IYRS School of Technology & Trades
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IYRS School of Technology & Trades
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Dear IYRS Student,

Welcome to IYRS! We are thrilled to have you join our learning community. At IYRS we are focused on developing skills in making, building, restoring and maintaining. The learning you will engage in at IYRS will encourage problem solving, team work through learning by doing. Whether you are working on boat systems, repairing classic wooden vessels, training in composites technologies or learning to use advanced digital modeling and fabrication techniques, you will be gaining valuable career skills.

We work to help you build your future as we prepare you for the next steps in your career. The externships you do will give you first-hand experience working in your chosen field. Our career development office will help identify internships and place you in a job both as a student and an alumnus/a.

Our outstanding faculty have backgrounds as practitioners in their fields with a variety of industry experiences and strong connections to the trades you will be learning. The facilities, equipment and people that make up the campus environment will support and inspire you as you are building your knowledge in your chosen field of study. We have a wonderful library focused on marine history, and extraordinary yachts docked at the school.

In addition to the harbor front campus, there is a wider set of opportunities to experience with the cultural and historical richness of Newport and Rhode Island. Marine industries and modern manufacturing companies in a wide range of fields abound in Rhode Island. There are music concerts, museums, beaches, opportunities for sailing and a rich architectural history that dates back to the beginnings of the country to enjoy.

As you arrive at IYRS, I look forward to meeting you and watching your progress through our programs. This is a tightknit community of people passionate about achieving excellence in one's craft. I hope you enjoy the dynamic learning experience you will have at IYRS.

Sincerely,

Jay Coogan
President

Summary Overview

IYRS School of Technology & Trades (hereinafter referred as IYRS) is an experiential learning school in Rhode Island with a hands-on education model dedicated to teaching highly technical and deeply craft-oriented career skills. IYRS currently has five accredited programs: Boatbuilding & Restoration, Composites Technology, Digital Modeling & Fabrication, and a Combined Program in Composites Technology & Marine Systems.

Mission

IYRS empowers students through immersive, hands-on learning to realize their full potential in career and in life.

Values

Excellence—We are committed to providing a superior student experience through a focus on teamwork, advanced, hands-on skills training coupled with the development of professional and interpersonal skills that serve as a foundation to our students' future success.

Curiosity and Risk Taking—We believe our students must take calculated risks, experience success and failure, and learn how to create opportunities from both.

Tradition and Innovation–We respect our past and with a commitment to lifelong learning, we value and act upon new ideas that advance our educational process and student outcomes.

Collaboration—We create mutually beneficial relationships with and for our students, including partnerships with industry, other non-profits, and government agencies.

Community and Inclusivity–We believe that diverse backgrounds and viewpoints create a richer educational experience.

Respect, Honesty and Trust–Integrity and authenticity are at the forefront of our philosophy. We believe in the highest levels of professional and ethical standards that allow us to build the positive relationships at the core of our work.

History of the School, Facilities and Location

IYRS was founded in 1993 by a group of sailors, educators and philanthropists as a vocational education institution. The school enrolled its first students in 1996 and graduated its first apprentice craftsman in 1998. Today, IYRS provides job training and professional development skills that are transferrable across many industries and applications, from digital manufacturing to traditional making and restoration fields. IYRS students join us from all over the world.

The IYRS campus is located on a 2.9 acre waterfront site in downtown Newport. The Boatbuilding & Restoration program is taught in Restoration Hall, a converted 1903 electric generating plant. Restoration Hall features 10,000 square feet of space, including the main restoration shop with 40 foot ceilings and towering windows. Adjacent to Restoration Hall, is the new Brooks Building featuring 20,000 square feet dedicated to programs with a technology orientation, including making with advanced materials and using many of the latest technology-based tools. The new building is home to our Marine Systems, Digital Modeling & Fabrication and Composite Technology programs.

The 28,000 square foot Aquidneck Mill Building is home to the school's library, administrative offices, and commercial tenants. The campus also includes a commercial marina that caters to classic sail and power boats and a large structure that houses the 133' 1885 schooner yacht Coronet, which is currently under restoration(#5, #6).

Accreditation, Certification and Approvals

The school is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Emphasis in the IYRS programs is placed on developing a high degree of technical and craftsmanship skill, leading to highly regarded certifications.

IYRS is approved by the Rhode Island Board of Education's Council on Postsecondary Education.

IYRS is approved by the Rhode Island State Approving Agency for Veterans Administration Educational Benefits. IYRS is authorized to accept and enroll M-1 nonimmigrant international students. Contact Student Services for more information.

Certificate Programs

IYRS offers five full-time Certificate programs in Boatbuilding & Restoration, Composites Technology, Digital Modeling & Fabrication, Marine Systems, and a Combined Program in Composites Technology & Marine Systems.

Boatbuilding & Restoration Program(#14)

The Boatbuilding & Restoration program is a full-time, 20-month program (76 weeks) during which students learn the information, skills, techniques and problem-solving abilities necessary to become proficient in the understanding, building, repair and restoration of classic wooden watercraft, with an emphasis on a high level of woodworking skills(#13). The first year brings the student to a basic level of knowledge and proficiency. The second year extends the student's basic skills and knowledge toward mastery levels of craftsmanship and viability in the marketplace. Upon completion of the program, students receive a Certificate of Proficiency in Boatbuilding & Restoration. Students graduating from the program will have the skills to find entry to mid-level positions in restoration boatyards or other marine-related businesses.

A total of 2,660 clock hours are required to graduate from the Boatbuilding & Restoration program(#11). Each clock hour equals 55 minutes in the shop or classroom. Each class and lab does not exceed 24 students(#7).

First Year

Fall

The first term begins with shop safety and tool and machine use. Students will progress from a series of bench projects designed to develop tool use skills directly into the restoration of a small boat. In addition to the restoration work, students will measure a small boat, loft the lines, and create a scale lines plan and half model. Portfolio items completed by the end of the semester will include several small tools, a toolbox, a lines drawing, a half-model, and photo documentation of restoration projects. Subjects covered will include hull shape, lines drawings, and the fundamentals of wooden hull construction, materials and technology.

Courses: Shop Safety, Hull Shape & Lofting, Historic Documentation, Restoration Practicum I

Spring

During the second term students will measure a small boat, loft the lines and develop construction details on the lofting and have an introductory course in computer aided design (CAD). Project documentation techniques are introduced. Students continue the restoration of their project boat. Portfolio items for the second semester will include a second lines plan and construction drawings and photo documentation of restoration projects. Subjects covered will include hull shape and lines drawings, construction drawings, basic structural marine engineering, fundamentals of wooden hull construction and materials and technology.

Courses: Documentation and Drafting II, Restoration Practicum II, Restoration Practicum III

Summer
The final term of the first year builds on restoration skills developed in the previous semesters as well as basic boat handling.

The summer term also includes an Externship or Independent Learning Project (ILP). During the Externship, the student will undertake a significant experiential learning opportunity, typically with a company. The externship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the externship site's work, mission, and audience, how these potentially relate to their educational program of study, as well as the organization's position in the broader industry or field. If a student receives approval for an ILP instead of an externship, the student will complete self-selected projects or employment that address their individual interests and proficiencies. Students completing both Externships and ILPs will produce a critical reflection on their externship experience demonstrating how they have addressed specific learning goals.

Courses: Sailing and Principles of Hull Structure, Externship or Independent Learning Project

Second Year

The second year of the Boatbuilding & Restoration program builds on the knowledge and skills achieved the first year through the teaching of advanced restoration skills and project management techniques.

Fall
The first term begins with a review of shop safety. The first week is dedicated to a course in hull survey and assessment resulting in student survey reports of selected vessels. The second week is dedicated to a course in project management. Included in the project management course are real time exercises in materials costing and procurement, labor estimates, business fundamentals, and contracts and customer relations. Students then begin the restoration of their second year project boat. Project management and labor estimating are applied directly to the second year restoration project using Microsoft® Project software. During advanced lofting students learn the techniques used to transfer the shape of the faired hull to patterns and molds used in the restoration of the subject boat. Students then focus on the restoration of the hull framework and planking. Students also focus on improving craftsmanship as well as the management of restoration projects. Portfolio items will include photographic documentation of restoration project, survey report, bill of materials, table of scantlings, labor estimate, contract agreement and lines/construction plans.

Courses: Survey and Assessment, Project Management, Advanced Lofting, Restoration Practicum IV

Spring
The second term focuses on the final phase of a boat's hull restoration and includes joinery such as decks, cockpit furniture, hatches, and interior bulkheads. The final phase of the restoration

includes finishing and fitting out with hardware, sailing rig or power train in the case of a powerboat. Portfolio items include photographic documentation of the restoration project.

Course: Restoration Practicum V

Composites Technology Program(#14)

The IYRS Composites Technology Program is focused on the application of high performance materials used throughout a variety of industries, including; marine, aerospace, wind energy, automotive and transportation, sporting goods equipment, industrial components, infrastructure and a multitude of innovative products. The use of composites materials is thriving and driving many innovations in advanced structures and leading edge product applications.

The Composites Technology program is a full-time, six-month program designed to equip students with a fundamental understanding of composites materials (polymer resins and fiber reinforcements), product applications, and widely used molding methods(#13). These elements lead to experiential job skills in demand within the growing composites industry.
Students are introduced to the technologies used to manufacture products in the consumer, industrial and advanced composites industries. After establishing a foundation in the principles of general composites technology, the program progresses into the realm of leading edge advanced composites skills. Proficiency in computer aided design (CAD), coupled with CNC machining skills completes a loop from conceiving and illustrating a product design, to machining molds and the fabrication of molded products.

Graduating students will be exposed to a broad understanding of the composites technology and become proficient in an essential understanding of composites materials, manufacturing methods and shop skills that include:

- Understanding composites industry structure
    - Composites applications
    - Manufacturing methods
    - Company profiles – Size, location, manufacturing culture
- Composites materials
    - Polymer resins
    - Reinforcement fibers (glass, carbon, Kevlar™, and others)
    - Core materials
- Composites shop procedures
    - Materials handling conventions
    - Measurements and mixing ratios
- Applied Digital technologies
    - CAD drawing (Computer Aided Design)
    - CNC (Computer Numeric Controlled) router operation
- Composites Processes
    - Open molding
    - Repair and refinishing
    - Pattern & moldmaking

- Vacuum bag molding
- Vacuum infusion processing
- Advanced composites prepreg processing

- Development of a design/build capstone project
  - Conceive and design
  - Project plan and cost estimate
  - Create tooling
  - Mold and assemble components
  - Finalize and test
- Industry externship
  - Experience short-term employment in area of interest

Students will sit for American Composites Manufacturers Association (ACMA) Certified Composites Technician (CCT) exams including individual certifications in Open Molding and Vacuum Infusion Processing. CCT is considered the highest level composites certification available in the United States. Students are encouraged, but not required to pass these exams.

Upon successful completion of the program, students receive a Certificate of Proficiency in Composites Technology.

Students graduating from the program will possess the knowledge and skills to find entry to mid-level positions with a wide range of companies producing products in industries including, but not limited to, marine, aerospace, wind energy, automotive and transportation, sporting goods equipment, industrial components, or infrastructure.

A total of 26 semester credit hours over the six month timeframe are required to graduate from the Composites Technology program(#11, 12). Class size does not exceed 18 students(#7).

Composites Technology Curriculum

CT-100 – Introduction to Composites Technology
The Introduction to Composites Technology defines composites, highlights an array of product applications, and provides a broad view of the composites industry. This includes types of polymer resins and fiber reinforcement materials, and the molding methods used to assemble these materials. The use of composites is illustrated through examples of a wide variety of products made with these materials. An industry overview provides a look at the product related culture of composites manufacturers and the location of industry related technology clusters. The Certified Composites Technician (CCT) program is introduced along with the associated study guides.

CT-200 - Shop Safety Training and Tool Use
This qualification course covers IYRS required safe practices and operating standards for stationary power tools, hand tools, and composites related materials. These issues are framed with an understanding of applicable Federal and State safety standards. Included is the fitting and use of personal protective equipment, specific machine safety, hazardous waste handling, and fire prevention procedures. This course is complete with a knowledge test of safe materials handling

and equipment operating procedures, and an individual demonstration of safe operation of each power tool in the shop.

CT-300 - Composites Applications Lab Operating Procedures
This course establishes the basic materials handling and shop procedures that will be used throughout the semester. Included are materials handling basics such as measurements and mixing ratios, use of lab balances, and laminating specific tools. The benefit of taking lab notes and process documentation is established. The fabrication of open molded panels consolidates the above learning with the student's first demonstrated creation of a composites laminate. In the classroom, shop-level thermoset resin chemistry is introduced along with the properties of various types of reinforcement fibers, including glass, carbon, Kevlar™.

CT-400 - Molding Process Design-Build Project
Once fundamental materials handling skills are established, this course challenges students with a fun conceive, design, build project. Students are tasked with designing and constructing a manually powered filament winding machine using a specified kit of materials. The goal is to produce a hand-built machine that produces a fiberglass tube. This tube will then be load-tested to failure and produce a number of "lessons learned". The process will involve a sequence of conceptualizing, building a prototype, testing and revising that leads to a workable machine and improvement of the process. The broad objective is to expose students to creative thinking, the translation from concept to workable solutions and the development of problem-solving skills. Subsequently, this problem-solving structure is applied throughout the course.

CT-500 – Open Molding Technology
Open molding is the bedrock process from which all other composites processing methods are derived. This foundational process skills serves as the basis for interpreting and understanding all following process technology. This includes the use of basic laminating tools and understanding the handling of resins and fiber reinforcements. The course introduces the use of gel coat as an in-mold coating and the use of various configurations of glass fiber reinforcement. Process proficiency development includes: Mold surface preparation, spray equipment operation and spraying techniques, gel coat application, resin application, laminate fabrication and the use of sandwich core materials.

CT-600 – Composites Repair and Refinishing
This course provides experience in the identification of cosmetic defects and structural damage to composites structures. This includes developing an understanding of the differences between major and minor structural damage. The identification of various types of surface cracks, and the forces involved in creating those cracks, is highlighted to form an analysis of the failure mechanism. Cosmetic repairs include surface preparation, use of gel coat and finish sanding/polishing techniques. Structural repairs begin with an understanding of damage removal and scarfing techniques for laminate restoration. Course exercises include impact testing of laminated panels, damage identification and analysis, structural remediation and finishing.

CT-700 – Introduction to Composites Tooling

Tooling consists of patterns and molds used for the production of composites parts**.** This course begins with the hands-on building of a basic pattern (or model) that is shaped and finished to subsequently produce a composites mold. This manual creation of a pattern and mold establishes the platform for understanding the fundamental concepts of moldmaking. The original pattern is shaped to specific dimensions and finished to a surface suitable for molding. Following the surface preparation a mold is constructed reflecting the pattern configuration. Course elements include: Creating an original model shape that is configured for mold construction, laminating a mold, construction of a support frame, and preparation of a new mold for service. The course objective is to consolidate previously learned open molding skills; and experience the concept of the positive and negative geometries of the pattern and mold. These mold construction concepts and techniques are subsequently used throughout the program and in the development of the capstone projects.

CT-800 – Fundamentals of Computer Aided Design (CAD 3D Modeling)
This course introduces the use of CAD drawing using Rhinoceros (Rhino 5) design modeling software. With the development of CAD modeling skills students will learn to create 3D models, for the purpose of illustrating an object and providing digital output that can be used to produce actual physical artifacts via Computer Numeric Control (CNC) and Rapid Prototyping (3D Printing). The objective of the course is to equip students with proficiency in CAD through learning the software interface, tool-set use and best practices. Once basic operations and commands are acquired, proficiency with the program is developed during use throughout the balance of the program.

CT-900 - Computer Numeric Control (CNC) Router Machining
The ability to machine low-cost patterns, or to directly build molds has become a disruptive technology within the realm of composites toolmaking. Based on previously learned CAD drawing, students will develop an understanding of CNC router operation. This includes translating a 3D drawing model to machine code (G-code) using RhinoCam software to program tool paths for machining patterns or molds. Students will gain experience with the CNC router operation, the machine coordinate system and setting up machining projects. The objective of this course is to introduce the skill set required to effectively apply 3D machining techniques to the development of master patterns, or the direct machined molds, for composites production.

CT-1000 – Vacuum Bag Molding Process
This course provides the basis for understanding the use of atmospheric pressure to enhance the composites molding process and improve the mechanical properties of a laminate. Students will be introduced to the principles of vacuum, vacuum related nomenclature and effects of negative pressure (vacuum) in molding operations. The focus of the course is on developing proficiency in the vacuum bagging process that includes understanding the elements of a vacuum bag system such as, the use of peel ply, breather, vacuum transmission, sealant tape and bagging film. Experiential skills will be developed in the methods of fabricating vacuum bags, with a concentration on proper bag sizing, creation of pleats, installation of vacuum ports, and leak detection and remediation.

