



INSTITUTE OF
BRAIN EDUCATION

INSTITUTE OF BRAIN EDUCATION DEGREE PROGRAMS CATALOG

July 2025

Effective date of catalog: August 1, 2025 to July 31, 2026

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I. About Institute of Brain Education

1. Mission Statement

The mission of the Institute of Brain Education is to educate graduate students and lifelong learners through brain-based curricula. This education is delivered through quality in-person and distance modalities that support transformative development in holistic well-being, leadership, and sustainability. We focus on serving individuals who integrate body-mind practices with global leadership and social innovation.

2. Institutional Goals

- **Enhanced Well-being:** Develop and implement a comprehensive Brain Education curriculum to empower students with holistic knowledge and practices for personal and community well-being.
- **Global Citizenship Leadership:** Infuse Brain Education principles throughout the curriculum, fostering an understanding of interconnectedness, cultural diversity, social and environmental responsibility, global perspective, sustainability, collaboration, and conflict resolution.
- **Innovative Teaching and Learning:** Utilize innovative teaching methods and technologies to engage students and prepare them for the challenges of the digital age.
- **Community Engagement:** Establish meaningful partnerships with local and global communities, providing students with practical experiences to apply their Brain Education knowledge for positive impact.
- **Measurable Outcomes:** Implement assessment tools to measure students' proficiency in Brain Education and global citizenship competencies, ensuring continuous improvement and adaptability.

3. Desired Outcomes

The graduates will be able to describe the Brain Education principles, integrating physiology, psychology, philosophy, and brain science. They will adeptly apply Brain Education techniques to enhance focus, creativity, memory, confidence, stress management, and overall physical health.

The graduates will demonstrate the ability to apply Brain Education concepts in practical settings, fostering health, well-being, and self-realization in educational, organizational, or business environments to enhance overall human competency.

The graduates will cultivate effective communication skills, leadership qualities for collaboration, and the ability to engage socially.

The graduates will creatively apply sustainable sensibilities, skills, and capabilities to ethically resolve

complex and contested environmental, social, and economical issues.

The graduates will practice the arts of living a healthy, mindful, considerate, sustainable ethos in their personal and professional lives.

4. Contact Information

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

Telephone: 928-203-0840

Website address: www.InstituteOfBrainEducation.com

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

5. Leadership of Institute of Brain Education

Institute of Brain Education is owned by STI Network.

Owner: Ji Young Kong

Board of Directors

Chairperson of Board: Nobuko Todd

Vice-chairperson of Board: Joung Lee

Secretary: Kyung Kim

Treasurer/Chief Financial Officer: Vickie Oh

Member: Isabel Pastor Guzman

Member: Dr. Bongyoung Jeong

Administration

President: Joung Lee

Chief Academic Officer: Hyeran Ihm, Ph. D

Program Director – Regenerative Earth Management: Rebecca Beresic-Perrins, Ph. D

Program Director – Integrative Brain Education: Fatima Bustos-Choy, Ph. D

Director of Student Services: Joy Kim

Director of Compliance: Michael McCann

Chief Financial Officer: Vickie Oh

Director of IT: Paul Yanson

Advisory Board for M.S. in Regenerative Earth Management

Rae Hyuk Chang, Ph. D

Renee Robinette-Ha, Ph. D

Fred Govedich, Ph. D

Bonnie Bain, Ph. D

Ji-In Kim, Ph. D

Advisory Board for M.A. in Integrative Brain Education

Hyun-Jeong Yang, Ph. D

Valerie Chang, PA-C, OMD

Ilene Rosenblum, Ph. D

Kelly Aguilar, M.D.

6. Educational Formats

IBE's master's degree programs specialize in online education, using synchronous and asynchronous online, hybrid, and in-person modalities.

7. Accreditation and Licensing

State Authorization

Institute of Brain Education was granted a conditional non-accredited and degree program license by the Arizona State Board for Private Postsecondary Education (AZPPSE) on August 25, 2022. The license was upgraded to provisional non-accredited and degree program license NVD-00004 and legally authorized for the period of October 01, 2023 – September 30, 2024. (<https://ppse.az.gov/>)

Institute of Brain Education is not accredited.

II. Academic Calendar

Semester	Start Date	End Date
Fall 2025	August 25, 2025	December 12, 2025
Spring 2026	January 20, 2026	May 8, 2026
Summer 2026	June 1, 2026	July 24, 2026
Fall 2026	August 24, 2026	December 11, 2026
Spring 2027	January 19, 2027	May 8, 2027
Summer 2027	June 7, 2027	July 24, 2027

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

Academic Calendar Fall 2025	
Class Start	August 25, 2025
Course Drop deadline for 90% refund	September 3, 2025
Add/Drop/Change	September 5, 2025
Course Withdrawal for 80% refund	September 15, 2025
Course Withdrawal for 70% refund	September 25, 2025
Course Withdrawal for 60% refund	October 7, 2025
Mid-term week	October 13 - October 17, 2025
Course Withdrawal deadline (50% refund)	October 17, 2025
Last class meetings	November 28, 2025

Study week	December 1 - December5, 2025
Final exam	December 8 - December 12, 2025
Grades Available Online	December 22, 2025

Academic Calendar Spring 2026	
Class Start	January 20, 2026
Course Drop deadline for 90% refund	January 29, 2026
Add/Drop/Change	January 31, 2026
Course Withdrawal for 80% refund	February 10, 2026
Course Withdrawal for 70% refund	February 20, 2026
Course Withdrawal for 60% refund	March 4, 2026
Mid-term week	March 9 - March 14, 2026
Course Withdrawal deadline (50% refund)	March 14, 2026
Last class meetings	April 25, 2026
Study week	April 27 - May 1, 2026
Final exam	May 4 - May 8, 2026
Grades Available Online	May 18, 2026

Academic Calendar Summer 2026	
Class Start	June 1, 2026
Course Drop deadline for 90% refund	June 4, 2026
Add/Drop/Change	June 5, 2026
Course Withdrawal for 80% refund	June 10, 2026
Course Withdrawal for 70% refund	June 16, 2026
Course Withdrawal for 60% refund	June 22, 2026
Mid-terms	June 22 - June 26, 2026
Course Withdrawal deadline (50% refund)	June 26, 2026
Last class meetings	July 13, 2026

Study week	July 14 - July 17, 2026
Final exam	July 20 - July 24, 2026
Grades Available Online	July 30, 2026

Academic Calendar Fall 2026	
Class Start	August 24, 2026
Course Drop deadline for 90% refund	September 2, 2026
Add/Drop/Change	September 4, 2026
Course Withdrawal for 80% refund	September 14, 2026
Course Withdrawal for 70% refund	September 24, 2026
Course Withdrawal for 60% refund	October 6, 2026
Mid-term week	October 12 - October 16, 2026
Course Withdrawal deadline (50% refund)	October 16, 2026
Last class meetings	November 27, 2026
Study week	November 30 - December 4, 2026
Final exam	December 7 - December 11, 2026
Grades Available Online	December 21, 2026

