

**INSTITUTE OF BRAIN EDUCATION**  
**CATALOG**

**July 2016**

Effective date of catalog: July 1, 2016 to December 31, 2016

## Message from the Founder

Dear Prospective Student:

The Institute of Brain Education (IBE) is a holistic school dedicated to the training of holistic healing professionals who will be able to develop hands on therapeutic skills and gain an appreciation of holistic principles to aid clients on their road to fulfilling health. The healing path you choose is the one the Institute of Brain Education will help you reach.

The origins of the Institute of Brain Education dates back over 4,000 years to an ancient healing art called Hwal Gong. In the early 1980's, Hwal Gong was converted to Dahn as a systematized and scientific energy and healing training program. Now we offer you, the prospective Massage Therapists; Energy healers, Oriental Bodyworkers; Position Therapists; Reflexologists; Brain Wave Vibrationists; Holistic Bodyworkers, a chance to feel your own healing energy and experience the energy in your hands as Oriental Healing meets Western Medicine.

The course of study at the Institute of Brain Education integrates holistic modalities from both Eastern and Western perspectives. Eastern studies include Oriental Massage Techniques (Hwal gong Therapeutic Massage), a Taoist form of meditative exercise, Kigong, and a thorough background in Oriental Medicine, including a detailed study of the Meridian System. The Western studies of Anatomy, Physiology, Neurology, Pathology, Kinesiology, psycho-emotional studies, etc. provide a comprehensive understanding of the human brain and body. Students will also be provided with many mainstream massage and bodywork technique classes in a comfortable, one to one atmosphere, taught by an expert in the particular field.

The integration of holistic philosophy including proper diet, exercise, stress reduction, and emotional development produces well-rounded holistic health professionals, allowing IBE students to not only develop a rewarding career but embark on a healthy lifestyle that can be shared with families and friends.

We hope you find in IBE school great opportunities for your personal growth and career development.

*/s/ Ji Young Kong*

Ji Young Kong  
Founder  
Institute of Brain Education

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# **I. About Institute of Brain Education**

## **1. Mission Statement**

The Institute of Brain Education (formerly known as Institute of Human Technology) is dedicated to education and research on healing arts that prioritize the innate potential of the human brain to heal the body and spirit. Institute of Brain Education (IBE) is founded on the premises that humanity depends on biology but is not limited by it, and that humans should be the masters of their brains, health and emotions. Instructors are healing professionals, experts who work in their field of healing or business, to deliver brain and body education and foster the development of each student into this wonderful growing field of healing and health.

## **2. Contact Information**

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

Telephone: 928-203-0840

Fax: 928-203-0807

Website address: <http://www.instituteofbraineducation.com/>

## **3. Leadership of Institute of Brain Education**

This school is owned by STI Network, Inc., which was established in Arizona in 2002.

### **Board of Director:**

Ji Young Kong

### **Administrative Director of Arizona School**

Banya Lim, L.Ac.

## **4. Educational Formats**

IBE provides education in the formats of lecture, laboratories, distant learning and on-site clinical settings. Lectures take place in classrooms located at the Institute of Brain Education. Lab and on-site clinical settings allow for hands-on learning through interactions with instructors, other students, anatomical models, and real-world clients.

## II. Academic Calendar

Trimester	Start Date	End Date
Spring 2015	January 6, 2015	April 18, 2015
Summer 2015	May 5, 2015	August 15, 2015
Fall 2015	September 8, 2015	December 19, 2015

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

### III. Programs Offered

Institute of Brain Education offers the following 3 programs, as outlined below:

- **Sedona Health Coaching**
- **Massage Therapy Incorporating Position Therapy**
- **Integrative Energy Healing**

#### 1. Sedona Health Coaching

##### (1) Program Overview

Health coaching is an emerging profession in the areas of education, health and self-help. Many health-related educational organizations began to provide vocational training for health/wellness coaching. Health coaching is a solution suggested for U.S. health care reform and the National Institute of Health (NIH) proposed adoption of health coaching into primary health care system in 2005.

