

Student Handbook and Catalog 2011-2012

REV. 1/30/12

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Mission

The International Institute for Restorative Practices is dedicated to the advanced education of professionals at the graduate level and to the conduct of research that can develop the growing field of restorative practices, with the goal of positively influencing human behavior and strengthening civil society throughout the world.

Vision

Our world is changing at a breathtaking pace, driven by scientific and technological advances whose consequences challenge our ability to cope with them. Social patterns that have long characterized human life are changing dramatically around the globe, diminishing social connectedness in families, schools, workplaces and communities. The International Institute for Restorative Practices (IIRP) will draw upon a wide range of fields to develop theory and practice and conduct research designed to address this global challenge.

The emerging field of restorative practices is the study of restoring and developing social capital, social discipline, emotional wellbeing and civic participation through participatory learning and decision-making. The further development of restorative practices as a field of study requires eclectic and interdisciplinary graduate-level study and research that includes practice, reflection, scientific inquiry and international academic collaboration.

Further, restorative practices can enhance our relationships and our emotional wellbeing. The IIRP Graduate School will model that potential by actualizing the principles of restorative practices in its daily operations, its dealings with students, staff, faculty, administration and trustees, and its relationships with other people and organizations.

Educational Philosophy

The IIRP Graduate School offers graduate degrees and professional development programming that will 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 life-long 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 Goals

We will educate a growing number of professionals who are capable of applying restorative practices to strengthening civil society.

We and our graduates will contribute to the growth of knowledge through our research and its applications.

We will disseminate the results of our theory and practice to professionals in related disciplines with the goal of positively influencing human behavior.

Background

The International Institute for Restorative Practices (IIRP) grew out of the experience of the Community Service Foundation (CSF) and Buxmont Academy, two Pennsylvania non-profit organizations provide education, counseling, residential and other services for troubled youth and their families in southeastern Pennsylvania since 1977.

In 1994 the strategies employed by CSF and Buxmont were significantly influenced by a practice developed in New Zealand and Australia originally called “family group conferencing” and by the criminal justice reform movement that began in North America called “restorative justice.” CSF and Buxmont integrated those practices and philosophies in their own programs and then developed educational programs, websites, international conferences and publications in support of an emerging discipline that came to be known “restorative practices.”

The underlying premise of restorative practices is simple: that human beings are happier, more productive and cooperative, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. Punitive and authoritarian to styles or permissive and paternalistic for styles are not as effective as restorative and authoritative with styles—which encourage democratic participation and responsive leadership. Restorative practices have implications for education, counseling, parenting, social work, criminal justice, organizational management and regulating or managing any social phenomenon.

CSF and Buxmont jointly advanced the new field of restorative practices through the 1990's and in 1999 decided to create a specialized scientific and educational institution to foster the development of restorative practices. The International Institute for Restorative Practices was incorporated in 2000 as a non-profit organization in Pennsylvania and soon applied to the Pennsylvania Department of Education to become a specialized graduate degree-granting institution.

On June 23, 2011, the IIRP was accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000)

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

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York College of Pennsylvania B.S. Criminal Justice 1984
Shippensburg University M.S. Administration of Justice 1987
International Institute for Restorative Practices M.R.P.E. 2008

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Moorhead State University B.A. English/Speech/Theatre 1964
University of Kansas M.A. Dramatic Literature 1969
University of Minnesota Ph.D. Theatre Performance/
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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. Honours Psychology 1993
University of Natal M.Ed. Psychology 1996
University of Zululand Ph.D. Community Psychology 2000

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University of Haifa B.A. Education 1990
University of Haifa B.A. Hebrew Language 1991
University of Haifa M.A. Education Administration 1996
Arizona State University Ph.D. Curriculum Studies 2001
University of Haifa M.B.A. Managing Educational Institutions 2007
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State University College at Buffalo B.S. Special Education 1967
State University College at Buffalo M.S. Special Education 1971
State University College at Buffalo Certificate of Advanced Study-
Administration and Supervision 1973
Temple University Ed.D. 1985
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University of Pittsburgh B.S. Education 1997
Duquesne University M.S. Education 1999
Duquesne University Ph.D. Counselor Education and Supervision 2007
- Ted Wachtel, President 215-766-7443
Miami University B.A. History 1967
Lehigh University M.A. Education 1969
Temple University Media Specialist Certificate 1975

Graduate Programs

MASTER'S DEGREE PROGRAMS

The IIRP offers two master's degrees, a Master of Restorative Practices and Education (MRPE) and a Master of Restorative Practices and Youth Counseling (MRPYC).

Both master's degree programs share a core curriculum that represents part of the coursework for each degree. The balance is a curriculum specifically in Restorative Practices and Education or Restorative Practices and Youth Counseling. Thirty credits are required for either degree. The capstone of the master's degree program is a comprehensive examination in which students demonstrate their knowledge and understanding of Restorative Practices in either Youth Counseling or Education.

The IIRP master's degree program is designed for working professionals, so it is assumed that most students will be studying on a part-time basis. The minimum completion time for a master degree should be two years, with the exception of students enrolled in the one-year fast track. The maximum completion time is five years. Any student not completing the program within five years will be subject to an individual review to determine if they may continue in the graduate school.

The IIRP offers a one-year fast-track master's degree program for full-time students in either the MRPE or MRPYC programs. The one-year cycle will begin in July and will be completed in June. The fast-track program is an intensive experience that includes full-time academic study coupled with part-time non-paid internships working in the restorative milieu of the IIRP's demonstration programs: CSF Buxmont schools, group homes, supervision and drug-and-alcohol treatment programs. (Students may opt to find their own part-time teaching or counseling work settings.)

You can register for up to 12 credits before applying for admission to either the certificate or master's degree programs and begin your program at various times throughout the year.

All graduate courses earn 3 credit hours and consist of up to 45 hours of class time, including final examinations. The only exceptions are FN 501, 502 and 503, three 1-credit courses, usually offered on three weekends and FN 505, one 2-credit course. FN 501, 502 and 503 or FN 501 and 505 are equivalent to the 3-credit FN 500, which is usually offered on four consecutive weekdays in the summer with an online component.

Convenient for the working professional, graduate courses are variously offered: on weekends during the school year, as intensive week-long summer courses, at multiple locations and with online components in some courses. Most classes are held on whole-day basis (8:30 a.m.- 4:30 p.m.) to minimize the time and cost of commuting.

IIRP Graduate School courses will help you build relationships and enhance communication in your classroom, workplace, organization or community. Each IIRP class provides a supportive learning environment that is engaging and rigorous. Our participatory classes address all types of learning styles, employing readings, lecture, reflection, videos, role-play, discussion, group exercises and case study.

GRADUATE CERTIFICATE IN RESTORATIVE PRACTICES

The IIRP offers an 18-credit Graduate Certificate in Restorative Practices. You may later choose to pursue a master's degree utilizing all or most of those credits.

The 18 credits include twelve Core Curriculum credits and six additional 500- or 600-level credits, approved in consultation with an advisor. A student can register for up to 12 credits before applying for admission to the Graduate Certificate program (via the Student Portal) and begin the program at various times throughout the year.

Program Goals

PROGRAM GOALS FOR MASTER'S DEGREE IN RESTORATIVE PRACTICES AND YOUTH COUNSELING

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal, in crisis situations and in long-term counseling.
2. Analyze and evaluate the history, philosophy, theory and significant research about restorative practices and apply it appropriately depending on counseling context.
3. Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.
4. Critique approaches to counseling that empower young people to take responsibility for their choices.
5. Apply and evaluate contemporary counseling practices and theories.
6. Identify problems experienced by young people and their families and determine an effective and efficient counseling approach.
7. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

PROGRAM GOALS FOR MASTER'S DEGREE IN RESTORATIVE PRACTICES AND EDUCATION

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal within varied educational settings.
2. Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately in various educational settings.
3. Apply strategies for self-evaluation and professional growth in a variety of teaching environments.
4. Evaluate and apply strategies to teaching that empowers students to take responsibility for their choices.
5. Apply and evaluate contemporary educational practices and theories.
6. Identify problems experienced by students and their families that are barriers to learning and propose solutions.
7. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

PROGRAM GOALS FOR GRADUATE CERTIFICATE IN RESTORATIVE PRACTICES

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Analyze and evaluate the history, philosophy, theory and significant research about restorative practices by completing various restorative projects.
3. Apply strategies for self-evaluation and professional growth in a variety of settings.

Master's Degree Curriculum (30 credits)

FN 500 or FN 501 is a prerequisite for all courses.

Core Curriculum (12 credits) Credits

FN 500	Basic Restorative Practices	3.0
–OR–		
FN 501	Basic Restorative Practices: Part I	1.0
FN 505	Basic Restorative Practices: Part II	2.0
–AND–		
FN 515	Professional Learning Group for Leadership Development	3.0
FN 525	Professional Learning Group Seminar for Action Research	3.0
FN 535	Foundations for Responding to Harm	3.0
–OR–		
*FN 510	Professional Learning Group Seminar: Restorative Project	3.0
*FN 520	Professional Learning Group Seminar: Restorative Skills	3.0
*FN 530	Foundations for Responding to Harm	3.0

**Effective with the Spring Term 2012, FN 510, FN 520 and FN 530 will be replaced by equivalent courses FN 515, FN 525 and FN 535. Only students who have taken FN 510 will be able to register for FN 520.*

Core Curriculum courses are offered in alternative formats (see below) that can substitute for the courses above.

–AND–

Restorative Practices and Youth Counseling Curriculum (12 credits)

YC 620	Restorative Practice in Communication and Intervention	3.0
YC 630	Individual Counseling: Practices for Empowering Youth	3.0
YC 640	Restorative Practices with Families and Communities	3.0
YC 650	Alcohol and Other Drugs: Working with Abuse and Addiction	3.0

One of these four required 3-credit courses may be replaced by an elective course (see below) that is approved in consultation with an advisor.

–OR–

Restorative Practices and Education Curriculum (12 credits)

ED 621	Restorative Practices and the Teacher	3.0
ED 631	Restorative Practices and the Learner	3.0
ED 641	Issues and Innovations for Restorative Education	3.0
ED 651	Educating Individuals with Special Needs	3.0

One of these four required 3-credit courses may be replaced by an elective course (see below) that is approved in consultation with an advisor.

–AND–

Master's Degree General Requirements (6 credits)

YC 610/ED 611	Evaluation of Research	3.0
YC 660/ED 661	Final Professional Learning Group	3.0

Total Master's Degree Program Credits Required **30.0**

ALTERNATIVE FORMATS FOR CORE CURRICULUM COURSES

Basic Restorative Practices is the beginning course for IIRP graduate studies and is offered in two different 3-credit configurations:

- FN 501(1 credit) and FN 505 (2-credits) are each offered as 2-day courses, usually on weekends. FN 505 requires completion of 12 hours of online work. Together they are the equivalent of FN 500.

- FN 500 is 4-day course offered with 12 hours of related online coursework.

ELECTIVES FOR MASTER'S DEGREE CURRICULUM

Students matriculated in the master's degree programs may opt to take one elective course in lieu of one of the four required courses in their own specialization curriculum, approved in consultation with an advisor.

They may choose one course from the other specialization curriculum or one of these two Foundation Electives.

Foundation Electives

• FN 540	Restorative Practices: Symposia and Conferences	3.0
• FN 550	Directed/Independent Study	3.0

Graduate Certificate Curriculum (18 credits)

FN 500 or FN 501 is a prerequisite for all courses.

Core Curriculum (12 credits)		Credits
FN 500	Basic Restorative Practices	3.0
–OR–		
FN 501	Basic Restorative Practices: Part I	1.0
FN 505	Basic Restorative Practices: Part II	2.0
–AND–		
FN 515	Professional Learning Group for Leadership Development	3.0
FN 525	Professional Learning Group for Action Research	3.0
FN 535	Foundations for Responding to Harm	3.0
–OR–		
*FN 510	Professional Learning Group Seminar: Restorative Project	3.0
*FN 520	Professional Learning Group Seminar: Restorative Skills	3.0
*FN 530	Foundations for Responding to Harm	3.0

**As of the Spring Term 2012, FN 510, FN 520 and FN 530 will be replaced by equivalent courses FN 515, FN 525 and FN 535. Only students who have taken FN 510 will be able to register for FN 520.*

Core Curriculum courses are offered in alternative formats (see below) that can substitute for the courses above.

–AND–

Elective (6 credits)

Candidates for the Graduate Certificate shall choose two courses from among the following:

Foundation Electives

FN 540	Restorative Practices: Symposia and Conferences	3.0
FN 550	Directed/Independent Study	3.0

Restorative Practices and Youth Counseling Electives

YC 610	Evaluation of Research	3.0
YC 620	Restorative Practice in Communication and Intervention	3.0
YC 630	Individual Counseling: Practices for Empowering Youth	3.0
YC 640	Restorative Practices with Families and Communities	3.0
YC 650	Alcohol and Other Drugs: Working with Abuse and Addiction	3.0

 Restorative Practices and Education Electives

ED 611	Evaluation of Research	3.0
ED 621	Restorative Practices and the Teacher	3.0
ED 631	Restorative Practices and the Learner	3.0
ED 641	Issues and Innovations for Restorative Education	3.0
ED 651	Educating Individuals with Special Needs	3.0

Total Graduate Certificate Program Credits Required **18.0**

ALTERNATIVE FORMATS FOR CORE CURRICULUM COURSES

Basic Restorative Practices is the beginning course for IIRP graduate studies and is offered in two different 3-credit configurations:

- FN 501(1 credit) and FN 505 (2-credits) are each offered as 2-day courses, usually on weekends. FN 505 requires completion of 12 hours of online work. Together they are the equivalent of FN 500.
- FN 500 is a 4-day course with 12 hours of related online coursework.