CT-1100 – Vacuum Infusion Molding Process

This molding process is widely used in the aerospace, marine, wind energy and other high performance industries. Based on the fundamentals established in the vacuum bag course, this course advances the basics to the vacuum infusion process. This molding method involves vacuum bagging a dry laminate and using atmospheric pressure to infuse (flow) resin into the pre-compacted laminate stack. Resin flow theory, using Darcy's Law, is established to inform the configuration of the infusion set-up. This includes understanding the effects of permeability, pressure differential, distance and resin viscosity on resin flow through the laminate. Students will develop experience with fabricating infusion bags using release ply, flow media, and setting up resin and vacuum flow channels. Skill development includes, resin calculations, advanced vacuum bag configuration, infusing monolithic (single skin) laminates, infusing sandwich construction laminates, controlling flow rate with vacuum pressure and troubleshooting the process.

CT-1200 – Advanced Composites Prepreg Molding Process

This process is used to create the lightweight high strength structures found in aerospace, marine, motorsports and other critical components. These oven cured epoxy/carbon fiber laminates produce the light and extremely robust structures used in a variety of high performance applications. Students are introduced to pre-impregnated (prepreg) advanced fiber and resin matrix materials, and the elevated temperate cure mechanism for these laminates. In the classroom the basic chemistry of epoxy resins and properties of advanced fibers (carbon, Kevlar™ and others) are highlighted, along with the properties of prepreg materials. Basic prepreg processing begins with the fabrication of panels with varying fiber orientations to illustrate the effects balanced and unbalanced laminates. As experience is gained, increasingly complex lay-ups and fiber orientations are established. The course elements include:

- Matrix and fiber technologies in advanced composites
- Design considerations of advanced composites
- Molding methods and practices
- Core material applications
- Tooling for advanced composites
- Inspection and testing procedures
- Bonding and fastening of advanced composites

The knowledge of these advanced materials and the experiential skill in the fabrication of prepreg composites is a stepping-stone to the potential application of these technologies for the student's capstone project.

CT-1300 - Career Readiness Skills

This course is designed prepare students for gainful employment using the aptitude and knowledge acquired throughout the Composites Technology program, and takes place incrementally through the entirety of the program. Group and individual student counseling sessions are conducted to lead each student to personal insight concerning their preferences for externship experience, and more importantly their long-term vocational interests. Students are taught the importance of soft skills and best practices associated with resume writing and interviewing. Students will also be taught how to leverage a variety of platforms when researching externship opportunities and will visit companies that operate in this industry.

CT-1400 - Capstone Project
This course is designed as a culmination and consolidation of the knowledge and skills acquired throughout the semester. Students are tasked with conceiving, designing and implementing a project that creates a composites product. Individual students, or students working as a team, will develop ideas for several composites projects. Through a process of discovery and discussion with instructors the ideas are focused on an approved project that becomes the capstone exercise of the program. Students develop an initial project plan and preliminary process documentation. They will then design the product and defend the concept through the final approval process. The process sequence consists of:

- Conceptualizing potential projects
- Determining feasibility – Complexity and skill, facility capability, materials, cost, and time
- Selection of a project
- Defending the concept and feasibility for plan approval
- Producing a cost/labor estimate and project management plan
- Submitting weekly process updates and progress assessments
- Creating a CAD 3D model
- Machining CNC patterns, molds or components
- 3D printing components if required
- Molding composites components
- Assembling components and finishing details
- Test product function
- Submit project for evaluation

Industry Externship or Independent Learning Project:
During the Externship the student will undertake a significant experiential learning opportunity with an industry company. The externship represents an educational strategy that links classroom learning and student interest with the acquisition of experience and knowledge in an applied work setting. Through direct experience, reflection and evaluation, students gain an understanding of the externship site's mission, culture and work practices. This enables the student to relate to their educational experience to a real world setting and to the company's position in the context of the greater industry. A significant benefit of the externship is for students to correlate their interests and career aspirations with available opportunities. If a student cannot engage in an externship, they may apply for an Independent Learning Project (ILP) within IYRS. This is a self-selected project is conducted under the supervision of IYRS staff. Specific approval must be given for ILP's. Students completing both Externships and ILP's will produce a critical reflection on their externship experience demonstrating how they have addressed specific learning goals.

Digital Modeling & Fabrication Program(#14)

Digital Modeling & Fabrication joins industrial design with fabrication through computer-aided design (CAD) and the use of additive (3D printing) and subtractive (machining) material conversion

processes. These tools allow students to develop and translate design concepts to digital modeling and on to physical objects.

Digital technologies are driving 21st century manufacturing. The bedrock of these technologies is thoughtful making and a drive for careful craftsmanship. The rich heritage of traditional making which lives on at IYRS is the perfect environment to take ownership of digital technologies. By beginning in hand tool and analog machine tool processes, students internalize a hands-on sensitivity to materials and tools that moves seamlessly into digital technologies. This connection between hands-on, physical interacting with materials is a vital trait of the program and will be reinforced throughout. Students develop skills for bringing ideas into form, including design development, hand prototyping, manual fabrication, computer aided design (CAD), computer numeric control (CNC) machining, and 3D printing. A variety of materials are used, including plastics, metal, composites, and wood.

The IYRS Digital Modeling & Fabrication certificate provides graduates with a broad range of transferable and scalable skills, experiential knowledge, and proficiency with the technologies which become a gateway into innovative design and prototyping companies, as well as the advanced manufacturing shop environment. This rigorous 9-month, 36 credit hour program will provide students with a range of knowledge and experiences(#13).

A total of 36 semester credit hours are required to graduate from the Digital Modeling & Fabrication program(#11, 12). A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour varies according to the content of the course. One credit hour of academic credit is given for at least 22.5 hours of classroom contact, at least 30 hours of supervised laboratory time, at least 90 hours of independent study activities, or at least 45 hours of externship experience. Most of the work will be done in lab time but students will be expected to do some outside work. Extra lab time can be made available after hours. Each class and lab does not exceed 20 students(#7).

Digital Modeling & Fabrication Curriculum

DMF-100: CAD
Computer-aided drafting and design (CAD) introduces solid and surface modeling. Students use several industry standard softwares, learning typical interface patterns, application specific tool-sets, workflow, and modeling best practices. Students learn and test these skills primarily through a series of integrated design exercises which they develop. DMF-100 prepares students with the foundational CAD skills necessary for success in DMF fabrication courses and a career in digital modeling and fabrication.

General shop safety is integrated in the aforementioned course, as well as all subsequent courses.

DMF-200: Design Principles I
An effective design process is founded on basic design principles. In this course, students are introduced to the concept of the design process and asked to explore and test the principles of design in their own projects. As projects progress, students develop their own iterative process of

design, prototyping, and assessment. In addition, students learn common manual rapid prototyping methods to accelerate their design cycle in preparation of digital rapid prototyping.

DMF-300: Design Principles II
Building on the principles introduced in DPI, DPII focuses on integrating digital modeling and fabrication techniques and helping students to individuate their personal design processes. Students learn primarily by solving specific design problems that reflect the complexities of professional practice. As the design problems become broader and more complex, students are able to expand and refine their individuated design processes, while working directly with advanced manufacturing methods and materials. Additionally, students learn the fundamentals of digital scanning and tools related to reverse engineering, and data collection.

DMF-400: Basic Machine Shop Principles
Basic Machine Shop Principles provides a thorough overview of the machine shop environment and best practices. Through experiential learning, students explore manual machining (3 axis mill) and turning (lathe) operations including methods for stock preparation, part holding, and drilling and tapping. The course provides instruction on safe operation of equipment and material handling, as well as the importance of proper equipment maintenance. Students also learn to use measurement and inspection tools and to interpret shop drawings including dimensioning and tolerance. Additionally, students learn the principles and use of laser cutting machines.

DMF-500 Advanced Machine Shop I
Students learn G and M code languages and practice interfacing with a variety of numerically controlled machines. The CNC Machines Coordinate system is introduced through simple fabrication projects and hands-on training. Students learn to use an array of CAD file formats, and the most common software applications in typical manufacturing processes. In particular, students are trained to operate industrial CAD/CAM control software through a series of toolpathing exercises.

DMF-600 Advanced Machine Shop II
Within CNC (computer numerically controlled) Machine Systems, students learn to use modern control systems and software for CNC milling, turning, and 3-Axis profiling systems. As they develop projects, students learn proper setup techniques for CNC tooling and the application of those techniques to different types of machines. With instructor guidance, students practice safely running programs and completing a first part inspection. Upon completion of DMF-600, students will understand fixturing and program techniques for efficient CNC production.

DMF-700 Rapid Prototyping & Additive Tech
Students learn to use a range of additive manufacturing (3D printing) technologies, developing an understanding of typical software interfaces: tool capabilities, best practices, maintenance, and consumables/materials. Students practice selecting which technology is best for the production of a specific object. Leveraging 3D modeling software skills learned earlier in the program, students develop projects by rapid prototyping on a suite of additive technologies.

DMF-800 Physical Computing
In Physical Computing, students are introduced to technologies including light electronics, user-friendly circuit boards, input sensors, and output devices. They will be introduced to ways digital control systems are integrated into many of today's products. Combined with tools and processes covered previously in the program, students will execute a project that incorporates physical computing with digital modeling and fabrication.

DMF-900 Career Development
This course is designed to prepare students for gainful employment using the aptitude and knowledge acquired throughout the Digital Modeling & Fabrication program, and takes places incrementally through the entirety of the program. Group and individual students counseling sessions are conducted to lead each student to personal insight concerning their preferences for externship experience, and more importantly their long term vocational interests. Students are taught the importance of soft skills and best practices associated with resume writing and interviewing. Students will also be taught how to leverage a variety of platforms when researching externship opportunities and will visit companies that operate in this industry.

DMF-1000 A & B Industry Track Specialization: Capstone Project
Within the capstone project, students are challenged to further develop key problem-solving skills through a personalized project of their devising. Working as an individual or within a team, students execute all aspects of a project from start to finish, whether as technician or entrepreneur. Functioning at the intersection of design and manufacturing students gain firsthand experience based on the career and track of their choice. In addition, students learn the complexities of management, marketing, public speaking and team building.

DMF-1100A & 1100B – Industry Externship or Independent Learning Project
During the Externship or Independent Learning Project (ILP), the student will undertake a significant experiential learning opportunity typically with a company. The externship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the externship site's work, mission, and audience, how these potentially relate to their educational program of study, as well as the organization's position in the broader industry or field. If a student receives approval for an ILP instead of an externship, the student will propose and complete a self-selected project that addresses their individual interests and proficiencies. Students completing both Externships and ILPs will produce a critical reflection on their externship experience demonstrating how they have addressed specific learning goals.

Marine Systems Program(#14)

The Marine Systems program is a full-time, six-month program during which students learn skills, techniques and problem-solving required to become a marine systems technician(#13). The program offers training in installing, maintenance, and troubleshooting of onboard systems. The training can be applied to sail and power boats, classic and modern. Upon completion of the program, students receive a Certificate of Proficiency in Marine Systems. Students graduating from the program will have the skills to find entry to mid-level positions in boatyards, marinas or other marine-related businesses.

The instruction is a combination of lectures, hands-on demonstrations and lab exercises. Students will have an opportunity to put the skills learned into practice during practicums prepared and monitored by the instructors.

A total of 24.5 semester credit hours are required to graduate from the Marine Systems program(#11, 12). Each class and lab does not exceed 26 students(#7).

Students will sit for the ABYC (American Boat and Yacht Council) certification exams for the relevant modules. ABYC certification is considered the highest level of industry certification available in the United States. Students will also sit for the National Marine Electronics Association (NMEA) Basic Marine Electronics Installer certification exam.

Marine Systems Curriculum

Shop Safety and Tool Use - The course covers shop safety standards and safe operating procedures for stationary and portable hand and power tools as well as appropriate Federal and State standards, personal protective equipment, machine tool safety, hazardous waste, and fire prevention procedures.

FRP Composites for the Marine Technician - This course teaches the knowledge necessary to select proper materials and to observe precautions when working around composite structures, including resin characteristics used in laminates, secondary bonding when modifying an existing structure, and proper core sealing techniques.

Electrical Fundamentals and Basic Installation - This course teaches fundamental principles for circuit and electrical equipment design including use of electrical meters and test equipment to troubleshoot common electrical circuit problems, and component fault identification.

Advanced Electrical Installation and Troubleshooting - An extension of Electrical Fundamentals and Basic Installation, this course covers circuit layout and design, equipment installations in accordance with the US Code of Federal Regulations (CFR), and more advanced topics covered in the applicable ABYC Electrical Standards.

Electrical Practicum - This course is designed to advance installation skills, knowledge and techniques for onboard AC and DC circuitry systems through project exercises.

Piping and Plumbing / Potable Water Systems - This course teaches the installation techniques of various onboard plumbing systems, including standard maintenance, winterizing and re-commissioning, seacocks, thru-hull installation and connections, hose and fitting types, drain plugs, and potable water systems.

Marine Sanitation Devices (MSD) - This course covers the Federal and local regulations for waste water systems and specific characteristics of the three general types of sanitation systems. Course

work includes commissioning and decommissioning, maintenance, troubleshooting, diagnostics and repair.

LPG and CNG Systems - This course covers the installation and service of on-board gas systems used for cooking, water heating and cabin heat as well as fuel storage, system design and appliance selection.

Fire Protection Systems - This course covers USCG requirements for onboard fire extinguishing equipment for recreational boats. Course work covers portable, fixed, manually actuated, and automatic systems, fire classifications, differences in extinguishing agents, manufacturer specific recommendations, and system capacity calculations and design.

Fuel Systems - Gas & Diesel -This course covers the design, installation and maintenance procedures for fuel systems as dictated by both the CFR and ABYC Standards. The course outlines the requirements for tank design, location and installation as well as proper plumbing for fuel fill and vent systems.

Steering Systems - This course covers a variety of steering system types for both power and sailing craft. Course work covers selection, installation, and service of marine steering systems, both mechanical and hydraulic. Since many of the systems are proprietary in design, lessons will follow specific recommendations from vendors.

Diesel Engines 1 - This course teaches the fundamental principles and operational needs of marine diesel engines. Course work includes the primary needs of a diesel engine; routine maintenance tasks such as commissioning and decommissioning; fuel and lubrication system service, cooling system maintenance and service, and troubleshooting and preliminary diagnostics.

Diesel Engines 2 - This course covers mechanical and electronic diesel engine fuel injection systems and engine drive systems. Course topics include service and diagnostics of fuel injection systems; problems associated with diesel engine performance; theory of operation and design features of engine drive gears, maintenance and service of mechanical and hydraulic inboard engine drive gears, and problem diagnostics for marine gear units.

Gasoline Engine Theory and Overview - This course covers the theory and operation of gasoline inboard and inboard /outboard engines. Course topics include the basic needs of a spark ignition engine such as fuel, air, compression and exhaust for both carbureted and fuel injected engines and the difference from compression ignition engines. Discussion and demonstrations include electronic scanning equipment and proprietary laptop-based software programs to perform diagnostic procedures on Electronic Fuel Injection systems.

Mechanical Practicum - This course advance installation skills, knowledge and techniques for onboard mechanical drive diesel and gasoline power systems through project exercises.

Inboard/Outboard Maintenance - This course covers, routine maintenance of onboard/outboard and sail drive gear assemblies.

Air Conditioning and Refrigeration Systems - This course covers the basic physics of refrigeration systems, principles of operation, cooling components, essential selection, sizing and systems maintenance methods and procedures, and environmental considerations. Lab work includes system problem diagnosis, refrigerant recovery, system evacuation and recharge procedures and leak detection.

Marine Electronics Installation and Troubleshooting - This course covers the types and categories of equipment used in onboard electronic systems including communications and navigation equipment, autopilot, and networked monitoring systems. Course work includes installation, weatherproofing, grounding and antenna mountings, FCC requirements, and NMEA (National Marine Electronics Association) installation standards.

Career Readiness Skills
This course is designed prepare students for gainful employment using the aptitude and knowledge acquired throughout *the Marine Systems* program, and takes place incrementally through the entirety of the program. Group and individual student counseling sessions are conducted to lead each student to personal insight concerning their preferences for externship experience, and more importantly their long-term vocational interests. Students are taught the importance of soft skills and best practices associated with resume writing and interviewing. Students will also be taught how to leverage a variety of platforms when researching externship opportunities and will visit companies that operate in this industry.

Industry Externship or Independent Learning Project - During the Externship or Independent Learning Project (ILP), the student will undertake a significant experiential learning opportunity, typically with a company. The externship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the externship site's work, mission, and audience, how these potentially relate to their educational program of study, as well as the organization's position in the broader industry or field. If a student receives approval for an ILP instead of an externship, the student will complete self-selected projects or employment that address their individual interests and proficiencies. Students completing both Externships and ILPs will produce a critical reflection on their externship experience demonstrating how they have addressed specific learning goals.

