**INSTITUTE OF BRAIN EDUCATION**

**DEGREE PROGRAMS CATALOG**

**Aug 2023**

Effective date of catalog: Sep 1, 2023 to June 30, 2024**Message from the Founder**

Dear Prospective Student:

For more than a decade, the Institute of Brain Education (IBE) has been dedicated to the training of holistic healing professionals to develop hands on therapeutic skills and gain an appreciation of holistic principles to aid clients on their road to fulfilling health.

In response to the needs for leaders with global perspective and holistic mindsets in businesses and organizations, Institute of Brain Education desires to offer master’s degree programs in Integrative Brain Education and Regenerative Earth Management. Through these programs, students will attain essential understanding and competence for developing human brain potential and leading changes for sustainable communities. We also support and encourage students in these programs to create a network among them to develop their leadership and communication because creating changes for global impact needs extensive collaborations among people from different cultures and environments.

We hope you find in IBE master’s degree Programs opportunities for your personal growth and contribution for a healthier and more sustainable world.

/s/*Ji Young Kong*

Ji Young Kong

Founder

Institute of Brain Education

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# About Institute of Brain Education

## Mission Statement

The Institute of Brain Education is dedicated to enriching the human experience and fostering a sustainable and prosperous world for all. Our mission is to cultivate students with a profound understanding of human brain potential, global citizenship, specialized expertise, and practical skills. Through our comprehensive educational programs, we empower individuals to create positive change and promote the well-being of humanity and the planet.

## Contact Information

Address (Sedona Campus): 340 Jordan Road, Sedona, AZ 86336

Telephone: 928-203-0840

Fax: 928-203-0807

Website address: [www.InstituteofBrainEducation.com](http://www.InstituteofBrainEducation.com)

Hours of operation: 9AM-5PM MST, Monday-Friday

## Leadership of Institute of Brain Education

This school is owned by STI Network.

**Owner:** Ji Young Kong

**Board of Directors**

President: Joung Han Lee

Chief Operations Officer: Hyeran Ihm

Chief Academic Officer: Kyung Run Kim

Program Director – Regenerative Earth Management: Warrington S Parker, Ph. D

Program Director – Integrative Brain Education: Ericka Crawford, Ph. D

Director of Student Services: Joy Kim

Director of Compliance: Michael McCann

Chief Financial Officer: Daeson Oh

## Educational Formats

IBE master’s degree programs provide education in various formats of digital media through the Internet. Institute of Brain Education was granted a conditional non-accredited and degree program license by the Arizona State Board for Private Postsecondary Education (AZBPPSE) on August 25, 2022. This license legally authorized IBE to offer a Master of Science in Regenerative Earth Management and a Master of Arts in Integrative Brain Management in the state of Arizona. The school is engaged in the process of obtaining national accreditation.

# Academic Calendar

|  |  |  |
| --- | --- | --- |
| **Semester** | **Start Date** | **End Date** |
| Fall 2023 | September 5, 2023 | December 23, 2023 |
| Spring 2024 | January 8, 2024 | April 19, 2024 |
| Summer 2024 | May 6, 2024 | August 9, 2024 |

IBE observes the following holidays:

* Martin Luther King Jr. Day
* President’s Day
* Easter
* Memorial Day
* Independence Day
* Labor Day
* Rosh Hashanah
* Thanksgiving
* Holiday break of one week from Christmas through New Year’s Day

# Programs Offered

IBE’s master’s programs currently adhere to the following program outcomes.

The Regenerative Earth Management program aims to foster sustainable solutions and regenerative practices that restore health and balance to individuals, communities, organizations and the environment. Through a comprehensive curriculum, students gain knowledge, hands-on experience, and training in sustainability practices, policy and strategy development, leadership, global collaboration, business administration, governance, and community building. Graduates of this program emerge as leaders capable of driving transformative changes in businesses, communities, and governmental sectors.

In the context of 21st-century sustainable development for humanity and the planet, we recognize the significance of a new era characterized by the harmonious integration of spiritual and material civilizations. The field of Brain Education offers a pragmatic approach to enhance human life, health, happiness, and peace by unlocking the boundless potential of the human brain. Rooted in Korea's distinct spiritual culture and combined with neuroscience, Brain Education presents an innovative educational methodology that fosters natural healing, character development, and creativity cultivation, enabling students to become global leaders. Graduates of this program will be experts in knowledge and practical skills to diagnose, design, and implement brain education programs to a wide variety of fields.

By combining the Regenerative Earth Management program's sustainable practices with the transformative potential of Brain Education, our institution endeavors to contribute to a better, more balanced, and harmonious world for present and future generations.

Institute of Brain Education offers the following two master’s programs, as outlined below:

* **Integrative Brain Education**
* **Regenerative Earth Management**

## Integrative Brain Education

1. **Program Overview**

Brain Education (BE) is an innovative educational program for developing the human capacity for health, well-being, and self-realization through enhanced management of the brain. Brain Education curriculum integrates physiology, psychology, and philosophy through scientific concepts and practical application.

Brain Education techniques of physical, emotional, and cognitive exercises have been shown that Brain Education improves focus, creativity, memory, confidence, stress management, and physical health in school and corporate environments. Students are immersed in the theory and practice of Brain Education, communication skills, leadership for collaboration and cooperation, and social engagement. Graduates will be well versed in the principles of Brain Education, scientific, philosophical, and psychological concepts and have a strong foundation on how to implement it in education, organization, and business environments.

The M.A. in Integrative Brain Education is especially suitable for those aspiring to be mindful earth citizens, prepared to promote coexistence, and to apply their training in their professional endeavors, including health and wellness, education, business, and leadership.

1. **Program Learning Outcomes (PLO)**

Expertise in Brain Education, Brain Training, Creativity, and Mental Health

1. Understand and deliver the principles and history: Understand and internalize the spirit and principles of the founding philosophy and history of Brain Education.

2. Consulting skills: Enhance expertise in brain training by applying, implementing, and researching brain training techniques in practical settings, creating efficient educational environment, and developing content.

3. Diagnostic and assessment skills: Cultivate scientific diagnostic and assessment skills for individuals, organizations, and groups facing various issues.

4. Experiential and instructional skills: Cultivate the ability to deeply experience the principles of Brain Education through training and develop the capacity to instruct Brain Education training.

5. Interdisciplinary integration skills: Enhance the ability to scientifically understand the principles and training methods of Brain Education and foster interdisciplinary academic capabilities for integration.