Course Descriptions

Our courses are useful, stimulating and participatory, addressing all types of learning styles and employing readings, lecture, reflection, videos, role-play, group discussion, small-group exercises or case study.

FN 500 Basic Restorative Practices (3 Credits)

NOTE: FN 500 or FN 501 are prerequisite for all other courses.

(FN 500 is equivalent to FN 501 Basic Restorative Practices: Part I and FN 505 Basic Restorative Practices: Part II.)

This course examines the fundamental principles of restorative practices. Issues critical to the development of restorative practices such as models of human interaction, theories of behavior and current research will be considered. Special attention will be given to understanding the restorative circle and its application with responsive circles. The course explores philosophy, theories, practices, models and skills of restorative practices as they apply to families and communities, with a special emphasis on restorative conferencing and family conferencing and the informal applications of those processes. Students will assess the role of human emotion, especially shame, in social relationships. Students will complete 12 hours of coursework online.

FN 501 Basic Restorative Practices: Part I (1 credit)

FN 500 or FN 501 are prerequisite for all courses

Part I examines the fundamental principles of restorative practices. Issues critical to the development of restorative practices such as models of human interaction, theories of behavior and current research will be considered. Special attention will be given to understanding the restorative circle and its application with responsive circles. The course will culminate with students writing a reflection paper.

FN 505 Basic Restorative Practices: Part II (2 credits)

Prerequisite: FN 501

Part II explores philosophy, theories, practices, models and skills of restorative practices as they apply to families and communities, with a special emphasis on restorative conferencing and family conferencing and the informal applications of those processes. Students will assess the role of human emotion, especially shame, in social relationships and human behavior. Students will complete 12 hours of coursework online.

**FN 515 Professional Learning Group for Leadership Development
(3 credits)**

Prerequisite: FN 501

An intensive group experience, this course will immerse students in a culture of restorative practices in class. The course will emphasize leadership and self-assessment of both personal and professional styles and growth in restorative practices. Students will also learn to facilitate and implement a professional learning group. Students will complete 12 hours of course work online.

**FN 525 Professional Learning Group for Action Research
(3 credits)**

Prerequisite FN 501, FN 515

This course is designed to enhance and refine students' understanding of restorative practices as they relate to leadership. Students will acquire restorative skills through readings, lecture, self-assessment and an interactive online process. Students will take a leadership role in an action research project.

FN 535 Foundations for Responding to Harm (3 Credits)

This course explores a variety of disciplines to provide a deeper understanding and application of restorative practices. It uses group processes, emotional dynamics, and empowerment strategies to address a wide continuum of harm. Students will complete 12 hours of coursework online.

NOTE: People have been exposed to various levels of trauma in their lives. This course considers the use of restorative practices in cases of murder, domestic violence and sexual abuse. We advise students to consider establishing an emotional support system for themselves while taking this course.

FN 540 Restorative Practices: Symposia and Conferences (3 Credits)

In this course students gain credits based on participation and engagement at an IIRP restorative practices conference, symposium or seminar. They supplement this direct experience with related readings, writing assignments and online discussions. Students actively evaluate, discuss and critique presentations using restorative practices principles.

Note: This course requires preparation work to be done between the time of registration and the time the symposium or conference commences.

Non-matriculated students: Be advised if you later choose to matriculate, this course counts as an elective.

FN 550 Directed/Independent Study (3 Credits)

This course provides an opportunity for an individual 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 Academic Affairs approval after a learning contract has been designed between faculty member and adult student.

REQUIRES CONSENT OF INSTRUCTOR.

600-level Course Prerequisites

FN 500 or FN 501 and FN 505 are prerequisites for all 600-level courses except with the permission of the instructor. FN 501, however, may not be waived as a prerequisite.

YC 610 Evaluation of Research (3 credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

This course is designed as an exploration of behavioral research as it relates to youth counseling. Approaches, methods and techniques of social science research and information literacy are explored through tailored readings, group discussions, and exploring research in a topic of interest. Students will be exposed to and learn about different research methods and evaluation of a good research report.

YC 620 Restorative Practice in Communication and Intervention (3 credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

This course focuses on the basic communication process, problem management and intervention counseling with youth. The restorative strategies highlight life space crisis interventions to manage and provide counseling responses in creating reclaiming environments for troubled youth.

YC 630 Individual Counseling: Practices for Empowering Youth (3 Credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

From this course, students will develop an understanding of the theory and practice of individual counseling. Students will develop a knowledge of counseling theories that empowers decision making processes. This course will provide a knowledge base for learners to access and provide therapeutic processes that fit the specific client. Students will learn to apply restorative practices to enhance growth and healing within the individual.

YC 640 Restorative Practices with Families and Communities (3 credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

This course is designed to prepare students to use family based services with youth and their families. The focus is on how solution focused strategies provide youth and families with a safe and reclaiming environment to explore family issues, develop social competences, use realistic parental expectations and boundaries to restore family connectedness and growth.

**YC 650 Alcohol and Other Drugs: Working with Abuse and Addiction
(3 credits)**

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

This course provides an introduction to the field of addiction. Students will explore prevention, intervention, and treatment models that have been the foundation of the field. In addition, students will explore emerging models that reflect a restorative approach, including the use of solution and strength based models and theories.

YC 660 Final Professional Learning Group (3 credits)

Prerequisite: Students taking this course must be in their final term of coursework for their master's degree.

The final course assists students in achieving the two capstones of the master's degree program through a highly interactive group process in which students make oral and written presentations and engage in discussion about each presentation to help the group review the processes, philosophy, theory and research in restorative practices and youth counseling. Students will also support each other in writing their culminating projects.

The course descriptions below are subject to change in accordance with revisions in Pennsylvania Department of Education teacher certification regulations.

ED 611 Evaluation of Research (3 credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

This course is designed as an exploration of behavioral research as it relates to education. Approaches, methods and techniques of research and information literacy are explored through tailored readings, group discussions, and exploring research in a topic of interest. Students will be exposed to and learn about different research methods and evaluation of a good research report.

ED 621 Restorative Practices and the Teacher (3 credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

In this course the role of teacher will be explored through a restorative lens. The teacher role will be examined in relationship to the learner, instructional methods, content, responsibility, power and assessment. Students will transform standard practice into restorative practice that aligns with personal style and strengths.

ED 631 Restorative Practices and the Learner (3 credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

This course examines the learner and the use of restorative practices. First, the course explores the learner and the theories of and research on the learning process. Second, it will focus on the application of these findings in combination with the philosophy and processes of restorative practices.

ED 641 Issues and Innovations for Restorative Education (3 credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

In this course students will investigate, assess, and apply findings about various issues and innovations taking place in our contemporary world of education. Special attention will be given to our families of today and how our families are a factor in the educational process and how educators can and should address the needs of the learners coming from a variety of families.

ED 651 Educating Individuals with Special Needs (3 credits)

Prerequisite: FN 500 or FN 501 and FN 505 except with permission of instructor.

This course is designed to enable working teachers to better understand and respond to the wide range of learning, developmental, and behavioral patterns present in almost every school classroom. Challenging and disturbing student behavior will be examined, along with an array of community building and restorative techniques.

ED 661 Final Professional Learning Group (3 credits)

Prerequisite: Students taking this course must be in their final term of coursework for their master's degree.

The final course assists students in achieving the two capstones of the master's degree program through a highly interactive group process in which students make oral and written presentations and engage in discussion about each presentation to help the group review the processes, philosophy, theory and research in restorative practices and education. Students will also support each other in writing their culminating project.

Academic Calendar 2011-2012

2011

- July 9 Summer Term Classes Begin
FN 500.01 & FN 500.02 held on July 11-14
FN 501.01 held on July 9 & 10
FN 501.02 held on July 30 & 31
- August 1 Registration for Fall Term Classes Begins
- September 10 Fall Term Classes Begin
FN 501.01 held on September 10 & 11
FN 501.02 held on September 17 & 18
FN 501.04 – Refer to www.iirp.edu for current schedule
FN 502.02 held on October 15 & 16
FN 501.03 & FN 503.021 held on November 12 & 13
FN 505.01 held on December 3 & 4
- October 1 Registration for Spring Term Begins

2012

- January 14 Spring Term Begins
FN 501.01 held on January 21 & 22
FN 501.02 held on January 28 & 29
FN 505.01 held on February 18 & 19
FN 505.02 held on February 25 & 26
FN 501.03 – Refer to www.iirp.edu for current schedule
- March 1 Registration for Summer Term Begins
- April 14 Capstone Class (YC 660/ED 661) begins for the Class of 2012
- May 19 Capstone Class (YC 660/ED 661) ends for the Class of 2012
- June 23 Commencement

Application for Admission

The IIRP is dedicated to the graduate education of adult learners who are baccalaureate college graduates and who are currently employed as educators or youth counselors (or equivalent, such as tutors, school administrators, school counselors, therapists, psychologists, social workers, youth or child care workers, medical technicians in adolescent psychiatric units, probation officers, school resource police officers, etc.).

Our commitment is to the growth of each adult learner. Therefore, our admissions criteria for either of our degrees are based on our professional evaluation of the potential for successful graduate study of each student. Our Committee on Admission shall consider those potential students who:

- have graduated from an accredited college or university with a cumulative GPA of 3.0 (on a 4.0 scale) or better, and
- have official academic transcripts sent directly to the IIRP from all undergraduate and graduate institutions attended, and
- are employed as described above, and
- submit recent GRE (code 2589) or Miller Analogy (code 4030) or PPST (code 2323) scores, and
- submit three letters of reference, along with the Graduate School Recommendation form (<http://www.iirp.edu/pdf/GradRecommend.pdf>). 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.
- submit a 1-2 page letter or essay describing their reasons for seeking our specialized graduate education.

Our usual expectation is that candidates for our master's degree program in Restorative Practices and Youth Counseling will possess an undergraduate degree in one of the social sciences. Likewise, our usual expectation of candidates for our master's degree program in Restorative Practices and Education is that they will possess an undergraduate degree in education or equivalent credentials qualifying them as educators.

Those strong candidates who lack some part of these requirements may request an admissions transcript review interview with our faculty or staff. That interview's outcome will be sent to the Admissions Committee. This may result in the prospective student being admitted unconditionally, in being admitted with specific conditions, or in not obtaining admission. The committee shall be the agency to hear any requests for special consideration for admission. Taking and successfully completing IIRP graduate

courses before applying for formal admission would substantially strengthen an application by a candidate who lacks some part of these requirements.

To apply for admission to one of the master's programs or the 18-credit graduate certificate program complete the application by logging into the Student Portal at https://www.iirp.edu/student/student_login.php

The IIRP will readmit admitted or enrolled students, who leave the IIRP to serve on active duty in the armed services, with the same academic standing as when they left.

TRANSFER CREDITS

Due to the specialized nature of the Institute's programs, transfer credits will not be accepted.

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 awarded 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 World Education Services, Inc. WES (<http://www.wes.org>) and sent directly to the IIRP P.O. Box 229, Bethlehem, PA 18016 U.S.A. or by courier service-Fed Ex, UPS, etc.- to 531 Main Street, First Floor, Bethlehem, PA 18018 U.S.A. from WES, and
- are employed as described above, and
- submit recent GRE® (<http://www.ets.org>) code 2589 or Miller Analogy (<http://www.milleranalogies.com>) code 4030 and
- submit three letters of reference, along with the Graduate School Recommendation form (<http://www.iirp.edu/pdf/GradRecommend.pdf>). 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, and

- submit scores from either the Test of English as a Foreign Language TOEFL® (<http://www.ets.org>) code 2589 or scores from the International English Language Testing System IELTS (<http://www.ielts.org>). IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations.

International applicants are exempt from the TOEFL® and IELTS™ 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 scores must not be more than two years old and must be sent directly from the testing agency to IIRP. The TOEFL® and IELTS™ cannot be utilized as a substitute for the GRE® or Miller Analogy standardized examinations.

The minimum acceptable score for the TOEFL® is 550 for the paper-based test or a composite score of 80 (see below) with a 20 on the speaking section for the Internet-based test (iBT).

Minimum TOEFL (iBT) scores:	
Reading	20
Listening	16
Speaking	20
Writing	20
COMPOSITE	80

The minimum IELTS score is 6.5. (general training not accepted)

Once admitted, there are additional requirements necessary for students to receive a visa.

NOTIFICATION OF ADMISSION

Applicants will be notified whether they are admitted or not by email and with a confirming letter sent through the U.S. Postal Service. Admitted students must enroll within the academic year for which they have been admitted.

Tuition and Fees

Tuition: \$587 per credit hour.

FEES

Application Fee: \$100 (submitted with the application for admission)

Student Fee: \$50 (paid each Fall and Spring term by matriculated students at time of course registration)

Registration and Materials Fee: \$55 per course (\$80 fee if late registration)

Graduation Fee: \$75 (submitted with the application for graduation)

Graduate Certificate Fee: \$50

Transcript Fee: \$5 (per transcript)

Fees are non-refundable and non-transferable. Requests cannot be processed until the applicable fee has been paid.

Scholarships and Grants

As the first graduate school devoted to the emerging field of restorative practices, we do not yet have an endowment, so our ability to offer financial assistance is limited.

