

Academic Catalog

2017-2018

Revised February 1, 2018



Table of Contents

About Us	4
Mission	4
Vision.....	4
Educational Philosophy	5
Institutional Goals	5
History	6
Accreditation	6
Faculty, Staff and Administration	7
Rights and Responsibilities of Students.....	9
Reciprocal Roles and Responsibilities.....	9
Student Feedback.....	11
Institutional Statements	11
Affirmative Action Statement	11
Americans with Disabilities Act	11
Equal Opportunity Statement.....	12
Nondiscrimination Statement	12
Academic Calendar 2017-2018	13
Academic Policies and Procedures.....	14
Academic Advising	14
Academic Freedom.....	14
Academic Integrity	16
Academic Records	20
Appeal of Instructor Evaluation of Student Work.....	26
Dismissal	26
Final Examinations	26
Grades.....	26
Leave of Absence.....	28
Registration	28
Research Involving Human Subjects Policy	29
Technical Proficiency	29
Technology	30
Transcript Requests	33
Verification of Student Identity.....	34
Withdrawal from a Course	35
Withdrawal from a Program	36

Admissions.....36
 Application for Admission36
 Application Requirements for International Applicants37
 Notification of Admission38
 Readmission of Veterans38
 Transfer Credits38
 Educational Programs.....39
 Course Formats39
 Course List40
 Course Offerings41
 Credit Hour Assignment.....47
 Institutional Learning Goals50
 Master of Science in Restorative Practices.....52
 Graduate Certificate in Restorative Practices54
 Financial Aid56
 Scholarships56
 Military Benefits.....57
 Grievance Policy57
 How to File a Formal Complaint58
 Library Services61
 Tuition and Fees61

About Us

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 in order to positively influence human behavior and improve civil society.

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

Mission

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

Vision

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

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

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

Educational Philosophy

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

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

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

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

Institutional Goals

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

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

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

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.

Accreditation

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

Faculty, Staff and Administration

Main Office Phone Number	610-807-9221
Gina B. Abrams, Assistant Professor	267-576-0366
Director of Research and Program Evaluation	
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, 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	
John Bailie, President	267-246-5891
Norwich University, B.A., English, 1995	
International Institute for Restorative Practices, M.R.P.Y.C., 2008	
Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012	
Borbála Felligi, Lecturer	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, 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	
Keith Hickman, Director of Continuing Education	267-406-3901
Antioch College, B.S., Sociology, 1990	
Jamie Kaintz, Director of Student Services	610-807-9221
Cedar Crest College, B.A., Applied Psychology, 2016	

Linda Kligman, Vice President for Administration **610-807-9221**

Drexel University, B.S., Civil Engineering/Applied Technologies, 1991
 International Institute for Restorative Practices, M.S., Restorative Practices, 2015

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

Carolyn Olivett, Professor Emerita**Frida Rundell, Associate 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 **215-766-7443**

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

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

Faculty Should Expect...

- to participate in an organization employing "fair process";
- to be supported in the process of teaching and learning by staff and Board;
- to be offered opportunity to give feedback to trustees;

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

Staff Should Expect...

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

The Board Should Expect...

- to oversee an organization employing fair process;
- to nurture an organization in which all constituents remain faithful to the mission;
- to oversee a governance structure marked by openness, transparency, trust, respect, and safety;
- to hold the President responsible for the administration of the institution and to focus its own activity on policy and program issues;
- to offer trust, but also to demand accountability from all constituencies;

- to be ever mindful of its oversight responsibilities for financial, educational, and mission integrity;
- to receive the information it needs from faculty and staff to be timely and accurate in the making of institutional decisions;
- to receive, from observing the actions and testimony of students, faculty, and staff in pursuing our mission, the encouragement to serve with a good conscience and a light heart.

Student Feedback

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

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

Institutional Statements

Affirmative Action Statement

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

Americans with Disabilities Act

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

A disability is defined as a physical or mental impairment that substantially limits one or more of the individual's major life activities, even if the student uses a mitigating measure such as glasses, medication, prostheses, or a hearing aid. Major life activities are functions such as

breathing, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, learning, exercising cognitive abilities, sitting, standing, lifting, reaching and working. The IIRP will voluntarily provide reasonable accommodations, upon request, to a student whose condition meets the legal definition of a disability under the ADA and who is considered otherwise qualified for IIRP admission.

