

Academic Catalog

Academic Year
2022-2023

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This publication is certified as true and correct in content and policy as of the date of publication.

The IIRP reserves the right to make changes of any nature in programs, calendar, or academic schedules whenever these are deemed necessary or desirable, including changes in policies and procedures, course content, class scheduling, and the cancelling of scheduled classes or other academic activities.

About Us

A Graduate School Dedicated to the Science of Relationships and Community

The International Institute for Restorative Practices (IIRP) Graduate School was established to advance restorative practices, the science of relationships and community. We offer advanced master's degrees and graduate certificates to dedicated individuals who believe healthy relationships are the key to continual improvement in their professional environment.

Our learners are passionate about developing the soft skills to sustain positive changes with their colleagues, supervisees, students, and clients. In every course, our graduate students engage in useful projects, draw on the experience of faculty, and form supportive networks of peers. Our programs allow students to study while they work, with their ongoing professional life as their laboratory and practicum. Our graduates emerge as seasoned changemakers who bring their own understanding of restorative practices with them wherever they go and lead others by their example.

The International Institute for Restorative Practices (IIRP) Graduate School is the world's first graduate school wholly devoted to restorative practices. Our faculty – all scholar/practitioners – are dedicated to helping individuals find new ways to empower people and transform communities. This field, as well as our institution, is developing across national borders and professional disciplines.

Our campus in Bethlehem, PA, is the international and intellectual hub of our accredited Graduate School.

Mission

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

Vision

Pioneering the Science of Relationships and Community

Just as our name suggests, the International Institute for Restorative Practices (IIRP) Graduate School was established to examine, teach, and develop restorative practices – an evolving social science that looks to effect real change within communities by strengthening relationships and fostering a mutual regard among individuals. In practicing what we teach, we engage with our students to share practices that focus on improving relationships, responsibility, and respect.

We also empower our students to train others, to take this thinking outside of their classes and share it with their families, friends, schools, workplaces, and communities. In every course, students engage in useful projects, draw on the experience of faculty, and form supportive networks of peers. Our graduates emerge as seasoned changemakers, who bring their own understanding of restorative practices with them wherever they go, and lead others by their example.

As the science of restorative practices grows and evolves, we are dedicated to always being on the forefront: pioneering new concepts, new approaches, and new methods.

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.

Our Work

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

Accreditation

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

Faculty, Staff, and Administration

Main Office Phone Number: 610-807-9221

Gina B. Abrams,

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

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

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

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

Melissa Ash, Associate Dean of Administration (610-807-9221)

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

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

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

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

Temple University, B.A., Communications and Theater, 1979
 International Institute for Restorative Practices, M.S.,
 Restorative Practices and Youth Counseling, 2012

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

Cedar Crest College, B.A., Applied Psychology, 2016
 International Institute for Restorative Practices, M.S., Restorative Practices, 2021

Linda Kligman, President (610-807-9221)

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

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

Zeau Modig, Librarian (610-807-3007)

Stockton State College, B.A., Historical Studies, 1981
Rutgers University, Information and Library Studies, M.L.S., 1985

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

Universidade Católica de Pernambuco, B.A., Law, 2003
Katholieke Universiteit Leuven, M.A., Criminology, 2005
University of Oxford, Ph.D., Criminology, 2014

Frida Rundell, Professor (610-694-9936)

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

Thomas Simek, Ed.D., Professor Emeritus

Elizabeth Smull, Lecturer (267-718-7608)

Millersville University, B.S., Secondary Education, 2000
International Institute for Restorative Practices, M.R.P.Y.C., 2008

Theodore Wachtel, Founder

Rights and Responsibilities of Students

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

Reciprocal Roles and Responsibilities

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

Students Should Expect...

- to participate in an organization employing IIRP's Basic Concepts and using Fair Process for decision making;
- to be supported in the process of teaching and learning by staff and Board;
- to receive fair and individual attention from faculty;
- to receive from faculty the opportunity to acquire a quality education that meets the goals of their programs;
- to receive useful advising and guidance from faculty and staff;
- to follow faculty expectations and participate actively;
- to give and receive honest feedback with all others.

Faculty Should Expect...

- to participate in an organization employing IIRP's Basic Concepts and using Fair Process for decision making;
- to be ever mindful of its responsibilities for financial, educational, and mission integrity;
- to be supported in the process of teaching and learning by staff and Board;
- to offer students fair and individual attention in classes and in advising;

- to offer students the opportunity to acquire a quality education that meets the goals of the students' programs;
- to model restorative practices in their classrooms;
- to receive genuine effort, cooperation, and participation from students;
- to cooperate with staff and Board as needed to manage the organization effectively and efficiently;
- to both give and receive trust and support with the staff and Board;
- to give and receive honest feedback with all others.

Staff Should Expect...

- to participate in an organization employing IIRP's Basic Concepts and using Fair Process for decision making;
- to be ever mindful of its responsibilities for financial, educational, and mission integrity;
- to support the process of teaching and learning among students and faculty;
- to give and receive honest feedback with all others;
- to offer students accessibility, support, quality advising, guidance, etc.;
- to provide for the faculty's needs for instructional support, technology, etc.;
- to receive from the faculty timely and accurate data, cooperation, policy adherence, etc.;
- to both give and receive trust and support with faculty and Board;
- to support the Board's functions with timely information, staff access, communications and updates, policy recommendations, etc.

The Board Should Expect...

- to oversee an organization employing IIRP's Basic Concepts and using Fair Process for decision making;
- to nurture an organization in which all constituents remain faithful to the mission;
- to oversee a governance structure marked by openness, transparency, trust, respect, and safety;
- to give and receive honest feedback with all others;
- to hold the President responsible for the administration of the institution and to focus its own activity on policy and program issues;
- to offer trust but also to demand accountability from all constituencies;

- to be ever mindful of its oversight responsibilities for financial, educational, and mission integrity;
- to receive the information it needs from faculty and staff in a timely and accurate manner when making institutional decisions.