If your workplace offers tuition reimbursement, we ask that you avail yourself of that benefit first – before receiving grants or scholarships from the Restorative Practices Foundation – to preserve our financial assistance for graduate students who do not have tuition reimbursement available to them.

INTRODUCTORY GRANTS

Course: FN 501 Basic Restorative Practices: Part I only

Eligibility: This grant is available to you – without consideration of need – if you are interested in the two-day, one-credit introductory course.

Application: No application is necessary. Simply contact the Registrar at 610-807-9745 to activate this grant.

PAY-IT-FORWARD SCHOLARSHIPS – AN ALTERNATIVE TO LOANS

The Restorative Practices Foundation, the philanthropic sister organization of the IIRP Graduate School, offers three types of scholarships, instead of loans, to foster the growth of restorative practices, positively influence human behavior and strengthen civil society.

To ensure that funds are available for IIRP students in the years to come, the Restorative Practices Foundation has established Pay-It-Forward Scholarships. When you accept funds from the Foundation, you do so with the understanding that, as your economic circumstances allow, you will strive to replenish the pool of funds available to future students.

Unlike a loan with prescribed monthly payments, your Pay-It-Forward Scholarship contributions are voluntary. You decide how and when you will give. Your donations benefit the scholarship fund for IIRP students – a charitable purpose recognized as tax-deductible by the IRS.

1. FOUNDATION SCHOLARSHIP

Course: Student-selected courses, up to 12 credits

Eligibility: This scholarship is designed for non-matriculated students who want to learn the basics of restorative practices and need assistance in meeting tuition costs. It is limited to your first 12 course credits, after which you must apply for admission to either a certificate or master's degree program.

Application: Complete the IIRP Pay-It-Forward Financial Aid Application located within your Student Portal by the posted due date. Applications are required each term. Once your application is reviewed, you will receive an email advising you whether your scholarship has been approved and the amount of the scholarship. You may then proceed to register.

2. CANDIDACY SCHOLARSHIP

Course: All graduate courses after matriculation

Eligibility: This merit-based scholarship is available only if you have been admitted as a candidate to a master's degree or certificate program. The scholarship will provide you with assistance in meeting tuition costs throughout your program. It is based on our confidence in your ability to be a successful graduate student.

Application: Once matriculated as a candidate, complete the Pay-It-Forward Financial Aid Application located within your Student Portal each term by the posted deadline. You will shortly receive your Pay-It-Forward Scholarship notification so that you can proceed to register on a timely basis. While the amount awarded may vary slightly as tuition rates increase each year, you can rely on receiving a substantial and roughly equivalent scholarship each term that you are enrolled as a matriculated student, to help you meet tuition costs.

3. PRESIDENTIAL SCHOLARSHIP

Course: Will vary with each Presidential Scholarship

Eligibility: A Presidential Scholarship is granted to a student who can demonstrate both exceptional need and merit. The Restorative Practices Foundation is particularly interested in fostering the international diversity of the Graduate School.

Application: Due to the special nature of this scholarship, you are asked to submit a formal letter, in addition to the Pay-It-Forward Financial Aid Application. Please understand that this is a prestigious and highly competitive award so that your letter must address your extraordinary potential to:

1. foster the growth of restorative practices
2. positively influence human behavior, and
3. strengthen civil society.

The letter should be sent via email to registrar@iirp.edu. No phone calls please.

GENERAL INFORMATION

Students who receive grants and scholarships are responsible for all registration and other fees and the cost of textbooks and materials in each course.

International students who want the IIRP to consider their scholarship awards at the time of application to a program, instead of after admission, should contact the Registrar.

Low-Interest Loans

Students may find they need additional assistance for tuition costs after availing themselves of their own tuition reimbursement programs or receiving a scholarship award from the Restorative Practices Foundation.

IIRP students can benefit from low-interest loans offered at 3.9%. IIRP students may borrow funds to pay tuition from the Restorative Practices Foundation at a rate substantially lower than the Federal Student Aid program, making it more affordable to earn their degree.

Use the calculator located at <http://www.iirp.edu/low-interest-loans.php> to determine your personal amount and term of the loan. The interest rate is 3.9%. Terms are available for up to 8 years. Loans are available for tuition costs. Students are responsible to pay applicable fees and for materials and textbooks.

The Registrar will assist the student determining the best payment plan. Students have a choice as to when to begin payment. They can:

Defer payment on the loan until they complete their studies

or

Begin paying sooner.

The term to pay off the loan is up to 8 years. As long as a student is actively taking classes the loan can be deferred within this period. There is no prepayment penalty to pay off the loan.

Once the amount and terms are confirmed, the student signs a promissory note (download at <http://www.iirp.edu/low-interest-loans.php>).

TRUTH IN LENDING DISCLOSURE

Below is a Truth in Lending disclosure example for loan amounts from \$3,000 to \$12,000, in \$1,000 increments, borrowed at 3.9% interest and paid over an 8-year period with the total of all payments at the end of the 8 years.

Use the loan calculator to determine the monthly payment and total paid for specific amounts and/or another time period.

LOAN AMOUNT	INTEREST RATE	MONTHLY PAYMENTS FOR 8 YEARS	*TOTAL PAID
\$3,000	3.9%	\$36.43	\$3,497.13
\$4,000	3.9%	\$48.57	\$4,662.84
\$5,000	3.9%	\$60.71	\$5,828.55
\$6,000	3.9%	\$72.86	\$6,994.26
\$7,000	3.9%	\$85.00	\$8,159.97
\$8,000	3.9%	\$97.14	\$9,325.68
\$9,000	3.9%	\$109.29	\$10,491.39
\$10,000	3.9%	\$121.43	\$11,657.10
\$11,000	3.9%	\$133.57	\$12,822.81
\$12,000	3.9%	\$145.71	\$13,988.52

* There is no prepayment penalty to pay off the loan.

Registration

Students are encouraged to register well in advance of scheduled courses utilizing the online registration process at http://www.iirp.edu/student/student_login.php. New students will need to create a Student Portal prior to registering for courses.

For one and two credit courses, the registration deadline is 1:00 pm on the Monday prior to the course start date, except for Summer Term. **For three credit courses**, the registration deadline is 1:00 pm on the Monday that is two weeks prior to the course start date, except for Summer Term. As courses are held on weekdays as well as weekends, the registration deadlines for the Summer Term are one week prior and two weeks prior to the course start date, respectively. A \$55 Registration and Materials Fee is charged per course and is non-refundable and non-transferable. Payment should be made before classes begin.

Registration deadlines exist so that students can electronically access materials from our course management system in order to complete required course work prior to the first day of class. Registrations may be accepted up to the beginning of classes, but availability cannot be assured.

Students who choose to register after the deadline will pay the Late Registration and Materials Fee of \$80 that is non-refundable and non-transferable.

Course Withdrawal

Your class registration commits you to attend and complete the class for which you have paid.

Withdrawal prior to the start of a class. For any class, you may withdraw at least one working day before the class begins by submitting the course withdrawal form through the Student Portal at http://www.iirp.edu/student/withdraw_course.php. Select the term. Then mark the radio button for the appropriate course, enter a reason for withdrawing, and click Submit. Your request for withdrawal will be sent to the Registrar to be processed. We will refund the tuition you have paid for that course, minus a \$50 withdrawal fee. No refunds will be given for registration materials.

Once classes begin, however, the following policies apply:

One-credit course. There will be no refund if you have not given notice before the class begins. If you submit the course withdrawal form through your student portal on the first day of the course from which you are withdrawing, you will receive an official grade of W, but no refund. Otherwise you will receive an official grade of F. No refunds will be given for registration materials.

Note: If this is taken as a professional development day and then converted to graduate credit, if you submit the course withdrawal form through your student portal before the day before the final assignment is due, you will receive an official grade of W. Otherwise you will receive an official grade of F. No refunds will be given for registration materials.

Two-credit courses. There will be no refund if you have not given notice before the class begins. If you submit the course withdrawal form through your student portal on the first day of the course from which you are withdrawing, you will receive an official grade of W, but no refund. Otherwise you will receive an official grade of F. No refunds will be given for registration materials.

Note: If this is taken as a professional development day and then converted to graduate credit, if you submit the course withdrawal form through your student portal before the 3rd day from the start of the online component, you will receive a refund of 50% of the tuition you have paid and an official grade of W. Otherwise you will receive an official grade of F. If you withdraw on or after the date that is three days from the online component, your tuition will not be refunded and you will receive an official grade of W. If you do not notify us of your withdrawal during the time the course is being conducted you will receive a grade of F. No refunds will be given for registration materials.

Three-credit traditional or partial online courses. If you submit the course withdrawal form through your student portal before the third class day, you will receive a refund of 50% of the tuition you have paid and an official grade of W. On or after the third day, you cannot receive a refund if you withdraw. If you notify us of your withdrawal before the last day of class, you will receive an official grade of W. If you do not notify us officially of your withdrawal during the time the course is being conducted, you will receive an official grade of F. No refunds will be given for registration materials.

Three-credit/fully online courses. If you submit the course withdrawal form through your student portal before the 14th day from the start of a fully online class you will receive a refund of 50% of the tuition you have paid and an official grade of W. If you withdraw on or after the date that is 14 days from the start date of an online class your tuition will not be refunded and you will receive an official grade of W. If you do not notify us of your withdrawal during the time the course is being conducted you will receive a grade of F. No refunds will be given for registration materials.

Only withdrawal requests submitted through the student portal will be honored.

Technical Proficiency

The IIRP Graduate School expects that incoming students will have basic skills in using e-mail, the internet and in word processing or will acquire such skills and will exhibit a willingness to learn new technical skills as necessary to complete their course work. Much of the communication between the faculty and their students will rely on email. For those students contemplating the purchase of new computers, they may choose to purchase a portable computer with a wireless card so as to be compatible with the IIRP wireless network. IIRP students are eligible to make computer purchases at the Apple Education Store. Follow these instructions:

- go to apple.com
- click on the Store tab at the top
- click on Education Store on the left
- click on either “College or university student”
- enter “18018” for the school zip code and then click “Find” button
- select “Intl Institute Restorative Practice” and then click “Continue” button

Students have their own Student Portals with entry to the portal requiring a unique email address and password. The individual student portal provides the mechanism to do many things such as register for courses, apply for admission and track progress of application requirements, view schedules, view academic records, view student audits (progress toward completion of a master’s degree), withdraw from a course and request a transcript.

Grading

Minimum course expectations are as follows:

1. Students must attend all scheduled classes.
2. Assignments must be completed by the due date according to the standards specified by the course instructor(s).
3. Written and oral assessments must satisfy the standards specified by the course instructor(s).
4. The course instructor(s) will decide on whether to allow exceptions or extensions.

Grades will be reported as follows:

Grade	Percent	Grade Point Value	Explanation
A	90 – 100	4.00	Exceeding Expectations
B	80 – 89	3.00	Meeting Expectations
C	70 – 79	2.00	Minimally acceptable on a limited basis
F	< 70	0.00	Failure to meet minimum standards
I		No effect	Incomplete
W		No effect	Withdrawal

1. An “F” in any graduate course will result in disqualification from the program. Students cannot continue in the graduate program or be issued a non-degree graduate certificate if they earn more than one grade of “C” in any graduate course. Students who earn a “C” may elect to retake the course to improve their grade. Exceptions to such disqualifications may be made upon appeal to the Vice President for Academic Affairs.

2. When all of the course expectations are met the student’s transcript will indicate the letter grade assigned by the instructor(s) in grade reports and transcripts. Where exceptions or extensions have been granted, students must resolve any outstanding requirements within the timeframe specified. If that timeframe extends beyond the end of the term, the course will be designated as “Incomplete,” abbreviated “I” in grade reports and transcripts.

3. A student who fails to complete a course within the prescribed period shall receive at the instructor’s discretion either a grade of I (incomplete) or F (failure). The instructor may permit an extension of time up to one year for the completion of the course. In such cases, any course which is still incomplete after one calendar year from its official ending will convert to the grade of F (failure). Depending on the circumstances, the period allowed to complete a course may be extended upon appeal to the Vice President for Academic Affairs.

4. If a student chooses to withdraw from a course within the time specified in IIRP policy, the course will be designated a “Withdrawal” abbreviated “W” in grade reports and transcripts. Withdrawals do not impact the GPA but the student will be required to retake the course to receive credit.

5. Students required to retake a course as a result of an incomplete or withdrawal or students who elect to retake a course to improve a “C” grade must pay full tuition on re-enrollment in that course.

Final Examinations

If a student is unable to take a final examination, the instructor’s permission must be secured in order for a make-up examination to be arranged. Appeals of the decision of the instructor should be directed to the Vice President for Academic Affairs.

Academic Advising

Every student is assigned an advisor at the time of matriculation into the IIRP master’s degree program. Students should take the lead in sharing any questions or concerns with their advisor. Issues concerning 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.

The Registrar shall serve as the advisor to students who are not matriculated.

Student Support Services

Students who are having difficulty with mathematics, statistics, computer skills or writing are encouraged to speak with their course professor or with their student advisor, the professor to whom they have been assigned for overall advising. Our faculty is involved and interested in the development of each student and willing to help students if they can. IIRP faculty will help the student assess the problem and may, on a limited basis, provide assistance. Information about advisors can be found in your student portal.

For intensive remediation we have tutors available on an hourly fee basis. These tutors are either professionals in the field or peer tutors. The peer tutors will be students recommended by the faculty who are able to coach other students in the necessary areas.

The library also has resources available to assist students in a variety of skills.

Appeal of Instructor Evaluation of Student Work

Part of an IIRP faculty member's responsibility is to evaluate student work and award credit for each course fairly and consistently in accordance with the course expectations included in the syllabus that each student receives at the beginning of a course.

