

Student Handbook and Catalog 2007-2008

REV. 02/28/08

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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 discipline of restorative practices is the science 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 social science 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 scholar-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.

Founding Faculty, Staff and Administration

Main Office Phone Number 610-807-9221

Judy B. Happ, Vice President for Administration 215-345-9585

York College of Pennsylvania B.S. Criminal Justice 1984

Shippensburg University M.S. Administration of Justice 1987

Gordon Howatt, Director of Finance 267-897-9002

University of Delaware B.S. Accounting 1960

University of Delaware M.B.A. Finance 1967

Celeste Langen, Registrar 610-807-9745

West Chester State University B.S. Criminal Justice 1990

Paul McCold, Professor 267-246-7937

Eastern Washington University B.A. Criminal Justice 1980

State University of New York at Albany M.A. Criminal Justice 1981

State University of New York at Albany Ph.D. Criminal Justice 1993

Patrick McDonough, Vice President for Academic Affairs 215-534-7207

Moorhead State University B.A. English/Speech/Theatre 1964

University of Kansas M.A. Dramatic Literature 1969

University of Minnesota Ph.D. Theatre Performance/

Management/Dramatic Literature 1972

Senior Fellow James McGregor Burns Academy of Leadership,

University of Maryland 2002 to present

Margaret Murray, Librarian 610-807-9221

Trent University B.A. (Hons.) English Literature 1978

Trinity College M.A. English Literature 1991

Simmons College M.S. Library and Information Science 1995

Carolyn Olivett, Professor 267-246-0324

Lock Haven University B.S. Education 1964

Penn State University M.Ed. Health Education 1997

Beth Rodman, Professor 215-778-1941

Tufts University B.S. Education 1968

Sage Graduate School M.S. Health Education 1989

Frida Rundell, Professor 267-246-0561

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

Thomas Simek, Professor 267-246-0533

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

Susan Wachtel, Dean of Students and Associate Dean for Academic Affairs 215-766-0901

Moravian College B.S. Elementary Education 1968
Temple University M.Ed. 1972

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 and 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.)

Professionals who do not want to matriculate in a master's degree program, but want to enhance their knowledge of restorative practices may either take individual graduate courses for graduate credit or work toward a certificate in restorative practices. Students may not take more than 12 credits without being admitted to a master's program. (See section on Non-Degree Certificate Program below.)

With the exception of three 1-credit courses in Basic Restorative Processes, all the other IIRP graduate courses earn 3 credit hours and consist of 45 hours of class time, including final examinations. The master's degree program incorporates the eight Program Learning Objectives (see below).

Currently IIRP offers classes only on a whole-day basis—from 8:30 a.m. to 4:30 p.m., including lunch and other breaks. They are offered primarily on weekends, but also on

weekdays in the summer. The courses are participatory, stimulating and relevant. They address many learning styles by employing a variety of engaging approaches including readings, lecture, reflection, videos, role-play, group discussion, small-group exercises, problem solving and case study.

The whole-day classes are designed to keep things moving. They also minimize the time and travel cost of commuting to and from campus by consolidating classes into larger units of instruction. Whole-day classes are cost-effective for those students commuting substantial distances.

As a new institution, IIRP is especially open to adjusting the configuration of its course hours based on feedback from its students. IIRP's courses are offered in two whole-day configurations: a full weekend, both Saturday and Sunday, or Saturdays only. We will survey our students in an effort to match their needs and preferences in upcoming terms.

NON-DEGREE GRADUATE CERTIFICATE IN RESTORATIVE PRACTICES

For those professionals who are interested in achieving knowledge and skill in restorative practices, but who are not interested in matriculating in a formal degree program, the IIRP will also offer a non-degree certificate in restorative practices. Those seeking the graduate certificate must complete the 12 course credits in the core curriculum of the 500-level courses. The graduate certificate program incorporates the first three Program Learning Objectives (see below). IIRP does not consider participants in the certificate program as matriculated students in the master's degree programs of the graduate school, although certificate students may later apply for admission to either of the master's degree programs.