Academic Calendar Spring 2027	
Class Start	January 19, 2027
Course Drop deadline for 90% refund	January 28, 2027
Add/Drop/Change	January 30, 2027
Course Withdrawal for 80% refund	February 9, 2027
Course Withdrawal for 70% refund	February 19, 2027
Course Withdrawal for 60% refund	March 3, 2027
Mid-term week	March 9 - March 14, 2027
Course Withdrawal deadline (50% refund)	March 13, 2027
Last class meetings	April 24, 2027

Study week	April 27 - May 1, 2027
Final exam	May 4 - May 8, 2027
Grades Available Online	May 18, 2027

Academic Calendar Summer 2027	
Class Start	June 7, 2027
Course Drop deadline for 90% refund	June 10, 2027
Add/Drop/Change	June 11, 2027
Course Withdrawal for 80% refund	June 16, 2027
Course Withdrawal for 70% refund	June 22, 2027
Course Withdrawal for 60% refund	June 28, 2027
Mid-terms	June 24 - June 25, 2027
Course Withdrawal deadline (50% refund)	July 2, 2027
Last class meetings	July 13, 2027
Study week	July 14 - July 17, 2027
Final exam	July 20 - July 24, 2027
Grades Available Online	July 30, 2027

III. Programs Offered

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**

1. Integrative Brain Education

(1) Program Overview

Brain Education (BE) is an innovative educational program designed to enhance human capacity for health, well-being, and self-realization through effective brain management. The curriculum integrates physiology, psychology, and philosophy, combining scientific concepts with practical application.

The Brain Education techniques, encompassing physical, emotional, and cognitive exercises, have demonstrated improvements in focus, creativity, memory, confidence, stress management, and physical health in both school and corporate settings. Students engage in comprehensive learning covering Brain Education theory, communication skills, leadership for collaboration, and social engagement.

Upon completion, graduates will possess a deep understanding of Brain Education principles, scientific, philosophical, and psychological concepts, with a robust foundation for its implementation in educational, organizational, and business environments.

The M.A. in Integrative Brain Education is particularly suitable for individuals aspiring to be mindful earth citizens, equipped to promote coexistence and apply their training in various professional fields, including health and wellness, education, business, and leadership.

(2) Program Learning Outcomes (PLO)

By the end of the program students will be able to:

1. Holistic Understanding and Application of Brain Education Principle and Techniques:

- Describe the foundational philosophy and principles of Brain Education, integrating physiology, psychology, philosophy, and brain science.
- Implement Brain Education techniques in physical, emotional, and cognitive exercises for improved focus, creativity, memory, confidence, stress management, and overall physical health.

2. Integration of Brain Education in Practical Settings:

- Apply Brain Education concepts in real-world settings, fostering health, well-being, and self-realization through scientific principles and practical applications.
- Innovate and implement Brain Education strategies in educational, organizational, and business environments to enhance overall human competency.

3. Development of Communication, Leadership, and Social Engagement Skills:

- Cultivate effective communication skills, leadership qualities for collaboration, and the ability to engage socially through Brain Education practices.
- Assess the impact of Brain Education on communication, leadership, and social engagement, refining strategies for optimal outcomes.

4. Curriculum Design for Brain Education Implementation:

- Develop comprehensive curriculum components that integrate Brain Education principles, encompassing physical, emotional, and cognitive exercises.
- Implement and assess Brain Education learning methods in educational, organizational, and business environments, ensuring practical and effective application.

5. Mindful Earth Citizenship and Professional Application:

- Foster a mindset of mindful earth citizenship, promoting coexistence and sustainable practices.
- Apply Brain Education training in professional endeavors, including health and wellness, education, business, and leadership, with a commitment to promoting holistic well-being and positive societal impact.

(3) Course Description

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

Common Core Courses

GBE 600 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 Brain Education and their applications in the areas of learning enhancement, behavioral changes, self-management and leadership development.

GEM 600 Principles of Earth Management 3 Credits

This course explores the fundamental principles of Earth Management, providing students with a deep understanding of humanity's current challenges and opportunities. Students will examine the origins and historical evolution of Earth Citizen consciousness, gaining profound insights into holistic solutions for sustainable economic development, the creation of compassionate communities, global collaboration on climate challenges, and ethical leadership for positive change. By the end of the course, students will be equipped with a comprehensive framework for Earth Management and its transformative potential in building a sustainable and interconnected world.

GEM 610 Leadership for Global Changes 3 Credits

This course teaches the key concepts, principles and skills of Leadership for Global Changes. Students will learn the principles and theories of leadership and applications in the areas of leadership theory, change theory, equity considerations and neuroleadership.

Core Courses

GBE 621 Brain Education and 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.

This course provides an overview of empathy theories, principles, and approaches within a practical framework. The ultimate goal is to develop empathy toward oneself and others and apply it in everyday life, including communication and problem-solving in a Brain Education setting.

GBE 623 Brain Education and Cognitive Processes 3 Credits

In this course, students will explore the neural pathways and brain functions associated with Brain Education exercises. They will delve into the science behind these practices, learning how they enhance cognitive processes, emotional regulation, and overall mental health and well-being. By integrating theoretical knowledge with practical applications, students will gain a comprehensive understanding of Brain Education's scientific foundation.

GBE 632 Teaching Methods of Brain Education 3 Credits

This course teaches the key concepts, principles and skills of Brain Education. Students will engage in theoretical learning, practical exercises, and teaching demonstrations to develop a comprehensive understanding of various Brain Education practice. Students will gain the skills necessary to effectively

teach Brain Education and apply its principles to various health and wellness context.

GBE 689 Applications of Brain Education

3 Credits

This preparatory capstone course integrates the principles of Brain Education with applied research and practice. Students will design, plan, and implement a comprehensive project that addresses a real-world problem of a target audience, leveraging the five steps of Brain Education, key qualities of neuroplasticity, mindfulness, and emotional intelligence strategies. The course emphasizes the practical application of Brain Education to leadership, personal, professional growth, and/or community impact. The course provides a solid foundation for developing and executing a final capstone project in Brain Education.

GBE693 Capstone Project

3 Credits

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

For the IBE Capstone Project, students design an independent project implementing Brain Education in the community (i.e. company, government organization, school, community outreach, etc.). As part of course GBE689, students will develop a project plan and obtain faculty approval to implement Brain Education in the community. In course GBE693, students will implement the project according to the approved plan and write a detailed assessment (approximately 20-25 pages) of the project implementation and student reflection.