Students may challenge the instructor(s) evaluation of their work by first consulting with the instructor(s). If the issue is not resolved after consultation with the instructor(s), students may appeal their concern to the Vice President for Academic Affairs. The IIRP will deal with such challenges in a manner consistent with restorative practices.

If a student wishes to appeal the final grade received in a course the student must begin the process within 90 days from the date the grade is posted.

Program Withdrawal

Students who intend to withdraw from an IIRP master's program or certificate program are to call the Registrar.

Leave of Absence

Students may request a leave of absence from graduate study by applying in writing to the Registrar. Requesting a leave of absence is recommended for any matriculated master's degree student who will not be registering for courses during a fall or spring term.

Dismissal

Students will be subject to disciplinary dismissal if they violate the IIRP's standards of conduct or if they fail to meet their financial obligations to the IIRP. Dismissal will be handled in a manner consistent with restorative practices. Students who have been dismissed from IIRP are not likely to be readmitted, however, exceptions may be considered.

Graduation Requirements

Degrees are awarded at the end of each term. In order to qualify for a diploma:

- 1) 30 Credits. A candidate for degree is required to complete successfully 30 academic credits: 12 credits of the core curriculum and 18 credits in either the Restorative Practices and Youth Counseling program or the Restorative Practices and Education program. Degree requirements must be satisfied within a five-year period from the date of enrollment (unless the Vice President for Academic Affairs has agreed to an alternative arrangement). Due to the specialized nature of IIRP's graduate degree programs, transfer credits will not be accepted.
- 2) Capstones. To graduate from either of the two master's degree programs the graduate student must complete two capstones within the framework of the final course. That final course, a professional learning group seminar, includes the following as capstones:

Analytical Paper. The first capstone is an analytical paper in which students demonstrate their knowledge from their restorative practices degree program and how they apply restorative practices in their personal and professional lives. Both individually and through an interactive PLG (professional learning group) process students will reflect on what they have learned about restorative practices from their master's degree courses and then choose two, three or four ideas that they consider the most powerful. Students will write an analytic paper of 3000 to 5000 words that presents, analyzes and justifies their choice of these two, three or four ideas and how they apply and will apply these ideas, supporting their writing in detail from a variety of sources including appropriate citations.

Oral Presentation and Defense. The second capstone is a presentation that summarizes the key elements of the analytic paper: the students' choice of two, three or four most powerful ideas and how they apply them. Additional time will be provided for the student to respond to questions and feedback. Students must be prepared to justify and further explain their choice of powerful ideas and how they apply them.

- 3) Graduation Fee, Course Registration and Outstanding Debt. A candidate will file an application to graduate, pay the \$75 graduation fee to the Registrar and register for either ED 661 Final Professional Learning Group or YC 660 Final Professional Learning Group in the projected year of graduation by March 1. Any outstanding debts to the institute must be paid in full by April 30.

Transcript Requests

If a student needs a transcript that reflects graduate credits earned at the IIRP graduate school, students must submit a request using the transcript request form accessed through the student portal;

<http://www.iirp.edu/pdf/IIRPTranscriptRequest.pdf>

We must have an official transcript from the college or university that granted your baccalaureate degree and all financial obligations to the IIRP Graduate School must be cleared before the request will be honored.

A fee of \$5 is charged per transcript.

Statement on Rights and Responsibilities of Students

The role of students in the educational community of IIRP involves a balance of rights and responsibilities. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. Students are required to exercise their freedoms with appropriate responsibility. The responsibility to create general conditions conducive to the freedom to learn must be shared by all members of the IIRP community. (See Reciprocal Roles and Responsibilities in Appendix A)

Student Feedback

Students are encouraged to express both positive and critical feedback to faculty, administrators and staff. The IIRP encourages students to voice their opinions and feelings because they play a critical role in the ongoing improvement of the graduate school.

The IIRP asks students to identify themselves (using their student ID number) when completing course evaluations or student surveys. Part of our restorative culture is that feedback helps us grow. Anonymous feedback is inconsistent with the philosophy of restorative practices. Knowing students' concerns gives faculty, administrators and staff opportunities to clear up any misunderstandings and get clarification if necessary. The IIRP views feedback as healthy and as an opportunity for positive change.

No-Gift Policy

The IIRP has a no-gift policy with regard to gifts (1) among its employees and (2) between its staff or faculty and students.

(1) Gifts among employees should be limited to personal exchanges outside of the workplace. In the interest of avoiding uncomfortable situations where employees feel social pressure in the workplace to participate in holiday gift exchanges or to contribute to gifts or participate in celebrations for birthday, retirement, baby shower or similar reasons.

The IIRP asks its employees to keep gifts and celebrations outside of the workplace, with invitations and gift-giving carried out on a private, interpersonal basis.

(2) Students may not give staff or faculty members gifts, or vice-versa, (including paying for dinners or other expressions of appreciation with a financial implication) in the interest of avoiding potential conflict of interest or other ethical dilemmas.

We ask that students honor this policy so as to avoid putting any staff or faculty member in an awkward situation where they must then refuse or return a gift. Letters, cards or verbal expressions of appreciation are welcome.

No-Money-Solicitation Policy

IIRP has a no-money-solicitation policy with regard to the solicitation by and among faculty, staff, or students to contribute to organizations or purchase raffle tickets, event

tickets, cookies or other types of organizational fundraising in the workplace. For the same reasons as the IIRP no-gift policy, we want to avoid uncomfortable situations where employees feel social pressure to participate. The IIRP asks its employees and students to keep such solicitation of contributions and purchases outside of the workplace on a private, interpersonal basis.

Grievance Policy

A grievance is a claim that action has been taken which involves a student or staff or faculty member's status or the specific terms or conditions of employment or academic study and which is believed to be arbitrary, capricious, or without cause or not consistent with IIRP policies and procedures, or a perceived circumstance of discrimination, harassment or inequity.

The International Institute for Restorative Practices, consistent with its name and mission, will use restorative processes, whenever possible, in dealing with wrongdoing and conflict among students, staff, faculty and administration. Restorative processes focus on restoring the harm done by conflict and wrongdoing. They are usually held in a circle format and provide every person with an opportunity to be heard and express feelings in a safe environment.

Restorative processes bring together those who have been affected by an incident. When there are identifiable wrongdoers and victims, all of those individuals have the choice of participating voluntarily. Furthermore, their friends, colleagues, optionally their family members, and others in the institution who have been affected, are also invited to come together to resolve the emotional consequences of the incident and to have a say in how the conflict or wrong might be handled.

If possible, concerns that result in a grievance, should first be addressed informally, through informal discussions or a restorative circle. If a solution is reached it should be put in writing, signed and dated by both parties, and copied to the appropriate administrator.

If, after attempting informal resolution, no solution is reached the aggrieved party or parties may appeal the issue in writing to an appropriate administrator. That administrator must respond to the grievance within ten working days.

If the aggrieved party is not satisfied with that outcome, they may appeal to the President who will respond within ten working days, and if the aggrieved party is still not satisfied the issue may be appealed to the Board of Trustees.

Code of Conduct

IIRP recognizes the basic rights and responsibilities of the members of the Institute and accepts its obligation to preserve and protect those rights and responsibilities. Further, the Institute must provide for its members the opportunities and protections that best serve the nature of the educational process.

The Code of Conduct governing the behavior of members of IIRP must ensure the basic rights of individuals, as well as reflect the practical necessities of the community. The code also must prohibit or limit acts that interfere with the basic purposes, necessities, or processes of IIRP or with the rights of its members. Finally, the code must reconcile the principles of maximum freedom and necessary order.

SANCTIONS

Consistent with the philosophy of restorative practices, the emphasis of the IIRP disciplinary processes is on repairing the harm and restoring the well-being of the educational community. Although sanctions may be appropriate or necessary, violators of the IIRP Code of Conduct will be afforded the opportunity to participate in a restorative process.

Sanctions for violations of the IIRP Code of Conduct may include penalties ranging from warning (written or verbal) to expulsion from the graduate program, but will be tailored to address the circumstances of each offense and ideally decided in conjunction with the offender as part of the process. Ultimately, the administration of the IIRP will be responsible for such sanctions.

The Code of Conduct shall be made public in an appropriate manner and may be revised by the Institute in consultation with the faculty, students and staff.

BEHAVIORS INCONSISTENT WITH IIRP VALUES

The Code of Conduct describes behaviors that are inconsistent with the essential values of the IIRP community. Those directly violating the Code of Conduct and those who assist, condone or who are aware of the violations and do not report them, are engaging in behaviors that contradict the values of the institution. Such behaviors include but are not limited to:

1. Physically harming or threatening to harm any person, intentionally or recklessly causing harm to any person, or reasonable apprehension of such harm or creating a condition that endangers the health and safety of self or others.

2. Sexually assaulting or abusing a person. The Institute does not tolerate sexual assault or abuse, such as rape (including acquaintance rape) or other forms of nonconsensual sexual activity.
3. Harassing, stalking or hazing any person, including sexually harassing.
4. Using, possessing or storing weapons or fireworks.
5. Tampering with fire or other safety equipment or setting unauthorized fires.
6. Illegally possessing, using, distributing, manufacturing, selling or being under the influence of alcohol or other drugs.
7. Intentionally providing false or inaccurate reports of emergencies or Code violations or knowingly providing false statements during a hearing, disciplinary conference or to IIRP officials.
8. Stealing, vandalizing, damaging, destroying or defacing Institute property or property of others.
9. Obstruction or disruption of classes, research project or other activities or programs of the graduate school; or obstructing access to IIRP facilities, property or programs. Disruption is defined as an action or combination of actions by one or more individuals that unreasonably interferes with, hinders, obstructs or prevents the operation of the IIRP or infringes on the rights of others to freely participate in its programs and services.
10. Violating the Academic Integrity Policy.
11. Failing to comply with reasonable directives to provide identification or to report to an administrative office or, when reasonable cause exists, failing to leave Institute-controlled premises when directed to do so by properly authorized persons, including police and/or Institute staff.
12. Making, using or possessing any falsified IIRP document or record; altering or forging any Institute document or record, including identification or access cards. Includes but not limited to: forging (signing another's name and/or ID number) or manufacturing IDs, altering permits and misuse of forms (letterhead stationery, IIRP forms).
13. Unauthorized entry into or use of IIRP property or facilities including classrooms,

offices, and other restricted facilities. The IIRP also has the right to control use and entry into facilities for reasons of security, safety or protection of property. This includes closing facilities at specified times. It should also be recognized that an open or unlocked door is not an invitation to enter and use facilities.

14. Engaging in disorderly, disruptive, lewd or indecent conduct. Inciting or participating in a riot or group disruption. Failing to leave the scene of a riot or group disruption when instructed by officials. Disorderly conduct may include disruption of programs, classroom activities or functions and processes of the IIRP. This item covers unreasonable noise, creating a physically hazardous or physically offensive condition.
15. Violating written IIRP policy or regulations contained in any official publications or administrative announcements, including IIRP computer policies. IIRP policies and regulations that are contained in official publications, administrative announcements, contracts and postings.
16. Violating federal, state or local law if such behavior has impacts on the IIRP community. Criminal or civil decision is not a necessary prerequisite for a disciplinary decision nor is it necessary that criminal or civil charges be lodged against the student either before or after a disciplinary decision.
17. Misusing or abusing computer resources or other information technologies at IIRP.

Academic Freedom

Faculty and students must be free to form their own conclusions and to make their own decisions in light of the available information. The common good of both depends upon the free search for truth and the free exposition of the findings of that search.

The IIRP adheres to the statement on academic freedom endorsed by the American Association of University Professors.

1. Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

FREEDOM IN THE CLASSROOM

The Institute and its faculty encourage free discussion, inquiry and expression in the classroom in accordance with the orderly processes established for classroom instruction. Student academic performance will be evaluated solely on the basis of legitimate academic and professional concerns and not on unrelated opinions or beliefs held or expressed or conduct unrelated to legitimate Institute concerns.

PROTECTION OF FREEDOM OF EXPRESSION

Students are free to take exception, by appropriate and orderly means, to data or views offered in any course of study and to reserve judgment about matters of opinion or belief, but are responsible for learning the content of any course of study

and successfully responding to tests, examinations or other course requirements for courses in which they are enrolled.

PROTECTION AGAINST IMPROPER ACADEMIC EVALUATION

Students are responsible for maintaining standards of academic performance and integrity and complying with appropriate behavioral requirements, and they are provided with processes designed to protect them from improperly prejudiced or capricious academic evaluation. Such processes include consultations with the instructor, or the Vice President for Academic Affairs.

PROTECTION AGAINST IMPROPER DISCLOSURE

Information about student views, beliefs and associations that faculty and staff have acquired in the course of their work with students is protected against improper disclosure by the policies, regulations and procedures of the Institute as well as the professional standards of conduct of the staff.

Academic Integrity

IIRP expects its students to perform their academic work honestly and fairly. In addition, a student should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. The expectations and the consequences of failure to meet those expectations are outlined below.

In an academic community, students are encouraged to help one another learn. Because no two students learn in exactly the same way or take exactly the same things away from a lecture, IIRP encourages students to study together. Graduate students attending the IIRP are expected to maintain high standards of integrity.

Academic excellence is not valued more than honesty. Collaboration among fellow students is encouraged but doing someone's work for them is not acceptable. The boundaries on what is or is not acceptable work may not always be clear; thus, if at any point in academic work, the student is uncertain about his or her responsibility as a scholar or about the propriety of a particular action, the instructor should be consulted. The list below is not to be considered complete but rather covers the most common areas of concern.