6. Curriculum design and operation: By applying and implementing the learning methods of Brain Education in the field, students develop the ability to build hardware, software, and humanware necessary for curriculum operation

7. Teaching competency: Based on the principles and methods of Brain Education, we cultivate teaching competency to foster learners’ creativity, self-direction, and concentration.

8. Research capability: Through research on theories, methods, and practical applications of Brain Education, students develop the ability to generate and expand knowledge necessary for Brain Education teaching and learning

1. **Course Description**

This program is 30 semester credit hours and includes the courses as listed below.

**Common Core Courses**

**GBE600 Principles of Brain Education 3 Credits**

This course teaches the key concepts, principles and skills of Integrative Brain Education. Students will learn the principles of Integrative Brain Education and their applications in the areas of learning enhancement, behavioral changes, self-management and leadership development.

**GEM600 Principles of Earth Management 3 Credits**

This course teaches the key elements of sustainability including sustainable economic development, building caring communities, global collaboration for climate challenges, and leadership for change. Through this course, students will understand the status and challenges for ensuring a sustainable future for the planet.

**GEM610 Leadership for Global Changes 3 Credits**

This course teaches the key elements of leadership required to lead global changes on all levels from personal to international. Students will be encouraged to integrate those elements into their mindsets, behaviors and lifestyles, and work together for peer review and coaching.

**Core Courses**

**GEM621 Human Brain’s Capacity for Empathy 3 Credits**

In this course, students will learn about the basis of empathy from multiple perspectives including neuroscience, psychology, education and spirituality. Students will understand why the empathetic capacity is important and how it can be used for developing caring communities and a sustainable world.

**GEM622 Brain Education and Cognitive Processes 3 Credits**

In this course, students will learn about the mental processes involved in thinking, knowing, remembering, learning, and problem-solving. This course will include exercises and techniques to sharpen thinking, focus attention, and enhance learning. Understanding of the processes will help students develop proficiency in applying diverse tools and approaches in teaching and counselling.

**GBE631 Therapeutic Applications of Brain Education 3 Credits**

This course will provide insights and skills on how to use the principles of Integrative Brain Education for therapeutic purposes including deep relaxation, managing stress, improving moods, emotional release, and cognitive/behavioral changes. Mindfulness practices, breathing techniques and motivational exercises are some of the techniques employed in this course.

**GBE632 Teaching Methods of Brain Education 3 Credits**

This course provides knowledge of teaching modalities of Integrative Brain Education and skills to use them in diverse learning environments. Students will collaborate with peers to give constructive feedback of teaching efficacy, give a sample individual and group presentation, develop an instruction plan and implement the plan.

**GBE693 Thesis/Capstone Project 3 Credits**

The Integrative Brain Education thesis/capstone project marks the pinnacle of a student's academic journey, demonstrating their comprehensive understanding of sustainable practices and principles. Ultimately, the thesis/capstone project stands as a testament to their dedication to shaping a better humanity and contributing invaluable insights to the field of Brain Education.

**Elective Courses**

**GBE641 Counseling and Brain Education 3 Credits**

This course will provide basic knowledge and skills for counselling as an application of Brain Education especially for emotional regulations and behavioral changes. Hands-on training will be emphasized, and students will be guided to practice with other students in the class.

**GBE642 Principles and Practice of Coaching 3 Credits**

This course will provide basic knowledge and skills for coaching as an application of Brain Education especially for problem solving, personal development and lifestyle changes. Coaching skills attained through the course can be widely used also in teaching, counselling, and parenting.

**GBE643 Power of a Mindful Brain 3 Credits**

This course teaches the core principles and practices of mindfulness and their application in education and personal development. To attain hands-on capability, students will be guided to study different levels of mindfulness and experience personal transformation.

**GBE644 Basics of Mental Health 3 Credits**

This course will provide understanding of the status of mental health with its major challenges and impact for individuals and communities. The course will also explore possible solutions to improve mental health in personal and public lives.

**GBE645 Basics of Neuroscience 3 Credits**

Through this course, students will attain basic understanding of Neuroscience as a multidisciplinary science that combines physiology, anatomy, molecular biology, developmental biology, cytology, computer science and mathematical modeling to understand the properties of neurons and neural circuits. This course will also explore the major problems and challenges of neuroscience.

**GBE646 Nutrition and Exercise for Brain Health 3 Credits**

There are increasing studies and discoveries about brain-gut connection, nutrition and brain performance, and benefits of exercise for long-term brain health and neuronal regeneration. Through this course, students will learn how to improve and maintain brain health by proper nutritional balance and physical activities and managing healthy gut condition.

**GEM647 Multiple Intelligence 3 Credits**

This course will teach the concepts and principles of multiple intelligence and their application in education and personal development. This will help students develop a broader understanding of intelligence and flexibility in applying educational tools for teaching.

**GBE688 Methods of Research for Integrative Brain Education 3 Credits**

This course will provide knowledge and skills of methods of research applicable for Integrative Brain Education. The course will include sample research by applying the methods as an individual and/or group project.

**GEM634 Equity and Inclusion 3 Credits**

This course provides an understanding of the current issues and challenges of inequality and exclusion which widely threaten the health and cohesion of communities. Students will be guided to explore related issues in their personal and local environment and find ways to alleviate them.

**GEM635 Principles and Practices of Conflict Resolution 3 Credits**

The sustainable future of the world requires enormous efforts for resolving conflicts. This course provides an overview of the principles and practices of conflict resolutions with examples in history, politics and businesses. This will help students understand the scope of current conflicts and develop skills for conflict resolutions on multiple levels.

1. **Program prerequisites**

There is no program prerequisites.

1. **Textbooks or Learning Materials**

Textbooks and learning materials will be decided by the program director and faculty.