Elective Courses

GBE 641 Brain Education and Counseling

3 Credits

This course provides an overview of counseling theories, principles, approaches, and settings, including individual and group counseling, private practice, school counseling, mental health counseling, career counseling, counseling in industry, crisis centers, and counseling on the Internet. Students will become familiar with the contributions and limitations of quantitative and qualitative data to the diagnostic and counseling processes. The ultimate goal is to apply counseling theories and principles in a Brain Education setting.

GBE 642 Principles and Practice of Coaching

3 Credits

This course aims to equip students with the theoretical foundation, holistic and practical skills, and transformative mindset needed to become effective coaches in personal, professional, and organizational contexts. It emphasizes the distinction between coaching and other helping professions, explores key competencies, and introduces Brain Education 5 Steps as a BRAIN Model Coaching Framework and various coaching methodologies, emotional intelligence, and advanced coaching techniques.

GBE 644 Mental Health Basics

3 Credits

This course introduces students to core mental health concepts, emphasizing the role of mental health in overall well-being and the integration of mind-body practices. It explores key frameworks, including the biopsychosocial model and holistic well-being, with a focus on emotional regulation, resilience, and the mind-body connection. The course also examines common forms of psychopathology, offering insight

into the symptoms, causes, and impact of conditions such as anxiety, depression, and mood disorders. Students will explore mindfulness as a tool for fostering self-awareness and emotional balance. The course concludes by reflecting on how mental health contributes to sustainable development at individual and societal levels.

GEM 634 Equity and Inclusion

3 Credits

This Hybrid-Intensive course teaches several key concepts from a modern and historical context, principles, practices and the opportunity to expand and integrate the content into everyone's personal and professional context. The Hybrid-Intensive course is conducted over a 6-week period. Students will be asked to fully participate during the in-person portion of this course through cooperative activities, sharing personal experiences, contributing to generative discussions and reflecting personally and with a learning partner.

Students will engage in learning experiences in the areas of Race, Class, Gender, LGBTQAI and the application to earth management.

GEM 635 Principles and Practices of Conflict Resolution

3 Credits

This course explores the theory and practice of conflict resolution in various settings, including personal, professional, and communal. Students will learn about the dynamics of conflict, including the causes and effects, escalation, and desclation. They will also explore a variety of conflict resolution techniques such as negotiation, mediation, and facilitation. The course will help students develop skills to manage and resolve conflicts effectively.

(4) Program prerequisites

GBE 632 Teaching Methods of Brain Education

Prerequisite: GBE 600

GBE689 Applications of Brain Education

Prerequisites: GBE 600

GBE 632

GEM 600 or GEM 610;

GBE 621 or GBE 623

GBE693 Capstone Project for Integrative Brain Education

Prerequisites: GBE 600

GEM 600

GEM 610

GBE 632

GBE 689

(5) Textbooks or Learning Materials

Textbooks and learning materials can be found in course syllabus.

(6) 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.

Pay all remaining tuition and fees.

(7) Graduate Employment Opportunities

The major candidate groups for this program are those who, with careers in education, desire 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.

(8) Requirements for graduate to practice

No license or certification is required to practice.

2. Regenerative Earth Management

(1) Program Overview

The goal of the Regenerative Earth Management program is to cultivate sustainable solutions and regenerative practices, promoting the restoration of health and balance in individuals, communities, businesses, and organizations. The program offers a comprehensive curriculum where students acquire expertise, hands-on experience, and training in various aspects, including sustainability practices, policy and strategy development, leadership, global collaboration, business administration, governance, and community building. Graduates from this program emerge as capable leaders ready to instigate transformative changes in businesses, communities, and governmental sectors.

(2) Program Learning Outcomes (PLO)

By the end of the program students will be able to:

1. Integrate Global Citizenship Values:

- Describe the fundamental principles of Global Citizenship and explain their practical application to oneself, others, and the environment.
- Apply Global Citizenship values in decision-making processes concerning sustainability, regenerative practices, and community engagement, resulting in tangible outcomes.

2. Conduct Interdisciplinary Analysis and Impact Evaluation:

- Analyze the interaction among social, political, organizational systems, Brain Education principles, and environmental challenges to evaluate their influence on both human well-being and the planet.

- Develop approaches for fostering positive transformations within systems by integrating regenerative practices and Brain Education, aiming to improve sustainability and overall well-being.

3. Creating and Applying Comprehensive Solutions with Brain Education Integration:

- Design holistic solutions and strategies to restore health and balance to individuals, communities, businesses, organizations, and the environment, integrating principles and practices of Brain Education.
- Implement Sustainable Strategies: Demonstrate proficiency in implementing sustainable strategies, policies, and metrics, with a focus on alignment with global citizenship principles, contributing to positive change and regenerative practices on a global scale.

4. Evaluation of Sustainability Practices and Policies:

- Assess sustainability practices, policies, and metrics, determining their alignment with global citizenship principles.
- Analyze the implications of these assessments on decision-making processes, fostering alignment with regenerative practices.

5. Demonstrate Leadership in Transformative Change:

- Develop the skills to lead and drive positive transformations in diverse sectors, utilizing a comprehensive skill set in sustainability practices, governance, and community building.

(3) Course Description

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

Common Core Courses

GBE 600 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.

GEM 600 Principles of Earth Management 3 Credits

This course explores the fundamental principles of Earth Management, providing students with a deep understanding of humanity's current challenges and opportunities. Students will examine the origins and historical evolution of Earth Citizen consciousness, gaining profound insights into holistic solutions for sustainable economic development, the creation of compassionate communities, global collaboration on climate challenges, and ethical leadership for positive change. By the end of the course, students will be equipped with a comprehensive framework for Earth Management and its transformative potential in building a sustainable and interconnected world.

GEM 610 Leadership for Global Changes 3 Credits

This course teaches the key concepts, principles and skills of Leadership for Global Changes. Students will learn the principles and theories of leadership and applications in the areas of leadership theory, change theory, equity considerations and neuroleadership.

Core Courses

GEM 621 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.

GEM 622 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. It aims to offer key concepts, principles and skills of public health for the non-health care professional. Students will learn of the goals and challenges of modern public health and their potential roles in improving global human health through their actions.

GEM 623 Organizational Change for Sustainability 3 Credits

This course provides theoretical frameworks, practices, and experiential exercises for understanding organizational change and creating sustainability for business, society, and the planet. Through learning methodologies, students will develop the knowledge, skills, and mindset to lead transformative changes for long-term sustainability.

GEM 689 Applications of Earth Management 3 Credits

In this preparatory capstone course, students are guided to tackle the challenge of translating visionary ideas into actionable projects that leave a lasting impact. Through guidance, students learn to harness their expertise collaboratively, implementing global citizenship, sustainability, leadership skills that they learned throughout the Regenerative Earth Management program to a specific target audience. This course will provide a solid foundation for their final capstone project.

This course structure provides a comprehensive framework to prepare students for their capstone projects in Earth Management, integrating theoretical knowledge with practical applications, stakeholder engagement, and project management skills.