Student Feedback

The IIRP views feedback as healthy and as an opportunity for positive change. Students are encouraged to express both positive and critical feedback to faculty, administrators, and staff. The IIRP encourages students to voice their opinions and feelings because they play a critical role in the ongoing improvement of the Graduate School. The IIRP often asks students to identify themselves when completing course evaluations or student surveys. Part of our restorative culture is that identifying yourself allows us to create opportunities for dialogue to clear up any misunderstandings and get clarification if necessary.

Institutional Statements

Students with Disabilities

The International Institute for Restorative Practices (IIRP) adheres to the principles and mandates of the Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973.

The IIRP will review requests for accommodations for a student whose condition meets the legal definition of a disability under the ADA and who is considered otherwise qualified for IIRP admission. In addition, when required by law, the IIRP will facilitate access to individuals with disabilities to ensure the delivery of and access to its educational programming. 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 that impact the student’s ability to access the IIRP’s educational programs to request accommodations through the office of the Associate Dean of Administration via email (accomodations@iirp.edu) well in advance of need in order to give the IIRP a reasonable amount of time to evaluate the request and, if determined to be an appropriate accommodation, to implement the requested accommodation.

Equal Opportunity Statement

The International Institute for Restorative Practices (IIRP) is an equal opportunity entity that employs individuals, admits students, and provides educational services, programs, scholarship and loan programs without regard to race, color, religion, sex (including pregnancy, gender identity, gender expression, and sexual orientation), disability, age, national origin, military service, limited English proficiency, genetic information, or other legally protected category.

Employees are recruited by online employment sites, advertisements in newspapers and trade publications in general circulation, and personal referral. All notices indicate the IIRP is an equal opportunity employer. Prospective employees ordinarily submit resumés and references and are interviewed by IIRP administrators and others as may be determined.

Nondiscrimination Statement

The International Institute for Restorative Practices (IIRP) does not discriminate against any person based on actual or perceived race, color, gender, gender identity or expression, sexual orientation, religion, ancestry, genetic information, national origin, familial status, marital status, age, veteran status, HIV status, mental or physical disability – or any other basis – in administration of its educational policies, employment policies, scholarship or loan programs, or other education related programs administered by the Institute.

Educational Programs

Graduate students at the IIRP are catalysts for change, putting what they've learned into practice in their own professional settings. The study of restorative practices draws from a range of disciplines, with the goal of understanding how to best address wrongdoing and conflict, support positive behavioral change, build social capital, educate, lead and, ultimately, strengthen civil society.

At the IIRP, learning occurs through student-centered, faculty-guided exploration and reflection. Faculty are not only prominent thought leaders but also experienced practitioners in education, justice, social work, and organizational management. Students have the opportunity to personalize their studies and focus on their greatest professional goals and challenges. Through blended and online learning experiences, students develop professional relationships with practitioners from across the globe, as they apply and evaluate what they are learning in their own settings.

Both the Graduate Certificate (4 courses / 12 credits) and the Master of Science (10 courses/30 credits) programs are built around a core curriculum, with a choice of electives to personalize a student's educational experience. To take graduate courses, a student must have earned a bachelor's degree from a U.S.-accredited institution of higher education or its equivalent.

Institutional Learning Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Offerings

		Credits
RP 500	Basic Restorative Practices	3
RP 504	Foundations of Restorative Practices	3
RP 506	Restorative Practices: The Promise and the Challenge	3
RP 517	Restorative Approaches to Leadership	3
RP 525	Restorative Practices in Action	3
RP 532	Aggression Replacement Training®: Behavioral Interventions that Work	3
RP 541	IIRP World Conference	3
RP 542	IIRP Turning the Tide Symposium	3
RP 550	Transforming Relational Harm	3
RP 556	Restorative Practices for Community Health and Well-Being	3
RP 610	Evaluation of Research	3
RP 622	History, Evolution, and Critical Issues in Restorative Justice	3
RP 623	Restorative Justice: Global Perspectives	3
RP 625	Restorative Practices in Life Space Crisis Intervention	3
RP 635	Narrative Inquiry for Empowering Facilitators	3
RP 637	Social Justice and Restorative Practices	3
RP 645	Transgenerational Trauma and Community Resilience	3
RP 652	Social and Emotional Learning in the Restorative Classroom	3
RP 662	A Restorative Approach to Educating the High-Risk and High-Need Student	3
RP 680	Designing Restorative Practices Research	3
RP 685	Data Analysis for Restorative Practices Research	3
RP 694	Directed / Independent Study	3
RP 699	Integrating Seminar	3
RP 707	Thesis Seminar	0

Course Descriptions

RP 500 Basic Restorative Practices

Credits: 3 | Delivery mode: Blended

Course duration: 4 weeks (23 hours online)

Before taking this course, students will need to have attended IIRP professional development experiences within 5 years of starting this course: Introduction to Restorative Practices and Using Circle Effectively (in-person) **or** Restorative Practices for Educators (online) **and either** Facilitating Restorative Conferences (in-person) **or** Restorative Justice Conferencing (online) **or** Reimagining Campus Community with Restorative Practices (in person or online).

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

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

RP 504 Foundations of Restorative Practices

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite: None

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

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

RP 506 Restorative Practices: The Promise and the Challenge

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite: None

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

RP 517 Restorative Approaches to Leadership

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite:

- RP 500 **or**
- RP 504

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

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

RP 525 Restorative Practices in Action

Credits: 3 | Delivery mode: Online

Course Duration: 10 weeks

Prerequisite:

- RP 500 **or**
- RP 504 **or**
- Attendance at Introduction to Restorative Practices and Using Circles Effectively (in person) **or** Restorative Practices for Educators (online) **or** Reimagining Campus Community with Restorative Practices (in person or online), taken within 5 years of starting this course.

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

RP 532 Aggression Replacement Training®: Behavioral Interventions that Work

Credits: 3 | Delivery mode: Blended

Course duration: 7 weeks (30 hours online)

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

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

RP 541 IIRP World Conference

Credits: 3 | Delivery mode: Blended

Course duration: Variable (27 hours online)

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

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

RP 542 IIRP Turning the Tide Symposium

Credits: 3 | Delivery mode: Blended

Course duration: Variable (20 hours online)

Before taking this course, students will need to have attended the IIRP Turning the Tide Symposium immediately preceding this course.