Combined Program in Composites Technology & Marine Systems[(#14)]

The Combined Program in Composites Technology & Marine System is a full-time, 11-month program, which allows students to complete IYRS' Composites Technology and Marine Systems programs back-to-back (the order of which may vary, depending on class capacity and enrollment). One four-week externship will be completed at the end of the second program. Upon completion, students receive a Certificate of Proficiency in Composites Technology & Marine Systems.

A total of 47.5 semester credit hours are required to graduate from the Combined Program in Composites Technology & Marine Systems[(#11, 12)]. Each class and lab does not exceed 26 students

for the Marine Systems component and 18 students for the Composites Technology component(#7).

Please visit pages 8 and 16 for more detailed descriptions of each program, including certification exams.

Composites Technology & Marine Systems Curriculum

MSCT 100 – Shop Safety and Tool Use
The course covers shop safety standards and safe operating procedures for stationary and portable hand and power tools as well as appropriate Federal and State standards, personal protective equipment, machine tool safety, hazardous waste, and fire prevention procedures.

MSCT 200 – FRP Composites for the Marine Technician
This course teaches the knowledge necessary to select proper materials and to observe precautions when working around composite structures, including resin characteristics used in laminates, secondary bonding when modifying an existing structure, and proper core sealing techniques.

MSCT 300 – Electrical Fundamentals and Basic Installation
This course teaches fundamental principles for circuit and electrical equipment design including use of electrical meters and test equipment to troubleshoot common electrical problems, and component fault identification.

MSCT 400 – Advanced Electrical Installation and Troubleshooting
An extension of Electrical Fundamentals and Basic Installation, this course covers circuit layout and design, equipment installations in accordance with the US Code of Federal Regulations (CFR), and more advanced topics covered in the applicable ABYC Electrical Standards.

MSCT 500 – Marine Electronics Installation and Troubleshooting
This course covers the types and categories used in onboard electronics systems including communications and navigation equipment, autopilot, and networked monitoring systems. Course work includes installation, weatherproofing, grounding, and antenna mountings, FCC requirements, and National Marine Electronics Association (NMEA) installation standards.

MSCT 600 – Electrical Practicum
This course is designed to advance installation skills, knowledge and techniques for onboard AC and DC circuitry systems through project exercises.

MSCT 700 – Piping and Plumbing/Potable Water Systems
This course teaches the installation techniques of various onboard plumbing systems, including standard maintenance, winterizing and re-commissioning, seacocks, thru-hull installation and connections, hose and fitting types, drain plugs, and potable water systems.

MSCT 800 – Marine sanitation Devices (MSD)

This course covers the Federal and local regulations for waste water systems and specific characteristics of the three general types of sanitation systems. Course work includes commissioning and decommissioning, maintenance, troubleshooting, diagnostics and repair.

MSCT 900 – LPG and CNG System
This course covers the installation and service of onboard gas systems used for cooking, water heating and cabin heat as well as fuel storage, system design and appliance selection.

MSCT 1000 – Fuel Systems – Gas & Diesel
This course covers the design, installation and maintenance procedures for fuel systems as dictated by both the CFR and ABYC Standards. The course outlines the requirements for tank design, location and installation as well as proper plumbing for fuel fill and vent systems.

MSCT 1100 – Steering Systems
This course covers a variety of steering system types for both power and sailing craft. Course work covers selection, installation, and service of marine steering systems, both mechanical and hydraulic. Since many of the systems are proprietary in design, lessons will follow specific recommendations from vendors.

MSCT 1200 – Air Conditioning and Refrigeration Systems
This course covers the basic physics of refrigeration systems, principles of operation, cooling components, essential selection, sizing and systems maintenance methods and procedures, and environmental considerations. Lab work includes system problem diagnosis, refrigerant recovery, system evacuation and recharge procedures and leak detection.

MSCT 1300 – Fire Protection Systems
This course covers USCG requirements for onboard extinguishing equipment for recreational boats. Course work covers portable, fixed, manually actuated, and automatic systems, fire classifications, differences in extinguishing agents, manufacturer specific recommendations, and system capacity calculations and design.

MSCT 1400 – Systems Practicum
In this course, students will install appropriate systems elements on a scale panel. They will perform a survey of the shop boat's systems installed. They will write a report as to the compliance with ABYC standards. Their reports will include recommendations for compliance and drawings.

MSCT 1500 – Diesel Engines 1
This course teaches the fundamental principles and operational needs of marine diesel engines. Coursework includes the primary needs of a diesel engine; routine maintenance tasks such as commissioning and decommissioning; fuel and lubrication system service; cooling system maintenance and service; and troubleshooting and preliminary diagnostics.

MSCT 1600 – Diesel Engines 2

This course covers mechanical electronic diesel engine fuel injection systems and engine drive systems. Course topics include service and diagnostics of fuel injection systems; problems associated with diesel engine performance; theory of operation and design features of engine drive gears; maintenance and service of mechanical and hydraulic inboard engine drive gears; and problem diagnostics for marine gear units.

MSCT 1700 – Inboard/Outboard Maintenance
This course covers routine maintenance of inboard/outboard and sail drive gear assemblies.

MSCT 1800 – Gasoline Engine Theory and Overview
This course covers the theory and operation of gasoline inboard/outboard engines. Course topics include the basic needs of a spark ignition engine such as fuel, air, compression and exhaust for both cabureted and fuel injected engines and the difference from compression ignition engines. Discussion and demonstrations include electronic scanning equipment and proprietary laptop-based software programs to perform diagnostic procedures on Electronic Fuel Injection systems.

MSCT 1900 – Mechanical Practicum
This course advances installation skills, knowledge and techniques for onboard mechanical drive diesel and gasoline power systems through project exercises.

MSCT 2000 – Introduction to Composites Technology
The Introduction of Composites Technology defines composites, highlights an array of product applications, and provides a broad view of the composites industry. This includes types of polymer resins and fiber reinforcement materials, and the molding methods used to assemble these materials. The use of composites is illustrated through examples of a wide variety of products made with these materials. An industry overview provides a look at the product related culture of composites manufacturers and the location of industry related technology clusters. The Certified Composites Technician (CCT) program is introduced along with the associated study guides.

MSCT 2100 – Shop Safety Training and Tool Use
This qualification course covers IYRS required safe practices and operating standards for stationary power tools, hand tools, and composites related materials. These issues are framed with an understanding of applicable Federal and State safety standards. Included is the fitting and use of personal protective equipment, specific machine safety, hazardous waste handling, and fire prevention procedures. This course is complete with a knowledge test of safe materials handling and equipment operating proceudres, and an individual demonstration of safe operation of each power tool in the shop.

MSCT 2200 – Composites Applications Lab Operating Procedures
This course establishes the basic materials handling and shop procedures that will be used throughout the semester. Included are materials handling basics such as measurements and mixing ratios, use of lab balances, and laminating specific tools. The benefits of taking lab notes and process documentation is established. The fabrication of open molded panels consolidates the above learning with the student's first demonstrated creation of a composites laminate. In the

classroom, shop-level thermoset resin chemistry is introduced along with the properties of various types of reinforcement fibers including glass, carbon, and Kevlar™.

MSCT 2300 – Molding Process Design-Build Project
Once fundamental materials handling skills are established, this course challenges students with a fun conceive, design, build project. Students are tasked with designing and constructing a manually powered filament winding machine using a specified kit of materials. The goal is to produce a hand-built machine that produces a fiberglass tube. This tube will then be load-tested to failure and produce a number of "lessons learned." The process will involve a sequence of conceptualizing, building a prototype, testing and revising that leads to a workable machine and improvement of the process. The broad objective is to expose students to creative thinking, the translation from concept to workable solutions and the development of problem-solving skills. Subsequently, this problem-solving structure is applied throughout the course.

MSCT 2400 – Open Molding Technology
Open molding is the bedrock process from which all other composites processing methods are derived. These foundational process skills serve as the basis for interpreting and understanding all following process technology. This includes the use of basic laminating tools and understanding the handling of resins and fiber reinforcements. The course introduces the use of gel coat as an in-mold coating and the use of various configurations of glass fiber reinforcement. Process proficiency development includes: mold surface preparation, spray equipment operation and spraying techniques, gel coat application, resin application, laminate fabrication and the use of sandwich core materials.

MSCT 2500 – Composites Repair and Refinishing
This course provides experience in the identification of cosmetic defects and structural damage to composite structures. This includes developing an understanding of the differences between major and minor structural damage. The identification of various types of surface cracks, and the forces involved in creating those cracks, is highlighted to form an analysis of the failure mechanism. Cosmetic repairs include surface preparation, use of gel coat anf finish sanding/polishing techniques. Structural repairs begin with an understanding of damage removal and scarfing techniques for laminate restoration. Course exercises include impact testing of laminated panels, damage identification and analysis, structural remediation and finishing.

MSCT 2600 – Introduction to Composites Tooling
Tooling consists of patterns and molds used for the production of composites parts. This course begins with the hands-on building of a basic pattern (or model) that is shaped and finished to subsequently produce a composites mold. This manual creation of a pattern and mold establishes the platform for understanding the fundamental concepts of moldmaking. The original pattern is shaped to specific dimensions and finished to a surface suitable for molding. Following the surface preparation of a new mold for service. The course objective is to consolidate previously learned open molding skills; and experience the concept of the positive and negative geometries of the pattern and mold. These mold construction concepts and techniques are subsequently used throughout the program and in the development of the capstone projects.

MSCT 2700 – Fundamentals of Computer Aided Design (CAD 3D Modeling)
This course introduces the use of CAD drawings using Rhinoceros (Rhino 5) design modeling software. With the development of CAD modeling skills, students will learn to create 3D models, for the purpose of illustrating an object and providing digital output that can be used to produce actual physical artifacts via Computer Numeric Control (CNC) and Rapid Prototyping (3D Printing). The objective of the course is to equip students with proficiency in CAD through learning the software interface, tool-set use and best practices. Once basica operations and commands are acqored, proficiency with the program is developed during use throughout the balance of the program.

MSCT 2800 – Computer Numeric Control (CNC) Router Machining
The ability to machine low-cost patterns or to directly build molds has become a disruptive technology within the realm of composites toolmaking. Based on previously learned CAD drawing, students will deveop an understanding of CNC router operation. This includes translating a 3D drawing model to machine code (G-code) using RhinoCam software to program tool paths for machining patterns or molds. Students will gain experience with the CNC router operation, the machine coordination system, and setting up machining projects. The objective of this course is to introduce the skillset required to effectively apply 3D machining techniques to the development of master patterns, or the direct machined molds, for composites production.

MSCT 2900 – Vacuum Bag Molding Process
This course provides the basis for understanding the use of atmospheric pressure to enhance the composistes molding process and improve the mechanical properties of a laminate. Students will be introduced to the principles of vacuum, vacuum related nomenclature and effects of negative pressure (vacuum) in molding operations. The focus of the course is on developing proficiency in the vacuum bagging process that includes understanding the elements of a vacuum bag system such as the use of peel ply, breather, vacuum transmission, sealant tape and bagging film. Experiential skills will be developed in the methods of fabricating vacuum bags with a concentration on proper bag sizing, creation of pleats, installation of vacuum ports, and leak detection and remediation.

MSCT 3000 – Vacuum Infusion Molding Process
This molding process is widely used in the aerospace, marine, wind energy and other high performance industries. Based on the fundamentals established in the vacuum bag course, this course advances the basics to the vacuum infusion process. This molding method involves vacuum bagging a dry laminate and using atmospheric pressure to infuse (flow) resin into the pre-compacted laminate stack. Resin flow theory, using Darcy's Law, is established to inform the configuration of the infusion setup. This includes understanding the effects of permeability, pressure, differential, distance, and resin viscosity on resin flow through the laminate. Students will develop experience with fabricating infusion bags using release ply, flow media, and setting up resin and vacuum flow channels. Skill development includes resin calculations, advanced vacuum bag configuration, infusing monolithic (single skin) laminates, infusing sandwich construction laminates, controlling flow rate with vacuum pressure and troubleshooting the process.

MSCT 3100 – Advanced Composites Prepreg Molding Process

This process is used to create the lightweight high strength structures found in aerospace, marine, motorsports and other critical components. These oven cured epoxy/carbon fiber laminates produce the light and extremely robust structures used in a variety of high performance applications. Students are introduced to pre-impregnated (prepreg) advanced fiber and resin matrix materials, and the elevated temperate cure mechanism for these laminates. In the classroom, the basic chemistry of epoxy resins and properties of advanced fibers (carbon, Kevlar™ and others) are highlighted, along with the properties of prepreg materials. Basic prepreg processing begins with the fabrication of panels with varying fiber orientations to illustrate the effects balanaced and unbalanced laminates. As experience is gained, increasingly complex layups and fiber orientations are established. The course elements include:

- Matrix and fiber technologies in advanced composites
- Design considerations of advanced composites
- Molding methods and practices
- Core material applications
- Tooling for advanced composites
- Inspection and testing procedures
- Bonding and fastening of advanced composites

The knowledge of these advanced materials and the experiential skill in the fabrication of prepreg composites is a stepping stone to the potential application of these technologies for the student's capstone project.

MSCT 3200 – Career Readiness Skills
This course is designed to prepare students for gainful employment using the aptitude and knowledge acquired throughout the Composites Technology program, and takes place incrementally through the entirety of the program. Group and individual student counseling sessions are conducted to lead each student to personal insight concerning their preferences for externship experience and more importantly, their longterm vocational interests. Students are taught the importance of soft skills and best practices associated with resume writing and interviewing. Students will also be taught how to leverage a variety of platforms when researching externship opportunities, and will visit companies that operate in this industry.

MSCT 3300 – Capstone Project
This course is designated as a culmination and consolidation of the knowledge and skills acquired throughout the semester. Students are tasked with conceiving, designing and implementing a project that creates a composites product. Individual students, or students working as a team, will develop ideas for several composites projects. Through a process of discovery and discussion with instructors, the ideas are focused on an approved project that becomes the capstone exercise of the program. Students develop an initial project plan and preliminary process documentation. They will then design the product and defend the concept through the final approval process. The process sequence consists of:

- Conceptualizing potential projects
- Determinig feasibility – complexity and skill, facility capability, materials, cost and time

- Selection of a project
- Defending the concept and feasibility for plan approval
- Producing a cost/labor estimate and project management plan
- Submitting weekly process updates and progress assessments
- Creating a CAD 3D model
- Machining CNC patterns, molds or components
- 3D printing components, if required
- Molding composites components
- Assembling components and finishing details
- Test product function
- Submit project for evaluation

MSCT 2400 – Industry Externship or Independent Learing Project
During the externship, the student will undertake a significant experiential learning opportunity with an industry company. The externship represents an educational strategy that links classroom learning and student interest with the acquisition of experience and knowledge in an applied work setting. Through direct experience, reflection and evaluation, students gain an understanding of the externship site's mission, culture and work practices. This enables ths student to relate their educational experience to a real world setting and to the company's position in the context of the greater industry. A significant benefit of the externship is for students to correlate their interests and career aspirations with available opportunities. If a student cannot engage in an externship, they may apply for an Independent Learning Project (ILP) within IYRS. This is a self-selected project conducted under the supervision of IYRS staff. Specific approval must be given for ILPs. Students completing both externships and ILPs will produce a critical reflection on their externship experience demonstrating how they have addressed specific learning goals.

Admissions Practice & Policy

The Admissions team at IYRS develops policy and practice aligned to regulatory and industry expectations to identify prospective students then facilitate an effective admissions process. The essential responsibility of the IYRS Admissions team is to attract prospective students who are qualified for and likely to complete the program of choice and to subsequently benefit from the education and training provided by IYRS.

APPLYING TO IYRS

STUDENT ADMISSIONS PROCESS OVERVIEW[#9]

1) Apply by submitting a complete application. Access and submit the complete online application or download a PDF version of the application at www.iyrs.edu/apply. Mail the complete application to the IYRS Admissions Office, 449 Thames Street, Suite 111, Newport, RI 02840.
2) Opt for an Informational interview (phone or in-person). Complete an informational interview with an Admissions Representative and Faculty to learn more about IYRS programming and the Admissions Process.
3) Submit supporting documents to complete your Prospective Student Profile. Submit your educational transcript and two (2) letters of professional recommendation (or two professional references, including full name, title, relationship to applicant, current email and current phone number).
4) International applicants must also submit an evaluation of the educational transcript and the declaration of finances documentation. (See the section below for approved agencies for education transcript evaluation services. IYRS does not reimburse for the evaluation of non-US educational transcripts.)
5) Interview with Admissions (phone or in person). Complete the formal Admissions Interview with an Admissions Representative. At the discretion of the Admissions team, a secondary interview with program faculty is required.
6) Receive Admissions' Decision via email, including a copy of this handbook.
7) Submit Enrollment Agreement by returning the signed and dated agreement to Admissions.