GEM 693 Capstone Project 3 Credits

The Regenerative Earth Management capstone project marks the pinnacle of a student's academic journey, demonstrating their comprehensive understanding of sustainable practices and principles. Ultimately, the 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.

For the REM Capstone Project, students design an independent project implementing their leadership for global citizenship in the community related to interconnectedness, cultural diversity, social and environmental responsibility, global collaboration, sustainability, and conflict resolution. As part of course GEM689, students will develop a project plan and obtain faculty approval to implement Earth Management in the community. In course GEM693, students will implement the project according to the approved plan and write a detailed assessment (approximately 20-25 pages) of the project implementation and student reflection.

Elective Courses

GEM 631 Evolution of Global Economy 3 Credits

This course provides an overview of the global economy, examining key economic theories, policies, and practices shaping international trade, finance, and development. Emphasizing global citizenship, students will explore solutions to global challenges, focusing on the Global South, economic well-being, sustainability, and socio-economic inequities, while understanding their role in promoting a more just and equitable world.

GEM 632 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.

GEM 634 Equity and Inclusion 3 Credits

This Hybrid-Intensive course teaches several key concepts from a modern and historical context, principles, practices and the opportunity to expand and integrate the content into everyone's personal and professional context. The Hybrid-Intensive course is conducted over a 6-week period. Students will be asked to fully participate during the in-person portion of this course through cooperative activities, sharing personal experiences, contributing to generative discussions and reflecting personally and with a learning partner.

Students will engage in learning experiences in the areas of Race, Class, Gender, LGBTQAI and the application to earth management.

GEM 635 Principles and Practices of Conflict Resolution 3 Credits

This course explores the theory and practice of conflict resolution in various settings, including personal, professional, and communal. Students will learn about the dynamics of conflict, including the causes and effects, escalation, and descalation. They will also explore a variety of conflict resolution techniques such as negotiation, mediation, and facilitation. The course will help students develop skills to manage and resolve conflicts effectively.

GEM 637 Grant and Report Writing 3 Credits

The overall goal is to produce conscious graduates who are not just capable of writing grants but are strategic wholistic thinkers who can effectively navigate the funding world and secure resources that support relevant research, programmatic, and policy development type work. The program offers a comprehensive curriculum where students acquire expertise, hands-on experience, and training in various aspects, including mastery of the grant writing process, effective proposal development, project design, budget development, evaluation, research and data gathering, communication and persuasion, and ethical considerations. Graduates from this program emerge as capable leaders ready to generate transformative changes in businesses, communities, nonprofits, and governmental sectors through Grant Writing.

GBE 632 Teaching Methods of Brain Education 3 Credits

This course teaches the key concepts, principles and skills of Brain Education. Students will engage in theoretical learning, practical exercises, and teaching demonstrations to develop a comprehensive understanding of various Brain Education practice. Students will gain the skills necessary to effectively teach Brain Education and apply its principles to various health and wellness context.

(4) Program Prerequisites

GEM 689 Applications of Earth Management

Prerequisites: GEM 600

GBE 600 or GEM 610

two courses among GEM 621, GEM 622, and GEM 623

GEM 693 Capstone Project for Regenerative Earth Management

Prerequisites: GEM 600

GBE 600

GEM 610

GEM 689

(5) Textbooks or Learning Materials

Textbooks and learning materials can be found in course syllabus.

(6) 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.

Pay all remaining tuition and fees.

(7) 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.

(8) Requirements for Graduate to Practice

No license or certification is required to practice.

IV. Faculty

Program Director in Integrative Brain Education

Fatima Bustos-Choy

GBE641 Brain Education and Counseling

GEM 623 Organizational Change for Sustainability

Ph. D in Humanities with emphasis in Transformative Learning and Change, California Institute of Integral Studies, San Francisco, CA (2009)

M.A in Organization Management, University of Phoenix, Los Angeles, CA (1994)

B.S in Liberal Arts, College of the Holy Spirit, Manila, PH (1969)

Founder, Gaia Flow Consulting, 1997-Present

CEO & President, R&F Holistic Services, Inc. 2010-Present

Franchisee and Headmaster of Body & Brain Burbank Center, 2010-2018

Brain Education Training including Finding True Self, Brain Management Training, Dahn Master Course, Sedona Health Coaching, Coexistence Life Coaching, NZ Meditation Tour, Korea Meditation Tour, etc.

Program Director in Regenerative Earth Management

Rebecca Beresic-Perrins

GEM 632 Carbon Footprint of Human Civilization

GEM 689 Application of Earth Management

Ph. D in Biology, Northern Arizona University, Flagstaff, AZ (2017)

B.S in Zoology, Northern Arizona University, Flagstaff, AZ (2017)

Certificate in Applied Statistics and Applied Animal Behavior

Instructor and Laboratory Manager of Introductory to Biology Lab Course, NAU (2019 - 2023)

Long History of Teaching and Mentoring Experience in the Fields of Biology and Ecology,

STEM Outreach to K – 12 Students and Local Community Members: Biodiversity, Invasive Species Management, Terrestrial and Riparian Ecology, and Macroinvertebrate Ecology

Faculty

John Gonzalez

GBE 621 Brain Education and Empathy

GBE 641 Brain Education and Counseling

Ed. D in Educational Leadership, University of California, Los Angeles, CA, 2000

M.S. in Education, Mount St. Mary's College, Los Angeles, CA, 1983

Principal, Global Prodigy Academy, Jeonju University, Korea, 2016-2017

Teacher and Counselor, Jeonju University, Korea, 2012-2015

Vice President in Academic Affair, Monterey Peninsula College, Monterey, CA, 2007-2011

Instructor at Argosy University, California State University Northridge, Santa Monica College

Counselor at Santa Monica College, Los Angeles High School

Brain Education Training including Finding True Self, Brain Management Training, Dahn Master Course, etc.