Program Learning Objectives

1. Knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Awareness of history, philosophy, theory and significant research about restorative practices.
3. Strategies for self-evaluation and professional growth.
4. Approaches to counseling (or education) that empower young people (or students) to take responsibility for their choices.
5. An understanding of contemporary counseling (or educational) practices and theories.
6. An awareness of problems experienced by young people (or students) and their families.
7. Proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.
8. Opportunities to contribute to the academic knowledge about restorative practices in youth counseling (or education).

Curricula Overview

<u>Core Curriculum (12 credits)</u>		<u>Credits</u>
YC/ED 501	Basic Restorative Processes – Introduction (prerequisite for all courses)	1.0
YC/ED 502	Basic Restorative Processes – Restorative Conferencing	1.0
YC/ED 503	Basic Restorative Processes – Family Group Decision Making	1.0
YC/ED 504	Proseminar: Restorative Practices in the Social Sciences	3.0
YC/ED 510	Professional Learning Group Seminar: Restorative Project	3.0
YC/ED 520	Professional Learning Group Seminar: Restorative Skills	3.0

–AND–

<u>Restorative Practices and Youth Counseling Curriculum (18 credits)</u>		<u>Credits</u>
YC 610	Seminar: Youth Counseling Evaluation and 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
YC 660	Final Professional Learning Group Seminar	3.0

–OR–

<u>Restorative Practices and Education Curriculum (18 credits)</u>		<u>Credits</u>
ED 611	Seminar: Education Evaluation and 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
ED 661	Final Professional Learning Group Seminar	3.0

Total Master's Degree Program Credits Required

30.0

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.

YC/ED501: Basic Restorative Processes – Introduction (1 Credit)

YC/ED 501 is a prerequisite for all courses.

This course will examine the fundamental principles underpinning the practice of restorative processes. Issues critical to the development of restorative processes 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, both proactive and reactive.

YC/ED502: Basic Restorative Processes – Restorative Conferencing (1 Credit)

Prerequisite: YC/ED 501

This course will explore philosophy, theories, practices, models and skills of formal and informal conferencing as well as the development of conferencing around the world. Students will explore and assess the role of human emotions in social relationships and human psychology. From this course students will acquire the basic skills for facilitating a scripted conference based on the original Australian model. Students will evaluate the role of shame in restorative practices.

YC/ED503: Basic Restorative Processes – Family Group Decision Making (1 Credit)

Prerequisite: YC/ED 501

This course examines the history, philosophy, theory and practice of the family group decision-making (FGDM) process that originated as family group conferencing (FGC) in New Zealand. Students will explore how it can be used with children, youth and families facing crisis. They will address the related issue of empowerment within a context of professional and governmental authority.

YC/ED504: Proseminar: Restorative Practices in the Social Sciences (3 credits)

Prerequisite: YC/ED 501

This course offers two major areas of study: first, the exploration of Restorative Practices as an emerging social science and its relationship to other social sciences; and second, an overview of applications of restorative practices in group processes, emotional dynamics and empowerment practices with regard to serious offences.

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.

YC/ED510: Professional Learning Group Seminar: Restorative Project (3 credits)

Prerequisite: YC/ED 501

An intense group experience, this course will immerse students in a culture of restorative practices in class while students conduct an action research project beyond class using restorative practices. Self-assessment of their professional styles and growth in restorative practices will have special emphasis. A highly controlled and interactive group process will provide opportunities for students to give and receive feedback and to critique their projects in each stage.

YC/ED520: Professional Learning Group Seminar: Restorative Skills (3 credits)

Prerequisite: YC/ED 501

This course is designed to enhance and refine students' understanding of restorative practices and students' acquisition of restorative skills through readings, lecture, self-assessment of skills, collegial assessment and a tightly designed interactive process in class. Students will design an action research strategy in their workplace, collect and analyze data, and draw implications. Special attention will also be given to criticisms of restorative practices.

600 Level Course Prerequisites

YC/ED 501, 502, 503 and 504 are prerequisites for all 600 level courses except with the permission of the instructor. YC/ED 501, however, may not be waived as a prerequisite.

YC610: Seminar: Youth Counseling Evaluation and Research (3 credits)

Prerequisite: YC/ED 501-4 except with permission of instructor.