Requirements[#8]

US Citizen, National or Permanent Resident or International Applicant

US Citizen, National, or Permanent Resident	International
•Complete application •Two (2) professional or academic references •Official educational transcripts •Resume •TOEFL Score* •Faculty recommendation**	•Complete application •Two (2) professional or academic references •Official educational transcripts •Declaration of finances •Resume •TOEFL Score* •Faculty recommendation**

**Required by applicants whose primary language is not English and have not completed a post-secondary program where English is the language of instruction or whose primary language is not English and have fewer than three (3) years of formal education where English is the language of instruction.*
*** Alumni applicants to a full-time program must request and submit a letter of recommendation from their most current program faculty if they graduated within the past two years.*

Documentation
The following documentation is required to complete the Applicant Profile.

References
Two (2) professional or academic references are required. References should expect to receive a direct phone call from an IYRS team member within forty-eight (48) business hours of receipt. Professional or academic references must fully include the following information:

1) Full name
2) Title
3) Relationship to applicant
4) Current email
5) Current phone number

Alternatively, IYRS can accept a letter of recommendation from a reference that includes the referrer's full name, title, relationship to applicant, current email, and current phone number.

Personal references are not generally accepted.

Educational Transcript
An official high school transcript, General Education Development (GED) Diploma, or official college transcript is required. The educational documentation provides proof of the applicant's highest level of educational attainment as well as an overview of academic performance and persistence. Print documents must be sealed. Electronic documents must include official designation from the institution.

Applicants must demonstrate successful completion of a US secondary school (or US equivalent) or completion of 30 post-secondary credits at a US post-secondary institution.

Evaluations of non-US educational institutions is required by the applicant.

Resume
A current resume should outline applicable or transferrable experience, including full- and part-time positions (with job title, company/organization contact information), technical or vocational training, and group or independent projects.

Resumes are expected prior to the Admissions Interview.

Portfolio
Portfolios are encouraged and may be required upon request. Portfolios ought to illustrate process as well as completed projects. Projects selected for the portfolio may be sourced from academic, professional, or practical experiences within a group or independently.

English Proficiency
Strong written and verbal comprehension of the English language is essential for success at IYRS, especially the ability to communicate ideas and solutions clearly. Any applicant whose primary language for past instruction is not English may be expected to demonstrate proficiency in the English language. Applicants are required to demonstrate proficiency in the English language and can do so in a variety of ways.

If English is not your primary language for past instructional experiences or you are an International applicant, please arrange to take either the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) exam and send your official results to the Admissions team. To meet IYRS' proficiency requirements, applicants must score a minimum of 78 on the TOEFL or 6 on the IELTS. The TOEFL destination code for IYRS is 5458. Applicants may also submit transcripts that demonstrate successful completion of a degree or certificate that was taught in English. International applicants may also participate in an interview with a member of the IYRS staff.

International Admissions
International Admissions refer to applicants who are neither a US citizen nor US resident. International applicants are required to submit a personal data statement, declaration of financial resources/affidavit of support, and transcript evaluation and certification.

International applicants are expected to submit a complete application, resume, two (2) professional or academic references, and completed evaluation of educational transcripts before scheduling their Admissions Interview.

International Student Addendum

The Admissions Team provides the applicant with the International Student Addendum via email. International applicants who are admitted to IYRS will be provided with additional information regarding finances and the Visa process as part of the acceptance package.

International applicants who are not citizens of the United States, including resident aliens, are required to obtain a non-immigrant student visa in the M-1 category. M-1 is a category designated for international students who attend a vocational school.

Once admitted and enrolled at IYRS, the Student Services Team will send the SEVIS Form I-20. This is a Certificate of Eligibility for Non-Immigrant Students that certifies your enrollment. You will need the Form I-20, along with other documentation to apply for your M-1 visa. More detailed instructions on how to apply for an M-1 visa are available from the Student Services Team.

Educational Transcript Evaluation
International applicants must also submit an evaluation of the educational transcript. IYRS does not reimburse for the evaluation of non-US educational transcript.

Please note that a secondary or high school evaluation is not required if a post-secondary evaluation is available from a college or university where you have completed a minimum of thirty (30) credits.

Education Evaluators International, Inc 11 South Angel Street #348 Providence, RI 02906 Email: eval@educei.com	Website: www. Educei.com Telephone: 401-521-5340 Fax: 401-437-6474
World Education Services Old Chelsea Station PO Box 745 NY, NY 10113	Website: www.wes.org Telephone: 212-966-6311
Center for Educational Documentation PO Box 170116 Boston, MA 02117 Email: infor@cedevaluations.com	Website: www.cedevaluations.com Telephone: 617-338-7171 Fax: 617-338-7101

Declaration of Financial Resources/Affidavit of Support
Declaration of finances documentation are collected by the Student Services Manager. All I-20 paperwork is handled by Student Services. Financial information is forwarded in an admitted student's Admissions Decision packet from the Admissions Team. The Students Services Team is available to answer any questions concerning finance.

TOEFL or IELTS
To meet IYRS' proficiency requirements, applicants must score a minimum of 78 on the TOEFL or 6 on the IELTS. The TOEFL destination code for IYRS is 5458. An applicant may instead submit transcripts that demonstrate successful completion of a degree or certificate that was taught in English.

Admissions Criteria

The criteria for admissions to IYRS is based on five (5) main components as outlined below. An applicant's complete profile is scored against a standard rubric for all applications.

1) Experience & Aptitude
2) Technical Proficiency
3) Independent & Collaborative Problem-Solving
4) Persistence & Application
5) Interpersonal Skills

Alumni Admissions
Alumni are defined as any applicant who has satisfactorily fulfilled the graduation requirements of their first full-time program.

Currently enrolled students may apply for a future program using the Alumni Application. The Admissions Decision is provisional prior to the student satisfactorily fulfilling the graduation requirements.

Alumni can access and submit the complete alumni online application or download a PDF version of the application at www.iyrs.edu/apply. Select the "Are you an IYRS alumnus?" option to access the abbreviated alumni application.

Alumni who graduated more than two (2) years prior to their next enrollment date are required to complete the Admissions Process, including the complete application, submit professional references, and a resume.

1) Apply by submitting a complete application.
2) Opt for an Informational interview (phone or in-person).
3) Submit supporting documents to complete your Prospective Student Profile.
4) International applicants must also submit an evaluation of the educational transcript and the declaration of finances documentation.
5) Interview with Admissions (phone or in person).
6) Receive Admissions' Decision via email, including a copy of this handbook.
7) Submit Enrollment Agreement by returning the signed and dated agreement to Admissions.

Alumni Letter of Recommendation
It is at the discretion of an IYRS faculty, current or former, to submit a letter of recommendation on behalf of an IYRS student. Students seeking alumni admissions to IYRS should coordinate with faculty. The letter of recommendation must address how the student performed relative to the IYRS work values.

The Alumni Admissions Decision is based on the student's performance against the school's Work Values published annually in the IYRS Student Handbook.

IYRS Work Values

1) Consistently Practices IYRS Shop Safety Rules & Standards
2) Consistently Punctual
3) Consistently Dresses Appropriately & Safely
4) Consistently Maintains a Clean Shop Environment
5) Accepts Supervision and Follows Directions
6) Works Cooperatively as a Team Member
7) Learns From One's Mistakes
8) Takes Initiative For One's Learning
9) Focuses on and Executes Assigned Tasks
10) Completes Assignments and Projects On Time

A student currently enrolled in a full-time program at IYRS may apply to a future enrollment period as alumni. An Admissions Decision rendered prior to the successful completion of that full-time program will be provisional until completion.

Alumni Scholarship
Alumni of all four (4) full-time IYRS programs are eligible for an Alumni Scholarship. The Alumni Scholarship is a merit-based scholarship awarded by IYRS.

Waiting List Policy
Students who are placed on the waiting list and do not receive a space in the class for the upcoming program session will be notified in writing. Admitted students who are interested may defer their acceptance for up to one (1) year and may be asked to update their application materials.

Deferment
An applicant who is admitted to IYRS may choose to defer enrollment to a future term within one (1) year from the program start date to which the Admitted Student was originally admitted. The deferment validates the Admissions Decision for that time period and will be conferred in writing from the Admissions Team to the Admitted Student.

All questions related to the application or admissions process can be directed to the Director of Admissions at 401-848-5777 x220.

Waiting List Policy

When enrollment for a program for a term reaches capacity, the Admissions team will continue to review applications and admit qualified students. An admitted student will be notified of their wait list status, including instructions for enrollment eligibility. An admitted student will not receive an

Enrollment Agreement. In the case that an enrolled student withdraws, defers, or otherwise elects not to attend, the first student in the wait list is sent an Enrollment Agreement for the term.

The order of the wait list is determined first by the date when the Enrollment Agreement was received by the Admissions team then by the Applicant Profile Score. In any case where both the date and Applicant Profile Scores are the same, the date when the Application was received with the earliest dates will supersede.

An admitted student is therefore not guaranteed a position in the term for which they applied.

Credit for Experience

Previous education and training, when presented, will be reviewed on a case by case basis(#10).

IYRS School Year Calendar for 2020-2021(#28)

Please note, as per the enrollment agreement, that IYRS reserves the right to delay the scheduled start of school, or change the class schedule, due to unforeseen events. In such cases the school calendar will be adjusted to preserve total program hours.

Boatbuilding & Restoration

Classes meet from 8:30am - 5pm, Monday – Friday with the expectation of ½ hour per night of homework.

Classes Begin:	September 8, 2020
Fall Term:	September 8 – December 22, 2020
Winter Vacation:	December 22, 2020 – January 1, 2021
Classes resume:	January 4, 2021
Spring Term:	January 4 – June 2, 2021
Spring Break:	March 8 – 12, 2021
Graduation:	June 5, 2021
Summer Term (1st Year Students):	June 7 – July 16, 2021
Summer Break:	July 17 – September 6, 2021

Holidays (no classes)
Columbus Day – Monday, October 12, 2020
Thanksgiving – Wednesday-Friday, November 24-26, 2020
Martin Luther King Day – Monday, January 18, 2021
Memorial Day – Monday, May 31, 2021

Marine Systems & Composites Technology Programs

Classes meet from 8:30am - 5pm, Monday – Friday with the expectation of ½ hour per night of homework.

Fall Session

Classes Begin:	**September 8, 2020**
Session Term:	**September 8, 2020 – March 19, 2021**
Winter Vacation:	**December 23, 2020 – January 1, 2021**
Classes resume:	**January 4, 2021**
Externship:	**February 22 – March 19, 2021**
Program Completion:	**March 19, 2021**
Graduation:	**June 5, 2021**

Holidays (no classes)
Columbus Day – Monday, October 12, 2020
Thanksgiving – Wednesday-Friday, November 24-26, 2020
Martin Luther King Day – Monday, January 18, 2021

Marine Systems & Composites Technology Programs

Classes meet from 8:30am - 5pm, Monday – Friday with the expectation of ½ hour per night of homework.

Spring Session

Classes Begin:	**March 4, 2021**
Session Term:	**March 4 – September 3, 2021**
Externship:	**August 9 – September 3, 2021**
Program Completion:	**September 3, 2021**
Graduation:	**June 4, 2022**

Holidays (campus closed)
Memorial Day – Monday, May 31, 2021
Independence Day – Sunday, July 4, 2020 (observed Monday, July 5)

Digital Modeling & Fabrication Program

Classes meet from 8:30am – 5:00pm, Monday - Friday with the expectation of 2 hours per night of homework

Classes Begin:	September 8, 2020
Session term:	September 8, 2020 – May 21, 2021
Winter vacation:	December 23, 2020 – January 1, 2021
Classes resume:	January 4, 2021
Externship:	April 26 – May 21, 2021
Program completion:	May 21, 2021
Graduation:	June 5, 2021

Holidays (no classes):
Columbus Day – Monday, October 12, 2020
Thanksgiving – Wednesday-Friday, November 24-26, 2020
Martin Luther King Day – Monday, January 18, 2021

Combined Program in Composites Technology & Marine Systems

Classes meet from 8:30am - 5pm, Monday – Friday with the expectation of ½ hour per night of homework.

Classes Begin:	**September 8, 2020**
Session Term:	**September 8, 2020 – September 3, 2021**
Winter Vacation:	**December 23, 2020 – January 1, 2021**
Classes resume:	**January 4, 2021**
Program Recess:	**February 18 – March 3, 2021**
Classes resume:	**March 4, 2021**
Program Recess:	**June 7 – 11, 2021**
Externship:	**August 9 – September 3, 2021**
Program Completion:	**September 3, 2021**
Graduation:	**June 4, 2022**

Holidays (no classes)
Columbus Day – Monday, October 12, 2020
Thanksgiving – Wednesday-Friday, November 24-26, 2020
Martin Luther King Day – Monday, January 18, 2021
Memorial Day – Monday, May 31, 2021
Independence Day – Sunday, July 4, 2020 (observed Monday, July 5)

Standards for Progress & Completion

Assessment Criteria and Evaluation Scale for IYRS Certificate Programs(#20)

Each IYRS certificate program is designed to teach specific sets of cognitive and practical skills and exposes students to a wide variety of skills and techniques. In addition, as industry expectations for work values are critically important for the success of their employees, student work value assessments are performed as well. The goal of assessment is to evaluate students' progress and performance in relation to the requisite student learning outcomes for the program to assure that each graduate is prepared for employment.

Each course in our program(s) is a balance of classroom lecture, demonstrations and lab work. Assessment of a student's achievement and proficiency is conducted after completion of each of the specific courses through an evaluation process that incorporates observable and measurable outcomes. This evaluation helps assess which skills are being acquired and how effectively the student applies them to his or her work. Students are evaluated based on their skill level, completion of assigned projects, classroom and lab participation, written tests or quizzes, quality of work, attitude, and effort. Students are also assessed on their work values such as punctuality, timeliness of completion of tasks, and working cooperatively as a team member. Progress reports with students' grades and attendance summaries (if applicable) are provided to students at the midpoint of each program. Each student who successfully completes their program will also receive an official final transcript and certificate of completion.

The levels for evaluating a student's skill are as follows:

GPA	Characterization	Exam/Quiz Scores	Skills Assessment	Practical Skills Evaluation
4.0	Advanced	92.5 - 100.0	4	Student is able to successfully demonstrate skill or knowledge independently and is fully engaged in assigned projects
3.0 – 3.9	Proficient	82.5 – 92	3	Student is able to successfully demonstrate skill or knowledge with minimum guidance by instructor and is appropriately engaged in assigned projects
2.0 – 2.9	Basic	72.5 - 82	2	Student is able to successfully demonstrate skill or knowledge but requires some guidance by instructor and is appropriately engaged in assigned projects
1.0– 1.9	Emerging	65.0 – 72.0	1	Student is able to demonstrate skill or knowledge with significant direction and guidance by instructor and/or is minimally engaged in assigned projects
<1.0	Failure	<65.0	0	Student is unable to successfully demonstrate skill or knowledge and/or is not minimally engaged in assigned projects
N/A	Incomplete		INC	Failed to take course

Students who are not meeting the hours/credit or 2.0 GPA at each evaluation period are notified via their grade summary. Students will have an opportunity to discuss progress with their instructor.

A student must obtain a level of Basic (2.0) or higher at 100% completion of the program to graduate. All courses must be complete for graduation.

Student evaluations are kept on file with Student Services.

Grading Criteria

Each criterion is assigned a percentage of the overall evaluation grade. These percentages can change from one course to another due to differences in the amount of classroom and lab time. For example:

Home Assignments 20%
Lab Participation 35%
Work Values 20%
Exam/Quizzes 25%

Work values are an important part of long term success and therefore are considered part of each student's grade.

IYRS Work Values

- Consistently Practices IYRS Shop Safety Rules & Standards
- Is Consistently Punctual
- Consistently Dresses Appropriately & Safely
- Consistently Maintains a Clean Shop Environment
- Accepts Supervision and Follows Directions
- Works Cooperatively As a Team Member
- Learns From One's Mistakes
- Takes Initiative For One's Learning
- Focuses on and Executes Assigned Tasks
- Completes Assignments and Projects On Time

Appeals

A student wishing to appeal an unsatisfactory grade should first direct the appeal to their instructor. If this is unsatisfactory, the student can next appeal to the Academic Administrator.

Industry Externships

Students in the Marine Systems and Composites Technology programs are required to complete 140 hours for their externship. Students in the Digital Modeling & Fabrication program are required to complete 150 hours for their externship. Students in the Boatbuilding & Restoration program are required to complete 175 hours for their externship. Students in the first year of the Boatbuilding & Restoration program must complete the externship prior to starting the second year of the program.