1. **Equipment / technology requirements or competencies**

Sufficient technology is required to complete online courses at the Institute for Brain Education. While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. The following is required:

Hardware  
• Windows or Macintosh based computer  
• Screen resolution (size) set at minimum to 1024 x 768 or higher  
• Intel Core 2 Duo — or AMD — 3 GHz processor  
• 4 GB of RAM  
• CD-RW/DVD-ROM drive  
• Hard drive: 160 GB minimum  
• Graphics card and monitor capable of 1024x768 display  
• Stereo sound card, speakers and/or headset, microphone  
• Webcam (Recommended)  
  
Operating Systems  
• Windows 10 or higher  
• Macintosh OS X 10.8 (Mavericks)  
  
Software  
• Microsoft Office 2019 (Windows) or Microsoft Office 2019 (Macintosh)  
• Anti-virus package and a firewall (Recommended)  
• Security software (Recommended) Internet Access • ISP account for  
  
Internet access  
• ISP account for Internet access  
• A valid email account  
  
Internet Browsers  
• Windows OS Users

-Microsoft Internet Explorer 11 and higher  
-Google Chrome 49 and higher -Mozilla Firefox 45 and higher

• Macintosh OS Users

-Apple Safari 9.1 and higher  
-Google Chrome 49 and higher Mozilla Firefox 86 and 87 (Extended Releases are not supported)  
-Respondus Lockdown Browser (supporting the latest system requirements)  
  
Internet Browser Settings  
• Pop-Up Blocker should be disabled  
• Java Script should be enabled  
• Java should be enabled  
• Cookies should be enabled Plug-ins  
• Java 12 or higher

1. **Requirements for Completion/Graduation**

Minimum 3.0 GPA.

Fulfill all course requirements. You must complete all 30 credit hours, as well as take all required core courses.

Complete a capstone project as the culmination of your degree program. This project can be a research paper or a professionally oriented project.

Pay all remaining tuition and fees.

1. **Graduate Employment Opportunities**

The major candidate groups for this program are those who, with careers in education, desires to improve their teaching efficacy and classroom experiences for themselves and their students. In case of extracurricular activity instructors, their annual salary ranges between $40,000 - $50,000 according to Salaryexpert.com. Existing Brain Education instructors usually charge $100 per class with 20 students.

1. **Requirements for graduate to practice**

No license or certification is required to practice.

1. **Tuition, Costs and Fees**

* Tuition: $15,000
* Application fee: $200
* Registration fee: $200
* Technology fee: $250 per year
* Master’s Capstone Project fee: $1,500

## Regenerative Earth Management

1. **Program Overview**

The Regenerative Earth Management program aims to foster sustainable solutions and regenerative practices that restore health and balance to individuals, communities, businesses, and organizations. Through a comprehensive curriculum, students gain knowledge, hands-on experience, and training in sustainability practices, policy and strategy development, leadership, global collaboration, business administration, governance, and community building. Graduates of this program emerge as leaders capable of driving transformative changes in businesses, communities, and governmental sectors.

1. **Program Learning Outcomes (PLO)**

1. Describe and apply the foundational values of Global Citizenship to oneself, others, and the environment.

2. Analyze the relationship between social, political, and organizational systems and the impact on human wellbeing and the planet.

3. Evaluate sustainability practices, policies, and metrics and determine alignment with Global Citizenship principles.

4. Design strategies and holistic solutions to restore health and balance to individuals, communities, businesses, organizations, and environment.

5. Apply research and systems thinking to address social and environmental challenges.

These program learning outcomes align with the program's vision to produce leaders who can drive positive change and promote sustainability and regenerative practices across various sectors.

1. **Course Description**

This program is 30 semester credit hours and includes the courses as listed below.

**Common Core Courses**

**GBE600 Principles of Brain Education 3 Credits**

This course teaches the key concepts, principles, and skills of Brain Education. Students will learn the principles of Brain Education and their applications in the areas of learning enhancement, behavioral changes, self-management, and leadership development.

**GEM600 Principles of Earth Management 3 Credits**

This course teaches the vital principles of earth management. Students will understand the status and challenges facing humanity. Students will also learn the origins and historical context of the earth citizen consciousness, unlocking profound insights into holistic solutions encompassing sustainable economic development, the establishment of compassionate communities, global collaboration for climate challenges, and effective leadership for positive change. By the course's end, you will emerge equipped with a comprehensive understanding of Earth Management and its potential to shape a sustainable and interconnected world.

**GEM610 Leadership for Global Changes 3 Credits**

This course teaches the key elements of leadership required to lead global changes on all levels from personal to international. Students will be encouraged to integrate those elements into their mindsets, behaviors and lifestyles, and work together for peer review and coaching.

**Core Courses**

**GEM621 Environmental Challenges and Sustainability Solutions 3 Credits**

This course will provide a basic understanding of the current environmental challenges, their impacts and future risks. The course will explore a wide scope of sustainability solutions on different levels, from personal to global. Students will be encouraged to adopt and engage in collective initiatives for greater impact.

**GEM622 Public Health Risks and Approaches 3 Credits**

This course will provide a basic understanding about the current public health risks locally and globally, and explore approaches taken by different countries and communities to alleviate the risks to develop a broader perspective to understand and deal with the challenges.

**GEM623 Organizational Change for Sustainability 3 Credits**

In the face of current global sustainability challenges, organizations require a new breed of leadership that embraces wider perspectives, cross-cultural understanding, empathy, and multidisciplinary knowledge to foster meaningful change and collaboration. This course is designed to guide students in exploring and cultivating these essential qualities within themselves and others. Through practical applications in real-world non-profit organizations, students will gain valuable insights into the implementation of sustainable organizational change, equipping them to become agents of positive transformation in the world.

**GEM624 Communication for Global Collaboration 3 Credits**

The current global challenge for sustainability requires unprecedented global collaboration, which involves different levels of communication. This course helps students understand the scope and skills of communication for this collaboration and develop their proficiency in using the tools and skills.

**GEM693 Thesis/Capstone Project 3 Credits**

The Regenerative Earth Management thesis/capstone project marks the pinnacle of a student's academic journey, demonstrating their comprehensive understanding of sustainable practices and principles. Ultimately, the thesis/capstone project stands as a testament to their dedication to shaping a more sustainable future and contributing invaluable insights to the field of Earth Management.

**Elective Courses**

**GEM631 Evolution of Global Economy 3 Credits**

This course provides an overview and history of the development of global economy including its impacts, implications and challenges for the sustainable future of our planet. Students will be guided to explore new possibilities and alternative models.

**GEM632 Carbon Footprint of Human Civilization 3 Credits**

This course provides an overview of the historic and current carbon footprint of human activities, its impact on climate and environment and required changes to avoid catastrophic results. Students will be guided to explore new technologies and lifestyle changes.

**GEM633 Development of Caring Community 3 Credits**

This course provides an understanding of the concept and properties of a caring community and historic overview of such communities in many indigenous cultures. This will help students find essential qualities of such communities and find ways to apply them to modern lives to help communities increase their capacity to care.

**GEM634 Equity and Inclusion 3 Credits**

This course provides an understanding of the current issues and challenges of inequality and exclusion which widely threaten the health and cohesion of communities. Students will be guided to explore related issues in their personal and local environment and find ways to alleviate them.