Sindhu Ramesh

GBE 623 Brain Education and Cognitive Process

M.B.B.S. Calicut Medical College, University of Calicut, Calicut, Kerala, India

Faculty, Oakland University William Beaumont, School of Medicine, Royal Oak, MI, 2022-Present

Sindhu Ramesh MD PLLC, Bloomfield Hills, MI, 2017-Present

Brain Education Trainings including Finding True Self, Brain Management Training, Dahn Master Course, Korea Meditation Tour, NZ Meditation Tour since 2021

Preethy Kaibara

GEM 622 Public Health Risks and Approaches

M.D. University of Toronto, Ontario, Canada, 1999

LLB, University of Calgary, Alberta, Canada, 2003

Medico-legal consulting, Preethy Kaibara, MD, Esq., LLC, 2010-Present

Volunteer Physician, St. Vincent de Paul Medical Clinic, Phoenix, AZ, 2008-202

Hyeran Ihm

GBE 600 Principles of Brain Education

GBE 632 Teaching Methods of Brain Education

GBE 689 Application of Brain Education

Ph. D in Chemistry, University of Texas, Austin, TX, 2000

M.S in Chemistry, Sogang University, Seoul, Korea, 1993
Post-doctoral Research, University of Washington, 2000-2003
Manager, regional manager, and trainer, Body & Brain Yoga and Health Centers, 2004-2023
Faculty in Qigong and Taichi, Wengu University, Las Vegas, NV, 2022-2023
Brain Education Training including Finding True Self, Basic and Advanced Healer School,
Myugnsa Training, MIT, New Human School, Korea Meditation Tour, NZ Meditation Tour,
Canada Meditation Tour, Sedona Health Coaching since 2000

Fran Faraz

GEM 621 Environmental Challenges and Sustainability Solution

GEM 631 Evolution of Global Economy

GEM 635 Principles and Practices of Conflict Resolution

M.A in History, Northeastern University, Boston, MA, 1983
B.A in History with a minor in Political Science, Northeastern University, Boston, MA, 1980
Stanford University Global Studies Fellow, 2022-2023
Academic Training on Nonviolence and Conflict Resolution hosted by ICNC, 2010
University of Peace - UPEACE Center for Executive Education, Costa Rica, 2014
Develop, Teach, and Direct Peace Studies and Global Studies programs at Golden West College,
2005-Present
Brain Education Training including Finding True Self, Healer School, Brain Management
Training, Dahn Master, Sedona Health Coaching,

Scott Vanloo

GEM 600 Principles of Earth Management

GEM 610 Leadership for Global Changes

GEM 634 Equity and Inclusion

M.S in Special Education, University of Northern Colorado, 1994
100 graduate credits in Educational Leadership/Administration license at Colorado State
University, University of Colorado, Grand Canyon University
Leader Facilitator and developer of Higher Education Workshops, Seminars, Institutes and
Professional Development courses at over 15 colleges and universities, 2000-2024
Lead Facilitator of the Summer Equity Institute at Adams State University, 2000-2020
K-12 Colorado Professional Teaching License and Principal License

Brain Education Training including Finding True Self, Brain Management Training, Dahn Master Training, Solar Body Training, Coexistence Life Coaching since 2019

Candice Bataille

GEM 600 Principles of Earth Management

GEM 610 Leadership for Global Changes

GEM 637 Grant and Report Writing

Master of Nonprofit Management, Regis University, Denver, CO, 2017

Latino Leadership Institute (LLI) Fellow, Denver University, Denver, CO 2019

BA International Studies, Central University of Venezuela, Caracas, Venezuela, 1997

Founder and Executive Director, Glowmundo, 2011-Present

Cultural Responsiveness and trauma Informed Consultant, 2018-Present

Certified Facilitator of Digital Learning and Working by U-Lab at MIT

CBCT Compassion Based Training

Certified Resilience Trainer and Coach by the Institute of HeartMath

Brain Education Training including Finding True Self, Brain Management Training, Solar Body Training, Sedona Health Coaching, Coexistence Life Coaching since 2019

Julia Golier

GBE644 Mental Health Basics

M.D. Mount Sinai School of Medicine, New York, NY, 1989

B.A. Barnard College, Columbia University, New York, NY, 1984

Chief of Psychiatry, James J. Peters VA Medical Center, Bronx

Associate Clinical Professor of Psychiatry, Icahn School of Medicine at Mount Sinai

American Board of Psychiatry and Neurology

National Board of Medical Examiners (#378196); MOC in progress

Brain Education Training including Finding True Self, Brain Management Training

V. Application and Admission Policies

1. Admission Requirements

Admission Requirements

Applicants seeking enrollment at the Institute of Brain Education (IBE) must meet the following criteria:

1. Age Requirement: Applicants must be at least 18 years of age.
2. Educational Background: Must have a conferred Bachelor's degree or equivalent from an accredited institution.
3. Transcripts: Official transcripts from all higher education institutions must be provided prior to matriculation.
4. Essay: Submit a short essay explaining:
 - Educational and professional background.
 - Interest in studying at IBE.
 - Professional goals post-program completion.
 - How the degree will support and enhance future goals.
5. Application: Complete an Application for Enrollment.
6. Application Fee: Submit a \$200.00 Application Fee.
7. Interview: Complete an interview with the Admissions department prior to enrollment.

Post-Acceptance Requirements

Upon receipt of an Acceptance Letter, the following must be completed:

1. Enrollment Agreement: Sign and submit the Enrollment Agreement.
2. Payment of Fees: Pay all applicable tuition and fees according to the tuition payment plan and current published fee schedule before matriculation.
3. Document Verification: Ensure all submitted documents are accurate. Falsification may result in denial or cancellation of 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.

2. 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).

IBE Exception to Admissions Policy for English Proficiency

Policy Overview:

The Institute of Brain Education recognizes that some prospective students whose native language is not English may possess a high level of proficiency in English despite not having graduated from an accredited institution where English is the primary language of instruction. This policy provides an exception to the standard English language proficiency requirements for such individuals, allowing for alternative verification of language skills

Eligibility for Exception:

1. Language Proficiency Demonstration: Applicants must demonstrate fluency in English, both spoken and written, even if they do not meet the traditional criteria of completing a degree at an English-speaking institution.
2. Assessment Methods: The following alternative methods may be used to assess English proficiency, aligned with the DEAC English proficiency standards for a Master's degree:
 - Other Recognized Tests: A minimum grade of Pre-1 on the Eiken English Proficiency Exam or a B-2 level according to the CEFR standards.
 - Alternative Verification: Completion of at least 30 semester credit hours with an average grade of “B” or higher from an accredited institution where English was the medium of instruction, or verified work experience requiring English fluency.

Application Requirements:

1. Proof of Proficiency: Applicants must submit evidence of their English language proficiency through standardized test scores, transcripts, or other verifiable methods as outlined above.
2. Interview: An oral interview may be conducted to further assess the applicant's English language skills.

3. Supporting Documents: Additional documents such as a personal statement, professional references, or work samples may be required to substantiate claims of English proficiency.

Review Process:

1. Evaluation: Applications will be reviewed by the Admissions department, which will assess the applicant's overall proficiency and suitability for admission based on the submitted materials.
2. Decision: Applicants will be informed of the admission decision, and if granted an exception, they will receive details on any additional language support or resources available during their studies.

Conditions:

1. Ongoing Assessment: Students admitted under this exception policy may be subject to ongoing assessment to ensure they meet the academic demands of their program.
2. Support Services: The Institute may provide language support services to assist students in meeting academic standards.

3. 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 by the end of their first semester (not to exceed 12 credit hours).

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 submitted all required documentation.