In order to qualify for an externship, a student must be in good academic and financial standing as of the proposal due date and receive a passing grade on the externship proposal and resume assignment. If the student is not in good standing, the student is ineligible to participate in the externship. Students are provided information specific to their situation and have the ability to rectify their eligibility. Students who complete the outlined requirements for good academic and/or financial standing will then be eligible for externship.

The evaluation criteria associated with the externship is as follows: completion of the externship proposal and resume, submission of time sheets and weekly reflections, and an evaluation of the externship. The Boatbuilding & Restoration students are also graded on a presentation.

Graduation Requirements(#22, 23)

Students who successfully complete the program will receive a Certificate of Proficiency in Boatbuilding & Restoration, Composites Technology, Digital Modeling & Fabrication, Marine Systems, or a Combined Program in Composites Technology & Marine Systems. To be eligible for graduation, a student must satisfactorily complete all program requirements, to include evaluation criteria and attendance requirements. All financial obligations to the school must be fulfilled before receiving the certificate.

Students will receive a copy of their formal transcript upon graduation. This is compiled from term evaluations and includes skill assessments, attendance record and documentation of work where available. In general, copies of transcripts are available only to the student upon written request to Student Services.

Satisfactory Academic Progress(#21)

To receive federal financial aid for attendance at IYRS, students are required to make academic progress toward completion of a certificate. Satisfactory progress for a clock hour and credit hour program is evaluated at the end of each payment period. Below are the detailed requirements that must be met and a description of the consequences if they are not met. This policy applies to all federal and state aid programs, including Pell Grant, Stafford Loan, and PLUS Loan.

To be considered eligible for the financial aid programs named above, a student must be meeting **all** of the following conditions:

Qualitative - A student must obtain a level of 2.0 or higher (based on the above grading scale.

Quantitative - Pace of Progress All students must successfully complete 95% of their cumulative attempted clock/credit hours.

- Attempted clock/credit hours are the hours a student attends each payment period.
- Excused absences must be made up

Maximum Time Frame - All students must complete their program requirements within 150% of the time it normally takes to complete the certificate program (as measured in clock/credit

hours). Title IV recipients who do not complete their program within 150% of the published program length will not be ineligible to receive additional federal student aid.

Warning Period
A student who fails to meet the Satisfactory Academic Progress standards outlined above will be placed on financial aid warning for the following semester. During the warning term, the student is still eligible to receive financial aid. At the end of the warning term, student progress will again be reviewed. Failure to meet academic progress standards at this time will result in financial aid suspension. Students who are suspended from receiving financial aid may appeal the decision.

Appeals
A student determined ineligible for aid may appeal this determination by writing to Student Services, stating the basis for the appeal. Exceptions may be made based on extenuating circumstances including, but not necessarily limited to, documented illness, or change of program. The Director or designee will inform the student in writing of the decision, specifying the conditions, if any, under which an exception has been made, or explaining the reason(s) for denying the appeal and detailing the actions necessary for the student to regain eligibility.

Re-establishing Eligibility
A student who failed to make progress may re-establish his/her financial aid eligibility in either of the following ways:

- Enroll at the student's own expense until both the Quantitative and Qualitative SAP standards are met, while not exceeding the Maximum Time Frame.
- Approval of their SAP appeal: the student will regain eligibility and is placed on financial aid probation for the following term.

Notification
Students will be sent written notification if their financial aid eligibility changes as a result of the SAP evaluation.

Satisfactory Academic Progress Policy - Veterans

Students receiving Veteran Education Benefits as defined by the Veterans Administration (VA) must maintain satisfactory academic progress (SAP). In order to meet SAP, students must hold a GPA of 2.0 or higher, cumulative and per term. Students must also adhere to the attendance policy as outlined in the IYRS Catalog Handbook.

Warning Period
A student receiving Veteran Education Benefits who fails to meet the SAP standards outlined above will receive a warning (verbal for the first warning, written for the second). A warning may be issued at the following points:

- Upon violation of IYRS' attendance policy, as outlined in the Student Handbook;

- Upon distribution of a student's progress report (issued at every quarter mark of each program), should the student's GPA not fall within SAP standards.

A written warning will require the student to develop a plan, under the instructor's direction, to make up any missed work and/or time. Students on warning are still eligible for VA benefits, but are strongly encouraged to communicate with faculty and/or appropriate staff to discuss strategies for meeting SAP requirements. A warning will be reported to the VA.

Probation
Failure to meet SAP standards following a written warning will result in the student being placed on academic or administrative probation. Probationary status is assigned if:

- A student has additional absences following issuance of a written warning and signed makeup plan (may be waived for extenuating circumstances, i.e. illness, death of a family member). Four (4) late arrivals or early departures in any combination in one term (or for any class in the case of DMF) equal a full absence;
- A student's GPA has not risen to meet SAP standards by the next program quarter mark. Students in their last quarter will be evaluated on a case-by-case basis, in order to determine appropriate action.

Probation periods provide both the school and the student an opportunity to address issues that may affect the student's ability to complete a Certificate program. A student will be notified formally and in writing by Student Services when they are placed on probation, and when they are removed from probation. Under the instructor's direction, the student will be required to develop a plan to make up missed work and/or time. A student on probation who is unable to meet the requirements of their makeup plan may be asked to withdraw from their program. Continued unsatisfactory academic progress or failure to meet attendance requirements will result in termination.

Withdrawal
Withdrawal from a Certificate program will be reported to the VA and may result in a VA debt to the student.

Appeal Process

Academic
A student who wishes to appeal an unsatisfactory grade should first direct the appeal to their instructor. If this is unsatisfactory, the student can next appeal to the Director of Educational Programs.

Administrative
A student who wishes to submit a SAP appeal may do so by writing to the Student Services Manager, stating the basis for the appeal. Exceptions may be made based on extenuating circumstances including, but not necessarily limited to death of a relative, injury or illness, or change of a program. Documentation may be required. The Manager or designee will inform the

student in writing of the decision, specifying the conditions, if any, under which an exception has been made; or explaining the reason(s) for denying the appeal and detailing the actions necessary for the student to regain eligibility to receive Veteran Education Benefits.

Results of Appeal

Approved with certification of benefits: Student may remain enrolled in his or her program. Enrollment will be certified and if eligible, the student will receive payment of benefits.

Approved without certification of benefits: Student may remain enrolled in his or her program. Enrollment will not be certified. In order to demonstrate commitment and the ability to be successful, the student will be required to self-pay any outstanding term payments. If the student demonstrates Satisfactory Academic Progress (receives a term GPA of 2.0 or higher and owes no more than 5% of hours at the current time during the program) by the next percentage mark, future enrollment will be certified – and if eligible, the student will receive payment of benefits.

Attendance Policy(#15)

Because of the experiential nature of the IYRS programs and the emphasis on teamwork, any absence from the programs affects not just the absent student but also the entire team. Therefore, the school takes absences from the programs, even when appropriately scheduled in advance very seriously.

The Boatbuilding & Restoration program school day runs from 8:30am to 5pm. Composites Technology, Marine Systems, and Digital Modeling & Fabrication school day *generally* run from 8:30am to 5pm. All programs have two (2) 15-minute breaks and a one-hour (1) lunch break from 12pm – 1pm. Classes start promptly at 8:30am each morning and at 1pm each afternoon. Students are expected to return promptly from each break.

Students in Boatbuilding & Restoration will be expected to make up all assignments and time missed (both excused and unexcused) at the earliest possible time. Students in Composites Technology, Digital Modeling & Fabrication, Marine Systems, and the Combined Program in Composites Technology & Marine Systems will be expected to make up all assignments and course material missed at the earliest possible time.

The following procedures for tracking and coping with absences will apply:

1)It is the student's responsibility to notify the instructor if he/she plans to be absent, miss class, arrives late or leaves early.
2)It is the student's responsibility to clock in and out and notify instructor of any failure to do so (for clock-hour programs only).
3)Any lateness or absence must be approved in advance by the student's instructor. An absence may be considered **excused** for a doctor-approved illness, death in the family, school snow day or an unforeseen but serious circumstance. If a lateness or absence is not approved by an instructor, it will be considered an **unexcused** absence.
4)A full absence is equivalent to one (1) school day or two (2) half-day absences.

5)Consistent lateness will result in administrative probation. Four (4) late arrivals or early departures in any combination in one term equal a full absence.
6)***For credit-hour programs only*** - students are permitted to leave at their discretion during supervised lab time assuming no additional instruction shall be provided. Note: incomplete work will not be tolerated from students who do not leverage instruction & lab time.

Students who have missed more than 4% of a program year, even when the absences have been approved, may be dismissed from the program.

Excused Absences
A student may have three (3) excused absences in the Composites Technology, Marine Systems, and Digital Modeling & Fabrication programs; three (3) excused absences per term in the Combined Program in Composites Technology & Marine Systems; and three (3) excused absences per year for the Boatbuilding & Restoration (only one [1] absence will be allowed during the Summer Term for the Boatbuilding & Restoration program). The student will be expected to make up all time and work missed at the earliest possible time. IYRS will make every effort to facilitate remedial or make-up work when students experience legitimate, excused absences. The student will develop a make-up work plan, which will be approved by the instructor(#17).

Unexcused Absences
1) **First** Unexcused Absence – A student will receive a verbal warning. Under the instructor's direction the student will be required to develop a plan to make up the assignments and time missed at the earliest possible time(#17).

2) **Second** Unexcused Absence – The student will receive a written warning that will be placed in their academic file. Under the instructor's direction the student will be required to develop a plan to make up the assignment and time missed at the earliest possible time(#17).

3) **Third** Unexcused Absence - A student with three unexcused full absences in any term will be put on Administrative Probation.

Probation(#19)

Academic and Administrative Probation periods provide both the school and the student with an opportunity to address issues that may affect the student's ability to complete a Certificate program. Students will be formally notified in person and in writing by Student Services when they are placed on probation and when they are removed from probation. Under the instructor's direction the student will be required to develop a plan to make up the assignments and time missed in order to be removed from probation. Students who are on probation and unable to meet the requirements of their make-up work plan may be asked to withdraw from the program. Once a student is removed from probation, continued unsatisfactory academic progress or failure to meet attendance requirements will result in termination.

Leave of Absence(#16)

A leave of absence (LOA) is a temporary interruption in a student's program of study. An LOA must be submitted in writing to Student Services, signed and dated. A student's reason for applying for an LOA must be included in their request. In no cases will leaves totaling an absence of more than 180 days within a 12 month period be approved. Students who do not return from an LOA will be considered withdrawn as of their last date of attendance. The refund policy as stated in this handbook will apply.

Additional Time to Complete the Program(#17)

Some students may require additional time beyond the regularly scheduled clock/credit hours to achieve the appropriate performance and evaluation levels, or to simply make up missed class time or work. Such students will be allowed to repeat courses or conduct remedial studies. An additional pro-rated tuition will be charged when students attend school for terms beyond the scheduled program term. All courses must be completed to graduate. Incomplete status or withdrawal status that is not addressed will result in failing status and is automatically grounds for termination. When a course is repeated or remediation is taken, the highest of the resulting grades (according to the evaluations standards) will be documented on the student's record.

Financial Information(#24)

Program Expenses

The following table outlines the tuition and fees for the IYRS Certificate programs.

Program	Tuition	Fees	Additional Expenses
Boatbuilding & Restoration (20 months)			
2019 – 2020	$21,800	$1,685 shop and materials fees	$1,500 approximate cost for tools and books
2020 – 2021	$22,500	Year 1: $1,770 shop and materials fee	$1,500 approximate cost for tools and books (if not purchased in year one)
Marine Systems (6 months) 2020-21	$19,000	$1,860 shop and materials fee $175 Membership fee to ABYC $1,350 ABYC & NMEA certification exam fee	$1,500 approximate cost for tools, laptop and books
Composites Technology (6 months) 2020-21	19,000	$3,000 shop and materials fees $720 ACMA certification exam fee	$1,500 approximate cost for tools, laptop and books
Digital Modeling & Fabrication (9 months) 2020-	$22,500	$3,200 shop and materials fees	$1,500 approximate cost for tools, laptop and books

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Combined Program in Composites Technology & Marine Systems (11 months) 2020-21	$34,200	$4,860 shop and materials fees $175 Membership fee to ABYC $2,070 ABYC, NMEA, and ACMA certification exam fees	$2400 approximate cost for tools, laptop and books

These fees are non-refundable except as stated in the refund policy. Shop and materials fees, exam fees and tuition are subject to change upon written notice. In addition to tuition and fees, students must purchase required tools, texts and computer equipment. A list of tools and textbooks can be obtained by contacting Admissions.

On April 1st of the first year of the Boatbuilding & Restoration program, students will be required to confirm enrollment for the second year. A deposit of $250 is required with enrollment. A waiver of the deposit may be requested from Student Services at studentservices@iyrs.edu. Failure to confirm enrollment on time may jeopardize a student's place in the program. Students will be notified in writing before the start of the school year of any changes to tuition or fees.

Students in the Marine Systems program will take three (3) American Boat & Yacht Council (ABYC) certification exams and one (1) National Marine Electronics Association (NMEA) exam. These exams are required; however, passing them is not required for graduation.

Students in the Composites Technology will sit for three (3) American Composites Manufacturers Association (ACMA) exams. These exams are required; however, passing them is not required for graduation.

Students in the Combined Program in Composites Technology & Marine Systems will sit for a total of six (6) exams: three (3) American Boat & Yacht Council (ABYC) certification exams; one (1) National Marine Electronics Association (NMEA) exam; and three (3) American Composites Manufacturers Association (ACMA) exams. These exams are required; however, passing them is not required for graduation.

Financial Aid

IYRS participates in the following Federal Financial Aid Programs (for those who qualify): Pell Grant Program, Direct Stafford Loan Program and the Plus Loan Program. IYRS is approved to participate in the Veterans Benefit Program. IYRS also offers institutional scholarships and financial aid. For more information, or to apply for financial aid, contact Student Services at 401-848-5777, ext. 223.

Payment Policy

IYRS establishes an account for each of its students that functions like a credit plan for the purpose of charging tuition and fees and other applicable charges.

Payment of all charges for a term is due six weeks prior to the start of the term to which the charges apply or student has established a monthly payment plan with the school. Through this account, students can pay the full account balance at that time or an amount less than the full amount. Students who pay less than the total amount due by the respective due date will be assessed a monthly late payment fee of 1.5% on the remaining unpaid portion, with a minimum late fee charge of $0.50.

Late payment fees will not be assessed under the following conditions. The student:

- Has signed up for our monthly payment plan and is current on payments
- Has pending or authorized financial aid (awaiting disbursement) that covers full or remaining balance
- Has a pending third-party sponsor credit on their account (indicated as a memo) paying full or all of remaining balance
- Has a pending outside scholarship or loan credit on their account (indicated as a memo) needing their signature that covers full or remaining balance

Returned Payment Charge: Payments unpaid by your financial institution may be subject to a returned payment charge of $25.00.

Any student whose account balance is not paid in full by the posted billing due dates, or who has not made payment arrangements (such as financial aid or written payment plans) will be withdrawn from the program. Late fees will be assessed. In addition, a hold will be placed on his/her academic records. This hold will prohibit the student from obtaining official transcripts and/or registering for future term classes until the account balance is paid-in-full.

Financial Responsibility: By registering for courses at IYRS, the student accepts financial responsibility for payment in full of the student account plus (if necessary) any additional costs which may be incurred by the school in the collection of these debts. Late payment fees will be applied to past due amounts. Failure to pay a past due debt may result in the debt being referred to a collection agency and/or other authorized legal debt collection procedures. Under such circumstances, the student is responsible for all fees and costs incurred by the school in the collection of the past due debt, including the collection fees and/or attorney's fees.

Refunds(#25)

Before School Begins

Tuition and fees will be refunded in full when a student requests the cancellation and/or refund within three (3) business days of signing the enrollment agreement, and before classes have begun. A student who has not visited the campus may cancel the enrollment agreement up to three (3) business days following orientation for a full refund of tuition, materials and exam fees paid.

After School Begins

After the program commences, if the student withdraws or is terminated by IYRS, tuition, materials, and exam fees will be refunded based on a pro-rated percentage. If a student's enrollment is terminated after 75% of the program term has taken place, there will be no tuition refund. The following formula will apply to refunds for students that cancel enrollment prior to completing 75% of program term delivery:

Boatbuilding & Restoration
Instructional Hours Remaining in Term / 665 X (Term's Tuition) = Refund Due.

Marine Systems and Composites Technology
Instructional Days Remaining in Term / 60 X (Term's Tuition) = Refund Due.

Digital Modeling & Fabrication
Instructional Days Remaining in Term / 82 X (Term's Tuition) = Refund Due.