PLAGIARISM

A major form of academic dishonesty is plagiarism, which IIRP defines as the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students.

An "outside source" is any work (published or unpublished) composed, written or created by any person other than the student who submitted the work. (This definition is adapted from *Napolitano v. Princeton*.)

All work that students submit or present as part of course assignments or requirements must be their original work unless otherwise expressly permitted by the instructor. This includes any work presented in written, oral or electronic form or in any other technical or artistic medium. When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of the department or instructor. It is the instructor's responsibility to make clear to

all students in the class the preferred or required citation style for student work. Ignorance on the student's part of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

A student may not present oral or written reports written by others as his or her own work. This includes incorporating formal lecture notes written or dictated by someone other than the student.

Students may not use writing or research obtained from a term-paper service or purchased from any person or entity, unless they fully disclose such activity to the instructor and are given express permission. They may not use writings or research obtained from any other student previously or currently enrolled at IIRP.

Students may not submit or present work prepared in whole or in part to fulfill course requirements in more than one course, unless expressly permitted to do so by all instructors involved.

Students must keep all notes, drafts and materials used in preparing assignments until a final course grade is given. For work in electronic form, they may be asked to keep all intermediate drafts and notes electronically or in hard copy until final grades are given. All such materials must be available for inspection by the instructor at any time.

CHEATING

Students may not submit assignments or any other coursework prepared by, copied from or dictated by others.

Students may not provide or receive unauthorized help in taking examinations, tests or quizzes, or in preparing any other requirements for a course. Such restrictions are illustrated by but not limited to the following:

- Using unauthorized material in an examination, test, or quiz.
- Using calculators, palm pilots, or any other hand-held electronic devices unless authorized by the instructor.
- Using email or text messaging during any exam without the permission of the instructor.
- Stealing or transmitting in writing, electronically or verbally actual examinations, tests, quizzes or portions thereof prior to or during an exam.
- Reading or observing another's work without his or her consent, whether it be on paper, electronically or in any other form.
- Soliciting or using a proxy test-taker or acting in that capacity.

HELPING OR HINDERING OTHERS

Students may not tamper with, damage or otherwise hinder the work of others to complete their assignments successfully.

Students may not collaborate during an in-class examination, test or quiz, nor work with others on out-of-class assignments, exams or projects, unless expressly allowed or directed to do so by the course instructor. If they have any reservations about their role in any out-of-class assignments, they must consult with the course instructor.

FALSE TESTIMONY

Students may not submit or present a falsified excuse for an absence from an examination, test, quiz or other course requirement, directly or through another source.

Students may not falsify research data, or results. They may not invent bibliographical entries for research papers, websites or handouts. They may not falsify information about the date of submission for any course work.

COPYRIGHT

In the preparation of course, program or degree work, students are directed to comply with the copyright law of the United States (Title XVII, United States Code). Violations of copyright law and violations of regulations regarding the use of copyrighted material for educational purposes are violations of this policy.

LIBRARY

Damage to or abuse of library, media, computing, or other academic resources is prohibited by the laws of the Commonwealth of Pennsylvania.

INTERNET

Students may not copy print or non-print media or download copyrighted files (including music) from the Internet beyond accepted norms. Consult with instructors concerning United States copyright policies on “fair use” for educational purposes.

CONSEQUENCES OF VIOLATING THE ACADEMIC INTEGRITY POLICY

All student violations of academic integrity policies and the student code of conduct may be handled through traditional procedures or, if the student agrees, through a restorative process. The option of a restorative process is most appropriate if the student admits the violation.

An instructor who suspects a student of violating the policy on academic integrity with regard to an assignment, requirement, examination, test or quiz will promptly investigate the suspicion and discuss it with the student.

If the student does not admit to the violation, the instructor may consult with another instructor using a blind copy of the work in question to verify the violation.

If, in the opinion of instructor(s), the violation is clear, the student may receive no credit or an F for the work in question. In addition, the instructor(s) must inform the student in writing of the violation and penalty. A copy of this memo must be sent to the Vice President for Academic Affairs and the Registrar.

A record of the violation will be kept in the Registrar's office until the student completes his or her degree or certification program, at which point all references to the incident will be removed from the student's permanent record. Anonymous information may be maintained by IIRP for statistical purposes only.

If a student's first violation is substantial or if he or she has a second violation, sanctions may range from academic probation to expulsion from the graduate program.

If a student wishes to appeal the violation, he or she should first consult with the instructor(s), then if dissatisfied with the result of that consultation, should contact the Vice President for Academic Affairs. If the student wishes to seek an appeal beyond this, he or she should contact the Vice President for Academic Affairs. Student appeals must be filed within one month of the instructor's filing of the violation.

At any point in the process, the student, the instructor(s) or the administration may suggest a restorative process. Participation by the student in a restorative process is strictly voluntary.

Academic Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 and its amendments are federal law that affords students certain rights with respect to their education records. IIRP will maintain the confidentiality of student education records in accordance with the provisions of the Act and will accord all rights under the Act to current and former students of IIRP who are declared independent.

The act also limits who outside IIRP may have access to a student's academic records. Academic records may not be transmitted to individuals or agencies outside of the institution without the student's written consent, except as provided by law. Therefore, students must give written permission when requesting the institution to forward records to off-campus persons, agencies or institutions, and to pay a fee of \$5.00. The law permits IIRP to release without permission such information as a student's name, telephone number, enrollment status, dates of attendance, major field and degrees and awards received.

If you do not want the IIRP to disclose directory information from your education records, you must complete the "Request to Opt Out of Directory Information" form. Please contact the Office of the Registrar at 610-807-9745 to obtain the form.

Upon receipt of the completed form, your request will remain in effect until such time as you inform us in writing that you no longer wish to keep your information private. Prior to completing this form, please consider all the effects of this decision. For example, if you tell us not to disclose your directory information to third parties, we will not share your information with anyone (except persons who have a right to see your information under the law), including persons or agencies offering jobs and educational benefits such as scholarships or agencies regarding loan deferments. Also, note that if you have requested that we not disclose your directory information but you would like to have your name appear in the commencement program, you must provide your signed written consent no later than March 1 for the June commencement.

RIGHTS OF INSPECTION

The Family Educational Rights and Privacy Act provides students with the right to inspect and review information contained in their educational records; to challenge the contents of those records that students consider to be inaccurate, misleading or otherwise in violation of their privacy or other rights; to a hearing if the outcome of the challenge is unsatisfactory; and to submit explanatory statements for inclusion in their files if they deem the decisions of the hearing panels unacceptable. The Registrar

has been assigned to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic and financial files, and academic and placement records.

The full text of the Act is available at the Office of the Registrar. (Much of the text in this section is direct quotation or a paraphrase of its language.) It also can be accessed at www.ed.gov/offices/OII/fpco/ferpa.

EDUCATION RECORDS: DEFINITION

Education records are those directly related to a student that are maintained by IIRP. Education records do not include the following:

- Records of instructional, supervisory, administrative personnel and ancillary educational personnel that are in the sole possession of the maker and are not accessible or revealed to any other individual except a substitute who may temporarily perform the duties of the maker.
- Records relating to individuals who are employed by IIRP that are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees and are not used for another purpose.

Note: Records of persons who are employed solely as a consequence of institute attendance, e.g., tutors are education records.

- Records, including student health records, created and maintained by a physician, psychiatrist, psychologist or other recognized medical or counseling professional or paraprofessional, to be used solely in connection with the provision of treatment to the student and not disclosed to anyone other than for treatment purposes, provided that records may be disclosed to physicians or professionals of the student's choice.

Note: Treatment in this context does not include remedial education activities or other activities that are part of the program of instruction at IIRP.

- Records of the institution that contain only information relating to a person after that person is no longer a student at the institution, e.g., accomplishments of alumni.
- Records of the institution relating to violations of federal, state or institutional regulations pertaining to alcohol or drugs.

REQUEST FOR REVIEW

Students wishing to review their education records must make a written request to the Registrar who has the record in his or her custody, listing the item or items to be reviewed. Only those records covered by the Act will be available for review. The items requested shall be made available no later than 45 calendar days following receipt of the written request. A copy of the academic record may be refused if a hold for non-payment of financial obligation exists. Copies may be made at the student's expense. The fee for making copies of the educational record is \$1 per page, to be remitted at the time the copy is requested. Students have the right to a copy of the education record when failure to provide a copy would prevent the student from inspecting and reviewing the record, e.g., when distance prevents the student from ready access to campus.

LIMITATIONS ON STUDENT RIGHTS

There are some limitations on the rights of students to inspect records. Students have no right of inspection or review of the following items:

- Confidential letters and statements of recommendation placed in the records after January 1, 1975, to which the student has waived the right of inspection and review and that are related to the student's admission, application for employment or job placement or receipt of honors.
- Education records containing information about more than one student; however, in such cases the institution will permit access to that part of the record that pertains only to the inquiring student.

WAIVER OF STUDENT RIGHTS

Students may waive any or all of their rights under the Act. IIRP does not require waivers, and no institutional service shall be denied students who fail to supply waivers.

All waivers must be in writing and signed by the student. Students may waive their right to inspect and review either individual documents (e.g., a letter of recommendation) or classes of documents (e.g., an admissions file). The items or documents to which students have waived the right of access shall be used only for the purpose(s) for which they were collected. If used for other purposes, the waivers shall be void, and the documents may be inspected by the student. The student may revoke the waiver in writing, but revocation does not establish the right to inspect and review documents collected while the waiver was in force.

CONSENT PROVISIONS

No person outside of IIRP shall have access to nor shall IIRP disclose any personally identifiable information from students' education records without the written consent of the student. The consent must specify the records to be released, the purpose of the disclosure and the party or class of parties to whom disclosure may be made. Consent must be signed and dated by the student.

EXCEPTIONS TO CONSENT POLICY

There are exceptions to the consent policy. IIRP reserves the right, as allowed under the Act, to disclose education records or components thereof without written consent to:

- Personnel within IIRP who demonstrate a need to know and who act in the student's educational interest, including faculty, administration, clerical and professional employees and other persons who manage student records.
- Officials of other institutions in which the student seeks to enroll, on the condition that IIRP make a reasonable attempt to inform the student of the disclosure at the student's last known address. In most instances, if the student initiated the request to transfer, a permission to transfer education records is explicit in the request.
- Officials of other schools in which the student is currently enrolled.
- Persons or organizations providing student financial aid in order to determine the amount, eligibility or conditions of an award and to enforce the terms of an award.
- Accrediting organizations carrying out their functions.
- Authorized representatives of the comptroller-general of the United States, the secretary of the U.S. Department of Education and state educational authorities, if the information is necessary for audit and evaluation of federal or state-sponsored programs.
- State and federal officials to whom disclosure is required by state statute adopted prior to November 19, 1974.
- Organizations conducting studies to develop, validate and administer predictive tests, to administer student-aid programs or to improve instruction, so long as there is no further external disclosure of personally identifiable information and the information is destroyed when no longer necessary for the project.

- Persons in compliance with a judicial order or a lawfully issued subpoena if reasonable effort is made to notify the student.
- Appropriate persons in a health or safety emergency, so long as there is a serious threat to the student or others, the knowledge of the information is necessary to meet the emergency, time is of the essence and the persons to whom the information is disclosed are in a position to deal with the emergency.

INSTITUTIONAL RECORD OF DISCLOSURE

IIRP will keep a written record of all such exceptional disclosures and the student has the right to inspect such records, which will include the names of parties or agencies to whom disclosure was made, the legitimate reason for the disclosure and the date of the disclosure. No record of disclosure shall be required for those requests made by students for their own use, those disclosures made with a student's written consent, those made to IIRP officials or those specified as directory information.

DISCLOSURE OF EDUCATION RECORD INFORMATION

IIRP will obtain written consent from students before disclosing any personally identifiable information from their education record (with exceptions as noted under Exceptions to Consent Policy). Such written consent for disclosure must: specify the records to be released, state the purpose of the disclosure, identify the party or class of parties to whom disclosure may be made and be signed and dated by the student. All such consents shall be maintained in the education record of the student.

CHALLENGE OF CONTENTS OF EDUCATION RECORDS

Students who believe that their education records contain information that is inaccurate or misleading or otherwise violates their privacy or other rights may discuss their concerns informally with the Vice President for Academic Affairs. If the decision of the Vice President concurs with the student's request, the appropriate records shall be amended and the student shall be notified in writing of the amendment(s). If they disagree, the student must be notified within 15 calendar days that the records will not be amended and of the student's right to a hearing on the matter.

Student requests for a formal hearing must be made in writing within 30 calendar days from the mailing of the notice from the Vice President for Academic Affairs who, within 30 days after receipt of the written request, shall inform the student of the date, time, and place of the hearing. The student shall be afforded a full and fair opportunity to present evidence relevant to the issue(s) raised. If the student desires, he or she may be assisted or represented at the hearing by one or more persons of his or her

choice, including an attorney, at the student's expense. The hearing may be conducted by any party, including an official of IIRP so long as the person does not have a direct interest in its outcome. The panel that adjudicates such challenges is made up of members of the Board of Trustees. The hearing panel shall base its decision solely on the evidence presented at the hearing. Its decision shall be final and in writing, summarizing the evidence and stating the reasons for the decision. The written report shall be mailed to the student and any other concerned party within 30 calendar days of the hearing.