Sedona Health Coaching program trains you with the knowledge, skills and tools that you can use for group and individual coaching. It provides practical business insight, skills and know-how specific to the coaching industry and enhances existing practice for health-related and wellness professionals, such as therapists, counselors, social workers, educators, etc.

##### (2) Course Description

This program is 50 clock hours and includes the courses as listed below. No credit hours are awarded in this program.

<b>Wellness Overview</b>	<b>5 Classroom Hours</b>
This five-hour course is designed to introduce the wellness status of the United States. This includes primary indicators of national wellness status such as demographic data and health care costs for the primary health issues: overweight, cancer, diabetes, stress, etc. Students can develop a wider perspective regarding national wellness through comparison between OECD (Organization of Economic Co-operation & Development) member countries.	
<b>Coaching Principles and Skills</b>	<b>5 Classroom Hours</b>
Coaching is a growing profession worldwide and a growing communication style adopted by leaders in organizations, teachers, counselors and parents. Coaching communication usually consists of discovery, discussion, planning and follow-up. Each of these steps requires different approaches, attitudes and skills. The knowledge attained through this course can be used for guiding others to develop healthy lifestyles in the context of coaching relationships.	
<b>Elements of a Healthy Lifestyle</b>	<b>10 Classroom Hours</b>
In this ten-hour course, students will learn about key elements of a healthy lifestyle such as exercise, food, weight management, metabolism, stress management, sleep quality, and emotional balance. The purpose of this course is helping students to understand how these elements are interconnected and to develop a broad and holistic view of a healthy lifestyle.	

<b>Exercise and Biomechanics</b>	<b>5 Classroom Hours</b>
Exercise is a crucial part of developing and maintaining a healthy lifestyle. This course teaches about basic principles of exercise with discussion of diverse Western and Eastern modalities of exercises especially focusing on how to burn calories effectively without exhausting the body. Students will understand that exercise can be adjusted to the needs and conditions of individuals by combining diverse approaches such as gym style exercise and Ki-gong style movement.	
<b>Corporate Wellness</b>	<b>5 Classroom Hours</b>
Corporate wellness is one of the key areas that need to be addressed to improve wellness status nationally and globally. This course provides information about the general corporate wellness status and unique wellness issues in workplaces with a discussion of program options and wellness guidelines applicable in workplaces. Students also learn how to adapt wellness program options to the specific needs and purposes of different corporations and organizations.	
<b>Health Coaching Practice</b>	<b>20 Classroom Hours</b>
In this twenty-hour course, all the knowledge and skills discussed through the health coaching program will be reviewed and application of these knowledge and skills in an actual coaching session will be demonstrated. Students will also be given opportunities to practice coaching with each other. While students are practicing with each other, the instructor will monitor their performance and give feedback for improvement.	

✧ There is no clinical training, practicum, or externship/internship in Sedona Health Coaching program.

### **(3) Program prerequisites**

There are no program prerequisites

### **(4) Textbooks or Learning Materials**

The Textbook and Workbook will be provided by the institute, however there are additional recommended texts. Recommended texts are:

- Co-Active Coaching: by Laura Whitworth, Karen Kimsey-House, Henry Kimsey-House, Phillip Sandahl
- You Can't Afford to Get Sick: by Andrew Weil M.D.
- Brain Wave Vibration: by Ilchi Lee
- Brain Rules: by John Medina
- Meridian Exercise 1, 2: by Ilchi Lee

### **(5) Equipment / technology requirements or competencies**

There are no equipment or technology requirements. No specific competencies or certifications are required.

### **(6) Requirements for Completion/Graduation**

- A candidate for graduation must have successfully completed all required course load with a cumulative 2.0 GPA or higher.

- The candidate must meet all academic and attendance requirements.
- The candidate must have fulfilled all financial obligations to Institute of Brain Education.

### **(7) Graduate Employment Opportunities**

Program graduates can help others create and sustain healthier and more balanced lifestyles. They can use skills provided in the program for entry into paid occupations as follows:

- They can work in their own homes, creating home offices or coaching clients over the phone.
- They may find their own office spaces or share office spaces with health practitioners such as massage therapists, acupuncturists, chiropractors or doctors.
- Professionals of health-related fields who become certified Health Coaches can improve the results of their professional practice by addressing their clients' lifestyle challenges more practically and specifically.