**GEM635 Principles and Practices of Conflict Resolution 3 Credits**

The sustainable future of the world requires enormous efforts for resolving conflicts. This course provides an overview of the principles and practices of conflict resolutions with examples in history, politics and businesses. This will help students understand the scope of current conflicts and develop skills for conflict resolutions on multiple levels.

**GEM636 Concepts and Prospects of Global Governance 3 Credits**

This course provides an overview of the history and concepts of global governance. Students will understand the demand, controversy, and challenges of such governance. Students will be guided to explore alternatives and develop a model that will serve the purpose of sustainability and peace of the world.  
**GEM637 Grant and Report Writing 3 Credits**

This course offers a comprehensive exploration of securing grants and crafting impactful reports. Participants will learn to identify funding opportunities, plan persuasive proposals, and create measurable outcomes. Practical exercises and case studies enhance grant writing and reporting skills, equipping students for successful fundraising and project implementation.

**GEM689 Application of Regenerative Earth Management 3 Credits**

This course guides sustainability leaders tackling the challenge of translating visionary ideas into actionable projects that leave a lasting impact on our planet. Through empowering guidance, participants learn to harness their expertise collaboratively, addressing intricate sustainability issues across various sectors like business, public service, non-profit, entrepreneurship, and beyond. As a preparatory capstone, students navigate the initiation and planning stages of sustainability projects, mastering the art of connecting, networking, leveraging, testing, adapting, and strategically implementing solutions for a more sustainable world.  
**GBE631 Therapeutic Applications of Brain Education 3 Credits**

This course will provide insights and skills on how to use the principles of Integrative Brain Education for therapeutic purposes including deep relaxation, managing stress, improving moods, emotional release, and cognitive/behavioral changes. Mindfulness practices, breathing techniques and motivational exercises are some of the techniques employed in this course.

**GBE632 Teaching Methods of Brain Education 3 Credits**

This course provides knowledge of teaching modalities of Integrative Brain Education and skills to use them in diverse learning environments. Students will collaborate with peers to give constructive feedback of teaching efficacy, give a sample individual and group presentation, develop an instruction plan and implement the plan.

1. **Program Prerequisites**

There are no program prerequisites.

1. **Textbooks or Learning Materials**

Textbooks and learning materials will be decided by the program director and faculty.

1. **Equipment / technology requirements or competencies**

Sufficient technology is required to complete online courses at the Institute for Brain Education. While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. The following is required:

Hardware  
• Windows or Macintosh based computer  
• Screen resolution (size) set at minimum to 1024 x 768 or higher  
• Intel Core 2 Duo — or AMD — 3 GHz processor  
• 4 GB of RAM  
• CD-RW/DVD-ROM drive  
• Hard drive: 160 GB minimum  
• Graphics card and monitor capable of 1024x768 display  
• Stereo sound card, speakers and/or headset, microphone  
• Webcam (Recommended)  
  
Operating Systems  
• Windows 10 or higher  
• Macintosh OS X 10.8 (Mavericks)  
  
Software  
• Microsoft Office 2019 (Windows) or Microsoft Office 2019 (Macintosh)  
• Anti-virus package and a firewall (Recommended)  
• Security software (Recommended) Internet Access • ISP account for  
  
Internet access  
• ISP account for Internet access  
• A valid email account  
  
Internet Browsers  
• Windows OS Users

-Microsoft Internet Explorer 11 and higher  
-Google Chrome 49 and higher -Mozilla Firefox 45 and higher

• Macintosh OS Users

-Apple Safari 9.1 and higher  
-Google Chrome 49 and higher Mozilla Firefox 86 and 87 (Extended Releases are not supported)  
-Respondus Lockdown Browser (supporting the latest system requirements)  
  
Internet Browser Settings  
• Pop-Up Blocker should be disabled  
• Java Script should be enabled  
• Java should be enabled  
• Cookies should be enabled Plug-ins  
• Java 12 or higher

1. **Requirements for Completion/Graduation**

Minimum 3.0 GPA.

Fulfill all course requirements. You must complete all 30 credit hours, as well as take all required core courses.

Complete a capstone project as the culmination of your degree program. This project can be a research paper or a professionally oriented project.

Pay all remaining tuition and fees.

1. **Graduate Employment Opportunities**

With increase of public awareness of climate crisis and demand for corporate responsibility to address the challenges, many corporations and organizations introduce a new position under the title CSO (Chief Sustainability Officer) or equivalent in their leadership structures. Considering the urgency and magnitude of the current challenges, the demand for those who are equipped with knowledge, skills and hands-on experience in sustainability practices and regenerative approaches will continue to increase. The graduates will find opportunities to serve in businesses, nonprofit organizations, and governments in municipal, state and/or national levels.

1. **Requirements for Graduate to Practice**

No license or certification is required to practice.

1. **Tuition, Costs and Fees**

* Tuition: $15,000
* Application fee: $200
* Registration fee: $200
* Technology fee: $250 per year
* Master’s Capstone Project fee: $1,500
* Estimated cost of textbooks: $600

# Application and Admission Policies

## Admission Requirements

Criteria for admission are as follows:

•    All applicants seeking enrollment to the Institute of Brain Education must be at least 18 years of age;  
•    Must be a graduate with a conferred Bachelor degree or equivalent from an accredited institution;  
•    Official transcripts must be provided from all higher education institutions prior to matriculation;  
•    Provide a short essay explaining the candidate’s educational and professional background; why the candidate has an interest to transfer to the Institute of Brain Education; what their professional goals are after the completion of the program; and how this degree will be used to support and enhance their future goals;  
•    Complete an Application for Enrollment;  
•    Submit the $200.00 Application Fee;  
•    Complete an interview with the Admissions prior to enrollment.

Following the receipt of an Acceptance Letter, the following is required:

•    Complete an Enrollment Agreement;  
•    Meet with the Student Finance Department and discuss tuition assistance, scholarships, complete a tuition payment plan;  
•    All applicable tuition and fees must be paid as per the tuition payment plan and current published fee schedule and prior to matriculation;  
•    Falsification of any documents submitted to the Institute may be cause for denial of enrollment or cancellation of the enrollment.

It is important that a candidate for admissions to IBE understands and complies with the licensure requirement of all states in which they intend to practice before matriculating.