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

Equal Opportunity Statement

The International Institute for Restorative Practices (IIRP) Graduate School admits students of any race, color, religion, national or ethnic origin, age, gender, gender identity or expression, sex, sexual orientation, familial, marital or veteran status, HIV status or disability to all the rights, privileges, programs and activities generally accorded or made available to students. The IIRP Graduate School admits students equally with regard to these categories.

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.

Consistent with its name and mission, ideally concerns would 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 Vice President for Administration. However, persons choosing not to participate in a restorative process so should report the incident in writing to the Vice President for Administration.

Academic Calendar 2017-2018

2017	
August 1	Registration for Fall Term Begins
September 13	Fall Term Classes Begin
October 1	Registration for Spring Term Begins

2018	
January 10	Spring Term Classes Begin
March 1	Registration for Summer Term Begins and Graduation Application Due
May 30	Summer Term Classes Begin
July 29	Commencement for the Class of 2018

Note: Generally, the Fall Term runs from September to December, the Spring Term runs from January to May and the Summer Term runs from June to August.

Academic Policies and Procedures

Academic Advising

Every student is assigned an advisor at the time of matriculation 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 Director of Student Services, or faculty working with the Director of Student Services, shall serve as the advisor to students who are not matriculated.

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 his or her responsibility as a scholar or about the propriety of a particular action, the instructor should be consulted. The list below is not to be considered complete but rather covers the most common areas of concern.

Plagiarism

A major form of academic dishonesty is plagiarism, which 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 his or her 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. 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 calculators or any other electronic devices unless authorized by the instructor.
- Using email or text messaging during any exam without the permission of the instructor.

- Stealing or transmitting in writing, electronically or verbally actual examinations, tests, quizzes or portions thereof prior to or during an exam.
- Reading or observing another's work without his or her consent, whether it be on paper, electronically or in any other form.
- Soliciting or using a proxy test-taker or acting in that capacity.

Helping or Hindering Others

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

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.

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. Consult with instructors concerning United States copyright policies on "fair use" for educational purposes.

Consequences of Violating the Academic Integrity Policy

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

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

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

If, in the opinion of instructor(s), the violation is clear, the student may receive no credit or an "F" for the work in question. In addition, the instructor(s) must inform the student in writing of the violation and penalty. A copy of this memo must be sent to the Provost and the Director of Student Services.

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

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

If a student wishes to appeal the violation, he or she should first consult with the instructor(s), then, if dissatisfied with the result of that consultation, should contact the 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, and to pay a fee of \$5.00. The law permits the IIRP to release without permission such information as a student's name, telephone number, enrollment status, dates of attendance, major field and degrees and awards received.

If you do not want the IIRP to disclose directory information from your education records, you must complete the "Request to Opt Out of Directory Information" form. Please contact Student Services at 610-807-9221 to obtain the form.

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

The items requested shall be made available no later than 45 calendar days following receipt of the written request. A copy of the academic record may be refused if a hold for non-payment of financial obligation exists. Copies may be made at the student's expense. The fee

for making copies of the educational record is \$1 per page, to be remitted at the time the copy is requested. Students have the right to a copy of the education record when failure to provide a copy would prevent the student from inspecting and reviewing the record, e.g., when distance prevents the student from ready access to campus.

Limitations on Student Rights

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

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

Waiver of Student Rights

Students may waive any or all of their rights under the Act. 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, he or she may be assisted or represented at the hearing by one or more persons of his or her choice, including an attorney, at the student's expense. The hearing may be conducted by any party, including an official of 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, he or she may place with the education record a statement(s) commenting on the information in the record or setting forth any reason for disagreeing with the decision of the hearing panel. The statements shall be placed in the education record, maintained as part of the record and released whenever the records in question are disclosed to an authorized party.

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

Students who believe that the adjudication of their challenges was unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of 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, 600 Independence Avenue S.W., Washington, D.C. 20202.

