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General Information
All data as of September 1, 2023.

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

Restorative Practices Explained
All humans are hardwired to connect. Just as we need food, shelter, and clothing, human beings also need strong and meaningful relationships to thrive.

Restorative practices is a field within the social sciences that studies how to strengthen relationships between individuals as well as social connections within communities.

Though newer to the social sciences, restorative practices has deep roots within indigenous communities throughout the world.

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

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

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

Living Restorative Practices — We model a relational approach and honor human dignity in all that we do. This is the foundation for all our work.

Education — We provide advanced education, professional development, and transformative learning experiences.

Consulting — We deliver strategic consulting that leverages our relational expertise.

Research — We generate and disseminate knowledge regarding the influence of relationships on social health.

History

The face of higher education is changing rapidly and dramatically around the world. The IIRP has designed its offerings and services to meet the needs of 21st century adult learners and professionals. All that the IIRP offers is mission driven, rooted in everyday professional practice, and accessible from anywhere in the world through a wide range of flexible learning options.

We are dedicated to the study of restoring relationships, social discipline, emotional well-being, and civic participation through participatory learning and decision making.

Our faculty and graduate students engage in reflection, scientific inquiry, and academic discussion, drawing on theory as well as their own professional practice and personal experience. Our entire institution is guided by the premise that “people are happier, more cooperative, more productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them.”

With roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships, restorative practices has the broader goal of proactively developing community, managing conflict, building relationships, and increasing social capital.

The establishment of the IIRP Graduate School was the culmination of decades of work in restorative practices by a number of pioneers around the world, among them the IIRP’s founders, Ted and Susan Wachtel, who developed many of the theories at Buxmont Academy and the Community Service Foundation.

On June 23, 2011, the IIRP was accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. (267-284-5000)
States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

As of the 2016-17 academic year, the IIRP moved from an academic year starting with the Summer Term in June to an academic year which starting with the Fall term in September.

For more information, contact Melissa Ash, Associate Dean for Administration, at 610-807-9221.

**Commitment to Diversity, Equity, Inclusion, and Belonging**

Dignity manifests in relationships when all people have voice, agency, and a sense of belonging. Members of our learning community have insights gained from aspects of their personal stories such as geographic location, age, ethnicity, religion, parental status, family and relationship structure, formal educational attainment, physical and mental health, socioeconomic status, gender identity and gender expression, and political affiliation. All people experience harm; we know that by attending to the needs created by that harm, we may be able to restore trust and repair relationships. As curious learners, we also must be cognizant of systemic harm and be humble as we examine our own biases, their impacts, and our actions to create a more compassionate and just future.

The IIRP draws knowledge from many sources, including Indigenous cultures from around the world, and we recognize that we have not always done this in partnership with those cultures. Cultural appropriation creates an epistemic injustice, silencing people’s voice and limiting knowledge creation to those who are legitimatized by the dominant culture. It erases people’s contributions and heritage, especially of diasporic and marginalized communities, perpetuating these patterns of appropriation.

To fully realize our mission, we must embrace diversity, promote equity, model inclusion, and nurture a sense of belonging. We strive to intentionally amplify the voices of marginalized people who have been silenced – including Indigenous, Black, Asian, and other people of color, women, LGBTQIA+ people, disabled people, neurodiverse people, and many other communities. We recognize and celebrate the efforts of those whose contributions have been historically hidden or forgotten.

**Our Reparative Actions:**

- Faculty and staff create learning environments that value the many ways of knowing and producing knowledge and embed the principles of diversity, equity, inclusion, and belonging into our graduate curricula.
• We cultivate welcoming, supportive, curious, and bold spaces where we respectfully listen to every voice. Faculty, staff, trustees, and learners honor the similarities and differences that are represented in our diverse shared space and challenge our communities to have authentic conversations around difficult topics.

• We recognize our responsibility to provide accessible educational programs. We will also expand the capacity of our Impact Scholarships and explore other ways to minimize financial barriers for our graduate students.

• We forge a reciprocal partnership with the Lenape Nation of Pennsylvania, upon whose traditional lands our school is located, referred to as Bethlehem, PA.

• We commit to equitable hiring processes and supporting the development of all our employees through the cultivation of defined competencies that fortify our commitment to advance diversity, equity, inclusion, and belonging.

Lenape Nation Acknowledgement

The IIRP Graduate School acknowledges with reverence the land on which we work and practice. This land was once called Lenapehokink, which, in the Lenape language, means “land of the Lenape.” This land has been and will continue to be honored by and cared for by the Lenape ancestors, members in the present, and all Lenape members to come.

We join them in a communal responsibility to celebrate their presence, their culture, and to be active in our friendship far beyond this acknowledgment.

