

IASI Recognition of Basic Training Programs

Introduction IASI Recognition is a process by which a Structural Integration (SI) basic training is evaluated, based on an accepted set of standards, to ensure a minimum level of basic Structural Integration education. The basic training's curriculum includes the following: at least 730 class hours of instruction, adequate in-class supervision of Structural Integration work, demonstration of professional competencies, and inclusion of core curriculum elements. The structure and content of the core curriculum elements must lead students to achieve or exceed the professional competencies of an entry-level, independent Structural Integrator who can legally practice SI. The basic training must ensure that the sequencing, duration, nature and content of all didactic, practical, and manual application courses are appropriately integrated and consistent with the program's purposes and educational objectives. The IASI recognition process enhances the profession of Structural Integration, and assures the public a standard of quality from graduates. These benefits elevate the Structural Integration profession in the eyes of the public, raise the profession above sub-par bodywork education, and increase the public's confidence in practitioners of Structural Integration.

IASI aspires to the highest level of integrity in the process of recognition. Basic training programs seeking IASI Recognition will demonstrate honesty and integrity, and will agree to comply with all IASI educational standards, decisions, policies, and procedures both during the recognition process and throughout the term of recognition. Basic training programs must be clear with potential students, and the public, about how instructional hours are classified, and how they can be applied towards government licensing requirements. IASI acknowledges and highlights basic training programs that are licensed as schools by state or national governments; this information will be communicated on the IASI website. Basic training programs will renew their recognition status in January of each year. IASI acknowledges that there are elements of contextual and cultural sensitivity involved with educational standards; if a program needs a specific accommodation, it may submit a written application to the IASI Board.

Terminology IASI Recognized Basic Training Programs will not grant certificates and use terms that infringe upon the trademarks of other IASI Recognized Programs.

Timeline Initial recognition applications will require at least 30 days for review by the IASI Education Team.

Fees The Recognition Fee Policy Document explains the fees associated with IASI

Recognition.

Criterion 1: Minimum Hours Total curriculum length must be at least 730 hours. 230 non-SI hours are eligible for transfer from other educational institutions that are approved by their appropriate government agencies, such as massage schools, community colleges, and universities. The 230 hours may be transferred from another IASI Recognized Program, at the discretion of the program the student is joining. If the non-SI hours are greater than 230, those may be transferred at the school's discretion but do not count toward the core SI 500 hours. The 230 minimum transfer-eligible hours are categorized as:

- US Programs: 120 hours of college-level Anatomy & Physiology
- International Programs: 120 hours of prerequisite content that is contextually appropriate
- 80 hours of content that is relevant to the practice of Structural Integration
- 20 hours of Ethics and Therapeutic Relationship
- 10 hours of Business Development

The remaining 500 hours are core Structural Integration education taken within an IASI Recognized Basic Training. Core SI hours may be transferred between IASI Recognized Basic Trainings, at the discretion of the training the student is joining. At least 400 of the 500 hours must be in-person. Up to 100 of the 500 may be online, synchronous or asynchronous. These online classes must be taught by an appropriate instructor, and must support regular and substantive interaction between the students and the instructor. An online format cannot be used for course content that requires on-site, hands-on, or immediate monitoring of student work. One of the two instructor demos may be viewed via recording or online. See Addendum A for further articulation of best practices for online classes within IASI Recognized Trainings.

The 500 core SI hours are categorized as:

- 300 hours of SI-Specific instruction, including theory, Anatomy & Physiology, session explanations, and practicums.
- 40 hours of in-person, student observation of two series, performed by instructors
- 40 hours of in-person, supervised giving and receiving of a series by classmates
- 40 hours of in-person, supervised student series work on two general public clients
- 20 hours of Assessment
- 20 hours of Kinesiology
- 10 hours of Movement Education
- 10 hours of Pathologies and Contraindications
- 10 hours of Proprietary Education
- 5 hours of Research Literacy and Case Studies

- 5 hours of SI History, Variety, Licensing, and CESISM explanation

If translation is provided for a class taught by an instructor who is not fluent in the language of the students, the program should adjust the class to credit hour ratio in order to allow for extra translation time. The program should regularly assess the impact of its academic load on students, and is expected to articulate its curriculum for each academic year, identifying segments and syllabi in a course catalog.

Criterion 2: Faculty Programs must provide academically qualified and numerically sufficient instructors to perform assigned responsibilities. Instructor education, teaching experience, and professional experience must be appropriate for the subject area being taught. Every instructor must provide continuing evidence of keeping up to date with developments in their field. Instructor credentials must be verified, and a record must be maintained in a faculty member file.

Minimum Academic Credentials All independent instructors of all class subjects, must meet at least one of the following minimum requirements:

- Bachelor's Degree or higher from a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, or by an equivalent agency of another country, with a major that is directly related to class content, **or**
- five years of professional Structural Integration experience, **or**
- 100 hours of professional-level education in course content, and a minimum of two years of professional experience in course content

Hands-On SI Instructors Classes that involve hands-on SI training must be taught by instructors within the following system of distinctions:

Lead Instructors are qualified to start an IASI Recognized Basic Training, design and develop a Basic Training curriculum, supervise hands-on SI classes, and train other instructors. The following credentials apply:

- Lead Instructors must be graduates of an IASI Recognized Basic Training.
- Lead Instructors must have at least 7 years of Structural Integration experience.
- Lead Instructors must have completed an Advanced Training associated with an IASI Recognized Basic Training, **-or-** have taken at least 300 SI-Specific CE class hours. (Up to 8 eight hours a day of Associate or Assistant Instructor experience, supervised by an IASI Recognized Lead Instructor, may be counted as SI-Specific CE class hours.)
- After approval of this document, all new Lead Instructors must have completed a minimum of 100 hours of in-person Associate teaching or teaching experience.
- After approval of this document, all new Lead Instructors in US IASI Recognized Basic

Trainings must hold a current BCSI^{CM} certification.