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

All incoming students are required to meet the admissions standards. The principal reasons for being denied admission are that the student:

- Does not provide sufficient documentation for evaluation

- Lacks required educational background, i.e., lack of an earned bachelor's degree from an accredited institution or one recognized by the country in which the degree was awarded
- Does not meet English language requirement or qualify for an exception under our Exception to Admissions for English Proficiency policy (see policy above)
- Lack of demonstrated interest (as determined through the personal interview)
- Nonpayment of required fees
- Incomplete Application
- History of behavior or character issues
- Errors in Application

4. Delayed Admissions

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

5. 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.

6. 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 Program Director and applicable prior learning credit will be issued.

7. 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;
- 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.
- To obtain a course transfer, the applicant must supply official transcripts for prior coursework and complete course descriptions to the Admissions Department at the time of his/her interview. The Program Director 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. 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.

8. 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

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

9. Tuition and Fees

Tuition and Fees rates are set annually and based on a scheduled start date and continuous enrollment. Program tuition and fee rates remain the same for the duration of the program with continuous enrollment. Cancellation or withdrawal in enrollment may result in a change to the tuition and fee rates. Tuition and fees cover access to all elements required in an educational offering.

- Tuition: \$15,000 (for 30 credit hours)
- Application fee: \$200
- Registration fee: \$200 (nonrefundable after 5-day cancellation policy)
- Technology fee: \$250 per year (nonrefundable 5 days after start of fall semester)
- Master's Capstone Project fee: \$1,500 (nonrefundable 5 days after start of final semester)

General Service Fees

- Independent Study Course Fee: \$350.00
- Graduation Fee: \$50.00 (due 30 days before graduation)
- Official Transcript Fee: \$15.00
- Returned Check Fee: \$30.00
- Diploma Replacement: \$75.00

10. Re-enrollment after Voluntary Withdrawal

If a student who has voluntarily withdrawn from the institute wishes to reenter the program, he/she is required to enroll under the terms of the current catalog. In addition, applicants must submit a letter stating the resolution of the withdrawal circumstances. If the withdrawal was medically related, physical documentation 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.

11. 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 to 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 Code of Conduct 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 Registrar oversees the institute's compliance with FERPA requirements and is responsible for the maintenance, security and issuance of educational records in compliance with FERPA.

VI. Academic Policies and Regulations

1. Grades and Satisfactory Progress

(1) Satisfactory Academic Progress

IBE has adopted standards for Satisfactory Academic Progress for all students enrolled in a graduate program. A student's failure to meet SAP standards may result in dismissal from IBE. IBE measures SAP at the end of each semester based on three standards: grade point average (GPA), pace of progression, and maximum timeframe.

- (GPA) of 3.0 on a scale of 4.0 is required.
 - Student academic performance is assessed by assigning the following grades: A, B, C, and F.
 - Withdrawal - Students who officially withdraw before the final withdrawal deadline will receive a "W." A "W" is not calculated into the GPA.
 - 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.
- Pace of progression (Completion rate): Students must complete at least 67 percent of all attempted credits. This calculation is performed by dividing the number of credits earned by the number of credit hours attempted.

$$\text{Pace of Progression} = \frac{\text{Cumulative Credits Earned}}{\text{Cumulative Credits Attempted}}$$

- Maximum timeframe: IBE students must complete all the coursework required for their program by attempting no more than 45 credit hours. 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) must be completed by the end of the final semester.

Once SAP has been finalized at the end of each semester, students receive an email communication from Student Services letting them know their current status and standing in the program. Those students not maintaining SAP are informed of the specific SAP standard(s) not being met and steps needed to return to satisfactory academic standing. The first time that a student does not meet SAP criteria they will be notified via email from Student Services that they are being automatically placed on Warning Status for one payment period. By the next evaluation, the student must be meeting all components of SAP to be placed back in good standing. If not, students may be dismissed from IBE unless they follow the appeal process outlined below.

(2) Appeal Process/Financial Aid Probation

If a student completes a Warning term, but is still not making Satisfactory Academic Progress (SAP), the

student is required to meet with the Program Director to review the circumstances causing the student not to achieve SAP. If the student can demonstrate that there were circumstances beyond their control, such as an injury or illness, the death of a relative, or other special circumstances, the Program Director will work with the student to develop an academic plan designed to assist the student in completing their degree. The academic plan will outline steps needed to return to satisfactory academic standing. The steps may include a reduced course load or discussing the need to retake a course to earn a higher grade and will specify the timeframe in which the student must regain SAP. The student will be placed on Probation until they reach Good Standing. If the student fails to meet the requirements of the academic plan, or it is determined that the student cannot meet program standards within a reasonable amount of time, the student will be dismissed from the program.

(3) 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

(4) 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.

(5) 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.

(6) 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.

(7) Grade Reports

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

(8) 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.

(9) 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 2024-2025, a student must earn a GPA of 3.5 or higher to be named to the Dean's List.

2. Academic Probation and Dismissal

Once SAP has been finalized at the end of each semester, students receive an email communication from Student Services letting them know their current status and standing in the program. Those students not maintaining SAP are informed of the specific SAP standard(s) not being met and steps needed to return to satisfactory academic standing. The first time that a student does not meet SAP criteria they will be notified via email from Student Services that they are being automatically placed on Warning Status for one payment period. By the next evaluation, the student must be meeting all components of SAP to be placed back in good standing. If not, students may be dismissed from IBE unless they follow the appeal process outlined below.

3. 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 copy will be provided upon payment of a fee of \$15.00. Transcripts will only be released to the student upon receipt of a properly signed request. No transcripts will be issued until all tuition and other fees due the institution are paid current.

4. Transferability of Credits

Accepting course credit is up to the receiving institution. Institute of Brain Education (IBE) cannot guarantee that credits earned through IBE can or will transfer to another institution. It is the student's responsibility to determine whether credits, degrees, or certificates from IBE will transfer to other institutions or meet employers' training requirements. Likewise, acceptance of credit transfers from other institutions to IBE is determined by IBE, in its sole discretion. If you would like to request that IBE review credits that you earned at a different institution for possible transfer to IBE, please contact the Registrar's office.

5. Course Transfer Credit

Acceptance of transfer credit from approved, accredited institutions is often dependent on the pertinence of the work to the degree program being pursued. Coursework that lies outside the scope of the degree program is not necessarily applicable for degree credit.

IBE offers a maximum of 15 credit hours (or 50% of the 30 total credit hours required for a master's degree) through transfer credit. IBE offers a maximum of 6 credit hours (or ~25% of the total credit

hours required for a master's degree) for experiential learning.

IBE evaluates prior learning through other institutions by evaluating coursework for equivalency. Courses must be from an approved, accredited institution, relevant to the program of study and equivalent in both content and degree level. Equivalency of coursework must have been completed in the past 5 years and match 70% of the IBE coursework to be awarded credit. Materials used to evaluate coursework equivalency may include course syllabus, learning outcomes, textbooks, etc. A grade of "B" or better must have been achieved to be considered for transfer credit. Students are required to provide all requested information for transfer credit evaluation.