In this course, students gain credits based on participation and engagement at an IIRP Turning the Tide symposium. They supplement this direct experience with related readings, writing assignments, and online discussions. Students actively evaluate, discuss, and critique presentations using restorative practices principles. Students will complete 20 hours of coursework online after attending the Turning the Tide Symposium.

RP 550 Transforming Relational Harm

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite:

- RP 500 **or**
- RP 504

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

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

This course requires participation in synchronous skill-building experiences with the instructor and a willing participant with whom to practice compassionate witnessing.

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

Students who have completed RP 535 Restorative Responses to Adversity and Trauma may not register for RP 550 Transforming Relational Harm.

RP 556 Restorative Practices for Community Health and Well-Being

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite:

- RP 500 **or**
- RP 504 **or**
- Attendance at Introduction to Restorative Practices and Using Circles Effectively (in person) **or** Restorative Practices for Educators (online) within five years of starting this course.

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

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

RP 610 Evaluation of Research

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

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

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

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

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

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

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

RP 623 Restorative Justice: Global Perspectives

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

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

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

RP 625 Restorative Practices in Life Space Crisis Intervention

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

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

This course is an approved elective for the Education Specialization.

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

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

RP 635 Narrative Inquiry for Empowering Facilitators

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

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

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

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

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

RP 637 Social Justice and Restorative Practices

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

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

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

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

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

RP 645 Transgenerational Trauma and Community Resilience

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite:

- RP 525 and RP 550, plus one of the following:
 - RP 500 **or**
 - RP 504

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

This course explores the deeper implications of transgenerational trauma and community resilience within our everyday lives. Using mindfulness practices in group processes and a range of witnessing circles, students will address transgenerational harm in personal and cultural contexts. Students will learn how neuroscience describes trauma laterally and transgenerationally and will discuss how certain resiliency patterns may limit potential. Students will gain a new understanding of how neuroscience and community awareness can transform traumatic experiences into effective resiliency patterns to positively impact relationships and culture.

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

RP 652 Social and Emotional Learning in the Restorative Classroom

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

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

This course is an approved elective for the Education Specialization.

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

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

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisites:

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

This course is an approved elective for the Education Specialization.

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

RP 680 Designing Restorative Practices Research

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite: RP 525

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

RP 685 Data Analysis for Restorative Practices Research

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite:

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

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

RP 694 Directed/Independent Study

Credits: 3 | Delivery mode: Individualized

Course duration: variable

Prerequisites:

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

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

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

RP 699 Integrating Seminar

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks

Prerequisite: All required master's degree program coursework

Students will create a culminating multimedia project that describes how restorative practices positively influences human behavior and strengthens civil society. Students will also identify potential gaps in this emerging social science. Projects are developed in a highly interactive group process where students support each other in writing and presenting their project. As a professional learning community, faculty and students engage in discussion about each presentation to help the group review the processes, philosophy, theory, and research in restorative practices.

RP 707 Thesis Research Seminar

Credits: 0 | Delivery mode: Individualized

Course duration: variable

Prerequisites:

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

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

Master of Science in Restorative Practices

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

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

A student's failure to complete their degree requirements in the prescribed five-year period will be cause for review by the Provost and subject to possible dismissal from the IIRP.

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

Students may apply at any time during the year.

Program Goals

Students will:

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

Application for Admission to the Master of Science Degree Program

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

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

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

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

- have graduated from an accredited college or university with a cumulative GPA of 3.0 (on a 4.0 scale) or better, **and**
- submit official academic transcripts to the IIRP from all undergraduate and graduate institutions attended. Official transcripts should be mailed to: IIRP, 531 Main Street, Bethlehem, PA 18018-5837 USA. Electronic transcripts should be emailed to transcripts@iirp.edu, **and**
- submit three letters of reference, along with the Graduate School Recommendation Form. These letters should be from persons who know both the character of the

applicant and the ability of the applicant to be successful in demanding graduate study in our professional discipline, **and**

- submit a 1-2 page letter or essay describing their reasons for seeking our specialized graduate education. This essay is a reflection of scholarship and should be reviewed for spelling and grammar prior to submission, **and**
- submit a résumé or curriculum vitae.
- Optional: A candidate for admission may also submit qualifying test scores, either recent GRE® (code 2589), Miller Analogies Test (code 4030), PRAXIS PPST (code 2323), or PRAXIS Core (code 5751) scores.

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

To apply for admission to the master's program, complete the application by logging into your [Student Portal](#).

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

Specializations

Education

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

Requirements

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

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

Community Engagement

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

Requirements

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

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

Thesis Option

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

career, or are interested in pursuing doctoral-level study, the Thesis Option may be a desirable choice for you. You will work with your faculty advisor to design a plan of study that fulfills your degree requirements and allows for you to still chose four electives. There are six required courses for the thesis option: RP 500 Basic Restorative Practices, RP 525 Restorative Practices in Action, RP 610 Evaluation of Research, 680 Designing Restorative Practices Research, RP 685 Data Analysis for Restorative Practices Research, and RP 699 Integrating Seminar.

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

While you are expected to complete the Thesis Seminar within one year, you may extend that experience over two years if necessary. You will have up to seven years to complete your program from the time you are admitted.

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

Approval to Pursue the Thesis Option

To apply for the Thesis Option, submit:

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

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

Application Requirements for International Applicants

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

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

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

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

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

Category	Minimum TOEFL (iBT) Score
Reading	22
Listening	20
Speaking	22
Writing	24
Composite	88

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

Notification of Admission

Applicants will be notified of their admission status by email.

Admitted students must enroll within the academic year for which they have been admitted.