### **(8) Requirements for graduate to practice**

No license or certification is required to practice health coaching.

### **(9) Tuition, Costs and Fees**

- Tuition: \$3,900
- Registration fee: \$0
- Total fees: \$3,900

✧ Tuition includes meals, accommodation, textbooks and workbooks.

## **2. Massage Therapy Incorporating Position Therapy Program**

### **(1) Program Overview**

The Institute of Brain Education offers a program to prepare students for improving the health and wellness of individuals. The program is a Holistic Healing, Massage, Bodywork and Energy Healing course incorporating Position Therapy, based on Hwal Gong; which focuses on teaching how to assist individuals to make the connection between the brain, the body and wellness through gently assisted positions for opening the meridians. Therapists learn to combine techniques from several different modalities to improve and correct body conditions. Massage Therapy provides a student with current knowledge, skills, and development tools necessary for personal and professional growth as a massage therapy practitioner in several mainstream massage techniques; including Swedish, Deep Tissue, Reflexology, Craniosacral and Meridian. The program prepares students to apply for licensing by the Arizona State Board of Massage and Bodywork Therapy and to sit for the practitioner exam at the National Certification Board for Therapeutic Massage and Bodywork and MBLEX.

### **(2) Course Description**

This program is 700 clock hours and includes the courses as listed in the table below. No credit hours are

awarded in this program.

All hours are under the supervision of a qualified instructor. Hours are documented with clear learning objectives that are provided to the students. Programs use a mechanism for faculty evaluation and supervision of student performance. Clients will be notified that massage therapists are students. All experiences are designed to model professional procedures, including as appropriate, professional draping techniques.

<b>Anatomy and Physiology</b>	<b>110 Classroom Hours</b>
Classes provided an overview of human gross anatomy, with emphasis on the musculoskeletal, cardiopulmonary, gastrointestinal, and genitourinary systems. In conjunction, this course describes the functioning of the cardiopulmonary, gastrointestinal, and endocrine systems.	
<b>Applied Neuroscience/BEST</b>	<b>53 Classroom Hours</b>
This course provides an overview of the human nervous system, including neuro-anatomy, neurophysiology, neuro-endocrinology. During the course it focuses on relationships between the central nervous system and human behavior, including the neural substrates of cognition, emotion, sensation, movement, autonomic function, and socialization. The course distinguishes between neuro-scientific understanding and reductionism, with special emphasis on human development.	
<b>Energy Healing I</b>	<b>24 Classroom Hours</b>
This part of the course offers important development in the students energy healing combined with massage skills and in the development of clinical communication. Additionally, the course provides an opportunity for the therapist to receive healing in order to assist with an increased understanding of the processes their clients will undergo.	
<b>Energy Healing II</b>	<b>24 Classroom Hours</b>
Continuation of Energy Healing I.	
<b>Energy Healing III</b>	<b>24 Classroom Hours</b>
Continuation of Energy Healing II.	
<b>Ethics in the Healing Professions and Business Management</b>	<b>10 Classroom Hours</b>
In this class students are encouraged to internalize the highest standards of behavior as health professionals. The coursework describes the essential character of relationships in the health professions, and sensitizes students to the ethical dimensions of healing work. Class work includes basics for general business training in issues legal, accounting, and general business management operations, and ethical decision making.	
<b>Theory of Massage &amp; Bodywork</b>	<b>14 Classroom Hours</b>
This subject provides an overview of the theoretical principles for common massage therapy systems and manual techniques. That includes history of massage and bodywork, effects and benefits of proper massage treatments, and theoretical basis of fundamental manual techniques.	
<b>Kinesiology</b>	<b>20 Classroom Hours</b>
This subject helps to deepen the understanding of anatomy as it explores the relationship between structure and function of the musculoskeletal system. This is the introduction to the science of human movement, through study of planes of motion, physics, anatomy, physiology and biomechanics.	
<b>Massage Skills I</b>	<b>70 Classroom Hours</b>
This is a hands-on class that teaches techniques of massage. That includes, Swedish, HwalGong (Korean	