## International Students

A Prospective student whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:  
•    A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT),  
•    or 71 on the Internet Based Test (iBT);  
•    6.5 on the International English Language Test (IELTS);  
•    50 on the Pearson Test of English Academic Score Report;  
•    100 on the Duolingo English Test;  
•    or 55 on the 4-skill Michigan English Test (MET),  
•    or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE),  
•    or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

## Acceptance Status

Although applicants may be conditionally accepted for admission based on incomplete records, final records are required in order to complete the admission file. Typically, students need to submit all necessary records within 2 months after the beginning of the coursework.

**Conditionally Accepted**

All applicants are conditionally accepted until proof of admissions eligibility is met, including applicable documentation. All applicants will remain in this status until they have attended their first course at IBE.

**Accepted**

Students have demonstrated their admissions eligibility and are fully accepted into the University.

**Deferred Admissions**

Students who cannot provide sufficient admissions documentation will be deferred until complete and acceptable documentation is provided. Students currently attending a course will be permitted to complete the course but will not be registered for any additional coursework until officially admitted.

**Denied**

Students who do not meet the admission requirements of the Institute will not be accepted.

## Deferring Admissions

Applicants who have been accepted into the program may defer admissions to a subsequent semester with the approval of the Admissions Department. Admission may only be deferred for one year. Requests for deferred entrance must be made in writing to the Admissions Department within 14 days of the applicant receiving the letter of admission.

## Declining an Offer of Admissions

Applicants who decide to cancel their enrollments must notify the Admissions Department prior to the start of the program or during the add/drop period.

## Advanced Standing

Applicants who wish to be considered for advanced standing, exam waivers, or transfer credit in one or more areas must make their request to their designated Admissions Representative at the time of their admissions interview and submit official documents prior to matriculation. All official documents are due prior to matriculation. Official documents will be reviewed by the Campus Director and applicable prior learning credit will be issued.

## Transfer Applicant

•    All applicants seeking enrollment to the Institute of Brain Education must be at least 18 years of age;  
•    Must be a graduate with a conferred Bachelor degree or equivalent from an accredited institution;  
•    Official transcripts must be provided from all higher education institutions prior to matriculation;  
•    Letter of recommendation and good standing from the Dean of previous school attended;  
•    Provide a short essay explaining the candidate’s educational and professional background; why the candidate has an interest to transfer to the Institute of Brain Education; what their professional goals are after the completion of the program; and how this degree will be used to support and enhance their future goals;  
•    Complete an Application for Enrollment;  
•    Submit the $200.00 Application Fee;  
•    Complete an interview with the Director of Admissions or the Campus Director prior to enrollment.  
•    Transfer of applicants seeking credit for prior coursework will be evaluated by the Director of the School, upon enrollment. Applicants will be notified in writing of transfer credit to be awarded. This is the final assessment of credit to be transferred and no additional credit will be given after the program has begun.

## Physical Examination

All students must submit proof of a physical examination prior to enrollment. The exam must demonstrate satisfactory health.

## Readmission after Voluntary Withdrawal from School

If a student who has voluntarily withdrawn from the school wishes to reenter the program, he/she is required to enroll under the terms of the current catalogue. In addition, applicants must submit a letter stating the resolution of the withdrawal circumstances. If the withdrawal was medically related, physical documentations will be required. The student will be responsible for any cost increases or courses that have been added to the program since his/her previous enrollment.

## Student Identity Verification

**Purpose and Scope**

This policy applies to all courses or programs offered by IBE, beginning with the application for admission and continuing through to a student’s graduation, transfer, or withdrawal from study. The purpose of this policy is to ensure that IBE operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education.

The HEOA requires the institutions offering distance education or online courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or received course credit. The Act requires the institutions use one of the following three methods:

* A secure login and passcode;
* Proctored examinations; and
* New or other technologies and practices that are effective in verifying student identification.

Students are responsible for providing their complete and true identity information in any identification verification process. It is against IBE’s policy for a user to give someone his or her password or to allow others to use his or her account.

IBE uses Moodle as its learning management system.

Live audio and video students interacting in the course is also a feature of the learning management system. As technology and personal accountability are not absolute in determining a student’s identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.

To ensure appropriate and secure access to courses and other Student Information Systems, enrolled students are responsible for providing complete information about themselves in any identity verification process, in accordance with the Student Honor Code which students verify in the course accessing IBE’s Learning Management System and the IBE Portal.

IBE complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student’s consent must be obtained before disclosing any personally identifiable information in the student’s education records. All methods of verifying student identity protect the privacy of student information in accordance with the Family Education Rights and Privacy Act (FERPA) and any other applicable laws or regulations regarding the confidentiality of personally identifiable information. IBE will notify students of any fees associated with the verification of student identity at the time of enrollment, registration, and/or other relevant times.

All users of IBE’s Learning Management System and IBE’s Portal are responsible for maintaining the security of usernames, passwords and any other access credentials assigned, and are responsible for changing passwords periodically to maintain security. Personally identifiable information may be used, at the discretion of IBE as the basis for verifying a student’s identity.

At this time there are no additional student fees associated with student verification. In the event any verification fee is needed, it will be posted on the course registration site to provide an advance alert to students.

**Review**

The Chief Academic Officer is responsible for developing and ensuring compliance with this policy. The Chief Academic Officer will inform faculty and administrative officers when changes to policy are made.

# Academic Policies and Regulations

## Grades and Satisfactory Progress

**Satisfactory Academic Progress**

IBE has established a Satisfactory Academic Progress Policy (SAP) to measure student progress toward degree completion. To be eligible for federal financial aid, graduate students are required by the U.S. Department of Education to maintain satisfactory academic progress toward degree objectives. IBE measures academic progress using three measurements: grade point average (GPA), pace of progression, and maximum timeframe.

* GPA of 3.0 on a scale of 4.0 is required.
* Pace of progression (Completion rate): Students must complete at least 67 percent of all attempted credits per semester. This calculation is performed by dividing the number of credits earned by the number of credit hours attempted.
* Maximum timeframe: IBE students must complete coursework in no less than thirty-six (36) months from the date of enrollment. This gives students 150% of the typical time it takes to complete coursework for their degree. The Master’s cumulative project (i.e. Capstone Project, Thesis, etc.) must be completed by the end of the final semester. The maximum time to complete the program is 3 years (36) months.