If the hearing panel determines that the information at issue is inaccurate, misleading or a violation of privacy or other rights, the student's record shall be amended in accordance with the decision and the student so informed in writing. If the hearing panel decision is unsatisfactory to the student, he or she may place with the education record a statement(s) commenting on the information in the record or setting forth any reason for disagreeing with the decision of the hearing panel. The statements shall be placed in the education record, maintained as part of the record and released whenever the records in question are disclosed to an authorized party.

Note: Rights of challenge cannot be used to question substantive educational judgments that are correctly recorded (e.g., course grades with which the student disagrees).

Students who believe that the adjudication of their challenges was unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of IIRP to aid them in filing a complaint with the Family Policy and Regulations Office, Department of Education, Room 1087, 400 Maryland Avenue S.W., Washington, D.C. 20202.

CHALLENGE OF INSTITUTIONAL COMPLIANCE

Students may file complaints with the Department of Education concerning alleged failure of the institution to comply with FERPA. Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue S.W., Washington, D.C. 20202.

DESTRUCTION OF RECORDS

Once a student has requested access to his or her records, the records shall not be destroyed until inspection and review have been provided. The following items shall not be destroyed or removed from the record: (1) explanatory statements placed in the record by the student (see the section on challenging educational records, above); and (2) records of disclosure and requests for disclosures. IIRP reserves the right to destroy information contained in student records and files when the information on file is no longer valid or useful, e.g., letters of recommendation once they have been used for their original purpose.

Research Involving Human Subjects Policy

IIRP has established an Assurance of Compliance with the Department of Health and Human Services (HHS) regulations governing research involving human subjects. Since research comprises a vital part of graduate education and research may involve human subjects, graduate students must be aware of their responsibilities.

All research involving human subjects must be reviewed and approved by the Institutional Review Board (IRB) prior to the initiation of the research.

The human subjects regulations extend into the classroom and youth counseling settings so that graduate students with teaching and counseling assignments as well as those engaged in research should carefully observe these constraints and protections. Copies of the Assurance of Compliance and HHS regulations (45 CFR 46) may be obtained from the Vice President for Administration.

Equal Opportunity Statement

The International Institute for Restorative Practices (IIRP) graduate school program admits students of any race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status or disability to all the rights, privileges, programs and activities generally accorded or made available to students. The IIRP will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status or disability in administration of its educational policies, employment policies, scholarship or loan programs or other education related programs administered by the Institute.

Affirmative Action Statement

The International Institute of Restorative Practices seeks to ensure fair and equal employment opportunity and conditions of employment. The Institute affirms its commitment to hiring and retaining women and minority candidates.

Americans with Disabilities Act

IIRP adheres to the principles and mandates of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008.

A disability is defined as a physical or mental impairment that substantially limits one or more of the individual's major life activities, even if the student uses a mitigating

measure such as glasses, medication, prostheses, or a hearing aid. Major life activities are functions such as breathing, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, learning, exercising cognitive abilities, sitting, standing, lifting, reaching and working.

IIRP will voluntarily provide reasonable accommodations, upon request, to a student whose condition meets the legal definition of a disability under the ADA and who is considered otherwise qualified for IIRP admission.

Special classroom set-ups, alternate testing and other accommodations for students with documented disabilities are available on a case-by-case basis. The IIRP is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled students.” It is the responsibility of students with disabilities to identify themselves and request accommodations through the office of the Vice President for Administration well in advance of need in order to give the IIRP a reasonable amount of time to evaluate the request and, if possible, implement the accommodation.

Drug-Free Schools and Communities-Drug-Free Workplace

In support of the national strategy to combat illegal drug and alcohol abuse, Congress has enacted the Drug-Free Workplace and the Drug-Free Schools and Communities Act Amendments, which require that “...as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education or state/local educational agency must certify that it has adopted and implemented a program to prevent the unlawful manufacture, possession, use, or distribution of illicit drugs and alcohol by students and employees.”

COMMUNITY RESPONSIBILITY

IIRP students and employees are both citizens and members of the academic community. As citizens, they enjoy the same rights and obligations that other citizens enjoy; and, as members of the academic community, they are subject to the rights and obligations that accrue to them by virtue of this membership. Students and employees are expected to be honorable and ethical in every regard and to have consideration for the welfare of others as individuals and for the community as a whole.

STANDARDS OF CONDUCT

The unlawful manufacture, possession, use, misuse, abuse or distribution of drugs and alcohol on institutional property or off campus while conducting any officially

sanctioned institutional activity by any student or employee of the institution is strictly prohibited. If found in violation of these standards, students and employees will be subject to disciplinary action and may incur penalties prescribed by civil authorities.

Faculty and staff, as a condition of employment, must abide by the terms of this policy and report any convictions under criminal drug statutes for violations occurring on or off the premises while conducting business for the institution within five days of the conviction.

For students, sanctions imposed by the institution for violations of the above conditions may range from probation up to and including expulsion and referral for prosecution. Sanctions for violation of any of the aforementioned standards imposed on employees may vary from mandatory participation in rehabilitation programs to termination of employment and referral for prosecution.

COUNSELING AND TREATMENT

Students or employees who abuse controlled substances or alcohol are encouraged to seek assistance and referral through the office of the Registrar. Many options are available in the Lehigh Valley and surrounding areas for employees and students in need of substance-abuse counseling. Some of these centers are noted below:

- Intake and referral: Northampton County Drug and Alcohol Intake Unit (610-997-5800)
- Support groups: Alcoholics Anonymous (610- 882-0558); Narcotics Anonymous (610-439-1998)
- Residential treatment: Caron Foundation, serves adolescents and adults (800-678-2332); Penn Foundation, adults only (215-257-9999 or 800-245-7366)
- Outpatient counseling: Confront (610- 433-0148); Council on Alcohol and Drug Abuse (610-437-0801); St. Luke's Intensive Outpatient Treatment Alternatives (610- 954-3650 or 610-866-0918); Recovery Center (610-776-0866); Crisis Intervention (610-252-9060 or 610-782-3127); Livengrin Center (610-264-5521); White Deer Run of Allentown (610-266-2550)

This is only a partial listing of the services and programs available in the greater Lehigh Valley and surrounding areas. The appearance of a program or service on this list is not to be construed as the Institute's endorsement of the identified agency.

Harassment

IIRP is committed to providing a campus community in which all individuals are treated with respect and dignity and that is free from all forms of discrimination and conduct that can be considered harassing, coercive or disruptive. Sexual harassment within the community is unlawful, as is harassment based upon race, color, religion, national origin, disability, age or membership in any other protected group. It is also unlawful to retaliate against a member of the campus community for filing a complaint of harassment or for cooperating in an investigation of harassment.

This policy applies to all members of the community, which for purposes of this policy includes, but is not limited to, employees, students, independent contractors, consultants, leased employees, visitors and others working at the IIRP's premises or with IIRP employees or students. The scope of this policy includes, but is not limited to, all settings in which members of the campus community may find themselves in connection with their employment, education or other institutionally related activities, such as off-site meetings, conferences, social events, etc., including time spent traveling and socializing on the way to and from, and while at, such events. It also extends to other interactions between or among members of the campus community to the extent that a community member's right to a campus community free from harassment or other inappropriate conduct is involved.

The institution will not tolerate harassment of or retaliation against its employees, students or any other members of the campus community by anyone, including other members of the community. Furthermore, the institution will also attempt to protect its community members from harassment by other individuals who may be encountered within the community, such as vendors, customers, service employees, etc.

The Vice President for Administration or his or her designee is responsible for overseeing the implementation of this policy in the case of administrators, support staff and students. In the case of faculty, the President will provide oversight.

In all cases the IIRP, its staff, faculty and administration will respond quickly, respectfully and with appropriate support for victims of harassment.

HARASSMENT AND INAPPROPRIATE CONDUCT

The institution will not tolerate harassment of any community member based upon membership in a protected class by any other member of the community or other individuals with whom community members interact in connection with their employment, education or other institutionally related activities.

Harassment consists of unwelcome conduct, whether verbal, physical or visual, that is based on a person's protected status, such as race, color, sex, national origin, religion, disability, age or any other basis prohibited by federal, state, or local law and which has the effect of interfering unreasonably with another's work or academic performance, or creating an intimidating, offensive or hostile environment.

Harassing conduct includes, but is not limited to: slurs; negative stereotyping; ethnic jokes; offensive written or graphic material; display of offensive objects; threatening, intimidating or hostile acts that denigrate or show hostility or aversion toward an individual or group because of membership in a protected group.

Note that conduct as described may not be sufficiently severe or pervasive to constitute harassment in the legal sense. However, the institution considers any conduct of this nature to be inappropriate within the campus community, and complaints concerning such conduct should be brought to the institution's attention as set forth below.

SEXUAL HARASSMENT

Sexual harassment is prohibited. This includes unwelcome or unwanted sexual advances, requests for sexual favors and other verbal, physical or visual conduct of a sexual nature when: submission to such conduct is made, explicitly or implicitly, a term or condition of a community member's employment, education or other participation in the community; submission to or rejection of such conduct by a community member is used as the basis for decisions affecting the community member's employment, education or other participation in the community; or such conduct has the purpose or effect of unreasonable interference with a community member's work or academic performance or creates an intimidating, hostile or offensive working or academic environment.

It is not possible to list all the circumstances that may constitute sexual harassment. However, the following are examples of conduct that, if unwelcome, may constitute sexual harassment, depending upon the totality of the circumstances, including the severity of the conduct and its frequency or pervasiveness.

- Unwelcome sexual advances or propositions (whether or not they involve unwelcome physical touching).
- Explicitly or implicitly conditioning any terms of employment or education (e.g., continued employment, wages, evaluation, advancement, assigned duties, on-call assignments, grades) on the provision of sexual favors.
- Inquiries into another's sexual experience, discussions of one's sexual activities,

comments on an individual's body, comments about an individual's sexual activity, deficiencies or prowess.

- Sexual innuendo, sexually suggestive comments or use of sexually explicit or vulgar language.
- Sexually oriented teasing or practical jokes; "humor" about gender-specific traits.
- Suggestive body language or gestures.
- Display or transmission of sexually suggestive objects, pictures, posters, cartoons or other printed or visual material.
- Leering, whistling or physical contact such as unwelcome touching, patting, pinching or brushing against another's body.
- Continued requests to socialize, on or off duty, on or off campus, when a community member has indicated he or she is not interested.
- Continued writing of sexually suggestive notes or letters when it is known or should be known that the addressee does not welcome them.
- Derogatory or provocative remarks relating to an employee's sex or sexual orientation.

RETALIATION

No community member will be subject to retaliation for making a complaint of harassment or inappropriate conduct, cooperating in the investigation of such a complaint or otherwise opposing unlawful harassment or other inappropriate conduct.

COMPLAINTS OF HARASSMENT OR RETALIATION

Because the IIRP takes allegations of harassment or retaliation seriously, it will respond promptly to complaints of such behavior. The Institute strongly encourages any member of the community who believes he or she has been the target of harassment or inappropriate conduct to report the incident promptly, verbally or in writing to any faculty member or any administrator. In addition, every member of the community is strongly encouraged to report, in writing, any such conduct observed, no matter who the target. A timely report will enable the institution to respond rapidly in investigating the allegations and, where it is determined that harassment or inappropriate conduct has occurred, take the necessary steps to eliminate objectionable conduct or conditions and impose corrective action, where appropriate.

Should any community member believe that he or she is being harassed or subjected to inappropriate behavior, he or she may wish to notify the offender directly and immediately that the behavior is unwelcome and offensive and must stop. However, if for any reason a community member does not wish to discuss the matter directly with the offender or if the discussion does not successfully end the behavior, it is

the community member's duty to report the conduct immediately. The institution is committed and may be required by law to take action if it learns of potential harassment or inappropriate conduct, even if the aggrieved party does not wish to file a formal complaint.

All administration and faculty are prepared to deal with reports of harassment. All complaints must be reported to the Vice President for Administration. If the accused is the Vice President for Administration, then the report will be made to the President.

INVESTIGATION

A complaint of harassment will be investigated promptly and fairly. To the extent practicable, care will be taken to protect the identity of all parties to the complaint, consistent with a thorough and appropriate investigation.

Investigation will include private interviews with the person reporting the incident; any witnesses; and the person alleged to have engaged in the harassment or inappropriate conduct. It is vital for all parties to the investigation to refrain from discussing any and all aspects of it, on or off campus. If investigation determines that harassment or inappropriate conduct has occurred, the institution will act promptly to eliminate the offending conduct and impose corrective action where appropriate.

False statements made by any party in connection with a complaint of harassment or inappropriate conduct or during an investigation will constitute the occasion for appropriate corrective action, up to and including termination of the person's relationship with the institution.

Both complainant and alleged offender will be informed of the results of the investigation, however the complainant may not be informed of the specifics of any disciplinary action imposed upon the perpetrator to the extent that this might invade his or her privacy.

CORRECTIVE ACTION

The person who filed the complaint and the person alleged to have committed the offense, consistent with the philosophy of restorative practices, will be offered the opportunity to participate in a restorative process before any decisions are made. This is especially appropriate if the offender has admitted the offense. Participation by either party is strictly voluntary. If either party refuses participation before a decision, all parties will be informed of the decision when it is made and again offered the opportunity to participate in a restorative conference. Should the complainant or

offender refuse, there may still be a restorative process for the benefit of either party and others affected by the offense.

If it is determined that harassment or inappropriate conduct has occurred, corrective action may range from a written warning and disciplinary probation to expulsion and may include such other forms of corrective action as the institution deems appropriate.