The calculated displacement of members of the Lenape tribe began in the late 1700s, pushing some members of the community west. Other members remained in Pennsylvania and continued their cultural practices in hiding for fear of persecution. This history is retold in the prophetic Lenape story the “Legend of the Four Crows.” The tale lays out the story of the Lenape nation’s struggle to survive the terror of colonization and their foretold reemergence and reunification with the world outside of hiding. The four crows each represent a part of the history of the Lenape people. The first crow, living in its purpose to be at one with nature, represents the time before contact with Europeans. The second crow’s demise depicts the death and destruction introduced by colonialism. The third crow goes into hiding, showing the effort of those who remained in their homeland and maintained their culture in secrecy. The fourth crow prophesizes the nation coming out of hiding and once again thriving and continuing to honor the past, present, and future of the Lenape people.

Present day members of the Lenape Nation of Pennsylvania, and of Lenape nations in New Jersey and Delaware, are descendants of those who remained in their homeland, those who migrated back after expulsion, and those who created families with early German settlers.

International Institute for Restorative Practices
The IIRP desires to be in alignment with fulfilling the prophecy of the fourth crow, to look toward a future filled with hope and synchronicity, one that does not ignore or sanitize the past.

We know that these words without action mean little. We are committed to continual learning of Lenape history and culture with an emphasis on supporting present-day initiatives. Through partnership with the Lenape people, we strive to support their efforts to foster cultural, historical, and environmental education and preservation.

**Transparent Tuition**

We believe that when choosing a graduate school, students don’t want any surprises when it comes to tuition and fees. Once students are admitted, we guarantee tuition will never increase and they will receive an additional 8.35% discount.

Unlike most schools, the IIRP does not charge fees for course registration, graduation, and transcripts. Transparent Tuition means there are no hidden costs.

The IIRP has the following tuition schedule for the 2022-23 academic year.

<table>
<thead>
<tr>
<th></th>
<th>Full tuition</th>
<th>Admitted students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per course)</td>
<td>$1,867</td>
<td>$1,711</td>
</tr>
<tr>
<td>Graduate Certificate (4 courses)</td>
<td>$7,468</td>
<td>$6,844</td>
</tr>
<tr>
<td>Master of Science (10 courses)</td>
<td>$18,670</td>
<td>$17,110</td>
</tr>
<tr>
<td>Master of Science with Thesis Option (10 courses plus Thesis seminar at a flat fee of $3,507)</td>
<td>$22,117</td>
<td>$20,617</td>
</tr>
</tbody>
</table>

Transparent Tuition at the IIRP also has the following features:

- Students who take a professional development event associated with a blended course before matriculating will receive credit for the event.
- Admitted students are eligible for financial aid using our Interest-Free Payment Plan.
Board of Trustees

As of September 1, 2023.

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Trustee since 2022
Jenkintown, Pennsylvania, USA

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Vice Chair
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Singapore

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Trustee since 2022
Chief Corporate Services Officer, Ability Options Limited
Australia

Stephen Robert Young
Trustee since 2023
Certified Community Mediator, Restorative Justice Trainer, and Board President, Community Justice Alternatives of Durham Region, Canada
IIRP Organizational Chart
Governance
As of September 1, 2023.

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Dennis P. DePaul  Vice Chair
Patience Whitworth, Ph.D.  Secretary
Sean P. Gratia  Treasurer
Linda Kligman, Ph.D.  IIRP President
Harold Michael Butler  Trustee
The Honorable Mark Ingram  Trustee
Seow Ling Kek  Trustee
Héctor Alejandro Valle López, Ph.D.  Trustee
Deborah Anne McLeod, Ph.D.  Trustee
Abdul-Malik Muhammed, Ph.D.  Trustee
Rafael Rodriquez, Ed.D.  Trustee
Mark Gerard Twomey  Trustee
Stephen Robert Young  Trustee

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Melissa Ash  Associate Dean of Administration
Borbála Fellegi, Ph.D.  Assistant Professor
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Jamie Kaintz  Dean of Student Services
Paul Leese  Vice President for Strategy and Communications
Zeau Modig  Librarian
Jim Rippet  Director of Finance
Fernanda Fonseca Rosenblatt, Ph.D.  Assistant Professor
Frida Rundell, Ph.D.  Professor
Elizabeth Smull  Lecturer
Facilities

IIRP Main Campus and Graduate School Office
The IIRP Main Campus is located in the historic district of downtown Bethlehem, Pennsylvania, at 544 Main Street, on the corner of Main and Walnut streets.

The IIRP Graduate School office is located at 531 Main Street, 1st Floor, Bethlehem.

Library
The IIRP Graduate School maintains an academic social science research library whose scope comprises all aspects of restorative practices, including relevant areas in criminology, education, social services, psychology, conflict resolution, statistics, management, and human resources. The Library supports the IIRP’s blended and online curriculum by maintaining both a physical collection at 531 Main Street and gateway access to digital research content at www.iirp.edu/library.