**Grading Scale and Equivalent**

IBE has established the following grading scale. All faculty members are required to comply with this scale and its equivalents. These grades may be assigned on individual assignments within a course or as the final course grade.

|  |  |  |
| --- | --- | --- |
| Letter Grade | Grade Points per Unit | Percentage Breakdown |
| A | 4 | 90-100% |
| B | 3 | 80-89% |
| C | 2 | 70-79% |
| F | 0 | 69% or below |
| I | NA | NA |
| W | NA | NA |

**Grading Criteria**

A = Excellent

The student has demonstrated a thorough understanding of the content and skills presented in the course and consistently initiates thoughtful questions and can see many sides of an issue. The student writes logically and clearly. He or she also integrates ideas throughout the course and, as appropriate, from previously completed courses in a program.

B = Good to very good

The B student is an excellent writer and maintains consistent performance and understanding of course content that goes beyond the minimum requirements.

C = Satisfactory

The C student demonstrates a minimal comprehension of the skills and subject matter included in the course and accomplishes only the minimum requirements, while displaying little or no initiative.

F = Failing

Quality and quantity of work is unacceptable.

W = Withdrawal

Students who officially withdraw before the final withdrawal deadline will receive a “W.” A “W” is not calculated into the GPA. If the student does not withdraw prior to the final withdrawal deadline, his/her grade will be calculated as points earned divided by total course points. This grade is calculated into the GPA.

I = Incomplete

Coursework will have a designed Incomplete status when the course has ended, but a final grade has not been assigned. No quality points are assigned to Incomplete coursework and there is no associated GPA.

**Incomplete grades**

A temporary grade of “I” indicates that a student has secured, through a faculty member, a formal deferral for incomplete course work. An incomplete may be requested if a student has completed 80% or more of the required coursework for the course. Incomplete coursework for which “I” grades are granted must be completed within 90 days as determined on the incomplete request form or the grade will convert to an “F”, which will then be computed into the GPA as zero quality points. The final grade, if previously deferred, includes an asterisk (\*) when posted on the transcript. In cases in which the due date for coursework is extended beyond the end of the semester as part of a pre-approved accommodation for a documented disability or learning difference, the final grade is not differentiated on the transcript from the grades for courses completed in the normal time frame. A grade of W indicates that a student was granted permission to withdraw from the course after the official drop date. The faculty may grant such withdrawals.

**Repeating Courses**

Students may repeat a course only if they have received a grade of C or F for the course or have withdrawn and received a grade of W. Course repeats will result in a grade replacement where only the grade for the most recent attempt will be calculated into the cumulative GPA. Although the original grade will not be used in determining the GPA of the student, the original grade will remain on the student’s permanent academic record. Grade replacement cannot be used for courses transferred in from another institution.

**Grade Reports**

At the end of each semester, grade reports are available for viewing online in the secure student portal.

**Course Evaluations**

At the end of each semester students are required to complete an evaluation of each course taken. Students have a limited amount of time in which to complete a web-based course evaluation, which is stated on the syllabus.

**Dean’s List**

Based on semester grade point averages, at the conclusion of each fall and spring semester students are named to the Dean’s List. To be eligible, students must have completed all coursework by the end of the semester and received letter grades in at least 3 IBE courses. In 2023-2024, a student must earn a GPA of 3.5 or higher to be named to the Dean’s List.

## Academic Probation and Dismissal

IBE encourages students to take every appropriate action necessary to ensure academic success. Students whose academic performance is below the required standards are notified and may be placed on academic probation with a reduced course load to enable them to maintain satisfactory academic progress. Academic dismissal occurs only when there is no further possibility of academic success as determined by the Program Director.

At the end of each term, any student whose cumulative GPA is below 3.0, or who did not satisfy IBE attendance policy for the semester will be placed on academic probation with a reduced course load for the following semester. Students who fail to achieve a 3.0 cumulative GPA after their academic probation semester will be dismissed from the program.

## Grade reports and Transcripts

Each student's file will contain the student’s academic progress record and evidence of certificates issued by this institution. Should a student need a copy of an official transcript, the first copy will be provided at no charge. Subsequent copies are available upon payment of a fee of $15.00. Transcripts will only be released to the student upon receipt of a written and signed request. No transcripts will be issued until all tuition and other fees due the institution are paid current.

## Course Transfer

To obtain a course transfer, the candidate must supply official transcripts for prior coursework and complete course description to the Admissions Dept. a t the time of his/her interview. The Director of the Institute of Brain Education will determine any transfer credits to be awarded. To qualify for a course transfer, the prior course should be completed within the past 5 years and passed with a grade of “B” or better. The maximum of allowable transfer credits are 15 credits.

## Academic Engagement

IBE defines active engagement as an instructional activity related to the student's course of study, in accordance with accreditation and state standards. These activities are assigned by the institution as a part of the curriculum, in conjunction with faculty as a part of instruction. There are many actions that students and faculty engage in together, that support academic engagement:

• Activities with interaction between faculty and students - Attending a synchronous or asynchronous: class, lecture, recitation, field experience. Since all students use the learning management system to support the academic classroom, posting in any discussion in which faculty and students interact and engage equates to the same activity occurring in a face-to-face classroom.

• Activities by students - Attending a synchronous or asynchronous: Submitting an academic assignment, taking an assessment or an exam; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion, when any of the preceding are assigned by the institution.

Since the curriculum is designed by IBE, activities assigned by IBE or faculty are defined as academic engagement. Students wishing to cease attendance should refer to the Withdrawal Policy

## Attendance Requirement

IBE believes that students are primarily responsible for their attendance in the classroom. Students are required to adhere to the classroom posting required and complete assignments within the required timeframe.

## Class Make-up Policy

If a student misses a class, it is incumbent upon the student to make up any missed exams or course work. No credit will be awarded for attendance of any classes other than those for which the student is registered.

## Make-up Examination Policy

All IBE students are expected to take all quizzes and examinations during regular class time in which they are administered. Make-ups for quizzes are not permitted. Examinations may be made-up at the discretion of the instructor. Failure to make up a midterm or final examination will result in a grade of zero for that examination. A failed midterm or final examination may result in a failing grade for the course. Failed courses must be repeated and successfully passed, at additional expense to the student to meet graduation requirements. Fees are charged for make-up examinations.

## Add/Drop/Change and Withdrawal Policies

A student wishing to add or drop a course must do so within the first two weeks of the semester. The only exceptions to this policy are students who have obtained approval from the Director. The fee for adding, dropping, or changing a course is $25.00 for each course affected. Student must fill out a drop/add form and submit it to the Registrar’s office. Student may withdraw from a course from the start of the 3rd week to no later than the end of the 8th week. Withdrawal from a course within this period of time will be indicated by a “W” on the students’ grade report and has no impact on the student’s GPA.