Destruction of Records

Once a student has requested access to his or her records, the records shall not be destroyed until inspection and review have been provided. The following items shall not be destroyed or removed from the record: (1) explanatory statements placed in the record by the student (see the section on challenging educational records, above); and (2) records of disclosure and requests for disclosures. 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	90-100	4.00	Exceeding Expectations
B	80-89	3.00	Meeting Expectations
C	70-79	2.00	Minimally acceptable on a limited basis
F	<70	0.00	Failure to meet minimum standards
I		No effect	Incomplete
W		No effect	Withdrawal

1. An "F" in any graduate course will result in disqualification from the program. Students cannot continue in the graduate program or be issued a non-degree graduate certificate if they earn more than one grade of "C" in any graduate course. Students who earn a "C" may elect to retake the course to improve their grade. Exceptions to such disqualifications may be made upon appeal to the 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 matriculated 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 the Director of Student Services to define an alternative enrollment plan. Students, in the course of their studies, must apply for a leave of absence if they want to skip one or more terms, by consulting with the Director of Student Services. Students must complete their degree program within five years from the time of admission.

Registration

Students register utilizing the online registration process through their Student Portal. New students will need to create a Student Portal prior to registering for courses.

A \$60 Registration and Materials Fee is charged per course and is non-refundable and non-transferable. Payment is required before classes begin.

Courses start at various times during the term. You may register anytime until a few days before classes start, but space may be limited. (A late registration fee may apply.) When registration is complete, you will gain online access to required books and readings and other course information.

Course requirements vary and may include purchasing books or completing work prior to the start date of the course. While registration deadlines may be as short as two days prior to the start of a course, we strongly recommend completing the registration process no later than two weeks before the course begins.

Students who choose to register after the deadline will pay the Late Registration and Materials Fee of \$85 that 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 Vice President for 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. For those students contemplating the purchase of new computers, they may choose to purchase a portable computer with a wireless card so as to be compatible with the IIRP wireless network.

IIRP students are eligible to make computer purchases at the Apple Education Store, 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. The individual Student Portal provides the mechanism to do many things, such as register for courses, apply for admission and track progress of application requirements, view schedules, view academic records, view student audits (progress toward completion of a program), withdraw from a course and request a transcript.

Technology

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

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

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

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

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

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

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

The items below constitute examples of acceptable and unacceptable use:

Acceptable Use

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

Unacceptable Use

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

- Distribution of chain letters or broadcasting to lists of individuals in a manner that might cause congestion of the network.
- Use of the IIRP's computers or networks for commercial use or profit-making enterprises except as specifically agreed to with the institution.

Internet Peer-to-Peer File-Sharing Policy

In recent years, internet peer-to-peer file-sharing programs have made it easy to download and share music, movies and software files. This is a problem for 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 technology department at the IIRP does not intend to block peer-to-peer file-sharing programs, nor does it monitor the content of network traffic. However, the IIRP does monitor traffic patterns in order to guarantee acceptable network performance for all users. If the technology department becomes aware of policy violations or illegal activities in the course of investigating network congestion or determining problems, it will investigate by inspecting content stored or shared on its network.

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

Transcript Requests

If a student needs a transcript that reflects graduate credits earned at the IIRP Graduate School, the student must submit a request using the Transcript Request Form, which can be accessed via the Student Portal. A fee of \$5.00 is charged for each transcript.

An official academic transcript must be 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: Director of Student Services, IIRP Graduate School, 531 Main Street, Bethlehem, PA 18018. International credentials must be evaluated on a course-by-course basis by [World Education Services, Inc. \(WES\)](#) and sent directly by WES to 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, that may indicate academic integrity issues. Faculty will routinely use a variety of assessment instruments whenever possible.

Withdrawal from a Course

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

Withdrawal prior to the start of a class

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

Once classes begin, the following policies apply:

Three-credit traditional or hybrid courses

If you submit the course withdrawal form through your Student Portal before the third class day, you will receive a refund of 50% of the tuition you have paid and an official grade of "W". On or after the third day, you cannot receive a refund if you withdraw. If you notify us of your withdrawal before the last day of class, you will receive an official grade of "W".

If you do not notify us officially of your withdrawal during the time the course is being conducted, you will receive an official grade of "F". No refunds will be given for registration materials.

Note: If this is taken as a professional development event and then applied to graduate credit and if you submit the course withdrawal form through your Student Portal before the third day from the start of the online component, you will receive a refund of 50% of the tuition you have paid and an official grade of "W". If you withdraw on or after the date that is three days from the online component, your tuition will not be refunded and you will receive an official grade of "W". If you do not notify us of your withdrawal prior to the scheduled online end date you will receive a grade of "F". No refunds will be given for registration materials.