This course focuses on how research is conducted, why we do research and how we evaluate research. Students will consider various approaches, methods and techniques of research and information literacy. They will evaluate published studies of restorative practices in education and will learn to manipulate research data and conduct simple statistical analyses.

YC620: Restorative Practice in Communication and Intervention (3 credits)

Prerequisite: YC/ED 501-4 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.

YC630: Individual Counseling: Practices for Empowering Youth (3 credits)

Prerequisite: YC/ED 501-4 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 a variety of solution focused therapies that empower 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.

YC640: Restorative Practices with Families and Communities (3 credits)

Prerequisite: YC/ED 501-4 except with permission of instructor.

This course is designed to prepare students to use family counseling techniques in delivering services to youth and their families. The focus is on how dynamic developmental theories and 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.

YC650: Alcohol and Other Drugs: Working with Abuse and Addiction (3 credits)

Prerequisite: YC/ED 501-4 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.

YC660: Final Professional Learning Group Seminar (3 credits)

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

The final professional learning group 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.

ED611: Seminar: Education Evaluation and Research (3 credits)

Prerequisite: YC/ED 501-4 except with permission of instructor.

This course is designed as an exploration of behavioral research. Approaches, methods and techniques of research and information literacy are explored through tailored readings, directed group discussions, and class presentations. Students will complete a brief literature review of selected topic of their choice. Students will learn to manipulate research data and conduct statistical analysis using predefined problem sets in Microsoft Excel.

ED621: Restorative Practices and the Teacher (3 credits)

Prerequisite: YC/ED 501-4 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.

ED631: Restorative Practices and the Learner (3 credits)

Prerequisite: YC/ED 501-4 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.

ED641: Issues and Innovations for Restorative Education (3 credits)

Prerequisite: YC/ED 501-4 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.

ED651: Educating Individuals with Special Needs (3 credits)

Prerequisite: YC/ED 501-4 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.

ED661: Final Professional Learning Group Seminar (3 credits)

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

The final professional learning group 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 2007-2008

2007

September 8	First Set of Fall Term Classes Begins
October 1	Registration for Winter Term Begins
October 1	Registration for Spring Term Begins
October 27	Second Set of Fall Term Classes Begin
December 12	Fall Term Ends

2008

January 5	Winter Term Begins
January 20	Winter Term Ends
January 26	First Set of Spring Term Classes Begins
February 16	Second Set of Spring Term Classes Begins
March 1	Registration for Summer Term Begins
April 27	Spring Term Classes End
April 27	Final Class Begins for June 2008 Graduates
June 7	Final Class Ends for June 2008 Graduates
June 21	Graduation

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.).

However, if an applicant is not currently employed in such a role, there may be opportunities available for internship or practicum roles in the IIRP's demonstration schools and group homes, under the auspices of the Community Service Foundation and Buxmont Academy (<http://www.csfbuxmont.org>).

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 or Miller Analogy or PPST scores, and
- submit three letters of reference. 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.

TRANSFER CREDITS

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

ADDITIONAL APPLICATION REQUIREMENTS FOR INTERNATIONAL APPLICANTS

International applicants are urged to apply at least 6 months prior to their planned date of attendance and provide:

- Official (translated) transcripts sent directly to IIRP from all undergraduate and graduate institutions attended
- Official TOEFL scores sent directly to IIRP from Educational Testing Service (minimum 213 computer-based score or minimum 550 paper-based score)
- Submit an original or notarized financial guarantee demonstrating sufficient funds to meet educational expenses (including tuition, books, fees, room and board, transportation) for the first year of study.
- NOTE: Immigration documents may only be issued after receipt of above documents.

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.

Non-Degree Graduate Certificate in Restorative Practices

After completion of the 12 course credits in the core curriculum of the 500-level courses, a student may request an official non-degree graduate certificate by completing the form at http://www.iirp.org/certificate_request.php. A \$50 certificate fee is charged. Applicants for the non-degree certificate must have a baccalaureate degree from an accredited college or university and have an official academic transcript sent directly to the IIRP from that institution (mailed to Attn: Registrar, IIRP Graduate School, PO Box 229, Bethlehem, PA 18016-0229). All financial obligations must be cleared before this certificate request will be honored.