Energy Massage), and Meridian Massage. Students will learn to work with and develop sensitivity to the muscles, fascial components and connective tissues.	
<b>Massage Skills II</b>	<b>70 Classroom Hours</b>
Continuation of Massage Skills II.	
<b>National Certification and License Review</b>	<b>50 Classroom Hours</b>
The class is an opportunity for a thorough review of the rules for the state of Arizona and the national certification, and guidance for the application and preparation for the national exam.	
<b>Oriental Health Principles I/ Massage Therapy, incorporating Position Therapy I</b>	<b>30 Classroom Hours</b>
This course provides an overview of classical East Asian health systems, both theory and practice, including roles of life-energy, meridian systems, yin-yang theory, five-element theory with special emphasis on the correlation with exercise physiology including stress and recovery affects upon various organ systems. Therapeutic exercise instruction for general application and some specific issues covered.	
<b>Oriental Health Principles II/ Massage Therapy incorporating Position Therapy II</b>	<b>30 Classroom Hours</b>
Continuation of Oriental Health Principles I, this course creates the integration of therapeutic exercise and manual therapies to enhance function of the physical, energetic and psychological functions and the integration of these. Emphasis of physical body through lumbopelvic assessment and treatment to strengthen the physical foundations of health as they flow to support the energetic and psychological aspects; craniosacral therapy as it improves psychoenergetic as it flows to support the body.	
<b>Oriental Health Principles III/ Massage Therapy incorporating Position Therapy III</b>	<b>30 Classroom Hours</b>
Continuation of Oriental Health Principles II with advanced understanding and training in theory and practice of the meridian system.	
<b>Pathology</b>	<b>40 Classroom Hours</b>
Here students receive an overview of the pathological basis of human disease, describing mechanisms and consequences of human disease, at molecular, cellular, tissue, organ system, and human levels.	
<b>Massage Therapy incorporating Position Therapy Practicum</b>	<b>60 Classroom Hours</b>
A practicum, based on the principles and skills of human technology for developing strong, experiential understanding of the course work. This is a course for practicing therapeutic exercise of Massage using position therapy and hands-on healing skills in a basic clinical setting. The school will inform clients that therapists are students, supervised by an instructor. This course includes practice leading classes for therapeutic exercise.	
<b>Reflexology</b>	<b>14 Classroom Hours</b>
These classes provide an introduction to the study of reflexology, for the basic understanding of the principles and skills of reflexology and their therapeutic application.	
<b>Orientation/Human Health in Global Context</b>	<b>10 Classroom Hours</b>
This is an introduction to principles of Oriental Bodywork; Position Therapy, which are unique to this practice, and offer a chance to outline the expectations and personal commitment to the practice of this therapy. We also describe the myriad mutual influences between the health of an individual, and the health of larger units including families, communities, our species, and the earth as a whole. Special emphasis is placed on the role of the individual as a change agent.	

**Review and Graduation****17 Classroom Hours**

This is for reiteration of the major lessons and key points in each subject and building professional network and relationship for future collaboration among graduates.

There is no clinical training, or externship/internship in this program. Students will participate in a supervised practicum providing Massage Therapy incorporating Position Therapy to fellow students in order to have hands on experience. The following is the practicum policy:

- All hours shall be under the supervision of a qualified instructor.
- Hours are documented with clean learning objectives that are provided to the students.
- Programs use a mechanism for faculty evaluation and supervision of student performance.
- All experiences shall be designed to model professional procedures, including, as appropriate, professional Position Therapy techniques.

**(3) Program Prerequisites**

There are no program prerequisites.