In addition to IIRP research content, the Library’s collection includes books, journals, conference proceedings, reports, grey literature, and audiovisual materials. Digital services include the Library’s online catalog and access to publicly-available research tools (Google Scholar, OCLC WorldCat, ERIC, NJCRS, etc.), plus ten premium scholarly databases on EBSCOhost and ProQuest exclusively for the IIRP community.

Resources not owned by the Library can be obtained through interlibrary loan.

The Library also provides online resources to students on APA usage and the Institutional Review Board for human research.

Access to the physical Library at 531 Main Street is by appointment only; please contact the Librarian for assistance. Digital information resources are available through the Library website 24/7.

Parking
Parking is available at municipal lots near the IIRP Main Campus.
Academic Information

The International Institute for Restorative Practices is a private, not-for-profit independent higher education institution. Our students' learning process is measured in every course to ensure we serve our mission. Students will find that each course has learning outcomes and objectives, linked with program goals, institutional learning goals, institutional goals, and the mission.

Institutional Learning Goals

- Critical Thinking: Members of the IIRP learning community will analyze, synthesize, and interpret texts, experiences, feedback, and other information.
- Communication Skills: Members of the IIRP learning community will write and speak well in different contexts.
- Self-Directed Learning: Members of the IIRP learning community will take initiative and responsibility and assess their own learning activities.
- Ethical Awareness: Members of the IIRP learning community will identify and analyze ethical issues associated with restorative practices.
- Information Literacy: Ability to locate, analyze, and use information appropriately.
Master of Science in Restorative Practices

The IIRP Graduate School offers a Master of Science in Restorative Practices. Thirty credits are required for completion.

Courses begin at various times throughout the fall, spring, and summer terms.

Program Goals

1. Explain foundational principles of restorative practices.

2. Apply conceptual and analytical skills in evaluating the links among practice, systems, and policy issues.

3. Demonstrate the ability to improve professional skills through self-reflection.

4. Develop knowledge and skills to work with culturally and socially diverse populations in local and global contexts through a restorative practices frame.

5. Apply critical thinking skills to an issue and determine a restorative approach.

6. Demonstrate proficiencies in information literacy.

7. Thesis Option only: Design a research study to advance the field of restorative practices.
Non-Degree Graduate Certificate in Restorative Practices

This program will help you establish a firm understanding of how restorative practices works to distinguish yourself as a practitioner in your setting. This option is ideal for professionals who already have an advanced degree or who are still deciding to pursue a Master of Science. You may complete your certificate within a year and all courses taken for the Certificate can be applied toward a Master of Science degree after completion.

Program Goals

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

Master of Science in Restorative Practices (30 credits)

Required Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP 500 (blended) Basic Restorative Practices</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>RP 504 (online) Foundations of Restorative Practices</td>
<td>3</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>RP 525 (online) Restorative Practices in Action</td>
<td>3</td>
</tr>
<tr>
<td>RP 610 (online) Evaluation of Research</td>
<td>3</td>
</tr>
<tr>
<td>RP 699 (online) Integrating Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 18 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Master of Science in Restorative Practices Total 30
Master of Science in Restorative Practices with Thesis Option (30 credits)

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

**Required Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP 500 (blended) Basic Restorative Practices</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>RP 504 (online) Foundations of Restorative Practices</td>
<td>3</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>RP 525 (online) Restorative Practices in Action</td>
<td>3</td>
</tr>
<tr>
<td>RP 610 (online) Evaluation of Research</td>
<td>3</td>
</tr>
<tr>
<td>RP 680 (online) Designing Restorative Practices Research</td>
<td>3</td>
</tr>
<tr>
<td>RP 685 (online) Data Analysis for Restorative Practices Research</td>
<td>3</td>
</tr>
<tr>
<td>RP 699 (online) Integrating Seminar</td>
<td>3</td>
</tr>
<tr>
<td>RP 707 (online) Thesis Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

Plus 12 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

**Master of Science in Restorative Practices with Thesis Option  Total 30**
Master of Science in Restorative Practices: Education Specialization

The education specialization provides students with a cluster of courses that focus on teaching and learning. Themes explored in the education specialization include strategies to enhance student-teacher engagement; practical classroom activities; development of teacher pedagogy; understanding students' social, emotional, neurological, and academic needs; and building on restorative frameworks to develop anti-racist education and challenge current educational systems and practice.

Requirements

To earn the specialization recognition on a transcript, the following are required in addition to the required coursework for the Master of Science:

Four electives, including two at the 600 level, must be related to the specialization. These include:

- RP 550 Transforming Relational Harm
- RP 625 Restorative Practices in Life Space Crisis Intervention
- RP 652 Social and Emotional Learning in the Restorative Classroom
- RP 662 A Restorative Approach to Educating the High-Risk and High-Need Student

Additionally, the project for the final course, RP 699 Integrating Seminar, must be rooted in the specialization.
Master of Science in Restorative Practices: Community Engagement Specialization

The community engagement specialization provides students with a cluster of courses that focus on relationships and social connections in the community through processes, programs, and policies. Students who choose this specialization will develop competencies in facilitation, collaboration, planning, intervention, and implementation from a community perspective. They will learn to understand different communities’ characteristics, dynamics, cultures, and contexts; how to become a change agent in the communities they wish to influence; and ways to challenge systems of oppression to create opportunities for more connected community.