Transfer Credits

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

Master of Science

Required Courses (12 Credits)	Credits
RP 500 Basic Restorative Practices or RP 504 Foundations of Restorative Practices	3
RP 525 Restorative Practices in Action	3
RP 610 Evaluation of Research	3
RP 699 Integrating Seminar	3

Plus Elective Courses (18 credits)

18 elective course credits, approved in consultation with a graduate advisor and upon approval by the faculty. 18

Total Credits: Master of Science in Restorative Practices 30

Thesis Option Required Courses (6 credits)

The 6 credits required for the Thesis Option may be completed as part of the electives for the master's degree. Students who choose to add the Thesis Option after completing a portion of their degree program may find the need to add additional credits/courses to their degree, thereby completing their degree with more than 30 credits.

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

Graduation Requirements

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

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

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

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

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

Graduate Certificate in Restorative Practices

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

Students can apply to the certificate program throughout the year.

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

A student's failure to complete the requirements for a Graduate Certificate in the prescribed two-year period will be cause for review by the Provost.

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

Program Goals

Students will:

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

Application for the Graduate Certificate

Students must:

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

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

Graduate Certificate in Restorative Practices Course Requirements

Required Courses (6 credits)	Credits
RP 500 Basic Restorative Practices or RP 504 Foundations of Restorative Practices	3
RP 525 Restorative Practices in Action	3
Plus 6 additional elective course credits	6
Total Credits: Graduate Certificate in Restorative Practices	12

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

Certificates are awarded at the end of each term.

Credit Hour Assignment

All courses taken for credit at the International Institute for Restorative Practices (IIRP) that are applied toward completion of degree and certificate requirements conform to applicable state and federal regulations regarding assignment of credit hours.

The faculty of the Graduate School is responsible for developing, maintaining, and evaluating the curriculum. Assignment of credit hours for courses are determined based on the expertise of the faculty and course learning objectives. The Office of the Provost bears the responsibility for the execution of this policy.

Assignment of Credit Hours

The IIRP has adopted a variant of the traditional "Carnegie Unit" as a measure of academic credit. This unit is known by the familiar term, "credit hour," and is the primary academic measure by which progress toward a degree is gauged. It is recognized that such a unit measures only a part, albeit a major part, of a composite learning experience, based upon formally structured and informal interactions among faculty and students, as well as work done by students independently, outside of class.

Two hours of work outside of class (reading, writing, research, project work, etc.) are expected of students for each hour of direct classroom or online participation.

Definition of a Credit Hour

The calculation of credit hours for graduate programs follows the Pennsylvania Department of Education guidelines, which are consistent with the U.S. Department of Education's definition of a credit hour.

22 Pa. Code § 31.21 (5)

"A master's degree must require the satisfactory completion of a minimum of 30 semester credit hours or 45 quarter credit hours beyond the baccalaureate level."

22 Pa. Code § 31.21 (6)(d)

"To assure academic integrity, an institution shall provide students in a distance education program access to academic and student services, including textbooks, study guides, library and other learning resources, personal interaction with faculty, tutors or other educational personnel by computer, telephone, mail or face-to-face meetings. The institution shall assure integrity of student work and provide opportunity for student assessment. These programs must comply with the regulations that apply to resident-based programs as prescribed in this chapter and Chapters 35, 36, 40 and 42 and conform to generally accepted academic practices for delivery of instruction through distance education."

At the IIRP a three-credit graduate course comprises:

- 42 hours of classroom ("in-class" or "in-seat") instruction, plus
- 3 hours for final examination (when applicable), plus
- 90 hours of additional work outside of class (reading, homework, research, fieldwork, project creation, and other activities)

Total: 132 hours (135 hours if final exam is administered)

Academic Periods

There are three academic terms – fall, spring, and summer – within which the IIRP offers courses of varying durations. The fall and spring academic periods are at least 15 weeks long each; the summer academic period is typically less than 15 weeks long but nevertheless adheres to the policy in terms of instruction time and the amount of work required.

Course Durations

The length of individual courses, whether blended or online, can vary within each academic period. Published descriptions of courses clearly state the duration of each course. Every course, regardless of its duration, adheres to the credit hour policy in terms of the required instruction time and volume of work involved to earn full credit.

Course Delivery Modalities

Blended Courses: Attendance at an IIRP professional development event, symposium, or conference can be followed by online coursework to complete a blended course. Direct instruction time for the online portion of each graduate course is calculated based on the amount of time spent attending the professional development event. In all instances, these courses must meet the total amount of instructional and student work time required to earn full credit, based on the definition of a credit hour as described above.

Online Courses: These courses are offered entirely online with no on-site, in-person meetings. They have the same learning outcomes and substantive components as other courses offered by the IIRP. Contact time is satisfied by several means including, but not limited to:

(a) Regular weekly instruction or interaction with an instructor for the duration of the course, and

(b) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers, and online projects reviewed and graded by faculty. In all instances, these courses must meet the total amount of instructional and student work time as traditional classroom courses.

Directed and Independent Study Courses: Each course is individualized to allow the student to either complete the requirements of an existing course on an individual basis, or to explore a personal interest related to restorative practices not currently addressed in the curriculum. The time spent on in-person instruction, direct interaction between the instructor and student, and additional external study, research, writing, fieldwork, and other activities will conform to the standard minimum of 45 hours of direct instruction or credit hour equivalencies plus 90 hours of outside work for a three-credit course. The total time a student spends in an independent study course, including research, fieldwork, and other activities, is documented in a contract, developed by the student with a Ph.D. faculty member and approved by the faculty, which ensures that the student's educational objectives, work plan, assignments, activities, outcomes, and evaluation are equal to those of other IIRP courses.

Accelerated Courses: Courses offered outside of a standard academic period in which credit hours offered are the same as for courses offered in a standard academic period. The content and substantive learning outcomes for accelerated courses are the same as those in the standard academic period. These courses must meet the total amount of instructional time and student work as standard courses.

Definitions of In-Class and Out-of-Class Time

In online and blended courses, time spent in direct learning and interaction with the instructor and classmates via our learning management system, Moodle, is considered in-class time. Time spent in work, preparation, and related activities away from Moodle is considered out-of-class time.

Tuition and Fees

With our Transparent Tuition provisions, students who are admitted to the degree or certificate program are guaranteed that their tuition will never increase throughout the completion of their program.