Three-credit fully online courses

If you submit the course withdrawal form through your Student Portal before the 14th day from the start of a fully online class, you will receive a refund of 50% of the tuition you have paid and an official grade of "W". If you withdraw on or after the date that is 14 days from the start date of an online class your tuition will not be refunded and you will receive an official grade of "W". If you do not notify us of your withdrawal prior to the scheduled online end date you will receive a grade of "F". No refunds will be given for registration materials.

Only withdrawal requests submitted through the Student Portal will be honored.

Withdrawal from a Program

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

Admissions

Application for Admission

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

Our admissions criteria are based on our professional evaluation of the potential for successful graduate study of each student. Our Committee on Admission shall consider those potential students who:

- have graduated from an accredited college or university with a cumulative GPA of 3.0 (on a 4.0 scale) or better, and
- have official academic transcripts sent directly to the IIRP from all undergraduate and graduate institutions attended. (Note: We do not accept transcripts forwarded by the applicant. Official transcripts must be sent by the institutions directly to the IIRP. Transcripts should be mailed to: IIRP, 531 Main Street, Bethlehem, PA 18018 USA. Electronic transcripts should be emailed to transcripts@iirp.edu. International credentials must be evaluated on a course-by-course basis by [World Education Services, Inc. \(WES\)](#) and sent directly by WES to the IIRP, and
- submit recent GRE (code 2589) or Miller Analogy (code 4030) or PRAXIS PPST (code 2323) scores or PRAXIS Core (code 5751) scores, 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.

Those strong candidates who lack some part of these requirements may request an admissions transcript review interview with our faculty or staff. That interview's outcome will be sent to the Admissions Committee. This may result in the prospective student being admitted unconditionally, in being admitted with specific conditions, or in not obtaining

admission. The committee shall be the agency to hear any requests for special consideration for admission. Taking and successfully completing IIRP graduate courses before applying for formal admission would substantially strengthen an application by a candidate who lacks some part of these requirements.

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

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

Application Requirements for International Applicants

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

- have been awarded a degree equivalent to the four-year baccalaureate degree awarded by U.S. colleges and universities with an equivalent cumulative Grade Point Average (GPA) of 3.0 (on a 4.0 scale) or better, and
- whose transcripts and academic credentials of all undergraduate and graduate institutions attended have been evaluated on a course by course basis by [World Education Services, Inc. \(WES\)](#) and sent directly to the IIRP: 531 Main Street, Bethlehem, PA 18018 U.S.A. from WES, and
- submit recent [GRE®](#) code 2589 or [Miller Analogy](#) code 4030, 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, and
- submit scores from either the Test of English as a Foreign Language ([TOEFL®](#)) code 2589 or scores from the International English Language Testing System ([IELTS](#)). IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations.

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

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

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

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

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

Notification of Admission

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

Readmission of Veterans

For veterans, the readmission of those students who have left the IIRP due to poor academic performance will be evaluated on a case-by-case basis.

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.

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 hybrid 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.

Course Formats

Online courses

Students can select from a growing number of diverse online courses to create a coherent program of study that matches their interests and needs, allowing the student to complete the rest of the degree or certificate at home.

Hybrid courses

If a student wants more in-person experiences, they can choose from a number of conferences and professional development events designed for those who enjoy the excitement of interaction with others. Each event provides a deeper understanding of restorative practices, accompanied by online coursework that allows a student to convert their face-to-face learning into academic credit. They are highly participatory and address all types of learning styles: lecture, reflection, video, role-play, discussion, circles and group exercises.

Independent Study

With the support of our experienced faculty, a student may earn academic credit toward a degree or certificate through independent projects and study that allows the student to explore specific areas of interest.

Course List

Foundational Required Courses for all Programs		Credits
RP 500 (hybrid)	Basic Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3
General Electives		Credits
RP 506 (online)	Restorative Practices: The Promise and the Challenge	3
RP 515 (hybrid)	Restorative Leadership Development: Authority with Grace	3
RP 532 (hybrid)	Aggression Replacement Training ®: Behavioral Interventions that Work	3
RP 535 (hybrid)	Restorative Responses to Adversity and Trauma	3
RP 540 (hybrid)	Restorative Practices: Symposia and Conferences	3
RP 541 (hybrid)	IIRP World Conference	3
RP 542 (hybrid)	IIRP Turning the Tide Symposium	3
RP 622 (online)	Restorative Justice in Communities	3
RP 623 (online)	Restorative Justice: Global Perspectives	3
RP 625 (online)	Restorative Practices in Life Space Crisis Intervention	3
RP 635 (online)	Narrative Processes for Empowering Facilitators	3
RP 652 (online)	Social and Emotional Learning in the Restorative Classroom	3
RP 662 (online)	A Restorative Approach to Educating the High-Risk and High-Need Students	3
RP 694 (ind. study)	Directed/Independent Study	3
RP 695 (ind. study)	Action Research Project in Restorative Practices I	3
RP 696 (ind. study)	Action Research Project in Restorative Practices II	3
Master of Science Degree Required Courses		Credits
RP 610 (online)	Evaluation of Research	3
RP 699 (online)	Final Professional Learning Group	3