**(4) Textbooks or Learning Materials**

Textbooks or learning materials are as follows:

- National Certification Board for Therapeutic Massage and Bodywork Study Guide
- Mosby's Fundamentals of Therapeutic Massage, 4th Ed: by Sandy Fritz
- Structure & Function of the Body, 13<sup>th</sup> Ed.: by Gary A. Thibodeau & Kevin T. Patton
- Fundamentals of Chinese Medicine: Nigel Wiseman, Andrew Ellis
- Massage Therapist's Guide to Pathology: by Ruth Werner/Lippincott Williams & Wilkins
- Trail Guide to the Body: How to Locate Muscles, Bones, and More (3rd Edition) by Andrew R. Biel and Robin Dorn
- Human Technology: by Dr. Ilchi Lee
- Home Massage Therapy I
- Home Massage Therapy II
- The Anatomy Coloring Book (3rd Edition): by Wynn Kapit/Lawrence M. Elson
- Brunstrom's Clinical Kinesiology: L. Don Lehmkühl & Laura K. Smith
- Brain Respiration: by Dr. Ilchi Lee
- Dahnhak: The Way to Perfect Health: by Dr. Ilchi Lee

The cost of all the above books are not included in the enrollment fees and are the responsibility of the students.

**(5) Equipment / technology requirements or competencies**

Students will be provided with Massage Tables and massage tools such as Power Brain Energizers and oils and creams for use during classroom and practicum training but may want to purchase their own before completion of the program.

- Power Brain Energizers
- Massage Tables
- Massage Paraphernalia (including oils/creams, sheets, etc.)

No specific competencies or certifications are required.

**(6) Requirements for Completion/Graduation**

- A candidate for graduation must have successfully completed all required course load with a cumulative 2.0 GPA or higher.
- The candidate must meet all academic and attendance requirements.
- The candidate must have fulfilled all financial obligations to Institute of Brain Education.
- The candidate must pay a graduation fee which was included in the original fees.

**(7) Graduate Employment Opportunities**

Once students achieve licensing they are eligible for employment as a Massage Therapist in the State of Arizona.

In the most recent overview document by The American Massage Therapy Association, employment opportunities for massage therapist is expected to grow at a faster than average rate.

**(8) Requirements for Graduate to Practice**

A state massage therapy license is required to practice. Licensing is handled differently in each state. All graduates of IBE meet the eligibility requirements of The Arizona State Board of Massage Therapy and the National Certification Exam for Therapeutic Massage and Bodywork in order to practice as a Licensed Massage Therapist. Arizona Massage Therapy Licensing is regulated by Arizona State Board of Massage Therapy located at

1400 West Washington, Suite 230  
 Phoenix, AZ 85007  
 Phone: (602) 542-8604  
 Email: info@massageboard.state.az.us  
 Website: www.massageboard.az.gov

**(9) Tuition, Costs and Fees**

Description	offline only	online & offline combination
Tuition	\$7,350	\$5,000
Application fee	\$75	\$75
Instructional Materials and Supplies fees	\$150	\$150
Graduation fee	\$100	\$100
<b>Total fees</b>	<b>\$7,675</b>	<b>\$5,325</b>

Students in the Massage and Oriental Bodywork Therapy may incur an additional \$1,000 in expenses to cover optional supplies and if they choose to apply for licensing and/or sit for national certification. They are strongly encouraged but not required to buy a professional massage table, creams and oils within the first semester of the program. Other expenses that a student may incur include room and board, transportation, personal expenses and loan origination fee.

### 3. Integrative Energy Healing

#### (1) Program Overview

The goal of Integrative Energy Healing is to guide you to greater health by improving the ability to obtain the correct position of the body and thus enhance both physical and mental health. By utilizing western and oriental medical approaches within the framework of neuroscience, Hang-Gong Trainer program trains you with the skills that create the space to shift the position of physical, energetic and psycho-emotional states within the individual into a healthier sphere and more harmonious interaction.

#### (2) Course Description

This program is 24 clock hours and includes the courses as listed below. No credit hours are awarded in this program.