IBE evaluates experiential learning through individualized assessment of a student portfolio of prior learning. To be granted course credit for experiential learning, students must submit a portfolio of prior work that demonstrates course learning outcomes have been achieved through prior experience. This may include course certificates, submission of project work, letter of work and outcomes achieved by previous work managers, etc.

The request for acceptance of credits taken prior to matriculation in a graduate program at IBE must be made at the time of application for admission to the program.

6. 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

7. Attendance Requirement

At IBE, students are primarily responsible for their attendance. Given that most academic activities take place through the learning management system, attendance includes engaging with course content by reading, watching, listening, and marking materials as complete. Students must adhere to posting requirements and complete assignments within the designated time frame.

8. Class Make-up Policy

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

9. 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.

10. 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. Student must fill out a add/drop 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.

11. 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, 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.

12. Voluntary Withdrawal

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.

13. 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.

14. 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 reviewed by the academic committee and approved by the Chief Academic Officer prior to adoption to ensure academic integrity and alignment with program objectives. All revisions will be assessed to ensure they support and do not negatively impact the achievement of established learning outcomes. In this way the most recent industry developments may be incorporated into the curriculum.

Students will be notified in advance of any significant changes to course content or program requirements that may affect their studies. These changes will be documented and communicated to students, faculty, and other relevant stakeholders through formal channels such as updated syllabi, course announcements, and catalog revisions. All changes will comply with DEAC accreditation standards and institutional policies to maintain the highest level of educational quality.

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.

15. General Service Fees

1. Independent Study Course Fee:	\$350
2. Graduation Fee (due 30 days before graduation):	\$50
3. Official Transcript Fee	\$15
4. Returned check Fee:	\$30
5. Diploma Replacement:	\$75

All General Services fees are non-refundable after the 5-day cancellation period

VII. Health and Safety Policy

1. 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.

2. 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.

VIII. Student Records

IBE follows the recommended retention schedule for academic records established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Certain records, such as transcripts, grade reports (Registrar's copies) and graduation lists, are maintained permanently. The records that the institute will maintain are as follows:

- Application materials
- Transcripts
- Degree certifications
- Enrollment status
- Grades
- Academic progress
- Disciplinary records
- Financial records
- Enrollment agreement
- Documents submitted as part of the admission process
- The ability to benefit (where applicable)
- Medical Records (where applicable)

IBE complies fully with the Family Educational Rights and Privacy Act of 1974 (FERPA) and supports the right of students to inspect and review their educational records or request the correction of inaccurate or misleading information through informal and formal hearings. Students are responsible for notifying the institution of any changes to personal information that may affect their academic records, including name changes, address updates, and changes in legal status.

Student Right to Privacy (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a U.S. federal law that gives students access to their records and protects the privacy of their education records. IBE may not disclose personally identifiable information about students or allow inspection of their education records without written permission unless such action is covered by certain exceptions permitted by the act. Once a student has registered for courses at IBE, all rights provided by FERPA rest with the student, even if the student is younger than 18 years old. This applies regardless of country of residence or citizenship.

FERPA grants five basic rights to the student:

- To inspect and review the information maintained in their student record.
- To seek amendment to their records and, in certain cases, add a statement to the record.
- To consent to disclosure of his/her records (with certain exceptions).
- To file a complaint with the Department of Education Office in Washington, D.C.
- To obtain a copy of the institution's policy.

Directory Information

Directory Information may be released without written authorization. FERPA defines “directory information” as information not generally considered harmful to disclose, such as name, address, enrollment status, e-mail, degree and awards, etc. IBE designates the following as public or “directory information”: student’s name, e-mail, enrollment status, enrollment dates, and degree received.

If a student decides to request that directory information not be disclosed, they must send a request for a Directory Information Block via email to the Registrar’s Office (registrar@instituteofbraineducation.com). The request must come from the email address on file in the students record and must include the student’s ID in order for us to process it.

Non-Directory Information

Non-directory information may only be released to third parties (including parents, spouses, and siblings) with written authorization. If a third-party tuition assistance agreement requires IBE to report grades or academic status, only the information required by the agreement will be reported (e.g., Military Tuition Assistance, VA benefits).

Some examples of non-directory information are:

- Race, ethnicity, and citizenship
- Grades, GPA, course schedule
- Documents required for admission
- Billing or Financial Aid Information Giving Access to a Third-Party

Students may sign a FERPA Release Student Authorization Form to allow information to be released to a third party. To request the form, email the registrar.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by IBE to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue,

SW Washington, DC 20202

IX. Student Services

1. Student Services

Contact the Registrar's Office at registrar@instituteofbraineducation.com, 928-203-0840 for the following services.

- All information about application
- Information about conditional acceptance
- Program information
- Registration for all courses
- Add/Drop
- Course withdrawals
- Leave of absence
- Voluntary withdrawal from program
- Transcript request
- Accommodations for Students with Disabilities
- For general questions about the program

2. Academic Advisement

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

3. Job Placement Assistance/Job Opportunities at the School

Job placement assistance is not offered at this time.

4. Library

LIRN is a 3rd party Library and Librarian Solution whom IBE partners with to provide comprehensive library resources and librarians to ensure that all faculty and staff are knowledgeable about library resources. LIRN has numerous online resources from a wide variety of vendors (inclusive of databases containing articles from periodicals [peer reviewed, academic and trade], eBook collections, video collections, or interactive applications. IBE has selected resources relevant to specific areas of study at our institution. All of LIRN's resources are intended for use in higher education to promote academic study, research and growth, including all areas of General Education. IBE is supported by a team of LIRN Librarians who have earned a Masters degree in Library Science (MLS), Librarianship, or Library and Information Studies (MLIS) from a program accredited by the American Library Association (ALA). LIRN's librarians are not faculty and/or staff of the subscriber institution. LIRN Librarians provide library support for 118 hours of support each week. Monday through Friday, 6am to Midnight EST and Saturday and Sunday 10am to Midnight EST.

5. Student Interaction

We encourage students to interact and establish study groups.

6. Accommodations for Students with Disabilities

IBE is committed to ensuring that students with disabilities have equal access to educational opportunities. We provide reasonable accommodations to qualified individuals with disabilities, provided such accommodations are readily achievable and do not fundamentally alter the nature of our programs, services, or activities, or impose undue burdens.

A disability is defined as:

- A physical or mental impairment that substantially limits one or more major life activities.
- A record of such impairment.
- Being regarded as having such impairment.

To be eligible for accommodations, students must:

- Have a documented disability that presents a significant barrier to the educational process.
- Submit a formal request for services to the Registrar's Office.