Students who are admitted to the **Graduate Certificate** program are entitled to a total tuition cost of \$6,844 (effective 2022-23), discounted 8.35% from the full tuition.

Students who are admitted to the **Master of Science Degree** program are entitled to a total tuition cost of \$17,110 (effective 2022-23), discounted 8.35% from the full tuition. Students who are also approved for the **Thesis Option** will pay \$3,507 for the Thesis Research seminar.

Students who are admitted to the master's degree program and choose mid-program to add a specialization may need to take additional courses in order to fulfill their requirements. In those instances, students will receive their existing Transparent Tuition rate for those courses.

Similarly, master's degree students who are admitted to the Thesis Option mid-program may need to take additional courses at their existing Transparent Tuition rate, in addition to paying \$3,507 for the Thesis Research Seminar.

Alumni who have earned a master's degree from the IIRP and who wish to continue taking courses will receive the current discounted rate of \$1,711 per course. Alumni with an IIRP master's degree who are approved to pursue the Thesis Option will also pay \$3,507 for the thesis research seminar.

A student enrolling in their first course at the IIRP will be afforded the benefit of discounted tuition of \$1,711 for that three-credit course.

Individuals who are not seeking a degree or certificate will pay the non-discounted rate of \$1,867 per three-credit course.

Tuition Costs Effective 2022-23

Current students admitted prior to 2022-23 pay the discounted rate in effect at the time of their admission and/or approval to pursue the Thesis Option.

Course/Program	Full Tuition	Admitted Students
Tuition (per course)	\$1,867	\$1,711
Graduate Certificate (4 courses)	\$7,468	\$6,844
Master of Science (10 courses)	\$18,670	\$17,110
Master of Science with Thesis Option (10 courses, plus Thesis Seminar at a flat fee of \$3,507)	\$22,177	\$20,617

Fees

- \$25.00 late registration fee
- \$50.00 course withdrawal fee
- \$75.00 Interest-Free Line of Credit start-up fee

We do not charge fees for course registration, materials, graduation, or transcripts.

Students are responsible for the cost of textbooks and materials in each course.

For more information, please refer to the IIRP's [financial aid webpage](#).

Financial Aid

General Information

In accordance with Pennsylvania Act 121 (2018), the IIRP will annually provide students with a summary of their total estimated student loan liability as of March 1. The summary will include information about the total amount of Non-Federal Student Loans (Interest-Free Tuition Payment Plan) borrowed at the IIRP. However, this estimate does not reflect any Federal or Non-Federal Student Loan debt a student may have incurred at other institutions previously attended. It is important to also note that the student loan summary provided does not include information on any student loan funds borrowed in the upcoming academic year.

Interest-Free Payment Plan

We offer financial aid to all students who are admitted to either the Master of Science degree or Graduate Certificate program in the form of an interest-free line of credit with low monthly payments and zero interest. This plan extends 39 months for Graduate Certificate students, 97 months for Master of Science degree students, and 118 months for students pursuing the Thesis Option.

While many graduate schools administer loan programs, we have simplified the process by offering the same affordable plan to all students. There is no prepayment penalty. There is a one-time payment plan setup charge of \$75.

Impact Scholarships

Impact Scholarships are awarded on April 1 and provide full tuition for graduate students who demonstrate promise for greatly impacting their communities. This is a competitive scholarship based on three criteria:

1. Ability to make an impact, based on your commitment to and influence within your community.
2. The community you seek to serve faces hardships, experiences high needs and/or has historical disadvantages.
3. Demonstrated and expressed financial need to pursue your studies at the IIRP.

The IIRP does not offer student visas to the U.S. Our program is designed to allow students to continue their studies from anywhere in the world without disruption.

Students must be accepted to the Master of Science program to apply for the Impact Scholarship. After you are accepted, an essay is required to complete the application.

You may begin your application by creating a [Student Portal](#).

Shawn Suzch Scholarship

The Shawn Suzch Scholarship is awarded on April 1 to a student who is a candidate for master's degree who demonstrates outstanding spirit and drive worthy of Shawn's memory. \$1,000 in tuition assistance will be awarded in memory of Shawn, a young man who overcame adversity with courage and determination. The scholarship recipient will also be someone who expresses financial need to support their studies. The application and further details are available in your Student Portal.

Academic Calendar

Generally, the terms are as follows:

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

2022

July 1	Registration for Fall 2022 Begins
July 1	Applications for Fall 2022 Graduation Open
July 24	Commencement for Classes of 2020 through Spring 2022
August 1	Deadline to Register for RP 699 for Fall 2022
August 1	Deadline to Apply for Graduation for Fall 2022
August 10	Late Fee for Fall Registration Begins
August 31	Deadline for Registration for Fall 2022 Fully Online Courses
September 7	Fall 2022 Fully Online Courses Begin (including RP 699)
October 1	Scholarship Applications Open for Master of Science Students
October 11	Deadline to Drop Fall 2022 Fully Online Courses
October 26	Deadline to Register for RP 500 for Fall 2022
November 1	Registration for Spring 2023 Begins
November 2	RP 500 Begins
November 15	Fall 2022 Fully Online Courses End
November 15	Deadline to Drop RP 500
November 29	RP 500 Ends
December 7	Late Fee for Spring Registration Begins
December 21	Deadline for Registration for Spring 2023 Fully Online Courses (except RP 699)
December 30	Fall 2022 Degree Conferral

2023

January 4	Spring 2023 Fully Online Courses Begin (except RP 699)
January 25	Deadline to Register for RP 500.01 and RP 541 for Spring 2023
February 1	RP 500.01 and RP 541 Begin
February 1	Applications for Spring 2023 Graduation Open
February 7	Deadline to Drop Spring 2023 Fully Online Courses (except RP 699)
February 14	Deadline to Drop RP 500.01
February 21	Deadline to Drop RP 541
February 28	RP 500.01 Ends
March 1	Deadline to Apply for Graduation for Spring 2023
March 1	Deadline to Submit Shawn Suzch & Impact Scholarship Applications
March 14	Spring 2023 Fully Online Courses End (except RP 699)
March 21	RP 541 Ends
March 22	Registration Deadline for RP 699 for Spring 2023
March 29	RP 699 Begins
March 29	Registration Deadline for RP 500.02 for Spring 2023
April 1	Registration for Summer 2023 Begins
April 1	Shawn Suzch and Impact Scholarship Recipients Notified
April 5	RP 500.02 Begins
April 18	Deadline to Drop RP 500.02
May 2	RP 500.02 Ends
May 2	Deadline to Drop RP 699
May 3	Late Fee for Summer 2023 Registration Begins