<b>Orientation</b>	<b>2 Classroom Hours</b>
This course is devoted to giving the students an overall outline of the program. This is an introduction to the principles of Oriental Bodywork; Hang-Gong which is unique to this practice, and offers the student a chance to outline the expectations and personal commitment to the practice of Hang-Gong.	
<b>Principles and Theory of Hang-Gong</b>	<b>4 Classroom Hours</b>
This course is designed to introduce the principles and theories of Hang-Gong. Students will learn the system of Hang-Gong both in theory and practice.	
<b>Hang-Gong Part I</b>	<b>4 Classroom Hours</b>
This course provides an overview of classical East Asian health systems, both in theory and practice. The roles of life-energy, meridian systems, yin-yang theory and five-element theory will be covered with a special emphasis on the correlation of exercise physiology, which includes stress and recovery affects upon various organ systems. Hang-Gong exercise instruction for general application will be covered along with some specific issues.	
<b>Hang-Gong Part II</b>	<b>3 Classroom Hours</b>
Continuation of Oriental Health Principles I. This course creates the integration of therapeutic exercise and manual therapies to enhance the performance of the physical, energetic and psychological functions and their integration.	
<b>Assessment, Reading</b>	<b>2 Classroom Hours</b>
Learn to ask questions and assess the condition of the person before performing Hang-Gong.	
<b>Practicum</b>	<b>9 Classroom Hours</b>
A practicum, based on the principles and skills of Hang-Gong, the student will develop a strong and experiential understanding of the course work. This is a course for practicing Hang-Gong and its skills.	

There is no clinical training, or externship/internship in this program. Students will participate in a supervised practicum providing Hang-Gong training to fellow students in order to have hands on experience. The following is the practicum policies:

- All hours shall be under the direct supervision of a qualified faculty member.
- Hours are documented with clear learning objectives that are provided to the students.
- Programs use a mechanism for faculty evaluation and supervision of student performance.
- All experiences shall be designed to model professional procedures, including, as appropriate, professional Hang-Gong techniques and performed at the school sites.

### **(3) Program Prerequisites**

There are no program prerequisites.

### **(4) Textbooks or Learning Materials**

The Textbook and Workbook will be provided by the institute, however there are additional recommended texts. Recommended texts are:

- Home Healing Massage - Hwal Gong - for everyday wellness: by Institute of Human Technology (IBE)
- Meridian Exercise for Self-Healing - Classified by Common Symptoms: by Ilchi Lee
- Fundamentals of Chinese Medicine: by Nigel Wiseman and Andy Ellis

### **(5) Equipment / Technology Requirements or Competencies**

There are no equipment or technology requirements. No specific competencies or certifications are required.

### **(6) Requirements for Completion/Graduation**

- A candidate for graduation must have successfully completed all required course load with a cumulative 2.0 GPA or higher.
- The candidate must meet all academic and attendance requirements.
- The candidate must have fulfilled all financial obligations to Institute of Brain Education.
- The candidate must pay a graduation fee which was included in the original fees.

### **(7) Graduate Employment Opportunities**

As our Hang-Gong Trainer program is relatively new, graduates of this program will have the unique opportunity to study and work with this cutting-edge new therapy while supplementing a previous degree or exploring a variety of healing treatments, such as physical therapy or massage.

### **(8) Requirements for Graduate to Practice**

No license or certification is required.

### **(9) Tuition, Costs and Fees**

- Tuition: \$2,600
- Registration fee: \$200
- Total fee: \$2,800

✧ Tuition includes textbooks and workbooks. Students will be responsible for the accommodation.

## **IV. Application and Admission Policies**

### **1. Admission Requirements**

Criteria for admission are as follows:

- All applicants for admission to the Institute of Brain Education must be at least 18 years of age.
  - Personal interview may be required.
  - Student must pay all applicable fees, as per the current published fee schedule prior to the issuance of an enrollment contract or make other arrangements acceptable to the school.
  - Falsification of any admission materials may be cause for denial or cancellation.
- ✧ 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. Deferring Admissions**

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

### **3. Declining an Offer of Admissions**

Applicants who decide not to enroll are requested to notify the Admissions Department in writing of their decision within 14 days of the acceptance letter.

### **4. Advanced Standing**

Applicants who wish to be considered for advanced standing in one or more areas must make their request to the Admissions Counselor at the time of their admissions interview. Applications for advanced standing, in form of examination waivers or transfer credits, must be made prior to enrollment. No prior learning credit will be given after the program has begun.