Students requesting accommodations must provide current medical or psychological documentation that verifies the nature of the disability and the need for specific accommodations. This documentation must be submitted to the Registrar's Office. The Director of Compliance will review the documentation and make a recommendation for reasonable accommodations. Once the accommodations have been approved, the Student Services office will work with the student and relevant faculty or staff to implement the accommodations. Students are encouraged to communicate regularly with that office to ensure their needs are being met.

All medical information provided by the student will be kept confidential and will only be shared with other institutional personnel with the student's written consent.

If a student believes that they have been denied reasonable accommodations, they may file an appeal or grievance with the Director of Compliance. The appeal must be submitted in writing within 30 days of the denial.

IBE will ensure compliance with this policy through regular training and awareness programs for faculty, staff, and students. Any violations of this policy will be addressed promptly and appropriately.

For questions or more information about this policy, please contact the Registrar's office. By adhering to this policy, IBE strives to create an inclusive and supportive environment for all students.

X. Student Code of Conduct

Institute of Brain Education takes student integrity and academic honesty seriously.

Violations of this Student Code of Conduct 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.

Student Code 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 institutional activities.
- Physical abuse of any person on the institute's premises or at functions sponsored or supervised by the institute.
- Theft, damage to the institute's premises, or damage to the property of a member of the institutional community.
- Failure to comply with directions of institutional officials acting in the performance of their duties.
- Violation of the law that affects the institute's pursuit of its proper educational outcomes.

Academic Honesty Policy

This is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the Institute of Brain Education. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities are not acceptable.

Students who knowingly or intentionally conduct or help another student engage in dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of IBE.

These policies are applied in all aspects of a student's academic journey at IBE. IBE actively engages the faculty during and after courses to ensure that our policies are in line with what actually takes place in the classroom.

Netiquette

In an online course, the majority of our communication takes place in the learning management system.

However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email, text, or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

XI. Financial Assistance, Payment Plan and Student Loan Disbursement

1. 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.

2. Scholarship and Discounts

Scholarship for degree in Integrative Brain Education

Purpose & Award This scholarship supports outstanding students dedicated to advancing Brain Education and its real-world application. Awards provide partial tuition coverage for the duration of the program and are subject to available funding and institutional priorities.

Eligibility

- Academic background: Bachelor's degree in Brain Education or a closely related field (e.g., neuroscience, psychology, cognitive science, education, human development).
- Academic record: Minimum 3.0 GPA in prior studies; competitive applicants typically present an undergraduate GPA of 3.6+.
- Program status: Enrolled in or applying to an IBE graduate program; renewable each term with continuous enrollment.
- Professional commitment: Clear commitment to the field demonstrated through research, practice, or community engagement.

Selection Criteria: A holistic review considers:

- Academic achievement and any honors or advanced/research-intensive coursework
- Alignment with program goals and a personal statement outlining impact and career goals
- Leadership, service, and initiative (e.g., school mindfulness programs, community projects)
- Research/creative contributions (studies, presentations, tools/resources)
- Two letters of recommendation (faculty/pro supervisors/mentors)
- Contribution to equity, inclusion, and cross-cultural collaboration

Recipient Responsibilities & Renewal: Maintain a minimum 3.0 GPA; uphold active engagement with the discipline. Terms may be amended or discontinued by IBE.

Scholarship for degree in Regenerative Earth Management

Purpose & Award: Designed to advance Earth/Regenerative Management by supporting students committed to sustainability and applied impact. Awards provide partial tuition coverage for the program duration, contingent on funding.

Eligibility

- Academic background: Bachelor's degree in environmental science, sustainability, human development, or a closely related field.
- Academic record: Minimum 3.0 GPA required; 3.6+ undergraduate GPA is competitive.
- Program status: Enrolled in or applying to an IBE graduate program; renewable with continuous enrollment.
- Professional commitment: Demonstrated interest through fieldwork, community initiatives, or relevant professional/volunteer experience.

Selection Criteria

- Academic achievement and advanced/research-intensive coursework
- Personal statement on commitment, goals, and intended impact
- Leadership and community engagement (e.g., restoration projects, sustainability initiatives)
- Research/creative contributions (projects, presentations, published work, tools/models)
- Two letters of recommendation (faculty/supervisors/mentors)
- Commitment to equity, inclusion, and cross-cultural collaboration

Recipient Responsibilities & Renewal: Maintain a minimum 3.0 GPA; uphold active engagement with the discipline. Terms may be amended or discontinued by IBE.

Discounts for employees of corporate partners

We offer tuition discounts to employees of IBE's official corporate partners. Students must be enrolled consecutively for a minimum of 3 credits and will receive a discount each term if they maintain a minimum 3.0 GPA. The discount applies to tuition only. This tuition discount does not apply to books, fees, or other materials. For the list of the corporate partners, contact the registrar.

3. 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 can 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.

4. 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:
 - a. Be disbursed in two or more equal disbursements; and
 - b. 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.)

XII. Cancellation and Refund Policy

1. Satisfaction Policy

If for any reason you choose to discontinue your studies, IBE has established this cancellation and refund policy for your protection. IBE's refund and cancellation policies conform to the requirements of the Arizona State Board for private Postsecondary Education. (R4-39-404).

2. 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.

3. Five-Day Cancellation

A student who provides written notice of cancellation within five (5) days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid under the Agreement. No later than 30 days of receiving the notice of cancellation, IBE shall provide the 100% refund.

Enrollment cancellation may be conveyed to the Institute by email or post mail.

Email: registrar@InstituteOfBrainEducation.com

Mail: Institute of Brain Education, 340 Jordan Road, Sedona, AZ 86336

4. Other Cancellations prior to the Commencement of programs

A student requiring cancellation more than five days after signing an enrollment agreement and making initial payment, but prior to entering the institute, is entitled to a refund of all monies paid, minus \$200 of the Registration Fee.

5. Refund after the Commencement of a program

1) Procedure for Withdrawal / Withdrawal Date

- A student choosing to withdraw from IBE after the commencement of classes is to provide written notice to the Office of the Registrar. 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 an 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.

2) Tuition Charges / Refunds

The tuition refund amount shall be determined as follows:

% of the program completed*	Tuition refund amount
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%
More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	0

*The percentage of the program completed is determined by dividing the total number of clock hours elapsed from the student's start date to the student's last day of attendance, by the total number of clock hours in the semester.

3) Books and Supplies

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

4) General Service Fees

All General Services fees are non-refundable after the 5-day cancellation period.

5) 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.

XIII. 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:
 - a. an effort to define the problem,
 - b. an effort to identify acceptable options for resolution, and
 - c. 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:

- a. Program Director
- b. Director of Compliance
- c. 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 W. Adams Street, #3008

Phoenix, AZ 85007

Phone: 602-542-5709

Website: <https://ppse.az.gov/>

XIV. Miscellaneous Information

1. 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.

2. 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.

3. Acknowledgements

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