May 24	Summer 2023 Registration Deadline
May 31	Summer 2023 Fully Online Courses Begin
June 6	RP 699 Ends
June 28	Registration Deadline for RP 500.01 for Summer 2023
June 30	Spring 2023 Degree Conferral
July 1	Registration for Fall 2023 Begins
July 1	Applications for Fall 2023 Graduation Open
July 4	Deadline to Drop Fully Online Courses for Summer 2023
July 5	RP 500.01 Begins
July 12	Deadline to Register for RP 532 for Summer 2023
July 18	Deadline to Drop RP 500.01
July 19	RP 532 Begins
July 23	Commencement for Class of 2023
August 1	RP 500.01 Ends
August 8	Summer 2023 Fully Online Courses End
August 8	Deadline to Drop RP 532
September 5	RP 532 Ends

Academic Policies and Procedures

Academic Advising

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

The Dean of Student Services or Student Services Specialists shall serve as advisors to students who are not admitted.

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

Protection of Freedom of Expression

Students are free to take exception, by appropriate and orderly means, to data or views offered in any course of study and to reserve judgment about matters of opinion or belief but are responsible for learning the content of any course of study and successfully responding to tests, examinations, or other course requirements for courses in which they are enrolled.

Protection Against Improper Academic Evaluation

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

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

The 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.

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 course material, the IIRP encourages students to learn together. 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 their responsibility as a scholar or about the propriety of a particular action, the instructor should be consulted. The following list 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 the 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 APA 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 their own work. This includes incorporating work 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 normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.

Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor’s permission to use it PRIOR to the submission of the current endeavor.

Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses, and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

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. ^[1]~~[SEP]~~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 posting assignments or 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 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 their 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.

False Testimony

Students may not submit or present a falsified excuse for an absence from course activities either 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 coursework.

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. [General guidelines on copyright](#) can be found on the Library website.

Library

Damage to or abuse of library, media, learning management systems, 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. Information on United States [copyright polices on fair use for educational purposes](#), along with resources for public domain material, are available on the Library website.

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 Provost and the Dean of Student Services.

A record of the violation will be kept by Student Services until the student completes their 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 the IIRP for statistical purposes only.

If a student's first violation is substantial or if they have a second violation, sanctions may range from academic probation to expulsion from the Graduate School.

If a student wishes to appeal the violation, they should first consult with the instructor(s), then, if dissatisfied with the result of that consultation, should contact the Provost. If the student wishes to appeal further, they may contact the President in writing. The President will respond within ten working days. If the aggrieved party is still not satisfied, the issue may be appealed to the Board of Trustees. 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. The IIRP Graduate School 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 the IIRP who are declared independent.

The Act also limits who outside the 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. The law permits the IIRP to release without permission such information as a student's name, telephone number, email address, enrollment status, dates of attendance, major field, and degrees and awards received.

If you do not want the IIRP to disclose directory information from your education records, you must opt out in your Student Portal.

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

Rights of Inspection

The Family Educational Rights and Privacy Act provides students with the right to inspect and review information contained in their educational records; to challenge the contents of those records that students consider to be inaccurate, misleading, or otherwise in violation of their privacy or other rights; to a hearing if the outcome of the challenge is unsatisfactory; and to submit explanatory statements for inclusion in their files if they deem the decisions of the hearing panels unacceptable. The Dean of Student Services 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 Student Services. (Much of the text in this section is direct quotation or a paraphrase of its language.) It also can be accessed at the [U.S. Department of Education's website](#).

Education Records: Definition

Education records are those directly related to a student that are maintained by the IIRP.

Education records do not include the following:

- Records of instructional, supervisory, and 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 the 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 the 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 Dean of Student Services, who has the record in their 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 nonpayment 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. The IIRP Graduate School 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 the IIRP shall have access to, nor shall the 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. The IIRP reserves the right, as allowed under the Act, to disclose education records or components thereof without written consent to:

- Personnel within the 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 the 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

The 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 officials of the IIRP, or those specified as directory information.

Disclosure of Education Record Information

The 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

A student who believes 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 Provost. If the decision of the Provost 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 Provost 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, they may be assisted or represented at the hearing by one or more persons of their choice, including an attorney, at the student's expense. The hearing may be conducted by any party, including an official of the 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, they 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 the 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, 400 Maryland Avenue SW, Washington, DC 20202-8520.

Destruction of Records

Once a student has requested access to their 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. The 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.

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, students may appeal their concern to the Provost. The IIRP will deal with such challenges in a manner consistent with restorative practices.

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

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 the IIRP are not likely to be readmitted; however, exceptions may be considered.

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 Provost.

Grades

Minimum course expectations are as follows:

1. Students must log in and participate in online activities and/or attend all scheduled classes as defined by the instructor.
2. Assignments must be completed by the due date according to the standards specified by the course instructor.
3. Written and oral assessments must satisfy the standards specified by the course instructor.
4. The course instructor will decide on whether to allow exceptions or extensions.

Grades will be reported as follows:

Grade	Percent	Grade Point Value	Explanation
A	93–100	4.0	Exceeding Expectations
A-	90–92	3.7	
B+	87–89	3.3	
B	83–86	3.0	Meeting Expectations
B-	80–82	2.7	
C+	77–79	2.3	
C	70–76	2.0	Minimally acceptable on a limited basis
F	< 70	0.0	Failure to meet minimum standards
P		No Effect	Meeting Expectations
I		No Effect	Incomplete
W		No Effect	Withdrawal
O		No Effect	Ongoing

1. An "F" in any graduate course will result in disqualification from the program. Students cannot continue in the graduate program or be issued a non-degree graduate certificate if they earn more than one grade of "C" in any graduate course. Students who earn a "C" may elect to retake the course to improve their grade, but if a "C" is earned again, they cannot continue in the program. Exceptions to such disqualifications may be made upon appeal to the Provost.
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 that 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 Provost.