Requirements

To earn the specialization recognition on a transcript, the following are required in addition to the required coursework for the Master of Science:

Four electives, including two at the 600 level, must be related to the specialization. These include:

- RP 550 Transforming Relational Harm
- RP 556 Restorative Practices for Community Health and Well-Being
- RP 635 Narrative Inquiry for Empowering Facilitators
- RP 637 Social Justice and Restorative Practices*
- RP 645 Transgenerational Trauma and Community Resilience*

Additionally, the project for the final course, RP 699 Integrating Seminar, must be rooted in the specialization.
Non-degree Graduate Certificate in Restorative Practices (12 credits)

Foundational Required Courses (6 credits)

- RP 500 (blended) Basic Restorative Practices 3 credits
- OR
- RP 504 (online) Foundations of Restorative Practices 3 credits

AND

- RP 525 (online) Restorative Practices in Action 3 credits

Plus 6 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Graduate Certificate in Restorative Practices Total 12
# Course List
For AY 2022-23

## Foundational Required Courses for all Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP 500</td>
<td>Basic Restorative Practices</td>
<td>3</td>
</tr>
<tr>
<td>RP 504 (online)</td>
<td>Foundations of Restorative Practices</td>
<td>3</td>
</tr>
<tr>
<td>RP 525 (online)</td>
<td>Restorative Practices in Action</td>
<td>3</td>
</tr>
</tbody>
</table>

## Master of Science Degree Required Courses (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP 610 (online)</td>
<td>Evaluation of Research</td>
<td>3</td>
</tr>
<tr>
<td>RP 699 (online)</td>
<td>Integrating Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

## Master of Science Degree with Thesis Option Required Courses (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP 680 (online)</td>
<td>Designing Restorative Practices Research</td>
<td>3</td>
</tr>
<tr>
<td>RP 685 (online)</td>
<td>Data Analysis for Restorative Practices Research</td>
<td>3</td>
</tr>
<tr>
<td>RP 701 (online)</td>
<td>Thesis Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

## General Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP 506 (online)</td>
<td>Restorative Practices: The Promise and the Challenge</td>
<td>3</td>
</tr>
<tr>
<td>RP 517 (online)</td>
<td>Restorative Approaches to Leadership</td>
<td>3</td>
</tr>
<tr>
<td>RP 532 (blended)</td>
<td>Aggression Replacement Training®: Behavioral Interventions that Work</td>
<td>3</td>
</tr>
<tr>
<td>RP 541 (blended)</td>
<td>IIRP World Conference</td>
<td>3</td>
</tr>
<tr>
<td>RP 550 (online)</td>
<td>Transforming Relational Harm</td>
<td>3</td>
</tr>
<tr>
<td>RP 556 (online)</td>
<td>Restorative Practices for Community Health and Well-Being</td>
<td>3</td>
</tr>
<tr>
<td>RP 622 (online)</td>
<td>History, Evolution, and Critical Issues in Restorative Justice</td>
<td>3</td>
</tr>
<tr>
<td>RP 623 (online)</td>
<td>Restorative Justice: Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>RP 625 (online)</td>
<td>Restorative Practices in Life Space Crisis Interventions</td>
<td>3</td>
</tr>
<tr>
<td>RP 635 (online)</td>
<td>Narrative Processes for Empowering Facilitators</td>
<td>3</td>
</tr>
<tr>
<td>RP 637 (online)</td>
<td>Social Justice and Restorative Practices</td>
<td>3</td>
</tr>
<tr>
<td>RP 645 (online)</td>
<td>Transgenerational Trauma and Community Resilience</td>
<td>3</td>
</tr>
<tr>
<td>RP 652 (online)</td>
<td>Social and Emotional Learning in the Restorative Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RP 662 (online)</td>
<td>A Restorative Approach to Educating the High-Risk and High-Need Students</td>
<td>3</td>
</tr>
<tr>
<td>RP 680 (online)</td>
<td>Designing Restorative Practices Research</td>
<td>3</td>
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<tr>
<td>RP 685 (online)</td>
<td>Data Analysis for Restorative Practices Research</td>
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<tr>
<td>RP 694 (ind. study)</td>
<td>Directed / Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>
## AY 2022-23 Annual Student Data

### Enrollment Information

#### Enrollment by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td>1,437</td>
<td>1,818</td>
<td>2,013</td>
<td>1,998</td>
<td>1,449</td>
</tr>
<tr>
<td>FTE*</td>
<td>59.9</td>
<td>75.8</td>
<td>83.9</td>
<td>74.1</td>
<td>60.4</td>
</tr>
<tr>
<td>Unduplicated Headcount</td>
<td>255</td>
<td>277</td>
<td>291</td>
<td>286</td>
<td>233</td>
</tr>
</tbody>
</table>

*FTE (Full Time Equivalency) is calculated by dividing total credits by 24: the equivalent of a full year of full-time enrollment.