This is a general statement of policy and no more. While this policy sets forth institutional goals of promoting a community free of harassment and other inappropriate conduct, it is not intended to limit the institution's authority to discipline or take remedial action for conduct it deems unacceptable. It does not constitute a term or provision of any contract of employment or implied contract of employment between IIRP and an individual employee, nor does it create contractual obligations on behalf of the institution to any person. Likewise, it does not constitute a guarantee of continued student status to any person or otherwise create any obligation on the part of the institution.

Rape and Sexual Assault

IIRP considers rape and sexual assault to be serious offenses. Offenders may be prosecuted under the Pennsylvania Crimes Code.

All students of the IIRP are encouraged to report any instance of a sexual offense to faculty or administration. Offenses to be reported include those perpetrated by other students, faculty, staff, other members of the IIRP community or non-members. Both men and women may be complainants of sexual offenses.

In all cases the IIRP, its staff, faculty and administration will respond quickly, respectfully and with appropriate support for victims of rape and sexual assault.

DEFINITIONS OF SEXUAL OFFENSES

Rape is defined as forced sexual intercourse (vaginal, oral or anal) that is perpetrated against the will of the victim. The assailant may be a stranger or an acquaintance. The type of force may include physical violence, coercion or threat of harm to the complainant. Charges of rape also may be considered if the sexual offense involves penetration by a foreign object.

The legal definition of rape, according to the Pennsylvania Crimes Code, Section 3121, is as follows: "A person commits a felony of the first degree when he engages in sexual intercourse with another person . . . (1) by forcible compulsion; (2) by threat of forcible compulsion that would prevent resistance by a person of reasonable

resolution; (3) who is unconscious; (4) who is so mentally deranged or deficient that such person is incapable of consent." The crime is punishable by a maximum penalty of 20 years imprisonment or fine of \$25,000 or both.

For the purpose of this policy, a person is not capable of giving consent when under the influence of alcohol or mind-altering substances or any substances that physically incapacitate the victim.

Sexual assault is defined as attempted rape, the unwanted removal of another's clothing, indecent exposure, indecent contact (i.e., the unwanted touching of intimate parts of another's body including but not limited to genitals, breasts, and buttocks) or causing another to have indecent contact with them.

REPORTING OFFENSES

Victims of rape or sexual assault are urged to report such incidents to and seek support from the office of the Vice President for Administration..

The Vice President for Administration and appropriate staff will assist victims and provide support. The IIRP is required by law to report rape and sexual assault to law enforcement agencies, although it may withhold the name of the victim. If the victim agrees to have her or his name released or if she or he opts to press charges, information about the incident and the name of the victim will be shared with the local police department and the local office of the district attorney. If the victim does not wish to have her or his name released and chooses not to press charges, information about the incident will be shared with these agencies using the designation of Jane or John Doe. The incident also will be counted for statistical reporting purposes, as required by law. All IIRP staff, faculty and administration are expected to maintain confidentiality.

The IIRP encourages victims to share information with their families so that family members may provide comfort, love and support at such a traumatic time. Of course, the victims must make this decision for themselves.

Victims of rape or sexual assault are encouraged to seek medical assistance as soon as possible at St. Luke's Hospital, Lehigh Valley Hospital or Easton Hospital. All these hospitals have rape examination kits available. Early medical care is important because measures taken to prevent sexually transmitted diseases and pregnancy need to begin as soon as possible to be effective. Also, the preservation of physical evidence is critical in the event that the victim ultimately chooses to press charges. Showering, douching, changing clothes and other such measures destroy physical evidence of rape and sexual assault.

The Campus Security Act (Clery Act) requires institutions to report “specified on-campus crimes that were reported to local police agencies or to any official of the institution with significant responsibility for student and campus activities.” At IIRP these officials are the Vice President for Administration or the President or designated staff.

When an incident is reported to any of these individuals, they are required to complete a form describing the incident but are permitted to preserve the anonymity of the victim. Completed forms are maintained in the administrative offices and used for mandatory compilation of annual crime statistics.

The Northampton County District Attorney (or any other county district attorney where IIRP activity may be located) will be notified of any felonies alleged to have occurred.

PROCESS AND PENALTIES

Sexual offenses are major violations of the code of conduct for students attending IIRP. Anyone charged with such an offense may be subject to IIRP disciplinary proceedings and possible sanctions. The choice of whether to pursue charges of a sexual offense within the confines of campus discipline parameters always resides with the complainant.

When offenses are adjudicated, complainant and alleged perpetrator are entitled to the same opportunities: to have others present during a campus disciplinary proceeding, to be informed of the outcome and to appeal the findings.

No action of the IIRP shall be construed to limit a complainant’s right to initiate civil or criminal proceedings against the alleged perpetrator.

In keeping with the gravity of sexual offenses, sanctions considered in those cases brought before the IIRP will probably start at the level of suspension or expulsion. When assigning sanctions, disciplinary proceedings will consider previous campus disciplinary referrals.

The victim and the alleged perpetrator, consistent with the philosophy of restorative practices, may be offered the opportunity to participate in a restorative process before any decisions are made, except where this interferes with any criminal proceedings. This is especially appropriate if the offender has admitted the offense. Participation by either party is strictly voluntary. If either party refuses participation before a disciplinary decision, all parties will be informed of the decision when it is made and again offered the opportunity to participate in a restorative conference. Should the complainant or

offender refuse, there may still be a restorative process for the benefit of either party and others affected by the offense.

COMPLAINANT'S RIGHTS

Because of the physical and emotional trauma experienced by victims of sexual offenses and because IIRP considers rape and sexual assault to be intolerable acts, the following rights are afforded to the complainant:

- To report the rape or sexual assault to a primary provider of support.
- To have every effort made to provide confidentiality, except as set forth above with regard to anonymous reporting requirement, and as necessary to assure adequate care for the victim.
- To contact support agencies as appropriate.
- To have every effort made to provide freedom from intimidation or further harassment by the alleged perpetrator or others.
- To request a change of academic setting, subject to availability, while proceedings take place.
- To select a person from within the IIRP community to accompany him or her through IIRP disciplinary processes
- To protect against evidence of past sexual history except as allowed by law.
- To remain present during any disciplinary proceedings.
- To be informed of the outcome of any such hearing.
- To make up any academic work missed as a consequence of the trauma and the disciplinary or judicial proceedings.

RIGHTS OF THE ALLEGED PERPETRATOR

Similarly, the following rights will be afforded to the alleged perpetrator in all IIRP hearing procedures:

- To have every effort made to provide confidentiality, except in areas of the Higher Education Act of 1998 or any other state or federal regulation that allows or requires disclosure; to take into account concerns about confidentiality in light of Institute, state or federal regulations that would allow or require disclosure.
- To have every effort made to provide freedom from intimidation or harassment.
- To request a change of academic setting, subject to availability, while all proceedings take place.
- To select a person within the IIRP community to accompany him or her through any IIRP disciplinary processes.
- To protect against evidence of past sexual history except as allowed by law.

- To remain present during any judicial proceedings.
- To be informed of the outcome of any such hearing.
- To make up any academic work missed as a consequence of the trauma and the judicial proceedings if it is determined that the alleged perpetrator was wrongfully accused.

SERVICES FOR VICTIMS OF RAPE AND SEXUAL ASSAULT

- To report an offense, contact the Bethlehem Police Department (610-865-7187 or 911).
- For counseling help, contact the Crime Victims Council (610-437-6611).
- For medical help, contact St. Luke's Hospital (610-954-4500), Easton Hospital (610-250-4000) or Lehigh Valley Hospital/Muhlenberg (484-884-2521).
- For legal help, contact the Crime Victims Council (610-437-6611) or the Attorney Referral and Information Service (610-258-6333).

AIDS and HIV

IIRP recognizes the growing epidemic of Human Immunodeficiency Virus (HIV) infection at the global, national and local levels. It is prudent, therefore, for the institute to adopt policies and practices that presume the possibility of HIV presence.

Specific safeguards are felt to be important for seropositive individuals. These safeguards, listed below, are built primarily around issues of confidentiality and non-discrimination.

- No student shall be denied enrollment and no individual shall be denied employment on the basis of HIV infection.
- Testing for seropositivity shall not be a requirement of admission or employment.
- Individuals who are seropositive, whether or not symptomatic, shall not be denied free and unrestricted access to all IIRP facilities, programs, and events.
- HIV infection shall not be used as a reason to restrict participation in any IIRP educational, recreational or social activity.
- Any employee having questions regarding HIV infection and its relationship to employment or the workplace may address those questions to the Vice President for Administration. All such questions or concerns shall be kept strictly confidential.
- No individual shall be denied access to IIRP facilities nor otherwise isolated, restricted or segregated on the basis of seropositivity.
- In accordance with the principle of confidentiality and current medical information, IIRP has no obligation to inform co-workers, instructors, roommates, or others of anyone's HIV status.
- Individuals with AIDS shall be accorded the legal status of having a handicapping condition.
- Media, or other persons outside the IIRP community seeking information regarding the status of HIV infection on campus or the institution's response to such infection shall be directed to the President of IIRP or his or her designee.
- All students and employees of IIRP shall utilize Universal Precautions when dealing with medical events.

IIRP recognizes that, as information about AIDS is updated, periodic changes to its position and practices may be necessary.

Students and employees requiring information or assistance with regard to HIV/AIDS can contact these local agencies:

AIDS Outreach
112 North 5th Street
Allentown, PA 18102
610-435-8424

AIDS Services Center
60 West Broad Street, Suite 99
Bethlehem, PA 18018-5721
610-974-8703 or 610-974-8700

F.A.C.T. (Fighting AIDS Continuously Together)
245 North 12th Street
Allentown, PA 18105
610-820-5519

Sexually Transmitted Disease and Tuberculosis Clinic
at Bethlehem Health Bureau
10 East Church Street,
Bethlehem, PA 18018
610-865-7087

Allentown Health Bureau – HIV Testing
245 N. 6th Street
Allentown, PA 18102
610-437-7742

Bethlehem Health Bureau
AIDS Info and Referral Line
10 East Church Street
Bethlehem, PA 18018
610-865-7057

AIDS Program
610-865-7058

Technology

The primary purpose of the IIRP's computing resources and other information technologies is to enhance and support the educational mission of the IIRP. These resources include workstations and multi-user computer systems, as well as local area networks and connections to other computer networks.

All students, faculty and staff are responsible for using the IIRP's computing resources in a safe, effective, ethical and lawful manner.

Note: Logging onto or otherwise connecting to the campus network implies acceptance of this policy.

The intent of this statement is to give an overview of acceptable and unacceptable uses of computing resources without exhaustively enumerating all such uses and misuses. This statement is intended as an addition to existing policies concerning academic honesty and the use of facilities. The predominant goal of this policy is to promote honesty, respect for individuals and respect for both physical and intellectual property. All expectations regarding academic honesty and professional ethics extend to assignments completed in electronic form. It is never permitted to use another person's computer authorization for any purpose or to provide your own authorization to another.

It is never permitted to access someone else's work without explicit permission. It is not permitted to engage in any activity that would harass others or impede their work. All members of the campus community are required to adhere to all copyright laws. As part of the internet community, students connecting their computers to the IIRP's must take reasonable precautions against viruses.

While the IIRP makes every effort to maintain the security of its systems, no guarantee of privacy can be made for electronically stored information or email. Users of institutional computing resources also should be aware that the IIRP reserves the right to inspect information stored on its systems when there is reasonable cause to suggest a violation of the institution's policies.

Standards of ethics and behavior while using computing resources should follow such standards as outlined in IIRP handbooks and policy documents. Disciplinary procedures for violations will follow standard institutional procedures and may result in curtailment of network privileges.

The items below constitute examples of acceptable and unacceptable use:

ACCEPTABLE USE

- Use consistent with the mission of the IIRP.
- Use for purposes of, or in support of, education and research.
- Use related to administrative and other support activities.
- Personal communications as long as these do not interfere with the mission of the institution, infringe on the time of staff or students or overload system or network resources.

UNACCEPTABLE USE

- Use of computers or networks that violates federal, state, or local laws or statutes.
- Providing, assisting in or gaining unauthorized or inappropriate access to the IIRP's computing resources.
- Use of the IIRP's computers or networks for unauthorized or inappropriate access to systems, software or data at other sites.
- Installing on the network unauthorized network devices and network services such as wireless access points, internet address resolution servers, hubs, routers, and switches.
- Use of the IIRP's systems or networks to copy, store, display or distribute copyrighted material in any medium, or to prepare derivative works of such material, without the express permission of the copyright owner, except as otherwise allowed under copyright law.
- Installation of software on IIRP owned computers that is not either in the public domain or for which legal licensing has not been acquired by the individual user or the institution via the IIRP Communications and Technology Department
- Activities that interfere with the ability of others to use computing resources or other network-connected services effectively.
- Activities that result in unauthorized access to or the loss of another's work.
- Connecting one's personal computer to the network without taking reasonable precautions against viruses.
- Distribution of obscene, abusive or threatening messages via electronic media such as email or instant messaging.
- Distribution of chain letters or broadcasting to lists of individuals in a manner that might cause congestion of the network.
- Use of the IIRP's computers or networks for commercial use or profit-making enterprises except as specifically agreed to with the institution.