Combined Program in Composites Technology & Marine Systems
Instruction Days Remaining in Term / 105 X (Term's Tuition) = Refund Due.

Tuition payments made in advance for the following year will be refunded in full if a student withdraws or is terminated before beginning that year. Termination will be considered effective on the last day of attendance, if the student is terminated by the school. The effective date if a student withdraws will be the earliest of the following: 1) postmarked date of written notice from the student or 2) ten school days following the last day of attendance.

Refunds will be made within 30 days of the termination or withdrawal of a student.

Return of Federal loan policy
The return of Title IV funds as prescribed in Section 48B of the HEA Amendments determines the amount of Title IV aid a student has earned at the time a student withdraws. The amount of the Title IV aid a student has not earned is then returned to the Title IV programs. It is a proportional calculation based on the date of withdrawal through 60% of the payment period. The formula in brief is as follows:

- IYRS will determine the date of withdrawal and then determine the percentage of the payment period attended by the student.
- IYRS will determine the amount of Title IV aid for which the student was eligible by the percentage of the time enrolled.
- IYRS will compare the amount earned to the amount disbursed. If the amount of aid disbursed exceeds the amount earned, this amount of Title IV aid must be returned.
- IYRS allocates the responsibility for returned unearned aid between the school and the portion that could have been disbursed directly to the student once institutional charges were covered.
- IYRS and/or the student must then distribute the unearned Title IV aid back to the Title IV programs.
- All refunds are calculated on the last day of the attendance of the student.

- In no case shall the amount returned exceed the amount remitted.
- If the return of Title IV funds results in a student tuition balance, the student will be responsible for payment of the balance to IYRS.

If IYRS is required to return Title IV funds received, IYRS will return the unearned aid to the Title IV funds programs as follows:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Plus Loans
4. Federal Pell Grants

For more information regarding the refund or return of Title IV funds, Veterans Administration funds, and other loan or grant programs, please contact Student Services at 401-848-5777, ext. 223.

Return of VA Funds
Veterans who incur debts as a result of their participation in education programs receive letters from the VA Debt Management Center informing them of their rights and obligations to reimburse the Department of Veterans Affairs. More information is available at www.va.gov/debtman.

Payment Policy – Veterans

Students receiving Veteran Education Benefits through the Veterans Administration (VA) must submit a Certificate of Eligibility (COE) in order to have their benefits calculated into their student account.

A covered individual must provide a copy of the VA's Certificate of Eligibility to IYRS by the first day of classes. A *covered individual* is any individual who is entitled to educational assistance under Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post-9/11 GI Bill®). In accordance with the Veterans Benefits and Transition Act of 2018, IYRS will not impose any penalty – including the assessment of late fees, denial of access to classes or other institutional facilities, or the requirement that a covered individual borrow additional funds – on any covered individual because of because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of funding from the VA under Chapter 31 or 33.

Any student receiving education benefits through the VA must submit a written request to the Student Services Manager to be certified.

Notice of Non-Discrimination

IYRS does not discriminate unlawfully on the basis of race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, genetic information, disability, status as a protected veteran, pregnancy or marital status, or any other unlawful basis, in the administration of its education policies, admission policies, scholarship and loan programs, or other school administered programs.

In accordance with Title IX, IYRS does not discriminate on the basis of sex in its programs, activities or employment. Complaints should be made to IYRS's Title IX Coordinator. Jill Dubnansky, Student Services Manager, serves as IYRS's Title IX Coordinator. The Title IX Coordinator's office address is 449 Thames Street, Newport, RI 02840. The Title IX Coordinator can be contacted at (401) 848-5777 x223 or at jdubnansky@iyrs.edu. The Title IX Coordinator is responsible for monitoring compliance with Title IX.

Inquiries may be referred to the Title IX Coordinator or the United States Department of Education, Office for Civil Rights, at OCR@ed.gov or (800) 421-3481.

This Policy is in compliance with applicable legal requirements including Title IX of the Education Amendments of 1972; relevant provisions of the Violence Against Women Reauthorization Act of 2013; the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and other applicable federal and Rhode Island state laws.

Disability Accommodations

All students are encouraged to visit campus and tour their program of interest to ensure they make a decision that fits their needs and abilities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, IYRS is committed to providing equal access to educational opportunities to qualified students with disabilities. It is the responsibility of the student with a disability to contact the Student Services Office if the student would like to request an accommodation or academic adjustment.

Questions regarding facilities & services for students with disabilities & accommodations should be directed to the Student Services, studentservices@iyrs.edu or 401-848-5777. The Student and Services Manager serves as IYRS' Section 504 Coordinator. Inquiries about compliance with Federal disability laws may be directed to the Office for Civil Rights, US Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109.

Complaints of discrimination or harassment based on a student's actual or perceived disability should be directed to the Section 504 Coordinator. Complaints will be investigated in accordance with IYRS' Code of Student Conduct and Student Grievance Process.

Technical Standards

The following technical standards are essential to the programs of instruction at IYRS and may also reflect industry standards and requirements.

To participate in the ***Boatbuilding & Restoration Program,*** all students, with or without reasonable accommodations, must be able to safely and effectively:

- Participate in an industry-relevant activity for up to six continuous hours, often standing, squatting, and kneeling;

- Lift and transport a minimum weight of 25 pounds;
- Perform basic computer hardware and software navigation;
- Ability to climb a ladder or scaffolding;
- Ability to safely cut and shape wood using hand held power tools including, but not limited to, a circular saw, jig saw and router;
- Ability to safely cut and shape wood using a variety of stationary power tools including, but not limited to, a table saw, band saw, chop saw and thickness planer; and
- Perform mathematical functions involving addition, subtraction, multiplication, division of decimals or fractions and execute multi-step procedures.

To participate in the ***Composites Technology Program***, all students, with or without reasonable accommodations, must be able to safely and effectively:

- Participate in industry-relevant activity for up to six continuous hours, often standing, squatting, and kneeling;
- Lift and transport a minimum weight of 25 pounds;
- Perform basic computer hardware and software navigation;
- Ability to safely cut and shape wood using a variety of stationary power tools including, but not limited to, a table saw, band saw, chop saw; and
- Perform mathematical functions involving addition, subtraction, multiplication, division of decimals or fractions and execute multi-step procedures.

To participate in the ***Digital Modeling & Fabrication Program***, all students, with or without reasonable accommodations, must be able to safely and effectively:

- Participate in an industry-relevant activity for up to six continuous hours, which may involve standing, squatting, and kneeling;
- Lift and transport a minimum weight of 20 pounds;
- Ability to safely cut and shape materials including, but not limited to, wood and metal using hand and hand-held power tools including, but not limited to, chisels, hand saw, hammer, a circular saw, jig saw; electric drill; and router;
- Ability to safely cut and shape materials including, but not limited to, wood and metal using a variety of stationary power tools including, but not limited to, a table saw, band saw, chop saw; belt sander; analog machinist lathe and vertical mill; CNC lathe and multi-axis mill; 3D printers of various design;
- Perform basic computer hardware and software navigation;
- Read and comprehend technical and professional materials including text, numbers and graphs displayed in print or on a screen; and
- Perform mathematical functions involving addition, subtraction, multiplication, division of decimals or fractions and execute multi-step procedures.

To participate in the ***Marine Systems Program***, all students, with or without reasonable accommodations, must be able to safely and effectively:

- Participate in industry-relevant activity for up to six continuous hours, often standing, squatting, and kneeling;
- Lift and transport a minimum weight of 25 pounds;
- Perform basic computer hardware and software navigation;
- Ability to safely cut and shape wood using hand held power tools including, but not limited to, a drill and router; and
- Ability to safely cut and shape wood using a variety of stationary power tools including, but not limited to, a table saw, band saw, and chop saw.

To participate in the ***Combined Program in Composites Technology & Marine Systems***, all students, with or without reasonable accommodations, must be able to safely and effectively:

- Participate in industry-relevant activity for up to six continuous hours, often standing, squatting, and kneeling;
- Lift and transport a minimum weight of 25 pounds;
- Perform basic computer hardware and software navigation;
- Ability to safely cut and shape wood using a variety of stationary power tools including, but not limited to, a table saw, band saw, chop saw; and
- Perform mathematical functions involving addition, subtraction, multiplication, division of decimals or fractions and execute multi-step procedures.
- Ability to safely cut and shape wood using a variety of stationary power tools including, but not limited to, a table saw, band saw, and chop saw.

IYRS Code of Student Conduct and Student Grievance Process(#18)

Students at IYRS are expected at all times to conduct themselves in a manner consistent with good citizenship. Individual behavior can have either a positive or a negative effect on the IYRS community. As such, students must be mindful of how their behavior impacts those around them; and refrain from any actions that violate or infringe upon the rights of others.

CODE OF STUDENT CONDUCT:
Students found responsible for committing or attempting to commit the following violations (either on or off campus) during their enrollment at IYRS will be subject to sanctions:

I. Conduct Affecting Others

a. Threatening or causing harm to any person, or behaving in a manner that would offend or frighten any person.
b. Endangering the health or safety of others.
c. Violating IYRS's Sexual Misconduct and Relationship Violence Policy.
d. Harassing or discriminating against an individual on the basis of race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, genetic information, disability, status as a protected veteran, pregnancy or marital status, or any other unlawful basis.

e. Violations of the Code of Student Conduct that are committed with bias, hatred or animus based on race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, genetic information, disability, status as a protected veteran, pregnancy or marital status, or any other unlawful basis.
f. The provision of alcohol and/or other drugs to an individual for the purpose of committing or facilitating sexual misconduct. (The sexual misconduct does not have to actually occur for the individual to be found responsible for the provision of alcohol and/or other drugs).
g. Hazing.
h. Retaliation against any individual who reports a complaint or participates in the Student Grievance Process.

II. Conduct Affecting the IYRS Community

a. Failing to adhere to IYRS rules regarding safety and security.
b. Failing to adhere to IYRS rules regarding technology use.
c. Failing to comply with the directions of IYRS employees and/or representatives acting in the performance of their official duties.
d. Intentionally initiating or causing a false report to be made.
e. Unauthorized use of IYRS's name, logo or seal.
f. Academic dishonesty.
g. Conduct that interferes with student learning or the mission of IYRS.
h. Failing to participate in the Student Grievance Process when requested by an IYRS employee to do so.

III. Conduct Affecting Property

a. Intentionally or negligently damaging IYRS property or the property of others.
b. Tampering with fire safety or emergency equipment.
c. Possessing the property of others without consent from the owner.

IV. Violations of IYRS's Alcohol and Drugs Policy

a. Failing to adhere to the Standards of Conduct outlined in IYRS's Alcohol and Drugs Policy (**Note:** IYRS offers Medical Amnesty. If students are seeking medical attention for themselves or others, or reporting a violation of IYRS's Sexual Misconduct and Relationship Violence Policy, IYRS will not pursue Code of Student Conduct charges for alcohol or drug violations against the reporting student(s) and/or the student(s) involved in the incident).

V. Violations of IYRS Rules, Standards and Policies

a. Failing to adhere to any IYRS rule, standard or policy.
b. Failing to adhere to shop safety rules and standards.
c. Habitually arriving late to class and or mandatory events or meetings.
d. Failing to dress appropriately and/or in accordance with safety rules.
e. Failing to maintain a clean shop environment.

SANCTIONS

One or more of the following sanctions may be assigned if a student is found responsible for violating the Code of Student Conduct:

I. Warning:
Verbal or written notice that a violation of the Code of Student Conduct has occurred. Future violations may result in more severe sanctions. A notation of the warning may be reflected in the student's education records.

II. Loss or Restriction of Privileges:
Limitation or removal of specific privileges. The loss or restriction of privileges will be outlined in writing for the student and a notation of the loss or restriction of privileges may be reflected in the student's education records. Failure to abide by the loss or restriction of privileges will result in additional sanctions.

III. Educational Assignment:
Specific educational assignment(s) directly related to the violation committed. A notation of the specific educational assignment(s) may be reflected in the student's education records. Failure to complete the educational assignment(s) by the due date will result in additional sanctions.

IV. Community Service:
A designated number of hours of community service that the student must complete. The community service must be appropriate to the violation(s) for which the student was found responsible. A notation of the community service may be reflected in the student's education records. It is the responsibility of the student to find an appropriate non-profit organization for the community service and provide IYRS with a letter from the non-profit organization confirming that the required number of hours were completed. Failure to complete the community service by the due date will result in additional sanctions.

V. Restitution:
Reimbursement by the student to IYRS, appropriate individuals or organizations for damage, personal injury, or misappropriation. A notation of the restitution may be reflected in the student's education records. Failure to make restitution by the due date will result in additional sanctions.

VI. Probation:
A specific probationary period. The Student may continue enrollment at IYRS during the specific probationary period, however, if the student is found responsible for any additional violations of the Code of Student Conduct during the probationary period, enrollment at IYRS may be suspended or revoked. A notation of the probation may be reflected in the student's education records.

VII. Deferred Suspension:

A deferment of suspension from enrollment at IYRS for a specific period of time. During the deferred suspension, the Student may continue enrollment at IYRS. If the student is found responsible for the same or similar violation(s) during the deferred suspension, the student's enrollment at IYRS will be immediately suspended or terminated. A notation of the deferred suspension may be reflected in the student's education records.

VIII. No Contact Order:
Restrictions placed on a student's contact with another individual(s). A notation of the no contact order may be reflected in the student's education records. Failure to abide by the no contact order will result in additional sanctions, which may include an interim suspension.

IX. Interim Suspension:
A temporary removal from campus. If it is determined that a student's continued presence on campus may constitute an immediate threat of harm to the student, to other individuals, and/or to IYRS property, the Student Services Manager or designee may temporarily suspend the student from being on campus pending the resolution of the Student Grievance Process. Prior to issuing the interim suspension, the student will be given the opportunity to show why the interim suspension should not be implemented, including the opportunity to challenge the evidence that IYRS is relying upon in imposing the interim suspension. In determining the appropriateness of the interim suspension, the rights of the student and the risk of threat to the IYRS community will be taken into consideration.

Interim suspensions may also be used when a student is facing criminal charges and wishes to postpone the Student Grievance Process pending resolution of the student's criminal case.

During an interim suspension, the student may not be on campus without written permission from the Student Services Manager or designee. A notation of the interim suspension may be reflected in the student's education records.

X. Suspension:
Suspension from enrollment at IYRS for a designated period of time. During the suspension period, the student must remain off campus unless the student has received verbal or written permission to be on campus from an employee of IYRS. At the end of the suspension period, the student will be eligible for reenrollment provided there is no other encumbrance upon the student's return (financial or otherwise). A notation of the suspension will be reflected in the student's education records.

XI. Dismissal:
Permanent removal from enrollment at IYRS without the possibility of future readmission. The student must remain off campus unless the student has received written permission to be on campus from an employee of IYRS. A notation of the dismissal will be reflected in the student's education records and may be noted on the student's transcript.

Student Grievance Process

For purposes of the Student Grievance Process, the person making the complaint (i.e., alleging that a violation of the Code of Student Conduct has occurred), or the person who was directly impacted by the violation(s), will be referred to as the "Complainant." The student responding to the complaint (i.e., the student accused of violating of the Code of Student Conduct) will be referred to as the "Respondent." *Please note that due to privacy laws, including the Family Educational Rights and Privacy Act (FERPA), in the majority of Student Grievance Processes, the Complainant will not be entitled to receive any information regarding the Student Grievance Process, including the findings and/or sanctions pertaining to the Respondent.*

The Student Grievance Process will be conducted by officials who, at a minimum, receive annual training on relevant issues (including issues related sexual misconduct, relationship violence and other crimes of violence, if applicable) and on how to conduct the Student Grievance Process in a way that protects safety and promotes accountability.

I. Standard of Evidence:

The preponderance of the evidence standard (more likely than not) will be used for investigating and making findings.

II. Notice of Potential Violation(s)

When the Student Services Manager or designee becomes aware of a potential violation(s) of the Code of Student Conduct, the Student Services Manager or designee will meet with the Complainant and provide the Complainant with detailed information about the Complainant's rights and responsibilities under the Student Grievance Process, if applicable, as well as information regarding resources and interim measures, if appropriate.

III. Threat Assessment

When the Student Services Manager or designee becomes aware of a potential violation of the Code of Student Conduct, the Student Services Manager or designee will (in collaboration with other staff/faculty, as appropriate) conduct an initial threat assessment to determine whether there is reasonable cause to believe that the Respondent poses a continuing, significant threat of harm to the health, safety, and welfare of others or to the IYRS community, and whether interim measures are necessary to alleviate or mitigate that risk.

