonstrating a deeper understanding and application of restorative practices.

Note: This course requires the approval of the Provost after a learning contract has been designed between a faculty member and the student.

RP 699 Integrating Seminar

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite: All required master's degree program coursework

Students create a synthesizing multimedia project that describes how the field of restorative practices has the potential to impact communities and relationships in a setting of their choice. Projects are developed in a highly engaging and interactive professional learning community. Faculty and students discuss research, practice, processes, and implications that support claims made within the capstone projects. This process supports students as they prepare and present their projects.

RP 707 Thesis Research Seminar

Credits: 0 | Delivery mode: Individualized

Course duration: variable

Prerequisites:

- RP 680 **and**
- RP 685 **and**
- RP 699 **and**
- Prior approval to pursue the Master of Science Thesis Option

During this ongoing, noncredit Thesis Seminar, students who have been approved to complete a thesis will be supported by the faculty committee chair, their faculty advisor, and a committee member of the student's choosing. Students will work to develop an original research question and thesis proposal that includes a literature review. The project will need IIRP Institutional Review Board (IRB) approval prior to conducting any research. Students will complete their research, writing, and defense of their thesis within two years from their enrollment in this Seminar.

Previously Offered Courses

The following courses are not currently offered:

- RP 515 Restorative Leadership Development: Authority with Grace
- RP 535 Restorative Responses to Adversity and Trauma
- RP 540 Restorative Practices: Symposia and Conferences
- RP 542 IIRP Turning the Tide Symposium

Academic Calendar

Generally, the terms are as follows:

- Fall: September to December
- Spring: January to May
- Summer: June to August

2023

Date	Event
July 1	Registration for Fall 2023 Begins
July 1	Applications for Fall 2023 Graduation Open
July 1	Impact and Shawn Scholarship Applications Open
July 23	Commencement for Classes of Fall 2022 and Spring 2023
August 1	Deadline to Submit Scholarship Applications
August 1	Deadline to Register for RP 699 for Fall 2023
August 1	Deadline to Apply for Graduation for Fall 2023
August 9	Late Fee for Fall Registration Begins
August 15	Scholarship Awards Announced
August 30	Deadline for Registration for Fall 2023 Fully Online Courses
September 6	Fall 2023 Fully Online Courses Begin (including RP 699)
October 4	Deadline to Register for RP 541
October 11	RP 541 Begins

Date	Event
October 10	Deadline to Drop Fall 2023 Fully Online Courses
October 25	Deadline to Register for RP 500 for Fall 2023
October 31	Deadline to Drop RP 541
November 1	Registration for Spring 2023 Begins
November 1	RP 500 Begins
November 14	Fall 2023 Fully Online Courses End
November 14	Deadline to Drop RP 500
November 28	RP 541 Ends
November 28	RP 500 Ends
December 6	Late Fee for Spring Registration Begins
December 20	Deadline for Registration for Spring 2024 Fully Online Courses (except RP 699)
December 30	Fall 2023 Degree Conferral

2024

Date	Event
January 3	Spring 2024 Fully Online Courses Begin (except RP 699)
February 1	Applications for Spring 2024 Graduation Open
February 13	Deadline to Drop Spring 2024 Fully Online Courses (except RP 699)
March 1	Deadline to Apply for Graduation for Spring 2024
March 12	Spring 2024 Fully Online Courses End (except RP 699)
March 20	Registration Deadline for RP 699 for Spring 2024
March 27	RP 699 Begins
March 27	Registration Deadline for RP 500.01 for Spring 2024
April 1	Registration for Summer 2024 Begins
April 3	RP 500.01 Begins

Date	Event
April 16	Deadline to Drop RP 500.01
April 30	RP 500.01 Ends
May 1	Late Registration Fee for Summer Begins
May 7	Deadline to Drop RP 699
May 22	Summer 2024 Registration Deadline
May 29	Summer 2024 Fully Online Courses Begin
June 4	RP 699 Ends
June 30	Spring 2024 Degree Conferral
July 1	Registration for Fall 2024 Begins
July 1	Applications for Fall 2024 Graduation Open
July 1	Impact and Shawn Suzch Scholarship Applications Open
July 2	Deadline to Drop Fully Online Courses for Summer 2024
July 3	Deadline to Register for RP 500.01
July 10	RP 500.01 Begins
July 10	Deadline to Register for RP 532 for Summer 2024
July 17	RP 532 Begins
July 21	Commencement for Classes of Fall 2023 and Spring 2024
July 23	Deadline to Drop RP 500.01
August 1	Deadline to Register for RP 699 for Fall 2024
August 1	Deadline to Submit Scholarship Applications
August 1	Deadline to Apply for Graduation for Fall 2024
August 6	RP 500.01 Ends
August 6	Summer 2023 Fully Online Courses End

Date	Event
August 6	Deadline to Drop RP 532
August 7	Late Registration Fee for Fall Begins
September 3	RP 532 Ends