INTERNET PEER-TO-PEER FILE-SHARING POLICY

In recent years, internet peer-to-peer file-sharing programs have made it easy to download and share music, movies, and software files. This is a problem for IIRP and other institutions because it encourages behavior that violates copyright law and because it creates internet traffic congestion. In accordance with the Higher Education Opportunity Act the IIRP will by policy and procedure:

- Ensure for all users adequate and equitable access to the internet for academic purposes and personal communications.
- Respect our community's rights to privacy and confidentiality, freedom of speech and academic freedom while using the network.
- Educate the network-user community on the technical, legal, and ethical aspects of copyright and intellectual property.
- Uphold copyright law as spelled out in the 1998 Digital Millennium Copyright Act and elsewhere. The Act defines copyright and fair use in the digital age.

The IIRP prohibits the use of its systems or networks to copy, store, display, or distribute copyrighted material in any medium, or to prepare derivative works of such material, without the express permission of the copyright owner, except as otherwise allowed under copyright law. In addition to sanctions by the institution, copyright violators could be subject to felony charges under state and federal law and may be sued by the copyright holder.

Under copyright law, unless you have express permission from the copyright holder to engage in the copying, downloading and sharing of files, you are in violation of the law. Peer-to-peer programs have no provision to acquire permission. In practice, therefore, their use for downloading music and movies may put you in violation of the IIRP's policy and the law.

Peer-to-peer file-sharing programs have legitimate uses for sharing information over the internet. In addition, the internet has allowed the democratization of the music industry, allowing musicians to distribute their works and gain audiences not possible before the internet. However compelling they are, however, these arguments in no way absolve file-sharing users from the need to follow copyright law and respect intellectual property ownership.

The technology department at the IIRP does not intend to block peer-to-peer file-sharing programs, nor does it monitor the content of network traffic. However, the IIRP does monitor traffic patterns in order to guarantee acceptable network performance for all users. If the technology department becomes aware of policy violations or illegal

activities in the course of investigating network congestion or determining problems, it will investigate by inspecting content stored or shared on its network.

The IIRP's acceptable use policy also prohibits activities that interfere with the ability of others to use the IIRP's computing resources or other network-connected services effectively. This may apply to peer-to-peer file-sharing programs irrespective of copyright violations, as these programs consume huge amounts of network resources.

Safety and Security

EMERGENCY NOTIFICATION

The IIRP has a system in place that notifies students and staff via a mass phone message in case of a significant campus emergency or dangerous situation.

The Office of the Vice President for Administration is responsible for this system. The system will be tested annually.

EMERGENCY PHONE NUMBERS

Police, Fire, Medical Emergency	911
IIRP Office	610-807-9221
Ambulance	610-865-7111
St. Luke's Hospital Emergency Room	610-954-4000
St. Luke's Hospital	610-954-4000
Poison Control	800-222-1222
Crime Victims Council of the Lehigh Valley (Rape Crisis Center)	610-437-6610
Network of Victim Assistance	800-675-6900
Women Organized Against Rape	215-985-3333
Bethlehem Health Bureau	610-865-7087

We at the IIRP are concerned about the safety and security of our students. Safety is a shared responsibility. We urge all members of the campus community to use common sense and caution to protect themselves and their property.

HEALTH AND EMERGENCY

IIRP does not have an on-campus medical facility. First aid kits are located in classrooms and offices. In the case of a student medical emergency, students will be taken to the nearest medical facility. St. Luke's Hospital in Bethlehem is located within a mile of the IIRP campus. Emergency contact names, as provided by students and maintained in their student records, will be notified.

ACCESS TO IIRP FACILITIES

Access to the IIRP facilities is restricted to students, employees, guests of the IIRP and of its members, and those attending designated public events.

SAFETY PRECAUTIONS**What to Do When Walking**

- Stay in well-lit areas in the middle of the sidewalk.
- Avoid quiet side streets, alleys, entryways, parked cars and bushes after dark.
- Walk with somebody or stay near other people whenever possible.
- Pay careful attention to your personal belongings.
- Students leaving IIRP after dark in particular, are encouraged to walk in groups to cars. Students using the building during the evening hours should use the parking lot immediately adjacent to the building.

SECURITY IN THE BUILDING

In an emergency, call the police using 911 or press the "panic button" on the alarm system. All incidents that happen in the IIRP should be reported to the IIRP staff on-duty or as soon as possible. Emergency exit routes are posted throughout the building.

STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT

The Vice President for Administration is the official assigned responsibility for receiving and resolving complaints relative to Act 73 and the Federal Student Right-to-Know and the Crime Awareness and Campus Security Act of 1990. A complainant also may file a complaint with the Office of the Attorney General of the Commonwealth and shall be given the address of this office upon request to the Vice President for Administration.

The IIRP annual security report includes statistics for the previous three years concerning reported crimes that have occurred on campus; in certain off campus buildings or property owned and controlled by IIRP; and on public property within or

immediately adjacent to and accessible from the campus. IIRP policies concerning the reporting of criminal offenses, use of drugs, alcohol, weapons, and access to facilities are published in the Student Handbook and the Organizational Manual (for employees).

This report is distributed to all current students and employees through appropriate publications and the IIRP website, www.iirp.edu. Applicants for admission or employment may request copies of the report from the office of the Vice President for Administration. Employees and students will be notified in a timely manner regarding crimes occurring at IIRP locations via email and on the website, www.iirp.edu. Reportable crimes will be maintained in the Daily Crime Log and available for viewing within two business days of the incident. Forms for the reporting of crime can be found at www.iirp.edu/safety.php

IIRP will comply with all relevant requirements of the Student Right to Know Act. Enrolled or prospective students may obtain information on graduation rates through the office of the Vice President for Administration, appropriate publications and the IIRP website.

SEX OFFENDER REGISTRY AND ACCESS TO RELATED INFORMATION

The Federal Campus Sex Crimes Prevention Act went into effect on October 28, 2002.

The law requires institutions of higher education to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. It also requires the sex offenders already registered in a state, provide notice to each institution of higher education in that state, as to where the person is employed, carries on a vocation, or is a student.

Information regarding registered sex offenders on the campus of IIRP can be obtained from the following agency: Bethlehem Police Department.

SMOKING POLICY

Smoking is prohibited inside all IIRP buildings.

Services and Facilities

LIBRARY

The graduate school library specializes in books and other resources related to restorative practices.

The IIRP offers its graduate students online access to relevant databases, such as its collection of conference papers and abstracts, ERIC, SocINDEX, NCJRS and Restorative Justice Online.

IIRP graduate students are expected to utilize the holdings of regional college and university libraries. For example, Temple University (Philadelphia), Lafayette College (Easton), Moravian College (Bethlehem) and Lehigh University (Bethlehem) permit students to purchase library cards with full borrowing privileges for fees ranging from \$40 to \$140 per year.

Hours for the library will be posted on the library web page.

IIRP BOOKSTORE

The Graduate School Bookstore can be accessed on line
http://www.iirp.edu/books_n_videos_grad.php

Students may also call the office at 610-807-9221 to place an order.

TEXTBOOK COST CONTAINMENT

The IIRP Graduate School has a system in place to assist faculty in identifying and locating textbooks for their courses, to collect the required information and make it available in course reading lists and to assist the bookstore in purchasing and pricing required textbooks.

1. 13 weeks before each term begins, faculty are notified of deadlines for textbook selection by the librarian of the IIRP Graduate School who then assists faculty as needed in identifying possible textbooks including publishers, editions and costs. Faculty request examination copies if needed.
2. 7 weeks before each term begins, faculty submit final course reading lists to librarian.
3. Librarian proofreads course readings lists and verifies any additional information.
4. 6 weeks before each term begins, librarian forwards finalized lists to bookstore staff who determine book prices and process book orders.
5. 4 weeks before each term begins, librarian prepares book list for IIRP bookstore web page and reading lists for IIRP course listings web page.
6. 4 weeks before each term begins, Communications and Technology Department updates IIRP bookstore web page with new book information for bookstore and the Registrar adds textbook information to course registration web pages.

FOOD

There are a number of reasonably priced restaurants within walking distance of IIRP. A small refrigerator and microwave are available for those students who wish to bring food.

LODGING

There are numerous hotels and motels in the Lehigh Valley area. The three most conveniently located to IIRP are:

Hotel Bethlehem

(1.5 blocks from IIRP – <http://www.hotelbethlehem.com>)

Reservations: Email (preferred) reservations@hotelbethlehem.com or call 610-625-5000. Ask for the “IIRP rate” – \$129/night plus tax, including weekends. This rate excludes certain blackout dates.

Bethlehem Comfort Suites

(approximately 1 mile from IIRP – <http://www.comfortsuitesbethlehem.com>)

Reservations: Call 1-610-882-9700.

Hyatt Place Bethlehem

<http://bethlehem.place.hyatt.com/hyatt/hotels/place/index.jsp>

Reservations: 1-610-625-0500

PARKING

Parking is available at nearby municipal parking lots.

LOST AND FOUND

Lost and found items should be submitted or claimed in the IIRP office.

CAMPUS LOCATION

Most classes will be held at IIRP's building located in the historic district of downtown Bethlehem at 544 Main Street, at the corner of Main and Walnut. The IIRP Graduate School library and offices are located across the street at 531 Main Street, Bethlehem.

PHONE NUMBER

The phone number for the IIRP office is 610-807-9221.

CLASS CANCELLATION

Students are responsible for ascertaining the school's status during inclement weather. Please see information below that is specific to class locations.

CLASSES HELD AT BETHLEHEM CAMPUS

In the event that classes must be cancelled or delayed due to weather conditions at the Bethlehem campus an announcement will be left on the IIRP voice mail system (610-807-9221) and on our website (www.iirp.edu). Select "Students" on the top right corner and the information will be listed towards the top. It will also be listed when you log in to your Student Portal. Students are responsible for calling or going online to ascertain the school's status during inclement weather.

The decision to cancel or delay classes due to inclement weather will typically be made between 5:00 and 5:15 A.M. In addition to the IIRP voice mail system and website you may also monitor these media sources:

Radio: Newstalk 790 WAEB, WKYW Newsradio 1060 AM, WLEV-FM (100.7), WODE-FM (99.9 The Hawk), WCTO-FM (Cat Country 96)

Television: CBS3 Eyewitness News, CW Philly 57, Channel 69 and Accuweather Channel

Websites: www.b104.com, www.waeb.com, www.wzzo.com, www.fox1470.com, www.kywschools.com, www.wfmz.com, www.readingeagle.com, www.lehighvalleylive.com

Mobile phone apps: Operation Snowflake Enter.net and/or CBSPhilly.com/mobile

CLASSES HELD AT DELAWARE VALLEY

Please note that we will also post specific class cancellation or delay information for Delaware Valley College on the IIRP website (Select “Students” on the top right corner and the information will be listed towards the top. It will also be listed when you log in to your Student Portal.) and voice mail system. Delaware Valley College will make their decision to cancel or delay weekend classes by 6:30 am.

Delaware Valley College’s voicemail system:

Call the college at 1-215-345-1500. The main greeting will tell you if Delaware Valley College is closed or if classes are delayed.

You may also monitor their announcements through the following sources

Radio: KYW 1060 AM (code for DVC is #770)

Television: KYW-3 television, WCAU Philadelphia, NBC 10 TV

Websites: www.kyw1060.com (code for DVC is #770), www.NBC10.com.

Appendix A

RECIPROCAL ROLES AND RESPONSIBILITIES

We engage in our collective work as a new Graduate School mindful of our special mission to advance restorative practices in all that we do. In that we did not arise from a pre-existing college with established traditions, we place the following expectations in front of us, as students, faculty, staff, and board members, interact with one another:

STUDENTS SHOULD EXPECT...

- to participate in an organization employing “fair process”;
- to be supported in the process of teaching and learning by staff and Board;
- to receive fair and individual attention from faculty;
- to receive from faculty the opportunity to acquire a quality education that meets the goals of their programs;
- to receive useful advising and guidance from faculty and staff;
- to follow faculty expectations and participate actively;
- to give and receive honest feedback with all others;
- to offer moral and financial support to the institution as circumstances allow;
- to be represented in Board committee governance.

FACULTY SHOULD EXPECT...

- to participate in an organization employing “fair process”;
- to be supported in the process of teaching and learning by staff and Board;
- to be represented in Board committee governance;
- to offer students fair and individual attention in classes and in advising;
- to offer students the opportunity to acquire a quality education that meets the goals of the students’ programs;
- to model restorative teaching styles in their classrooms;
- to receive genuine effort, cooperation, and participation from students;
- to cooperate with staff and Board as needed to manage the organization effectively and efficiently;
- to both receive from and offer to the staff and Board trust and support;
- to give and receive honest feedback with all others.

STAFF SHOULD EXPECT...

- to participate in an organization employing “fair process”;
- to support the process of teaching and learning among students and faculty;
- to give and receive honest feedback with all others;
- to offer students accessibility, support, quality advising, guidance, etc.;
- to provide for the faculty’s needs for instructional support, technology, etc.;
- to receive from the faculty timely and accurate data, cooperation, policy adherence, etc.;
- to both give and receive trust and support to faculty and Board;
- to support the Board’s functions with timely information, staff access, communications and updates, policy recommendations, etc.

THE BOARD SHOULD EXPECT...

- to oversee an organization employing fair process;
- to nurture an organization in which all constituents remain faithful to the mission;
- to oversee a governance structure marked by openness, transparency, trust, respect, and safety;
- to hold the President responsible for the administration of the institution and to focus its own activity on policy and program issues;
- to offer trust, but also to demand accountability from all constituencies;
- to be ever mindful of its oversight responsibilities for financial, educational, and mission integrity;
- to receive the information it needs from faculty and staff to be timely and accurate in the making of institutional decisions;
- to receive, from observing the actions and testimony of students, faculty, and staff in pursuing our mission, the encouragement to serve with a good conscience and a light heart.