#### Enrollments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Enrollment</td>
<td>120</td>
<td>116</td>
<td>79</td>
<td>315</td>
</tr>
<tr>
<td>2017-18 Enrollment</td>
<td>118</td>
<td>128</td>
<td>105</td>
<td>351</td>
</tr>
<tr>
<td>2018-19 Enrollment</td>
<td>147</td>
<td>154</td>
<td>128</td>
<td>429</td>
</tr>
<tr>
<td>2019-20 Enrollment</td>
<td>171</td>
<td>175</td>
<td>165</td>
<td>511</td>
</tr>
<tr>
<td>2020-21 Enrollment</td>
<td>185</td>
<td>180</td>
<td>174</td>
<td>539</td>
</tr>
<tr>
<td>2021-22 Enrollment</td>
<td>185</td>
<td>182</td>
<td>144</td>
<td>511</td>
</tr>
<tr>
<td>2022-23 Enrollment</td>
<td>161</td>
<td>154</td>
<td>127</td>
<td>442</td>
</tr>
</tbody>
</table>
**First Term Cohort by Term**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>46</td>
<td>21</td>
<td>22</td>
<td>89</td>
</tr>
<tr>
<td>2017-18</td>
<td>47</td>
<td>35</td>
<td>26</td>
<td>108</td>
</tr>
<tr>
<td>2018-19</td>
<td>45</td>
<td>40</td>
<td>35</td>
<td>120</td>
</tr>
<tr>
<td>2019-20</td>
<td>49</td>
<td>31</td>
<td>47</td>
<td>127</td>
</tr>
<tr>
<td>2020-21</td>
<td>36</td>
<td>31</td>
<td>42</td>
<td>109</td>
</tr>
<tr>
<td>2021-22</td>
<td>29</td>
<td>22</td>
<td>38</td>
<td>89</td>
</tr>
<tr>
<td>2022-23</td>
<td>22</td>
<td>24</td>
<td>27</td>
<td>73</td>
</tr>
</tbody>
</table>

**Admitted Students by Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>16</td>
</tr>
<tr>
<td>2017-18</td>
<td>22</td>
</tr>
<tr>
<td>2018-19</td>
<td>38</td>
</tr>
<tr>
<td>2019-20</td>
<td>57</td>
</tr>
<tr>
<td>2020-21</td>
<td>57</td>
</tr>
<tr>
<td>2021-22</td>
<td>39</td>
</tr>
<tr>
<td>2022-23</td>
<td>22</td>
</tr>
</tbody>
</table>
Unduplicated Headcount

Unduplicated Headcount by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>AY 2019-20</th>
<th>AY 2020-21</th>
<th>AY 2021-22</th>
<th>AY 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>205 74.01%</td>
<td>210 72.16%</td>
<td>210 73.43%</td>
<td>171 73.39%</td>
</tr>
<tr>
<td>Male</td>
<td>47 16.97%</td>
<td>58 19.93%</td>
<td>65 22.73%</td>
<td>47 20.17%</td>
</tr>
<tr>
<td>Undisclosed</td>
<td>25 9.03%</td>
<td>23 7.90%</td>
<td>11 3.85%</td>
<td>15 6.44%</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>291</td>
<td>286</td>
<td>233</td>
</tr>
</tbody>
</table>
Unduplicated Headcount by Race and Ethnicity

<table>
<thead>
<tr>
<th>Race / Ethnicity</th>
<th>AY 2019-20</th>
<th>AY 2020-21</th>
<th>AY 2021-22</th>
<th>AY 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident Alien</td>
<td>28</td>
<td>30</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>32</td>
<td>42</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>169</td>
<td>169</td>
<td>176</td>
<td>159</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multiple Races</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Unspecified</td>
<td>33</td>
<td>30</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>291</strong></td>
<td><strong>286</strong></td>
<td><strong>233</strong></td>
</tr>
</tbody>
</table>
### Unduplicated Headcount by Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>AY 2019-20</th>
<th>AY 2020-21</th>
<th>AY 2021-22</th>
<th>AY 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Resolution</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
<td>1.44%</td>
<td>2.75%</td>
<td>0.70%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>4</td>
<td>1.44%</td>
<td>2.41%</td>
<td>2.45%</td>
</tr>
<tr>
<td>Executive Leadership</td>
<td>3</td>
<td>1.08%</td>
<td>1.72%</td>
<td>0.70%</td>
</tr>
<tr>
<td>Human or Social Services</td>
<td>13</td>
<td>4.69%</td>
<td>4.81%</td>
<td>2.45%</td>
</tr>
<tr>
<td>Lawyer / Legal Work</td>
<td>2</td>
<td>0.72%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other</td>
<td>77</td>
<td>27.80%</td>
<td>30.24%</td>
<td>21.72%</td>
</tr>
<tr>
<td>Pastoral Work</td>
<td>0</td>
<td>0.00%</td>
<td>0.34%</td>
<td>0.00%</td>
</tr>
<tr>
<td>School Administrator</td>
<td>39</td>
<td>14.08%</td>
<td>18.21%</td>
<td>17.13%</td>
</tr>
<tr>
<td>School Counselor</td>
<td>23</td>
<td>8.30%</td>
<td>6.87%</td>
<td>6.64%</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1</td>
<td>0.36%</td>
<td>0.34%</td>
<td>0.35%</td>
</tr>
<tr>
<td>Teacher</td>
<td>108</td>
<td>38.99%</td>
<td>30.93%</td>
<td>35.66%</td>
</tr>
<tr>
<td>Youth Worker</td>
<td>0</td>
<td>0.00%</td>
<td>0.69%</td>
<td>1.05%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>291</strong></td>
<td><strong>286</strong></td>
<td><strong>233</strong></td>
</tr>
</tbody>
</table>
Unduplicated Headcount by Age*