## Leaves of Absence (LOA)

Should your circumstances be such that a leave of absence is needed, please submit an application for a leave of absence to the Program Director. At his/her discretion, a leave may be granted for a reasonable time, as warranted by the circumstances. If a student repeatedly resorts to the use of a leave of absence, and if such applications show a pattern of delays, or should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, the Program Director or his/her assignee may, in his/her sole discretion, dismiss a student from the program and issue the appropriate refunds as may be required.

## Voluntary Withdrawal from School

In the event of unforeseen circumstances that require a student to be absent for an extended period, the student must withdraw from the program and re-enroll upon his/her return. Students missing classes for 30 consecutive days must withdraw from the program. An official withdraw form must be completed and returned to IBE before a withdrawal can be processed.

## Academic Freedom

This institution is committed to assuring full academic freedom to all faculty members. Confident in the qualifications and expertise of its faculty members, the college encourages its faculty members to exercise their individual judgment regarding the content of the assigned courses, organization of topics and instructional methods, providing only that these judgments are made within the context of the course descriptions as currently published, and providing that the instructional methods are those official sanctioned by the institution.

This institution's ownership believes that the most important diversity that can accrue to the benefit of students is the diversity of thought that results from free discussion, the open expression of view-points and opinions on the subject matter at hand, and the diversity of thought that results from the free exercise of research and original thinking in the academic fields related to the institution’s course offerings.

This institution, therefore, supports and encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views as long as they believe it would advance understanding in the specialized discipline being studied.

## Program Changes

The courses or specific content of each program described in this catalog is subject to continuous revision or update. The program objectives remain constant, but advances in knowledge may require small adjustments in course content from time to time so as to assure the program is timely.

Such changes to programs and/or component courses, including addition or cancellation of content or courses may be suggested by faculty members at any time. Such changes, revisions and upgrades will be approved by the Chief Academic Officer prior to adoption. In this way the most recent industry developments may be incorporated into the curriculum.

The school reserves the right to reschedule a student’s program start date based upon enrollment and/or course availability which may cause a student to start mid-semester.

## Administrative Fees

* Independent Study Course Fee: $350
* Graduation Fee (due 30 days before graduation): $50
* Late Fee: $5
* Official Transcript Fee $10
* Reactivation Fee: $50
* Returned check Fee: $30
* Diploma Replacement: $75
* Make up exam fee (Written): $25
* Make up exam fee (Practical): $50

# Health and Safety Policy

## Nondiscrimination Policy

This institution is committed to providing equal opportunities to all applicants to programs and to all applicants for employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran’s status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the Program Director who is assigned the responsibility for assuring that this policy is followed.

## Sexual Harassment

This institution is committed to providing a work environment that is free of discrimination, intimidation and harassment. In keeping with this commitment, we believe that it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment.

No one associated with this institution may engage in verbal abuse of a sexual nature; use sexually degrading or graphic words to describe an individual or an individual’s body; or display sexually suggestive objects or pictures at this campus. Students are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

# Student Records

Institute of Brain Education will maintain student records for perpetuity. Upon graduation, students will be given a copy of their records. The student should maintain these records indefinitely. The records that the school will maintain are as follows:

* Attendance Records
* Academic Progress and grades
* Financial Records
* Placement Data
* The Enrollment Agreement
* The Ability to Benefit (where applicable)
* Record of credit given for previous training
* Records of meetings, appeals, disciplinary actions, and dismissals
* A copy of the graduation certificate
* Medical Records (where applicable)

Student records are maintained by the school secretary and are available for review by the student at any time with written request. Students are encouraged to submit updates to their records, such as address changes, as soon as possible. All records are private and are handled with confidentiality.

IBE complies with the Family Right and Privacy Act of 1974, which prohibits an institution from releasing school records or any other information about a student to any third party without the written consent of the student, with certain specific exceptions.

# Student Services

## Academic Advisement

All entering students may discuss program and course selection with a Program Director. Appointments are required.

## Job Placement Assistance/Job Opportunities at the School

Job placement assistance is not offered at this time.

## Library

Library will include required text books and references. Detailed items of the library will be determined based upon the specific syllabus of each course and program.

## Student Interaction

We encourage students to interact and establish study groups. A bulletin board will be available for student use and may be used to promote the convening of study groups and the furtherance of study and program objectives.

# Student Conduct

Students are expected to behave professionally and respectfully at all times. Enrolling students will receive a list of the current rules of conduct at the time of enrollment. Students are subject to immediate dismissal, suspension, or expulsion for any activity or action that endangers another or for unethical conduct or violation of the rules of conduct.

The following are unacceptable and will not be tolerated, and any student who is found to have violated this policy is subject to disciplinary sanctions up to and including suspension or permanent dismissal.

* All forms of bias including race ethnicity, gender, sexual preference, disability, national origin, and creed as demonstrated through verbal and written communication and physical acts.
* Sexual harassment including hostile environment and quid pro quo (forcing an individual to perform sexual favors in return for something.)
* All types of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the institution, and forgery alteration or use of institution documents of identification with intent to defraud.
* Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, public meetings and programs, or other school activities.
* Physical abuse of any person on school premises or at functions sponsored or supervised by the school.
* Theft or damage to the school premises or damage to the property of a member of the school community on the school premises.
* Failure to comply with directions of institutional officials acting in the performance of their duties.
* Violation of the law on school premises in a way that affects the school community’s pursuit of its proper educational objectives. This includes, but is not limited to the use of alcoholic beverages and/or controlled dangerous substances on school premises.
* Violations of this Student Integrity and Academic Honesty Policy will be taken seriously and may result in disciplinary action.  Consequences may include, but are not limited to, receiving a reduced grade for an assignment or course, academic probation, suspension, or expulsion from IBE.  The severity of the consequences will depend on the nature and frequency of the violation.

# Financial Assistance, Payment Plan and Student Loan Disbursement

## Financial Assistance

IBE does not currently provide financial assistance, including, but not limited to, public or private educational loans or grant programs to help pay a student’s tuition, fees, books, supplies or living expenses.

## Scholarship and Discounts

* 20% Tuition Discounts

We offer a 20% discount on the cost of tuition to students whose first enrolled term at IBE is Fall 2023. Students must be enrolled for a minimum of 6 credits and will receive the discount each term if they remain continuously enrolled and maintain a minimum 3.0 GPA. The discount applies to tuition only and will expire on September 1st, 2023. This tuition discount does not apply to books, fees, or other materials. The student will no longer be eligible for the discount if the student does not enroll in consecutive terms.