Tuition and Fees

Tuition for the academic year 2007-2008 is \$380 per credit hour.

An application fee of \$50 is submitted with the application for admission.

A student fee of \$50 is paid each Spring and Fall term at the time of registration for those students matriculated into one of the master's degree programs.

A graduation fee of \$50 is paid upon completion of a degree program.

A transcript fee of \$5 is paid for each request for transcripts. Students must submit a Transcript Request Form (available from the IIRP office or website at http://www.iirp.org/transcript_request.php) to have an official transcript sent somewhere. An official transcript from the accredited college or university that granted your baccalaureate degree must be sent directly to the IIRP from that institution (mailed to ATTN: Registrar, IIRP Graduate School, PO Box 229, Bethlehem, PA 18016-0229).

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

At present, there is no financial aid, although students may request a payment plan that allows partial tuition payments during the term.

Scholarships

The IIRP offers a limited number of scholarships for "Basic Restorative Practices," an introductory series consisting of three one-credit courses. These scholarships are funded by the IIRP Foundation, the philanthropic sister organization of the IIRP Graduate School. Students who receive these scholarships are only responsible for the cost of books and course packs of assigned reading. Please contact the Registrar for further detail.

Registration

Students are encouraged to register well in advance of scheduled courses utilizing the online registration process at <http://www.iirp.org/registration.php>. Registrations may be accepted up to the beginning of classes, but availability cannot be assured. Payment should be made before classes begin.

Course Withdrawal

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

For any class, you may withdraw at least one working day before the class begins by submitting the course withdrawal form on line at <http://www.iirp.org/withdrawal.php>.

We will then refund your tuition for that course, minus a \$50 withdrawal fee. No refunds will be given for course packs.

Once classes begin, however, the following policies apply:

One-credit/two-day courses. There will be no refund if you have not given notice before the class begins. If you submit the online course withdrawal form 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.

Three-credit/six-day courses. If you submit the online course withdrawal form before the third class day, you will receive a refund of 50% of the course tuition 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 run, you will receive an official grade of F.

Again, we ask you to notify us of withdrawal by using the online withdrawal form. We thank you for your cooperation and understanding.

Required Email Address and Internet Access

Students should have their own personal computers or, at the very least, have regular access to computers with Internet service and their own personal email addresses. 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.

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 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 Associate Dean 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 Associate Dean.

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 Associate Dean 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.

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 or remediation.

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 has also resources available to assist students in a variety of skills. Students should discuss their needs with the Dean of Students.

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 Associate Dean for Academic Affairs and ultimately the President. The IIRP will deal with such challenges in a manner consistent with restorative practices.

Program Withdrawal

Students who intend to withdraw from an IIRP master's program are to call the Associate Dean for Academic Affairs and arrange a time for a meeting.

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 Associate Dean 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 completed within the framework of the final course. That final course, a professional learning group seminar, includes the following as capstones:
- A culminating written project in which students map their restorative journey.
 - A comprehensive examination in restorative practices and education or youth counseling.

"Mapping Your Restorative Journey" is a culminating project, due on the morning of Day Five of YC 660 or ED 661, the Final Professional Learning Group Seminar, and will be a 7500-word minimum written paper in which students trace and appraise their awareness and growth in using restorative practices. The paper will describe their professional practice, starting with the period before they began their master's degree program, and how it was affected by their participation in the first four core curriculum courses, through their specialized curriculum courses, up to and including their final professional learning group. Students will assess how the course readings (including quotations and citations), action research, discussions, papers and other experiences impacted their current practice. In the latter part of the paper, students will formulate a plan of future action that ensures the continued implementation of restorative practices in their professional life.

Graduate students will be made aware of the "Mapping Your Restorative Journey" requirement and advised, if they contemplate matriculating in the master's program, to begin a portfolio/journal of their written work to support that capstone. Reflective papers and action research projects, elements of the two initial Professional Learning Group Seminars in the core curriculum, represent first steps in this culminating written paper. Other assignments throughout the curriculum will further contribute to the development of this portfolio/journal.