*Age is calculated as of the first day of the academic year.
**Unduplicated Headcount by Residency**

<table>
<thead>
<tr>
<th>Residency</th>
<th>AY 2019-20</th>
<th>AY 2020-21</th>
<th>AY 2021-22</th>
<th>AY 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA Resident</td>
<td>65</td>
<td>63</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>Out of State</td>
<td>23.5%</td>
<td>21.6%</td>
<td>22.4%</td>
<td>23.2%</td>
</tr>
<tr>
<td>International</td>
<td>25</td>
<td>25</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>291</td>
<td>286</td>
<td>233</td>
</tr>
</tbody>
</table>
## Credits by Term

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2016-17</td>
<td>432</td>
<td>450</td>
<td>297</td>
<td>1,179</td>
<td>49.1</td>
</tr>
<tr>
<td>AY 2017-18</td>
<td>438</td>
<td>426</td>
<td>336</td>
<td>1,200</td>
<td>50.0</td>
</tr>
<tr>
<td>AY 2018-19</td>
<td>501</td>
<td>519</td>
<td>417</td>
<td>1,437</td>
<td>59.9</td>
</tr>
<tr>
<td>AY 2019-20</td>
<td>618</td>
<td>582</td>
<td>618</td>
<td>1,818</td>
<td>75.8</td>
</tr>
<tr>
<td>AY 2020-21</td>
<td>657</td>
<td>633</td>
<td>723</td>
<td>2,013</td>
<td>83.9</td>
</tr>
<tr>
<td>AY 2021-22</td>
<td>609</td>
<td>678</td>
<td>492</td>
<td>1,779</td>
<td>74.1</td>
</tr>
<tr>
<td>AY 2022-23</td>
<td>501</td>
<td>525</td>
<td>423</td>
<td>1,449</td>
<td>60.4</td>
</tr>
</tbody>
</table>

*FTE (Full Time Equivalency) is calculated by dividing total credits by 24: the equivalent of a full year of full-time enrollment.
## Graduation Data

### Time to Complete Graduate Programs

For MS in Restorative Practices, from First Term Enrollment Date

<table>
<thead>
<tr>
<th>Academic Year of Graduation</th>
<th>Graduates</th>
<th>Average Months to Degree</th>
<th>Months to Degree Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Minimum</td>
</tr>
<tr>
<td>AY 2018-19</td>
<td>20</td>
<td>44.00</td>
<td>17</td>
</tr>
<tr>
<td>AY 2019-20</td>
<td>19</td>
<td>39.68</td>
<td>17</td>
</tr>
<tr>
<td>AY 2020-21</td>
<td>21</td>
<td>37.19</td>
<td>17</td>
</tr>
<tr>
<td>AY 2021-22</td>
<td>39</td>
<td>35.44</td>
<td>21</td>
</tr>
<tr>
<td>AY 2022-23</td>
<td>37</td>
<td>39.46</td>
<td>18</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>136</strong></td>
<td><strong>38.65</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

From Admission Date

<table>
<thead>
<tr>
<th>Academic Year of Graduation</th>
<th>Graduates</th>
<th>Average Months to Degree</th>
<th>Months to Degree Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Minimum</td>
</tr>
<tr>
<td>AY 2018-19</td>
<td>20</td>
<td>28.20</td>
<td>14</td>
</tr>
<tr>
<td>AY 2019-20</td>
<td>19</td>
<td>25.68</td>
<td>11</td>
</tr>
<tr>
<td>AY 2020-21</td>
<td>21</td>
<td>30.71</td>
<td>13</td>
</tr>
<tr>
<td>AY 2021-22</td>
<td>39</td>
<td>26.15</td>
<td>13</td>
</tr>
<tr>
<td>AY 2022-23</td>
<td>37</td>
<td>31.89</td>
<td>18</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>136</strong></td>
<td><strong>38.65</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>
### Program Completions by Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificates</td>
<td>51</td>
<td>62</td>
<td>78</td>
<td>45</td>
<td>28</td>
</tr>
<tr>
<td>MS Restorative Practices</td>
<td>20</td>
<td>19</td>
<td>22</td>
<td>39</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>81</strong></td>
<td><strong>100</strong></td>
<td><strong>84</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>
Student Affairs