IV. Making a Complaint

Complaints alleging violations of the Code of Student Conduct may be made by submitting a written Complaint to the Student Services Manager or designee. Except in limited circumstances that involve protecting the health and safety or mission of the IYRS community and its members, the Student Grievance Process will not be initiated unless a written Complaint has been submitted. Specifically, in some limited instances, to protect the health and safety or mission of the IYRS community and its members, it may be necessary for IYRS to initiate the Student Grievance Process against the Respondent even if a written Complaint has not been submitted. *For more information about a Complainant's rights in cases involving sexual misconduct or relationship violence, please see IYRS's Sexual Misconduct and Relationship Violence Policy.*

V. Meeting with the Respondent:
If IYRS is proceeding with the Student Grievance Process, the Student Services Manager or designee will schedule a Preliminary Meeting with the Respondent. At the Preliminary Meeting, the Respondent will be provided with details about the allegations, the Student Grievance Process and the potential sanctions that may be imposed if the student is found responsible for the behavior.

At the conclusion of the Preliminary Meeting, the Respondent may: (I) admit responsibility and execute a written Waiver of the Student Grievance Process (at which point the Respondent will be assigned a sanction(s) and the Student Grievance Process will be concluded); or (II) request that the alleged violation(s) be adjudicated in accordance with the Student Grievance Process. A Respondent who executes a written Waiver of the Student Grievance Process is not entitled to an appeal.

If the Respondent fails to appear at the Preliminary Meeting after proper notification, the Student Services Manager or designee may place a conduct hold on the Respondent's records, or proceed with the Student Grievance Process without the Respondent's participation.

The Student Grievance Process constitutes the institution's formal student grievance process.

VI. Informal Resolutions
Certain Complaints may be resolved informally. The Student Services Manager or designee will have discretion to determine whether an informal resolution is appropriate given the circumstances.

VII. Investigation and adjudication:
If the matter is not resolved informally and the Respondent requests that the alleged violation be adjudicated in accordance with the Student Grievance Process, the Student Services Manager or designee will appoint an investigator(s). The investigator will conduct an investigation, issue a finding regarding responsibility and assign sanctions if necessary. The Student Services Manager or designee will have the discretion to appoint an internal investigator(s) and/or an external investigator(s).

VIII. Investigation:
IYRS will ensure an adequate, reliable and impartial investigation of all complaints alleging violations of the Code of Student Conduct. The investigation may include interviews with the Respondent (and the Complainant if the allegation(s) involves sexual misconduct, relationship violence or other crimes of violence), relevant witnesses, and a review of any other relevant evidence (including text messages and other social media) if applicable. The investigator will determine, in the investigator's sole discretion, what information is relevant. Character evidence will not be considered; and pattern evidence (evidence of previous conduct) will only be considered if the previous conduct is so substantially similar to the conduct cited in the instant matter to indicate a pattern of behavior. Additionally, medical and counseling records are privileged and confidential. Therefore, those records will not be required to be disclosed.

In cases involving sexual misconduct, past sexual history will typically not be considered except possibly where consent is at issue. Specifically, prior consensual sexual activity between the Complainant and the Respondent, while not determinative, may be relevant to determining whether consent was sought and received. Past sexual history may also be considered under very limited circumstances, for example, to explain injury. However, consent to one sexual act will never be considered to constitute consent to another sexual act.

At the conclusion of the investigation, the investigator will complete an Investigation Report.

IX. Investigation Report:
Once the Investigation Report has been completed, the Student Services Manager will schedule a meeting with the Respondent (and with the Complainant if the allegation(s) involves sexual misconduct, relationship violence or other crimes of violence) to review the Investigation Report. The Respondent (and the Complainant if the allegation(s) involves sexual misconduct, relationship violence or other crimes of violence) will have the opportunity to respond to the investigator in writing, within three (3) business days after reviewing the Investigation Report, to offer additional comments, ask clarifying questions, clarify information previously shared, suggest additional witnesses, or identify any other relevant information or evidence to assure the thoroughness and sufficiency of the investigation. If, in the sole discretion of the investigator, no further inquiry is required, the investigation will be deemed complete and final. If, in the sole discretion of the investigator, further inquiry is necessary, the investigator will follow up on the information before finalizing and completing the investigation.

X. Adjudication and Sanctions:
Once the investigation is deemed by the investigator to be complete and final, the investigator will make a finding of "Responsible" or "Not Responsible" for each alleged violation. Thereafter, the Student Services Manager or designee will issue sanction(s) for each "Responsible" finding. The Student Services Manager or designee may consider prior violations of the Code of Student Conduct for which the Respondent was found Responsible only when determining what sanction(s) to impose.

XI. Notice of Outcome:
Once a sanction(s) has been determined, the Student Services Manager will provide the Respondent (and simultaneously to the Complainant, in cases involving sexual misconduct, relationship violence or other crimes of violence) with a written Notice of Outcome, which will include the finding(s), rationale and sanction(s) (if applicable).

XII. Appeal:
The Respondent (and the Complainant in cases involving sexual misconduct, relationship violence or other crimes of violence) has the right to appeal and participate in the appeal process if: (1) the Student Grievance Process was not followed; (2) new (material) evidence has come to light, which was not reasonably available prior to the issuing the Notice of Outcome; and/or (3) the sanction(s) is clearly contrary to the weight of the evidence.

Requests for appeal must be submitted in writing to the Student Services Manager or designee within three (3) business days following delivery of the Notice of the Outcome. Appeals are heard by the Student Services Manager or designee and will be strictly limited to the grounds for appeal outlined above. The Student Services Manager or designee is an impartial decision-maker and will conduct the appeal in an impartial manner.

If the appeal is denied, the matter will be closed, and the investigator's decision will be final. If the appeal is granted, the Student Services Manager or designee may: (1) remand the case for a new investigation (the results of the new investigation, including the finding(s) and sanction(s) will be final and not subject to further appeal); or (2) make modifications to the sanction(s) imposed. The Student Services Manager or designee will provide written Notice of Outcome of the Appeal to the Respondent (and simultaneously to the Complainant, in cases involving sexual misconduct, relationship violence or other crimes of violence) within a reasonable period of time. The decision of the Student Services Manager or designee regarding the appeal will be final.

XIII. Timeframe for the Student Grievance Process:

IYRS will make its best efforts to complete the Student Grievance Process (including the investigation and appeal process) within ninety (90) business days of receipt of the Complaint. However, because the length of investigations may vary due to the complexity and unique factors of each case, the timeframe outlined herein may be extended for good cause. The Respondent (and the Complainant in cases involving sexual misconduct, relationship violence or other crimes of violence) will be provided with periodic status updates as necessary.

XIV.Law Enforcement:
IYRS will comply with law enforcement requests for cooperation. Such cooperation may require IYRS to temporarily suspend an investigation, for a short period, while law enforcement gathers evidence. IYRS will promptly resume its investigation as soon as it is notified by law enforcement that its evidence gathering process is complete.

XV. Confidentiality:
IYRS will keep all complaints and investigations private to the extent possible, and information will be disclosed only on a "need to know" basis. It is the expectation of IYRS that all individuals involved in the Student Grievance Process will also maintain confidentiality and share information only on a "need to know" basis. However, individuals are not restricted from discussing and sharing information related to complaints made by or against them with others who may support or assist them in presenting their case in the Student Grievance Process.

XVI. Requests for Anonymity or No Action:
If the Complainant requests anonymity or asks IYRS not to take any action, IYRS will strongly consider the Complainant's request. However, in certain circumstances, IYRS may not be able to grant the Complainant's request due to various factors, including when there is a risk of imminent harm to an individual or others or a threat to the health and safety of the IYRS community.

XVII. Conflicts of Interest:

The Respondent (and the Complainant if the allegation(s) involves sexual misconduct, relationship violence or other crimes of violence) may notify the Student Services Manager or designee in writing if there is a concern that the investigator assigned creates a conflict of interest. The Student Services Manager or designee will make adjustments only if a substantiated conflict of interest exists.

XVIII. Retaliation:
Retaliation is prohibited against any individual who reports a complaint or participates in the Student Grievance Process.

SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE POLICY

IYRS does not discriminate on the basis of sex in its programs, activities or employment. IYRS is committed to maintaining a safe and secure environment free from any form of unlawful discrimination or harassment, including sexual misconduct and relationship violence.

** For purposes of this Policy, the person making the complaint (i.e., alleging that a violation has occurred), or the person who is directly impacted by the violation(s), will be referred to as the "Complainant." The student responding to the complaint (i.e., the student accused of committing the violation(s)) will be referred to as the "Respondent." This Policy outlines the rights of the Complainant and the Respondent when a violation(s) of this Policy is alleged.*

I. Title IX Coordinator
Jill Dubnansky, Student Services Manager, serves as IYRS's Title IX Coordinator. The Title IX Coordinator's office address is 449 Thames Street, Newport, RI 02840. The Title IX Coordinator can be contacted at (401) 848-5777 x223 or at studentservices@iyrs.edu. The Title IX Coordinator is responsible for monitoring compliance with Title IX; and coordinating and implementing a prompt, fair, impartial and equitable grievance process from the time a report is made, or when IYRS learns about prohibited behavior, until the final result.

II. Application of this Policy
This Policy applies to complaints made against students enrolled in IYRS by other students, employees and/or third-parties. This Policy applies to all forms of sexual misconduct and relationship violence, including complaints of sexual harassment, sexual assault, non-consensual sexual conduct, sexual exploitation, hostile environment, dating violence, domestic violence and stalking. *For more information on the grievance process for complaints made against employees, please contact the Title IX Coordinator.*

III. Privacy and Confidentiality
IYRS will protect the confidentiality of the Complainant, Respondent and other necessary parties by keeping all complaints and investigations private to the extent possible and will only disclose on a "need to know" basis. IYRS expects that all individuals involved in the enforcement of this Policy will do the same. Notwithstanding, the Complainant and the Respondent are not restricted from

discussing and sharing information with others who may support or assist them in the Student Grievance Process.

If the Complainant requests anonymity and that IYRS not proceed with the Student Grievance Process, IYRS will strongly consider the Complainant's request. However, in certain circumstances, IYRS may not be able to grant the Complainant's request due to various factors, including when there is a risk of imminent harm to an individual or others or a threat to the health and safety of the IYRS community. In cases where the Complainant's request is granted, IYRS will continue to complete publicly available recordkeeping in accordance with relevant laws, including the Clery Act reporting and disclosures, without the inclusion of personally identifying information about the Complainant.

IYRS will maintain, as confidential, any accommodations or protective measures provided, to the extent that maintaining such confidentiality does not impair the ability of the IYRS to provide the accommodations or protective measures.

IV. Employees' Responsibility to Report Violations of this Policy

Unless specifically designated as a confidential resource by the Title IX Coordinator, all employees of IYRS are deemed to be "Responsible Employees" and are required to immediately report incidents of alleged sexual misconduct and relationship violence (of which they are aware or should be aware) to the Title IX Coordinator or designee. The Responsible Employee must report all known details of incidents of prohibited conduct including the names of the Complainant and Respondent, other students involved, and relevant facts (including date, time, and location). Those individuals designated by the Title IX Coordinator as Confidential Resources (if applicable) can maintain the confidentiality of a Complainant's disclosures and will not share any information with IYRS except to satisfy their obligations under the Clery Act.

V. Violations

The types of sexual misconduct and relationship violence prohibited by this Policy are defined below. (It is important to note that sexual misconduct and relationship violence is prohibited regardless of the sexual orientation, gender, gender identity, or gender expression of the Complainant or Respondent).

A. Sexual Harassment:

Sexual Harassment prohibited by this Policy includes unwelcome behavior of a sexual nature that is severe, persistent or pervasive. Sexual harassment includes the following:

i. Sexual Assault:

Sexual assault is any oral, anal or vaginal penetration, to any degree, with any part of the body or other object, by any person upon another, without consent.

ii. Non-Consensual Sexual Contact:

Non-consensual sexual contact includes any touching (however slight) with any part of the body or other object, by any person upon another, without consent, for the purpose of sexual gratification.

iii. Sexual Exploitation

Sexual Exploitation is purposefully taking sexual advantage of another person without consent. (Sexual exploitation may include, but not be limited to, voyeurism; disseminating, streaming, or posting pictures or videos of another in a state of undress or of a sexual nature without the person's consent; exposing one's genitals to another person without consent, etc.)

iv. Hostile Environment:

Severe, persistent or pervasive conduct that includes unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal, or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's status in a course, program or activity; (2) submission to or rejection of such conduct is used as the basis for employment or academic decisions; or (3) viewed from the perspective of both the individual and a reasonable person in the same situation, the conduct interferes with performance, limits participation in IYRS programs or activities, or creates an intimidating, hostile, or offensive environment. Examples of conduct that may create a hostile environment include, but are not limited to: persistent and inappropriate personal attention in the face of repeated rejection; inappropriate verbal conduct, including unwelcome sexual jokes, language, advances or propositions; unwelcome comments about an individual's sexual orientation, gender, gender identity, or gender expression; inappropriate written conduct containing comments, words, jokes, or images that are lewd or sexually suggestive or relate in an unwelcome manner to an individual's sexual orientation, gender, gender identity, or gender expression. IYRS will consider the effects of both on and off campus conduct when evaluating whether there is a hostile environment on campus.

Gender-based harassment may also create a hostile environment.
Gender-based harassment includes unwelcome conduct based on sex or gender, sexual orientation, gender identity, or gender expression, even if the acts do not involve conduct of a sexual nature, when such conduct interferes with performance, limits participation in IYRS programs or activities, or creates an intimidating, hostile, or offensive environment.

B. Dating Violence:

Dating violence is defined as physical violence or the threat of physical violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with an individual. The existence of such a relationship shall be determined based on factors such as the length and type of relationship, and frequency of interaction between the persons involved.

C. Domestic Violence:
Domestic violence is defined as physical violence or the threat of physical violence committed by a current or former spouse of an individual, by a person with whom the individual has a child in common, by a person who is cohabiting or has cohabitated with the individual (as determined under applicable law), or by any other person against an individual who is protected from that person's acts by applicable domestic or family violence laws.

E. Stalking
Stalking occurs when a person engages in a course of conduct directed at a specific person that would cause a person to fear for the person's safety or the safety of others, or suffer substantial emotional distress. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

VI. Relevant Definitions

A. Consent:
Consent is an affirmative and willing agreement to engage in specific forms of sexual contact with another person. Consent requires an outward demonstration, through mutually understandable words, conduct or action, indicating that an individual has freely chosen to engage in sexual activity or contact. Consent cannot be obtained through: (1) the use of coercion or force; or (2) by taking advantage of the incapacitation of another individual. Silence, passivity, or the absence of resistance does not imply consent. Consent can be withdrawn at any time. When consent is withdrawn, sexual activity must immediately stop. Prior consent does not imply current or future consent; even in the context of an ongoing relationship, consent must be sought and freely given for each instance of sexual activity or contact.

B. Incapacitation:
Incapacitation means the person is incapable of giving consent. A person is incapacitated if that person is in a physical or mental state that causes the person to be unable to make a knowing and voluntary choice to engage in the sexual activity or contact. A person may also become incapacitated due to many factors, including the use of alcohol and/or drugs, or when the person is asleep or unconscious. When alcohol and/or drugs are involved, incapacitation requires more than impairment or intoxication. When determining incapacitation, the inquiry is whether the Respondent knew, or whether a sober, reasonable person in the Respondent's position should have known, that the Complainant was incapacitated and could not provide consent.

VII. Procedures Individuals Should Follow to Report a Complaint

To report violations of this Policy, individuals (including students, employees and/or third-parties) should follow the procedures outlined below:

A. Reporting a Complaint

Violations of this Policy may be reported to the Title IX Coordinator or to any IYRS employee. The employee(s) will provide all known details of the violation(s) to the Title IX Coordinator or designee. The Title IX Coordinator or designee will review the report(s) in accordance with IYRS's Student Grievance Process.

- **Confidential Reporting:** confidential reports can be made to Coastline EAP at 1-800-445-1195.

- **Law Enforcement:** While not required, IYRS strongly encourages anyone who becomes aware of behavior that may constitute a violation of Rhode Island State Law to report the incident to local law enforcement. IYRS can provide support, resources and assistance to those who do so.

  Regarding the involvement of law enforcement, the Complainant has the following options: (1) to notify proper law enforcement authorities, including local police; (2) to be assisted by campus authorities in notifying law enforcement authorities if the Complainant chooses; or (3) to decline to notify such authorities. The Complainant's choice to report to law enforcement will not impact the implementation of accommodations and/or protective measures if applicable.

- **Time Limits:** There is no time limit on reporting violations of this Policy, although IYRS's ability to respond fully may be limited with the passage of time.

- **Written Explanation of Rights and Options:** When an individual reports a violation of this Policy, whether the offense occurred on or off campus, IYRS will provide a written explanation of rights and options.

B. Preserving Evidence

In cases of sexual misconduct or relationship violence, it is critical that the Complainant preserve evidence because doing so may assist in proving that the alleged behavior occurred and/or may be helpful in obtaining a protective order.