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 in order 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.

Leave of Absence

All graduate students are expected to enroll continuously for all three terms from the time of admission until the completion of their degree requirements. Students who plan, from the outset, to attend less than three terms each calendar year should consult with Student Services to define an alternative enrollment plan. Students who wish to skip one or more terms during their studies must contact Student Services to apply for a leave of absence.

Registration

Students register for courses utilizing the online registration process through their [Student Portal](#).

Students may apply completed course credits to a Master of Science or Graduate Certificate program for up to 8 years after a course is successfully completed. Any exceptions must be approved by the Provost.

Registered students will receive an email notification when the course becomes available in Moodle, the Learning Management System.

Course requirements vary and include purchasing books prior to the start date of the course. Registration is to be completed no later than one week prior to the start of class to provide the student with sufficient time to prepare for the course. Due to the nature of the courses, registration for Restorative Practices Symposium and Conferences and RP 541 World Conference is permitted up to two days prior to the start of those courses.

Students who choose to register after the deadline will pay the late fee of \$25, which is non-refundable and non-transferable.

Research Involving Human Subjects Policy

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

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

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

Technical Proficiency

The IIRP Graduate School expects that incoming students will have basic skills in using email, the internet, and word processing, or will acquire such skills and will exhibit a willingness to learn new technical skills as necessary to complete their course work. Much of the communication between the faculty and their students will rely on email.

IIRP students are eligible to make computer purchases at the Apple Education Store, which provides discounted pricing for students. For more information about Apple products and how to order through the Apple Education Store, students should visit the [Apple Education Store website](#) or call Apple customer support at 800-692-7753 (800-MY-APPLE).

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

Minimum Technology Requirements

Students need the following equipment and software:

- A computer or other device with video and audio capabilities
- A headset or speakers, webcam, and microphone
- The most recent versions of Microsoft Word and Adobe Reader
- The ability to connect to Zoom and Moodle Learning Management System

Technology

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

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

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

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

You may not access someone else's work without explicit permission. You are not permitted to engage in any activity that would harass others or impede their work. All members of the campus community are required to adhere to all copyright laws. As part of the internet community, students connecting their computers to the IIRP's networks must take reasonable precautions against viruses.

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

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

The following items constitute examples of acceptable and unacceptable use.

Acceptable Use

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

Unacceptable Use

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

Internet Peer-to-Peer File-Sharing Policy

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 the IIRP and other institutions because it encourages behavior that violates copyright law and because it creates internet traffic congestion. In accordance with the Higher Education Opportunity Act, the IIRP will by policy and procedure:

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

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

Under copyright law, unless you have express permission from the copyright holder to engage in the copying, downloading, and sharing of files, you are in violation of the law.

Peer-to-peer programs have no provision to acquire permission. In practice, therefore, their use for downloading music and movies may put you in violation of the IIRP's policy and the law.

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

The IIRP does not intend to block peer-to-peer file-sharing programs, nor does it monitor the content of network traffic. However, the IIRP does monitor traffic patterns in order to guarantee acceptable network performance for all users. If the technology department becomes aware of policy violations or illegal activities in the course of investigating network congestion or determining problems, it will investigate by inspecting content stored or shared on its network.

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

Transcript Requests

If you need to obtain a copy of your official IIRP Graduate School transcript, you may request paper and electronic copies from the National Student Clearinghouse at no charge for normal processing. Any fees incurred for expedited delivery service will be at your expense.

The link below will direct you to a form at the National Student Clearinghouse website. Please complete the request form in its entirety to avoid processing delays. We are unable to honor transcript requests over the phone or via email, as your electronic signature is required on the request form.

Request a Transcript

- Go to the [National Student Clearinghouse \(NSC\) ordering service](#).
- Log in using your existing National Student Clearinghouse account or create a new National Student Clearinghouse account.
- Complete each step of the order form.
- Note: You will be given the option to delay the processing of your transcript order until final grades are posted, or until certificates or degrees are conferred for the current term.
- If you have a form or document that must accompany your transcript, you must upload that document during the ordering process. It may be in one of the following formats: jpg, jpeg, gif, png, eps, cdr, ai, pdf, tif, tiff, bmp, zip, doc, docx, xls, xlsx, txt, xml. If you need the document to be filled out along with the transcript, you must request a paper transcript.

All transcript requests will be fulfilled within three-to-five business days. If there are any complications, Student Services staff will contact you directly by email.

Students may view and print unofficial IIRP Graduate School transcripts through their [Student Portal](#) under My Courses, then View Academic Record.

Electronic Transcripts

You will receive an email notification when your transcript is processed. You must retrieve your electronic transcript from the emailed link from NSC within 20 days.

Prior to submitting an order, please verify that the recipient can accept electronic PDF transcripts from studentclearinghouse.org. If a paper transcript is also needed, you must place a separate order.

To Ensure Your Request Will Be Processed

In order to fulfill a transcript request, Student Services must have an official undergraduate transcript on file for you. You may have a transcript sent directly from the undergraduate institution to:

- transcripts@iirp.edu, or
- IIRP, 531 Main Street, Bethlehem, PA 18018-5837

Circumstances That Will Cause a Delay in Receipt of Transcripts Include

- A financial hold.
- Incomplete information on the request form.
- An official undergraduate transcript is not on file at the IIRP.

Verification of Student Identity

All credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course is the same student who participates in and completes the course or program and receives academic credit for doing so.

Students seeking enrollment in distance education courses will provide appropriate information to establish their identity. All methods of verifying student identity in distance learning must protect the privacy of student information in compliance with FERPA (Family Educational Rights and Privacy Act). Personally identifiable information collected, such as a photo ID, may be used at the discretion of the institution as the basis for identity verification.

Each student establishes a unique username and password when creating a Student Portal to manage their student account online. The secure username and password are required to access both the Student Portal and the Learning Management System (LMS).