Campus Safety and Security

Crime statistics are reported on the IIRP website: [https://www.iirp.edu/about/higher-education-opportunity-act-consumer-information#safety-and-security-student-right-to-know](https://www.iirp.edu/about/higher-education-opportunity-act-consumer-information#safety-and-security-student-right-to-know). This information is provided in compliance with Pennsylvania Act 73, the Federal Student Right-to-Know, the Crime Awareness and Campus Security Act of 1990, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.
Faculty and Staff
Profiles: Full-Time Faculty and Administration

Gina Baral Abrams, Director of Research and Program Evaluation and Associate Professor
University of Delaware, B.S., Physical Education Studies, 1995
Boston University, M.S.W., Social Work Macro Practice, 1999
Boston University, M.P.H., Social and Behavioral Health, 2000
Boston University, Dr.P.H., Leadership, Management and Policy, 2017

Melissa Ash, Associate Dean of Administration
University of Kentucky, BA, Psychology/Philosophy, 2011
International Institute for Restorative Practices, M.S., Restorative Practices, 2018

Craig Adamson, Provost / Associate Professor
Temple University, B.A., Criminal Justice, 1995
Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

Koury Cook, Director of Organizational Development
International Institute for Restorative Practices, M.S., Restorative Practices, 2020

Borbala Fellegi, Assistant Professor
Eötvös Loránd University, M.A., Social Policy, 2002
University of Cambridge, Trinity Hall, M.Phil., Criminology, 2004
Eötvös Loránd University, Ph.D., Social Policy, 2008

Ryan Fenderson, Director of School-Based Implementation Programs
Bob Jones University, B.A., English, 2000
Grand Canyon University, M.A., Teaching, 2006
Walden University, Ed.D., Teacher Leadership, 2010

John Glasgow, Director of Information Technology
Mansfield University, B.S., Computer Science, 2003
Penn State University, MBA, Business Architecture, 2021

Steven Grieger, Director of eCommerce
Full Sail University, A.S., Film and Digital Video, 2003
Mary Jo Hebling, Dean of Continuing Education / Lecturer
  Temple University, B.A., Communications and Theater, 1979
  International Institute for Restorative Practices, M.S., Restorative Practices and Youth Counseling, 2012

Keith Hickman, Vice President for Partnerships
  Antioch College, B.S., Sociology, 1990
  International Institute for Restorative Practices, M.S., Restorative Practices, 2022

Jamie Kaintz, Dean of Student Services
  Lehigh Carbon Community College, A.A., Social Sciences, 2012
  International Institute for Restorative Practices, M.S., Restorative Practices, 2021

Linda Kligman, President
  Drexel University, B.S., Civil Engineering, 1991
  Drexel University, B.S., Appropriate Technology, 1991
  Union Institute and University, Ph.D., Interdisciplinary Studies, 2020

Paul Leese, Vice President for Strategy & Communication
  DeSales University, B.A., Business Communications/Management, 1998
  DeSales University, MBA, Management, 2001

Pat Lewis, Director of IIRP Canada
  University of Western Ontario, B.A., Honours History, 1983
  Queen’s University, B. Ed., 1984
  Brock University, M.Ed., Leadership and Administration, 2018

Henry L. McClendon, Jr., Director of Community Engagement
  Western Michigan University, B.B.A., Business, 1984

Patrick McDonough, Ph.D., Vice President for Academic Affairs Emeritus

Zeau Modig, Librarian
  Stockton State College, B.A., Historical Studies, 1981
  Rutgers University, Information and Library Studies, M.L.S., 1985
Fernanda Fonseca Rosenblatt, Assistant Professor
Catholic University of Pernambuco (Brazil), B.A., Law, 2004
Catholic University of Leuven (Belgium), MSc., Criminology, 2005
Oxford University, PhD, Criminology, 2014

James Rippert, Director of Finance
Thomas Jefferson University, B.S., Business Administration - Accounting, 1998

Frida Rundell, Professor
Johannesburg College of Education Transvaal, Teachers’ Diploma, 1967
University of South Africa, Diploma in Special Education, 1981
Graduate School of Marketing, Diploma in Marketing Management, 1983
University of Witwatersrand, Certificate in Instrumental Enrichment, 1988
South African Institute of Marital & Family Therapy, Family Therapy, 1990
University of South Africa, B.A., 1991
University of South Africa, B.A. (Hons.), Psychology, 1993
University of Natal, M.Ed., Psychology, 1996
University of Zululand, Ph.D., Community Psychology, 2000