Course Offerings

RP 500 Basic Restorative Practices

Credits: 3 | Delivery mode: Hybrid

Course duration: 4 weeks (18 hours online) | Prerequisite: None

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 taking this course will complete 18 hours of coursework online after attending the 4-day [Basic Restorative Practices](#) event.

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 515 Restorative Leadership Development: Authority with Grace

Credits: 3 | Delivery mode: Hybrid

Course duration: 7 weeks (30 hours online) | Prerequisite: None

An intensive group experience, this course will immerse students in a culture of restorative practices in class. The course will emphasize self-assessment of both personal and professional styles and growth in restorative practices. Students will also learn to facilitate and implement a professional learning group. Students will complete 30 hours of coursework online after attending the 2-day [Restorative Leadership Development: Authority with Grace](#) event.

RP 525 Restorative Practices in Action

Credits: 3 | Delivery mode: Online | Course Duration: 10 weeks

Prerequisite: Participation in two Professional Development days:

[Introduction to Restorative Practices and Using Circles Effectively](#),

taken after January 1, 2009

Students will implement a restorative practices project that builds on their previous experience and will evaluate their project through action research techniques. Students will acquire restorative skills through readings, lecture, self-assessment and an interactive online process.

RP 532 Aggression Replacement Training®: Behavioral Interventions that Work

Credits: 3 | Delivery mode: Hybrid

Course duration: 7 weeks (30 hours online) | Prerequisite: None

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 2-day [Aggression Replacement Training®](#) event.

RP 535 Restorative Responses to Adversity and Trauma

Credits: 3 | Delivery mode: Hybrid

Course duration: 7 weeks (30 hours online) | Prerequisite: None

This course explores a deeper understanding and application of restorative practices. It uses group processes, emotional dynamics and empowerment strategies to address a wide continuum of harm. Students will complete 30 hours of coursework online after attending the 2-day [Restorative Responses to Adversity and Trauma](#) event. 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.

RP 540 Restorative Practices: Symposia and Conferences

Credits: 3 | Delivery mode: Hybrid | Course duration: Variable
(20-27 hours online; online hours vary by event with which this course is paired)
Prerequisite: None

In this course students build on their participation at an [IIRP restorative practices conference, symposium or IIRP-approved event](#). Students supplement this interactive in-person experience with related readings, writing assignments, and online learning activities as part of a cohesive hybrid-learning course. Students actively evaluate, analyze, and synthesize presentations using restorative practices principles.

Note: This course is offered every other year, on the odd years (e.g., 2017, 2019, 2021, etc.).

RP 541 IIRP World Conference

Credits: 3 | Delivery mode: Hybrid
Course duration: Variable (27 hours online) | Prerequisite: None

In this course students gain 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: Hybrid
Course duration: Variable (20 hours online) | Prerequisite: None

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 610 Evaluation of Research

Credits: 3 | Delivery mode: Online
Course duration: 10 weeks | Prerequisite: RP 500

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 Restorative Justice in Communities

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks | Prerequisite: RP 500

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 | Prerequisite: RP 500

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 | Prerequisite: RP 500

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 Processes for Empowering Facilitators

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks | Prerequisite: RP 500

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 652 Social and Emotional Learning in the Restorative Classroom

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks | Prerequisite: RP 500

This course will explore how restorative learning environments provide opportunities for social and emotional learning (SEL) in any educational setting. Attention will be paid to the research behind SEL and how SEL is linked to student performance and behavior. Students will learn how to use restorative practices to encourage SEL in the classroom.