Should a student forget their unique information and not be able to reset access through the online password reset procedures, Student Services is responsible to verify student identity and reset access. Security questions using non-directory information are asked by Student Services to verify student identity when resetting student passwords or accessing student records for other purposes. There are no additional charges associated with verification of student identity.

Having a secure online learning environment is critical to verification of student identity.

All users of the IIRP's Student Portal and Learning Management System are responsible for maintaining the security of usernames, passwords, and other access credentials. An account is assigned to an individual for exclusive use by that individual. Attempting to discover another student's password or gain unauthorized access to someone else's Student Portal is prohibited. It is against the IIRP's Academic Integrity policy for a student to give someone else their password or allow others to use their account, and doing so could lead to disciplinary action. Users are responsible for any and all activity on their account.

Faculty teaching courses through distance education methods have a role in identity verification insofar as they can be alert to changes in student behavior, such as sudden shifts in academic performance or changes in writing style or language used in discussion groups or email, which may indicate academic integrity issues. Faculty will routinely use a variety of assessment instruments whenever possible.

Dropping a Course

Once courses begin, the following policies regarding your grade will apply:

For all courses, if you wish to withdraw from a course, you must submit a course withdrawal form through your Student Portal.

By enrolling in a course, students commit to attend and complete the course for which you have paid. Only course withdrawal requests submitted through your [Student Portal](#) will be honored.

Failure to submit a course withdrawal form through your Student Portal by the deadlines listed below will result in a grade of "F."

Fully online courses: Submit the course withdrawal form through your Student Portal before the start of the 6th week in order to receive an official grade of "W."

Blended courses: Submit the course withdrawal form through your Student Portal by these deadlines in order to receive an official grade of "W."

- Before the start of the 3rd week of a 4-week course
- Before the start of the 4th week of a 7-week course

In-person courses: Submit the course withdrawal form through your Student Portal before the start of the 3rd week in order to receive an official grade of "W."

Financial implications for dropping a course *prior* to the start date:

For any course, you may withdraw at least one day before the course begins by submitting the course withdrawal form through your Student Portal.

You will receive a refund or a credit for the tuition you have paid for that course, minus a \$50 withdrawal fee.

Financial implications for dropping a course *after* the start date:

For any course, if you submit your course withdrawal form through your Student Portal by the end of the third day, you will receive a refund or credit for 50% of the tuition you have paid for that course.

Refunds and credits will not be issued for course withdrawals submitted after the third day of the course. Once this deadline has passed, you will remain responsible for 100% of the tuition.

Please note: You must submit the course withdrawal form in order to be considered withdrawn from a course. Simply ceasing to participate in a course is not the same as withdrawing from a course; unless you have formally withdrawn, you are still responsible for all tuition for that course.

Withdrawal from a Program

Admitted students may choose to leave the IIRP Graduate School for various reasons. Before making a final decision to withdraw, students should discuss their options with their advisor and then with Student Services. Those who withdraw from the Graduate School lose their degree eligibility and must reapply to the program if they wish to return to the IIRP Graduate School in the future. Students choosing to withdraw must submit a Voluntary Program Withdrawal form, located in your Student Portal.

Grievance Policy

A grievance is a claim that action has been taken that 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 repairing 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 in writing. The President will respond within ten working days. If the aggrieved party is still not satisfied, the issue may be appealed to the Board of Trustees.

How to File a Formal Complaint

Contacts for Reporting a Complaint or Grievance

For incidents of Sexual Misconduct – Rape, Sexual Assault, Dating Violence, and Domestic Violence – Call 911.

If you decide to make an official report to the IIRP, a detailed (typed, emailed, or handwritten) statement of the alleged incident(s) should be submitted to the Associate Dean of Administration.

In the case of an alleged violation of the any of the following:

- Equal Opportunity Statement
- Non-Discrimination Statement
- Harassment Policy

The complaint is to be brought to the attention of the Associate Dean of Administration in writing. If the Associate Dean of Administration is the alleged violator, then the complaint should be brought to the President (same address and phone number as noted below).

Melissa Ash, Associate Dean of Administration
 International Institute for Restorative Practices
 531 Main Street
 Bethlehem, PA 18018
 610-807-9221

In the case of an alleged violation of Civil Rights, the complaint may be brought directly to the Office for Civil Rights:

Barbara Holland, Regional Manager, Office for Civil Rights
 U.S. Department of Health and Human Services
 150 S. Independence Mall West
 Suite 372, Public Ledger Building
 Philadelphia, PA 19106-9111
 Customer Response Center: 800-368-1019; Fax: 202-619-3818;
 TDD: 800-537-7697; Email: OCRMail@hhs.gov

For other complaints:

Nature of Complaint	In the spirit of restorative practices and a restorative environment, we urge you to resolve issues and concerns with faculty and staff. Reach out to the following individuals by phone or email.
General Complaint or Grievance	Consult with a faculty member and/or the Dean of Student Services
Americans with Disabilities Act	Associate Dean of Administration Melissa Ash 610-807-9221
Appeal of a Grade	Consult with faculty member
FERPA Compliance (privacy of student records)	Dean of Student Services Jamie Kaintz 610-807-9221
Student Right to Know and Campus Security	Associate Dean Administration Melissa Ash 610-807-9221

Should you have exhausted all avenues to resolve an issue informally and wish to file an official complaint, that complaint must be submitted in writing to:

Nature of Complaint	Contact Person
General Complaint or Grievance	Provost Craig Adamson, Ph.D. 531 Main Street Bethlehem, PA 18018 or Associate Dean of Administration Melissa Ash 531 Main Street Bethlehem, PA 18018
Americans with Disabilities Act	Associate Dean of Administration Melissa Ash 531 Main Street Bethlehem, PA 18018
Appeal of a Grade	Provost Craig Adamson, Ph.D. 531 Main Street Bethlehem, PA 18018
FERPA Compliance (privacy of student records)	Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue S.W. Washington, DC 20202-4605
Student Right to Know and Campus Security	Associate Dean of Administration Melissa Ash 531 Main Street Bethlehem, PA 18018