Thomas Simek, Ed.D., Professor Emeritus

Elizabeth Smull, Director of Continuing Education Instruction / Lecturer
Millersville University, B.S., Secondary Education, 2000

Pam Thompson, Lecturer / Instructor & Implementation Coach
Pennsylvania State University, B.S., Rehabilitation Education, 1988

Theodore Wachtel, Founder
Miami University, B.A., History, 1967
Lehigh University, M.A., Education, 1969
Temple University, Media Specialist Certificate, 1975

Jody Weaver, Director of Human Resources
Staff

53 full-time
3 part-time
Noncredit Professional Development

Number of Events and Annual Attendees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Event Units</td>
<td>603</td>
<td>741</td>
<td>595</td>
<td>1,053</td>
<td>1,152</td>
<td>1,677</td>
</tr>
<tr>
<td>Public Event Attendees</td>
<td>2,780</td>
<td>4,579</td>
<td>3,625</td>
<td>3,109</td>
<td>3,805</td>
<td>3,623</td>
</tr>
</tbody>
</table>

U.S. States, Canadian Provinces, and Other Countries Served

Because the IIRP offered both online and in-person professional development starting in Summer 2020, trainings are accessible to more learners from areas previously not served. In 2022-23 the IIRP served professional development learners in:


- 26 other countries: Australia, Barbados, Belgium, Bermuda, Brazil, Colombia, Costa Rica, Curaçao, Denmark, Ecuador, Guatemala, Hungary, India, Jamaica, Kenya, Mexico, Morocco, Nepal, the Netherlands, the Philippines, Saint Lucia, Singapore, South Africa, United Arab Emirates, the United Kingdom, and Vietnam.

**IIRP Partner Organizations**

**Black Family Development (USA)**
Black Family Development, Inc. (BFDI) is a private, non-profit comprehensive family counseling agency that was created in 1978 by the Detroit Chapter of the National Association of Black Social Workers (NABSW). By establishing BFDI as a family counseling agency, NABSW sought to promote and provide quality social work services in Detroit that were culturally relevant and culturally sensitive.

**CASEL – Collaborative for Academic, Social, and Emotional Learning (USA)**
Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation’s leading organization advancing the development of academic, social, and emotional competence for all students. Their mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

**Designed Learning (USA)**
Designed Learning is a Peter Block company focused on providing learning experiences that affirm the belief that connections between people sustain our humanity and are central to the success of every organization. They support persons and organizations in their search to create meaningful contributions at work and in the world. They co-create conversational spaces with both clients and suppliers to generate greater possibilities for connectedness, relatedness, and positive impact.

**Eigan Kracht (Netherlands)**
Eigan Kracht is a non-governmental social service agency in Amsterdam, Netherlands. They strive for a society based on participation and mutual self-reliance of citizens, where citizens remain in charge of their own life, especially when dealing with organizations and government bodies.
LCCS – Lutheran Community Care Services (Singapore)
Lutheran Community Care Services Ltd. (LCCS) is a non-government agency established in 2002. Believing that relationships are key for one’s well-being, LCCS engages individuals and families to build connected communities and strengthen and restore relationships through restorative conversations. LCCS works with a wide range of stakeholders, including schools, institutions (residential homes and prisons), state courts, and the child protection system to address issues of harm and hurt, as well as foster healthy relationships for support and growth. Through research, application, and training, LCCS aspires to contribute to the growth of practice and knowledge in restorative practices.

Ligand (Belgium)
Ligand began in 1975 with Oranjehuis, a residential group home for young people in trouble with the law who were referred by the court. Over the years, the focus at Oranjehuis shifted from reactive to proactive and preventive strategies, including restorative circles to build relationships. They now work in a broader context with families. Originally, young people lived in the group home full time. To incorporate more family engagement, youth now live at Oranjehuis two-to-three days a week and at home for the rest of the week.

NACRJ – National Association of Community and Restorative Justice (USA)
The National Association of Community and Restorative Justice (NACRJ) is a non-profit membership association of citizens, practitioners, educators, and researchers who are interested in the use of community justice and restorative justice practices to build trust and strengthen communities, as well as address conflicts, harm, and crime in meaningful, effective, and sustainable ways that reduce future harms. NACRJ is dedicated to the development of safe, just, and equitable communities through widespread implementation of these practices, public policy advocacy, training, education, and research.

SynRJ (United Kingdom)
The team at SynRJ have a long and distinguished track record in restorative justice and practices, education, residential care, personal and community safety, policing, crime reduction, and criminal justice.

True Dialogue (Canada)
True Dialogue is a training and consulting company based in St. Paul, Alberta, Canada. True Dialogue offers workplace and family mediation services, writing of pre-sentence (Gladue) reports, Peacemaking Circles and Family Group Conference training, Restorative Resolution services, and community conference facilitation for students experiencing learning engagement and absenteeism issues.