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

Credits: 3 | Delivery mode: Online

Course duration: 10 weeks | Prerequisite: RP 500

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 694 Directed/Independent Study

Credits: 3 | Delivery mode: Individualized

Course duration: variable | Prerequisite: RP 500

(Requires consent of instructor)

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 695 Action Research Project in Restorative Practices I

Credits: 3 | Delivery mode: Individualized

Course duration: variable | Prerequisite: RP 500

(Requires consent of advisor)

This course offers the opportunity for the student to apply restorative practices in the mode of action research to a real-world problem in the student's own sphere of influence. The course requires the identification of such a problem, a scan of environmental factors, the framing or defining of that problem, and the creation of an action plan addressing the problem and assessing the results of the project.

Note: Students electing to take RP 695 will also need to register for RP 696 in order to implement and complete their research project.

RP 696 Action Research Project in Restorative Practices II

Credits: 3 | Delivery mode: Individualized

Course duration: variable | Prerequisite: RP 500, RP 695

(Requires consent of advisor)

The plan developed in RP 695 will be implemented and the results will be assessed. This work will then be placed in a report; the report will be defended.

Note: Neither course's credits will be awarded until both are completed satisfactorily.

RP 699 Final Professional Learning Group

Credits: 3 | Delivery mode: Online | Course duration: 10 weeks

Prerequisite: All required master's degree program coursework

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

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 hybrid 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

Hybrid Courses

In-person, direct instruction at an IIRP professional development event, symposium or conference is followed by online coursework to complete a hybrid course. Direct instruction time for the online portion of each course is calculated based on the amount of time spent attending the in-person segment of the course. 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 hybrid 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.

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.

Master of Science in Restorative Practices

The Master of Science in Restorative Practices degree program (10 courses/30 credits) is readily accessible, even to those who live a great distance from our campus in Bethlehem, Pennsylvania, USA.

A majority of the degree program can be completed through online courses or independent study. However, if the student wishes, the program can be tailored to be more of an in-person learning experience.

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

A student can register for up to 12 credits before applying for admission to the master's degree program and begin their program at various times throughout the year.

Program Goals

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.
2. Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.
3. Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.
4. Critique area of concentrated study as it relates to restorative practices.
5. Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.
6. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

Graduation Requirements

Degrees are awarded at the end of each term. There are three requirements in order to qualify for a diploma:

- 1) 30 Credits. A candidate for degree is required to complete successfully 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).

Due to the specialized nature of IIRP's graduate degree 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.

- 2) Capstones. To graduate, the student must complete two capstones within the framework of the final course. That final course, a professional learning group seminar, includes the following as capstones:

Analytical Paper

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

Oral Presentation and Defense

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

- 3) Graduation Fee, Course Registration and Outstanding Debt. A candidate will file an application to graduate, pay the \$85 graduation fee and register for RP 699 Final Professional Learning Group in the projected year of graduation by March 1. Any outstanding debts to the institute must be paid in full thirty (30) days prior to the start date of the final class.

Course Requirements

<u>Foundational Courses (6 credits)</u>		<u>Credits</u>
RP 500 (hybrid)	Basic Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3
<u>Master of Science Degree Required Courses (6 credits)</u>		<u>Credits</u>
RP 610 (online)	Evaluation of Research	3
RP 699 (online)	Final Professional Learning Group	3
Plus 18 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.		12
<u>Master of Science in Restorative Practices</u>		<u>Total Credits</u>
		30

Graduate Certificate in Restorative Practices

If a student wants to earn a graduate-level credential in restorative practices without pursuing a degree, the graduate certificate 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.

A student may earn a Graduate Certificate by taking four courses: two foundational courses and two electives. Students work with a faculty advisor to ensure that their personalized program provides the student with graduate coursework coherent with the certificate goals.

Program Goals

Students will:

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

Requirements to Obtain a Graduate Certificate

After completion of 12 course credits that include the two foundational courses, RP 500 Basic Restorative Practices (hybrid) and RP 525 Restorative Practices in Action (online), and two electives chosen in consultation with a faculty advisor, a student may request an official non-degree graduate certificate by completing the Graduate Certificate Request Form, which can be accessed via the Student Portal.

A \$50 certificate fee is charged. Applicants for the non-degree certificate must have a baccalaureate degree from an accredited college or university. An official academic transcript must be sent directly from the accredited college or university that granted your baccalaureate degree. Electronic transcripts should be emailed to transcripts@iirp.edu; paper transcripts should be mailed by postal service to: Attn: Director of Student Services, IIRP Graduate School, 531 Main Street, Bethlehem, PA 18018. International credentials must be evaluated on a course-by-course basis by [World Education Services, Inc. \(WES\)](#) and sent directly by WES to the IIRP. All financial obligations must be cleared before the certificate request will be honored.