### **5. Transfer Applicant**

Applicants transferring from other school of massage therapy must complete regular application procedures and supply the following documentation:

- Letter of good standing from the previous professional school attended
- A short essay explaining why they wish to transfer to the Institute of Brain Education

Transfer of applicants seeking credit for prior course work will be evaluated by the Director of the School, when all other aspects of the application are complete. A second interview with the Director may be required. 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.

## **6. Physical Examination**

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

## **7. Readmission after Voluntary Withdrawal from School**

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

## **V. Academic Policies and Regulations**

### **1. Grades and Satisfactory Progress**

Student performance is graded by percentage. Students must maintain an 80% average to progress from one course to the next within any given program. Students are encouraged to form study groups and utilize the available library room and facilities to assure lessons objectives are attained. Final grades are issued on a pass/fail basis, and notified to the students within a week of the ending date of each semester.

In order for students to earn credit for completion of any subject, a minimum cumulative grade point average (GPA) of 2.0 on a scale of 4.0 is required. The grading system used throughout the program will reflect the following equivalents:

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Grade Point</b>
A	90-100	4.0
B+	87-89	3.5
B	80-86	3.0
C+	77-79	2.5
C	70-76	2.0
F	Fail	0.0

### **2. Academic Probation and Dismissal**

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

At the end of each term, any student whose cumulative GPA is below 2.0, or who did not satisfy IBE attendance policy for the semester will be placed on academic probation for the following semester. Students who fail to achieve a 2.0 cumulative GPA and/or are in non-compliance with IBE attendance policy will be dismissed from the program.

### **3. Grade reports and Transcripts**

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

### **4. Course Transfer**

To obtain a course transfer, the candidate must supply official transcripts for prior coursework and complete course description to the Admissions Dept. at the time of his/her interview. The Director of the Institute of

Brain Education will determine any transfer credits to be awarded based upon the following criteria:

- Coursework completed within the past 5 years and passed with a grade of “B” or better.
- Advanced science/medical degree or training in Oriental Medicine.

## **5. Attendance Requirement**

Students are expected to attend all classes as scheduled. Students must attend 90 percent of the scheduled class hours or grades may be reduced, at the discretion of the instructor.

Students tardy more than 15 minutes are considered absent for that class hour. Failure to attend classes could affect the requirement for licensing by the Arizona State Board of Massage Therapy. It is the student’s responsibility to make up missed course work and maintain the required training to meet seat time required for licensing.

## **6. Class Make-up Policy**

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

## **7. Make-up Examination Policy**

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

## **8. Repeat Policy**

A student may repeat a failed course for a maximum of two times at his/her own expense. Both the original and repeated courses are counted as credits attempted. In computing the GPA, only the grade for the passed course will be counted.

## **9. Add/Drop/Change and Withdrawal Policies**

A student wishing to add or drop a course must do so within the first two weeks of the semester. The only exceptions to this policy are students who have obtained approval from the Director. The fee for adding, dropping, or changing a course is \$25.00 for each course affected. Student must fill out a drop/add form and submit it to the Registrar’s office. Student may withdraw from a course from the start of the 3rd week to no later than the end of the 8th week. Withdrawal from a course within this period of time will be indicated by a “W” on the students’ grade report and has no impact on the student’s GPA. Add/drop/change and withdrawal of individual courses may not be available for certain programs.

## **10. Leaves of Absence**

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

## **11. Voluntary Withdrawal from School**

In the event of unforeseen circumstances that require a student to be absent for an extended period, the student must withdraw from the program and re-enroll upon his/her return. Federal regulations require that any student 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.

## **12. 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.

## **13. Program Changes**

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

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

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

#### **14. Administrative Fees**

- Installment plan fee: \$50
- Late installment payment (per payment): \$50
- Returned check fee: \$25
- Make up exam fee (Written): \$25
- Make up exam fee (Practical): \$50

## **VI. 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 School 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.

## **VII. Student Records**

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

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

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

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

## **VIII. Student Services**

### **1. Academic Advisement**

All entering students may discuss program and course selection with an academic advisor. Appointments are required.

### **2. Tutoring**

Students who experience difficulty or who have learning disabilities will be provided assistance in locating qualified tutors. Interested students should contact the School Director.

### **3. Job Placement Assistance/Job Opportunities at the School**

Job placement assistance is not offered at this time.