VIII. Procedures IYRS Will Follow When a Complaint is Reported

IYRS will investigate and address all complaints of sexual misconduct and relationship violence in accordance with its Student Grievance Process. The Student Grievance Process outlines the procedures for institutional disciplinary action that IYRS will undertake when violations of this Policy are alleged.

The Student Grievance Process is the disciplinary proceeding used by IYRS when violations of this Policy are alleged. IYRS has only one type of disciplinary proceeding. The Student Grievance Process outlines the steps, anticipated timelines and decision-making process for the disciplinary proceeding; including how to report a complaint, the standard of evidence that will be used (preponderance of the evidence); and a list of all possible sanctions that IYRS may impose following the results of the Student Grievance Process.

The Student Grievance Process will be conducted by officials who, at a minimum, receive annual training on relevant issues (including issues related sexual misconduct, relationship violence and other crimes of violence, if applicable) and on how to conduct the Student Grievance Process in a way that protects safety and promotes accountability.

IYRS will provide for an adequate, reliable and impartial investigation of all complaints, which will include: interviews with the Complainant, the Respondent and any relevant witnesses; a review of any other relevant evidence; an equal opportunity for the parties to present witnesses and other evidence and equal access to information being considered in the Student Grievance Process (in accordance with the Family Educational Rights and Privacy Act).

The Complainant and the Respondent will receive simultaneous notification, in writing, of the result of the Student Grievance Process; the procedures for the Complainant and the Respondent to appeal the result of the Student Grievance Process; any change to the result; and when such results become final.

IX. Advisors

The Complainant and the Respondent have the same opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. IYRS will not limit the choice of advisor or presence for either the Complainant or Respondent in any meeting or proceeding during the Student Grievance Process.

The advisor's role is to provide support only. The advisor may not participate in any manner. The advisor may not speak during any meeting or proceeding, nor may the advisor make comments, pass notes, or otherwise disrupt the meeting(s) and/or proceeding(s). The Complainant or the Respondent may ask for one break during any meeting and/or proceeding to allow the Complainant or the Respondent to confer with their respective advisors in private. Advisors who do not follow the guidelines outlined in this Policy will be asked to leave the meeting(s) and/or proceeding(s).

X. Remedial and Protective Measures

IYRS may provide interim measures, such as counseling, academic assistance, and no-contact orders, to protect, support or provide for the safety of the Complainant, the Respondent and the campus community during the Student Grievance Process. Requests for interim measures may be made to the Title IX Coordinator or designee. The Title IX Coordinator or designee will be responsible for the implementation and coordination of interim measures. Interim measures will not disproportionately impact the Complainant or Respondent, and are available even if the Student Grievance Process is not initiated.

If requested by the Complainant, IYRS will promptly implement a one-way no contact order (with the burden of no contact on the Respondent) if the College has made a finding of responsibility under this Policy, even if an appeal may be filed, or has been filed and is pending. If requested, IYRS will assist in obtaining orders of protection, restraining orders or similar lawful orders issued by a criminal, civil or tribal court.

XI. Retaliation

Retaliation is prohibited against any individual who reports a complaint under this Policy or who participates in an investigation.

XII. Resources:

When a complaint is made, IYRS will provide written notification about existing counseling, health, mental health, advocacy, legal assistance, visa and immigration assistance, student financial aid and other services that may be available at IYRS and in the community. The written information will include options for, available assistance in, and how to request changes to academic and working situations or protective measures.

The following resources are available in the community:

Women & Infants Hospital
101 Dudley Street
Providence, RI
(401) 274-1100

Newport Hospital
11 Friendship Street
Newport, RI
(401) 846-6400

Rhode Island Hospital
593 Eddy Street
Providence, RI
(401) 444-5411

Newport Police
120 Broadway
Newport, RI 02840
401-847-1306

RI State Police
401-444-1000

Day One (Sexual Assault and Trauma Center)
100 Medway Street
Providence, RI
(401) 421-4100

RI Crisis Assistance Center
(401) 714-2388

Coastline EAP (Counseling and Referral Services)
(800) 445-1195

XIII. Prevention and Awareness Programs

IYRS conducts ongoing educational and primary prevention and awareness programs for all faculty, staff and employees (including incoming students and new employees) to: promote awareness; prevent sexual misconduct and relationship violence; and to remind the entire IYRS Community of its prohibition against sexual misconduct and relationship violence, including the crimes of dating violence, domestic violence, sexual assault and stalking.

XIV. Bystander Intervention

Bystander intervention refers to safe and positive options that may be carried out by an individual(s) to prevent violations of this Policy against a person(s) other than the individual. Safe and positive options for bystander intervention include: recognizing prohibited conduct, overcoming barriers to intervening, identifying effective ways to intervene and take action provided that the intervention or action can be undertaken in a way that ensures the safety of the individual(s).

XV. Violations of Rhode Island State Law

First Degree Sexual Assault (RIGL § 11-37-2): A person is guilty of first degree sexual assault if he or she engages in sexual penetration with another person, and if any of the following circumstances exist: (1) The accused, not being the spouse, knows or has reason to know that the victim is mentally incapacitated, mentally disabled, or physically helpless. (2) The accused uses force or coercion. (3) The accused, through concealment or by the element of surprise, is able to overcome the victim. (4) The accused engages in the medical treatment or examination of the victim for the purpose of sexual arousal, gratification, or stimulation.

Second Degree Sexual Assault (RIGL § 11-37-4): A person is guilty of second degree sexual assault if he or she engages in sexual contact with another person and if any of the following circumstances exist: (1) The accused knows or has reason to know that the victim is mentally incapacitated, mentally disabled, or physically helpless. (2) The accused uses force or coercion. (3) The accused engages in the medical treatment or examination of the victim for the purpose of sexual arousal, gratification, or stimulation.

Third Degree Sexual Assault (RIGL § 11-37-6): A person is guilty of third degree sexual assault if he or she is over the age of 18 years and engages in sexual penetration with another person over the age of 14 years and under the age of consent, 16 years of age.

Stalking (RIGL § 11-59-2): Any person who (1) harasses another person; or (2) willfully, maliciously, and repeatedly follows another person with the intent to place that person in reasonable fear of bodily injury, is guilty of the crime of stalking. “Harasses” means a knowing and willful course of conduct directed at a specific person with the intent to seriously alarm, annoy, or bother the person, and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to suffer substantial emotional distress, or be in fear of bodily injury. “Course of conduct” means a pattern of conduct composed of a series of acts over a period of time, evidencing a continuity of purpose. Constitutionally protected activity is not included within the meaning of “course of conduct.”

Cyberstalking and Cyberharassment (RIGL § 11-52-4.2): Whoever transmits any communication by computer or other electronic device to any person or causes any person to be contacted for the sole purpose of harassing that person or his or her family is guilty of a misdemeanor.

XVI. Complaints and Inquires

Complaints regarding the application or enforcement of this Policy should be made to IYRS's Title IX Coordinator. Jill Dubnansky, Student Services Manager, serves as IYRS's Title IX Coordinator. The Title IX Coordinator's office address is 449 Thames Street, Newport, RI 02840. The Title IX Coordinator can be contacted at (401) 848-5777 x223 or at jdubnansky@iyrs.edu.

Inquiries regarding the application of Title IX and its implementing regulations may be referred to the Title IX Coordinator or designee, or to the United States Department of Education, Office for Civil Rights, at OCR@ed.gov or (800) 421-3481.

This Policy is in compliance with applicable legal requirements including Title IX of the Education Amendments of 1972; relevant provisions of the Violence Against Women Reauthorization Act of 2013; the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and other applicable federal and Rhode Island state laws.

IYRS Alcohol and Drugs Policy

IYRS complies with all federal and state regulations pertaining to the abuse of alcohol and drugs, including the Drug-Free Schools and Communities Act Amendments of 1989. Accordingly, IYRS requires all employees, and all students (regardless of the length of the student's program of study), to be aware of and comply with the following:

I. Standards of Conduct:
IYRS prohibits the unlawful possession, use, or distribution of drugs and alcohol by students and employees on IYRS's property or as part of IYRS's programs and activities. IYRS also prohibits any individual from being under the influence of any alcohol or drugs (regardless of whether the use is lawful) while in the shop or while operating any IYRS machinery or equipment.

II. Sanctions:
IYRS will impose sanctions on students and employees who violate the Standards of Conduct set forth in this Policy. Students and employees who are found responsible for violating the Standards of Conduct will be subject to sanctions up to and including dismissal from enrollment at IYRS, termination of employment, and/or referral for prosecution. Sanctions may also include the completion of an appropriate rehabilitation program. For more information regarding state criminal prosecution for alcohol and drug offenses and the criminal penalties related thereto, please see the Rhode Island General Laws, which can be found at:
http://webserver.rilin.state.ri.us/Statutes/

III. Prevention and Resources:
For information regarding alcohol and drug abuse prevention and other resources please visit:

- Prevention: https://www.samhsa.gov/about-us/strategic-initiatives
- Resources:http://www.bhddh.ri.gov/sections/link_and_resource.php

V. Health Risks:
The abuse of alcohol and drugs can cause physical and mental injury, and some injury may be severe enough to cause death. The abuse of alcohol and drugs can also negatively impact the body

in many ways, including, but not limited to, creating an increased risk of cancer, cardiovascular disease, liver and kidney failure, hypertension, depression, immune and reproductive functions, and many other health problems.

- For more information please visit: https://addiction.surgeongeneral.gov/

IYRS Weapons on Campus Policy

Weapons are prohibited on campus. Weapons include, but are not limited to: firearms, BB guns, air guns, airsoft guns, crossbows, brass knuckles, fireworks, incendiary devices, explosives, knives with a blade of 3 inches or longer, brass knuckles, swords and items that resemble a firearm or weapon. Additionally, students, faculty and/or staff who violate any laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons may be subject to disciplinary action, up to and including expulsion or termination from IYRS.

IYRS Smoking Policy

Smoking is not permitted on the IYRS campus or within 50 feet of campus building entrances (this includes the use of e-cigarettes, vaporizers, etc.). There is a designated smoking area located on the north side of Restoration Hall with cigarette receptacles for your convenience.

Termination from an IYRS Program

A student may be terminated from the school for the following reasons: failure to comply with the rules, policies and procedures of the school; unacceptable conduct and behavior; deliberate violation of safety procedures or repeated negligence in the use and care of school property; violation of the drug and alcohol policy; failure to comply with the attendance policy; consistently poor performance; nonpayment of tuition. The school reserves the right at any time to take whatever action it deems appropriate with regard to dismissal. Students who believe that they have been terminated from the program unfairly may apply to the President in writing for an appeal. Appeals will be heard by the Program Advisory Committee of the Board of IYRS. The student will be notified in writing of their actions.

Student Services and General Information(#27)

IYRS offers a variety of services, programs and resources to support students in their educational goals and career development -- from the time they first inquire about programs at IYRS through their time at the school and after they graduate. Students should feel free to contact the following staff members about our services.

Student Services can assist you with financial aid, scholarships, housing and local services. 401-848-5777 x223; StudentServices@iyrs.edu

Career Development(#26) offers a variety of career services including workshops focused on professional communication, resume writing, and job interviewing. Individual career counseling

and resume critique as well as an industry externship course and annual career fair are also offered. These services can assist students in building skills to obtain employment and independently manage their careers. 401-848-5777 x216; mwilliams@iyrs.edu.

Alumni Services

IYRS Alumni are able to access a number of the same services offered through Career Development. The IYRS Alumni Association is an extension of the school's resources and career development. The primary function of the association is to support career training, career networking opportunities, and promote communication across the group and in the industry. All graduates from IYRS full-time programs are members of the IYRS Alumni Association.

IYRS Student Council

The IYRS Student Council provides a forum for the student body to implement ideas, experiences, and improvements designed to enhance the student experience. Students from each year of the Boatbuilding & Restoration program and from the Marine Systems, Composites Technology & Digital Modeling and Fabrication programs volunteer to represent their classes. The Student Council meets on a regular basis. Student Council representatives bring the ideas of the student body to the forum for an open discussion. Representatives should be selected who will effectively communicate the discussions and information back to the student body. The Student Services Manager serves as the staff advisor to the Council.

Housing

IYRS does not have campus housing but we assist prospective students in locating housing. We have an extensive number of contacts with realtors and landlords in the Newport area for students seeking housing. For assistance, please contact Student Services at 401-848-5777 x223.

Student Records and Confidentiality

Student records are maintained in Student Services. Student transcripts are maintained permanently. Other records such as admissions documents and basic student data are maintained for at least five years (unless a review indicates that materials should be retained for a longer period) before destroyed. Financial Aid files are closed when students withdraw or graduate, or all loans are repaid. Students may request to see their records (requests must be in writing). Parents' financial statements are kept confidential unless they indicate in writing a willingness to share information with their child.

Under the Family Educational Rights and Privacy Act of 1974, educational records belonging to students 18 years old or older may not be released without the student's written consent, except to the following parties or under the following circumstances:

- School officials with legitimate educational interest;
- Other schools to which the student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;

- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, directory information (e.g., name, address, phone number, date and place of birth, honors and awards, and dates of attendance), unless a student requests in writing that it be withheld.

Shop Safety

The school environment, like any woodworking or mechanical shop, contains certain hazards, including: power tools, equipment, metal or wood-shavings, sawdust and fumes from paints, varnishes and solvents. This environment is unsafe only if those working within it fail to comply with approved operating procedures. All students at IYRS begin their studies by completing the Shop Safety course. A formal safety policy and manual will be issued to each student, and safe operating procedures are strictly adhered to. Students are expected to conform to the IYRS safety policy at all times. Students who have passed the Safety Test may use shop machines during non-school hours provided a qualified individual is in the building. Students must be aware of and in agreement with proper use of the machines.

A qualified individual is defined as either employed by IYRS as an instructor, or is a Resident Assistant, having taken the full Safety Course and passed the Safety Test.

Parking

Students are welcome to park in the IYRS lots, but vehicles must display a parking sticker, which is available from Student Services. All cars in the lot must be available to be moved at any time. No student is guaranteed a parking place. Parking is first come, first served.

Cleanup

Daily cleanup of the shop space is essential to maintain a safe and efficient working environment. At the end of each class day there will be a thorough clean up of the projects, boats, machinery and workbenches. The floors will be swept and all tools put in their proper place. On a weekly basis, there will be a more thorough clean up including sorting out scrap materials, cleaning machinery and the tool room.

Cell Phones

Cell phones should only be used during scheduled breaks and for emergency use. Students may receive emergency messages through the main office at 401-848-5777. If the call is an emergency the student will be notified immediately, otherwise messages will be delivered during breaks. IYRS recognizes the need to stay in touch and be available during school hours. Please be considerate.

Library

The main library is located on the fourth floor of the Mill building on the Newport campus. Books and school materials such as drafting equipment may not be removed from school property. Students are expected to handle library materials in a safe and appropriate manner and are expected to enter the library premises clean and without debris on clothes or shoes. Hours for the library will be posted.

Inclement Weather Policy

The intent of this policy is to ensure the safety of IYRS School of Technology & Trades' ("IYRS") students and ensure efficient operation of IYRS during severe/hazardous weather. In no cases should students travel to campus if the local weather conditions are unsafe. Given the distances and local weather conditions, IYRS will accept personal judgment concerning the safety of travel. In the event of inclement weather, IYRS will post the cancellation or delay of classes through the RI Broadcasters Association. Tune in to your local morning news or www.RIBroadcasters.com and listen for announcements for IYRS. **All missed hours will be rescheduled.**

General Student Complaint/Grievance Procedure

All staff members at IYRS are available to discuss problems and complaints. An appropriate first point of contact to voice a complaint is normally the Instructor or the Student Services Manager, who will, if necessary, arrange a meeting of the appropriate staff and complainant to discuss and attempt to resolve the problem. If the student feels that this course of action is unsatisfactory, a formal complaint should be addressed in writing to the President. ***For complaints involving the conduct of fellow students, please see the Student Conduct Process section of this catalog.***

ACCSC Student Complaint/Grievance Procedure(#30)

Schools accredited by the Accrediting Commissions of Career Schools (ACCSC) must have a published procedure for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges
2101 Wilson Blvd., Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org

A copy of the Commission Complaint form is also available at the school and may be obtained by contacting the Student Services Manager or online at www.accsc.org.

RI Council on Postsecondary Education Student Complaint/Grievance Procedure

Written complaints and supporting documentation should be filed with the Commissioner of Postsecondary Education at the

Commissioner of Postsecondary Education
RI Office of the Postsecondary Commissioner
560 Jefferson Blvd.
Warwick, Rhode Island 02886-1304
(401)-736-1100
www.riopc.edu

IYRS Location

449 Thames Street, Newport, RI 02840; Phone: 401-848-5777; fax 401-842-0669

IYRS Faculty and Administrative Staff

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