Course Requirements

<u>Foundational Courses (6 credits)</u>		<u>Credits</u>
RP 500 (hybrid)	Basic Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3

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

<u>Certificate in Restorative Practices</u>	<u>Total Credits</u>
	12

Financial Aid

Scholarships

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

Pay-It-Forward Scholarships – An Alternative to Loans

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

Your Pay-It-Forward Scholarship contributions are voluntary. You decide how and when you will give. Your donations benefit the scholarship fund for IIRP graduate students—a charitable purpose recognized as tax-deductible by the IRS.

- If your workplace offers tuition reimbursement, we ask that you avail yourself of that benefit first—before receiving scholarships—to preserve our financial assistance for graduate students who do not have tuition reimbursement available to them.
- Before you register for a course, you can complete a simple IIRP Pay-It-Forward Financial Aid Application located within your Student Portal. Approvals and award notification will be sent to you via email, typically within three days so you have time to decide to enroll in your course.
- Scholarships are applicable for tuition only. Students are responsible for professional development event registrations, books and registration fees.

Shawn Szuch Scholarship: Supporting Innovative and Aspirational Students

The Shawn Szuch Scholarship is awarded in July to a matriculated master's degree candidate 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.

General Information about Grants and Scholarships

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

Military Benefits

Military personnel (and their dependents) who have served or are currently serving our country may take advantage of educational benefits available through the U.S. Department of Veterans Affairs.

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

Who to Contact If You Have 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 Vice President for Administration.

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

- Equal Opportunity Statement
- or
- Affirmative Action Statement
- or
- Non-Discrimination Statement
- or
- Harassment Policy

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

Linda Kligman, Vice President for Administration
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 Director of Student Services
Americans with Disabilities Act	Vice President for Administration Linda Kligman 610-807-9221
Appeal of a Grade	Consult with faculty member
FERPA compliance (privacy of student records)	Director of Student Services Jamie Kaintz 610-807-9221
Student Right to Know and Campus Security	Vice President for Administration Linda Kligman 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:

<p>General Complaint or Grievance</p>	<p>Provost Craig Adamson, Ph.D. 531 Main Street Bethlehem, PA 18018</p> <p>or</p> <p>Vice President for Administration Linda Kligman 531 Main Street Bethlehem, PA 18018</p>
<p>Americans with Disabilities Act</p>	<p>Vice President for Administration Linda Kligman 531 Main Street Bethlehem, PA 18018</p>
<p>FERPA compliance (privacy of student records.)</p>	<p>Family Policy Compliance Office U.S. Department of Education 600 Independence Avenue, S.W. Washington, DC 20202-4605</p>
<p>Grade Appeal</p>	<p>Provost Craig Adamson, Ph.D. 531 Main Street Bethlehem, PA 18018</p>
<p>Student Right to Know and Campus Security</p>	<p>Vice President for Administration Linda Kligman 531 Main Street Bethlehem, PA 18018</p>

Library Services

The Graduate School Library specializes in books, journals and other resources related to restorative practices.

The IIRP offers its graduate students online access to relevant databases and journals, such as its collection of conference papers and abstracts, ERIC, SocINDEX, NCJRS Restorative Justice Online and Google Scholar. Any materials not available in the library may be obtained through the IIRP's interlibrary loan service. IIRP graduate students may also utilize the holdings of regional college and university libraries. For example, Temple University (Philadelphia), Lafayette College (Easton), Moravian College (Bethlehem) and Lehigh University (Bethlehem) permit students to purchase library cards with full borrowing privileges for fees ranging from \$40 to \$140 per year.

[The IIRP Library webpage](#) offers direct access to the catalogue and other resources as well as contact information for the librarian for assistance in person, online or via telephone.

Tuition and Fees

Tuition

\$587 per credit hour.

Fees

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

Student Fee: \$100 (paid annually)

Registration and Materials Fee: \$60 per course (\$85 fee if late registration)

Graduation Fee: \$85 (submitted with the application for graduation)

Graduate Certificate Fee: \$50

Transcript Fee: \$5 (per transcript)

Fees are non-refundable and non-transferable.

Requests cannot be processed until the applicable fee has been paid.