### **4. Library**

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

### **5. Student Interaction**

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

## **IX. Student Conduct**

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

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

- All forms of bias including race ethnicity, gender, sexual preference, disability, national origin, and creed as demonstrated through verbal and written communication and physical acts.
- Sexual harassment including hostile environment and quid pro quo (forcing an individual to perform sexual favors in return for something.)
- All types of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the institution, and forgery alteration or use of institution documents of identification with intent to defraud.
- Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, public meetings and programs, or other school activities.
- Physical abuse of any person on school premises or at functions sponsored or supervised by the school.
- Theft or damage to the school premises or damage to the property of a member of the school community on the school premises.
- Failure to comply with directions of institutional officials acting in the performance of their duties.
- Violation of the law on school premises in a way that affects the school community's pursuit of its proper educational objectives. This includes, but is not limited to the use of alcoholic beverages and/or controlled dangerous substances on school premises.

## **X. Financial Assistance, Payment Plan and Student Loan Disbursement**

### **1. Financial Assistance**

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

### **2. Tuition Discounts**

IBE may offer tuition discounts. All discounts are in compliance with the State Board's guideline for tuition discounts, including discounts for students enrolling as part of a group, who are similarly situated, or enrolling under the same program schedule or course schedule.

### **3. Scholarship Programs**

A scholarship program is available to individuals who have qualified credentials for wellness practice based on understanding of human body (such as yoga, tai-chi, martial art, meditation, health coaching or Brain Education) with at least 1000 hours of work experience.

If you are interested in the scholarship program, please submit your scholarship application and resumes at least 30 days before the start date of the course. The School Board will determine whether your credentials are qualified for the scholarship.

The percentage of the tuition covered may vary by course and application.

### **4. Payment Plan**

Tuition in an amount equal to or greater than \$5,000 can be paid in installment payments. All installment payments must be completed within 10 months. Fees, cost of instructional materials and supplies, and other charges must be paid in full prior to beginning class.

### **5. 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.)

## **XI. Cancellation and Refund Policy**

### **(1) Rejection**

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 rejection.

### **(2) Three-Day Cancellation**

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

### **(3) Other Cancellations prior to the Commencement of programs**

An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to the commencement of a program, is entitled to a refund of all monies paid minus a seventy five dollar (\$75) cancellation fee. No later than 30 days of receiving the notice of cancellation, IBE shall provide the refund.

### **(4) Refund after the Commencement of a program**

#### **① Procedure for Withdrawal / Withdrawal Date**

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

#### **② Tuition Charges / Refunds**

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

<b>% of the clock hours attempted:</b>	<b>Tuition Refund amount:</b>
10% or less	At least a 90% refund
More than 10% and less than or equal to 20%	At least a 80% refund

More than 20% and less than or equal to 30%	At least a 70% refund
More than 30% and less than or equal to 40%	At least a 60% refund
More than 40% and less than or equal to 50%	At least a 50% refund
More than 50%	No Refund is required

The percentage of the clock hours attempted 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 program.

③ Books and Supplies

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

④ Administrative Fees

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

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.

## **XII. Student Grievance Procedure**

Institute of Brain Education is dedicated to fair dealing and professional conduct. Should any student have a complaint:

- (1) The student is asked to discuss the matter directly with an instructor or administrator.
- (2) That instructor or administrator will engage in an informal process endeavoring to settle the dispute in good faith. That informal process will involve three steps:
  - ① an effort to define the problem,
  - ② an effort to identify acceptable options for resolution, and
  - ③ an attempt to resolve the conflict through the application of one or more of those options for resolution.

(3) Only after the informal process is exhausted and the Student remains unsatisfied, the Student may make a written complaint to the Director of the Institution. 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 either responding to the complaint immediately or requesting 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.

(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:

1400 W. Washington, Room 260  
Phoenix, AZ 85007.  
Phone: 602-542-5709  
Website: <http://azppse.state.az.us>

## **XIII. 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 School 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 electric copy of this catalog to the State Board within 10 days after revision of the catalog. This catalog will be available to students and prospective students in a written or electronic format.