The three-hour comprehensive examination, employing both short answer and essay formats, will be given on Day Six of the Final PLG course. Students will discuss the field of restorative practice, analyze how it relates to their professional work, articulate their knowledge and understanding of restorative processes, philosophy, theory and research, and demonstrate their ability to evaluate a sample research project.

After meeting these two capstone requirements, graduate students will have completed their master's degrees.

- 3) Graduation Fee and Outstanding Debt. A candidate will file an application to graduate with the Registrar at the beginning of their projected final term and pay the \$50 graduation fee to the Registrar no later than one month prior to the end of that term. Any outstanding debts to the institute must be paid in full.

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.

Student Feedback

Graduate students are encouraged to express both positive and negative feedback to faculty members and administrators. Besides the normal evaluation procedures systemically provided for each course, the IIRP encourages students to voice their opinions and feelings because they play a critical role in the ongoing improvement of the IIRP graduate program.

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 Associate Dean 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 Associate Dean for Academic Affairs.

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 meet with the Associate Dean for Academic Affairs. If the student wishes to seek an appeal beyond this, he or she should do so in writing to the President. 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.

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/Oll/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.

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.

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 Associate Dean for Academic Affairs 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 Dean of Students. 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 Dean of Students 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 Dean of Students. If the accused is the Dean of Students, 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 Dean of Students.

The Dean 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 Dean of Students 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 205
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 18102
610-820-5519

Sexually Transmitted Disease and Tuberculosis Clinic
610-865-7087

Allentown Health Bureau – HIV Testing
245 N. 5th 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

Up-to-date computers with Internet access will be accessible to graduate students in the library or in another designated areas. Students should have their own personal computers, or at the very least have easy access to a computer with Internet service and with their own personal email address. 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 Apple computer with an Airport card so as to be compatible with the IIRP's wireless network.

The primary purpose of IIRP's computing resources is to enhance and support the educational mission of 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 IIRP's computing resources in a safe, effective, ethical and lawful manner. 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 IIRP's must take reasonable precautions against viruses.

While 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 institution reserves the right to inspect information stored on its systems when there is reasonable cause to suggest a violation of the institution's policies. Furthermore, the technology department actively monitors and scans its network for unauthorized network devices and services such as network switches and wireless access points.

Standards of ethics and behavior while using computing resources should follow such standards as outlined in IIRP handbooks (including this one) 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 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 IIRP's computing resources.
- Use of 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 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 technology coordinator.
- 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 active and current anti-virus protection.
- Distribution of obscene, abusive, or threatening messages via electronic media such as e-mail 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 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

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 dealing with these issues, 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.

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 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 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 IIRP does not intend to block peer-to-peer file-sharing programs, nor does it monitor the content of network traffic. However, 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.

IIRP's acceptable use policy also prohibits "activities that interfere with the ability of others to use 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 PHONE NUMBERS

Police, Fire, Medical Emergency	911
IIRP Office	610-807-9221
Ambulance	610-865-7171
St. Luke's Hospital Emergency Room	610-954-4400
St. Luke's Hospital	610-954-4000
Poison Control	800-222-1222
Crime Victims Council of the Lehigh Valley (Rape Crisis Center)	610-437-6611
Network of Victim Assistance	800 675-6900
Women Organized Against Rape	215 985-3333
Bethlehem Health Bureau	610-865-7087

We at 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 of 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.org. 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.org. 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.org/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.

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 two 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 1-610-625-2214 or 1-610-625-2225. Ask for the “IIRP rate” – \$119/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.

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.

PHONE NUMBER

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

CLASS CANCELLATION

In the event that classes must be cancelled due to weather conditions, an announcement will be left on the IIRP voice mail system and on its website. Students are responsible for calling or going online to ascertain the school's status during inclement weather.

The decision to close school or delay its opening due to inclement weather will typically be made between 5:00 and 5:15 A.M. For information about these decisions, please refer to any one of the following sources:

The announcement will also be made available to cooperating local radio outlets such as WAEB-AM (790), WAEB-FM (B104), WKYW-AM (1060) and television outlets such as CBS3 (broadcast number 1155) and WPSG (Channel 57). Cooperating websites are: www.b104.com, www.waeb.com, www.wzzo.com, www.1470wyhm.com and www.kyw1060.com (broadcast number 1155).