* 80% Tuition Discounts for corporate partner employees

We offer an 80% discount to employees of IBE’s official corporate partners who have a background in Brain Education and whose first term at IBE will be Fall 2023. Students must be enrolled for a minimum of 3 credits and will receive the discount each term if they remain continuously enrolled and maintain a minimum 3.0 GPA. The discount applies to tuition only and will expire on September 1st, 2023. This tuition discount does not apply to books, fees, or other materials. The student will no longer be eligible for the discount if the student does not enroll in consecutive terms.

## Payment Plan

IBE students are required to submit payment for their upcoming coursework prior to the start of the semester. If payment in full is not possible, students and make arrangements to pay in installments by contacting the Registrar’s Office. If a student does not pay their entire balance for the current semester, they will be disallowed from enrolling in future semesters until their balance is paid in full. Fees, the cost of books, materials, supplies, and other charges must be paid in full prior to beginning class.

## Student Loan Disbursement

Should this institution receive, on behalf of a student, any student loan or financial aid funds provided by a private entity including but not limited to a bank, financing company, credit card company, or other lending source, it shall ensure that the monies are collected and disbursed in the following manner:

* Amounts equal to or less than $5,000 may be disbursed as a single disbursement, regardless of program length.
* Amounts greater than $5,000 shall:

1. Be disbursed in two or more equal disbursements; and
2. Have the second disbursement occur after the midpoint of the academic year for clock hour institutions or after the beginning of the second semester, quarter, trimester, or other term for term-based institutions. (For the purposes of this section, an "academic year" means at least 30 weeks of instruction.)

# Cancellation and Refund Policy

* + - 1. **Denial**

If for any reason an applicant is not accepted by the institution, the applicant is entitled to a refund of all monies paid under this Agreement. Such refund will be issued within 30 days after the determination of the denial.

* + - 1. **Five-Day Cancellation**

An applicant who provides written notice of cancellation within five days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid under this Agreement. No later than 30 days of receiving the notice of cancellation, IBE shall provide the 100% refund.

* + - 1. **Other Cancellations prior to the Commencement of programs**

An applicant requiring cancellation more than five days after signing an enrollment agreement and making initial payment, but prior to entering the school, is entitled to a refund of all monies paid, minus $75 of the online Application Fee of $200.00 (refund of $125.00).

* + - 1. **Refund after the Commencement of a program**

1. Procedure for Withdrawal / Withdrawal Date

* A student choosing to withdraw from IBE after the commencement of a program is to provide written notice to the Director of IBE. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
* For a student who is on authorized Leave of Absence, the withdrawal date is the date the student was scheduled to return from the Leave of Absence and failed to do so.
* A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 consecutive class days.
* All refunds will be issued within 30 days of the determination of the withdrawal date.

1. Tuition Charges / Refunds

After the commencement of classes, the tuition refund amount, minus a seventy five dollar ($75) cancellation fee, shall be determined as follows:

|  |  |
| --- | --- |
| **% of the program completed:** | **Tuition Refund amount:** |
| 10% or less | At least a 90% refund |
| More than 10% and less than or equal to 20% | At least a 80% refund |
| More than 20% and less than or equal to 30% | At least a 70% refund |
| More than 30% and less than or equal to 40% | At least a 60% refund |
| More than 40% and less than or equal to 50% | At least a 50% refund |
| More than 50% | No Refund is provided |

The percentage of the program completed is determined by dividing the total number of weeks elapsed from the student’s start date to the student’s last day of attendance, by the total number of weeks in the program.

1. Books and Supplies

There is no refund for equipment, books and supplies received by a student.

1. Administrative Fees

There is no refund for the Administrative Fees as described in Section 2 of this agreement.

1. Refund Date

Refunds will be issued within 30 days of the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in IBE catalog), or in the case of a student not returning from an authorized Leave of Absence, within 30 days of the date the student was scheduled to return from the Leave of Absence and did not return.

# Student Grievance Procedure

The Institute of Brain Education is dedicated to fair dealing and professional conduct. A grievance (complaint) is defined as an official statement of complaint regarding one party’s belief of being wronged by a student, faculty, or staff member. Actions may include but are not limited to acts of academic dishonesty, discrimination, discriminatory harassment, sexual harassment, misconduct, and fraud. Other grievances may include academic, administrative, financial, and technical matters or policies. Should any student have a complaint:

(1) The student is asked to discuss the matter directly with an instructor or administrator.

(2) In Consultation with the CAO, the instructor or administrator will engage in an informal process endeavoring to settle the dispute in good faith. That informal process will involve three steps:

① an effort to define the problem,

② an effort to identify acceptable options for resolution, and

③ an attempt to resolve the conflict through the application of one or more of those options for resolution.

(3) Only after the informal process is exhausted and the Student remains unsatisfied, the Student may make a written complaint to the Director of Student Services via email. Any formal complaints shall include a description of the specific allegations and the desired remedy, accompanied by any available documentary evidence and statements from other parties and witnesses.

The Director shall respond in writing that a complaint has been received within five (5) days of receipt, acknowledging receipt of the complaint, and will convene a meeting of the Student Appeals Committee, composed of the following members:

Program Director

Director of Compliance

Chief Operating Officer

The committee shall have twenty-one (21) days to investigate and respond to the complaint. All formal (written) complaints will be recorded into the institution's official log. After the investigation is complete, but no later than thirty (30) days after receipt of the complaint, the institution shall respond to the complaint via email and take any follow-up actions if necessary.

(4) If the student complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.

The State Board address is:

1740 West Adams Phoenix, AZ 85007

Phone: 602-542-5709

Website: http://azppse.state.az.us

# Miscellaneous Information

## Individual Responsibility

It is the responsibility of each student and faculty member and each administrator to be familiar with this institution’s rules and regulations published in this catalog.

## Catalog Policies

Rules governing student conduct, admissions policies, graduation requirements, and other aspects of this institution's operations are subject to change. Please check with the Program Director if you have questions regarding the content of this catalog. This institution reserves the right to adopt, amend, or repeal rules and policies that apply to students. Changes in the content of this catalog will be posted on bulletin boards and shown as a supplement to this catalog. The relationship of the individual student to this institution is governed by applicable state education codes, state regulations, and college policies.

Please refer to your enrollment agreement for the specific terms under which you are to enroll.

## Acknowledgements

Institute of Brain Education has submitted or will submit a written or electric copy of this catalog to the State Board within 10 days after revision of the catalog. This catalog will be available to students and prospective students in a written or electronic format.