Associate Instructors are qualified to teach curriculum approved by the Lead Instructors of their Basic Training. In order to teach hands-on SI classes independently, with indirect supervision from a Lead Instructor, the Associate Instructor must have assisted within that particular course three times. The following credentials apply:

- Associate Instructors must be graduates of an IASI Recognized Basic Training.
- Associate instructors must have at least 5 years of Structural Integration experience.
- After approval of this document, all new Associate Instructors must complete an in-person of 100 hours as an Assistant Instructor.
- After approval of this document, all new Associate Instructors in US IASI Recognized BasicTrainings must hold a current BCSI^{CM} certification.

Assistant Instructors are qualified to assist a Lead Instructor or an Associate Instructor. The following credentials apply:

- Assistant Instructors must be graduates of an IASI Recognized Basic Training.
- Assistant instructors must have at least 3 years of Structural Integration experience in order to assist an Associate Instructor. A Lead Instructor may choose to begin training a new Assistant Instructor who has less than 3 years experience.
- After approval of this document, all new Assistant Instructors in US IASI Recognized BasicTrainings must hold a current BCSI^{CM} certification.

Instructor to Student Ratio shall not exceed 1:30 for lectures and practicums. During session supervisions:

- A Solo Lead or Associate Instructor can supervise up to 8 working students. A
- A Lead or Associate Instructor with one assistant may supervise up to 13 working students.
- A Lead or Associate Instructor with two assistants may supervise up to 18 working students.

Classes that do not involve hands-on SI instruction, such as anatomy and physiology, kinesiology, pathologies and contraindications, ethics, private practice development, and research literacy, may be taught by instructors with appropriate knowledge and experience. See Criterion 2, Minimum Academic Credentials for further information.

Professional development and benefits Conditions of service must be adequate and equitable, and administered ethically, in order to provide faculty members with academic freedom, opportunities for professional growth, and adequate preparation time. Provisions for benefits and/or professional development should be reviewed periodically. Faculty contracts

should specify clear responsibilities. Evaluation of individual faculty performance should be carried out periodically. Faculty must remain current with relevant research and best practices.

Staff policies and procedures The recruitment, appointment, promotion and retention of well-qualified instructors must be outlined in policies and procedures that are stated clearly in institutional documents. Due attention must be given to pertinent legal requirements in areas of non-discrimination, equal opportunity, and affirmative action employment practices. Provision must be made for regular and open communication among members of the faculty, and between faculty and administrative officers. Faculty members should hold a meeting at least once a year to consider educational policies and issues. Minutes of faculty meetings should be taken and should be kept in a permanent file within the institution.

Criterion 3: Curriculum Elements The training curriculum must include the following elements, presented in an organized and coherent format that prioritizes student learning and practical application of skills.

General Anatomy and Physiology (120 hours for US programs, eligible for transfer) Students should have and demonstrate knowledge of the following:

- Cardiovascular system
- Digestive system
- Endocrine system
- Fascial system
- Integumentary system
- Skeletal system
- Lymphatic system
- Muscular system
- Nervous system
- Reproductive system
- Respiratory system
- Skeletal System
- Urinary system

Content Relevant to Structural Integration (80 hours, eligible for transfer) This category takes into account the variety of modalities and experiences that students might bring to their Structural Integration training. Hours must be from educational institutions that are formally approved by their state or country's appropriate regulatory agencies.

Ethics and the Therapeutic Relationship (20 hours, eligible for transfer)

- Confidentiality
- Informed consent
- Aspects of a positive therapeutic relationship
- Understanding scope of practice
- Making appropriate referrals
- Ethical and legal aspects of referring patients to another practitioner
- Professional conduct and appropriate interpersonal behavior
- Recognition and clarification of patient expectations
- Dialogue skills (listening, communication, intake)
- Ability to respond to the emergence of strong emotion
- Transference and countertransference – what they are and how to perceive them in SI practitioner and client
- Practitioner self-awareness
- Power differential between practitioner and client
- Recognition and respect of client's autonomy and self-regulating potential
- Appropriate boundaries (emotional, professional, scope of practice, time, and money).
- Hygienic practices

Practice Development (10 hours, eligible for transfer)

- Building and managing a practice
- Budgeting and financial management
- Client history collection
- Charting
- Recognition of symptoms requiring referrals, including infectious disease
- Professional development
- Basic bookkeeping
- Ethical and legal aspects of third party reimbursement if applicable to state laws
- General liability insurance and legal requirements
- Professional liability insurance; risk management and quality assurance
- Safety of client and practitioner
- Relevant state and federal regulations concerning safety

- Infectious diseases, sterilization procedures, and other issues relevant to bloodborne and surface pathogens
- Personal cleanliness and hygiene
- Office cleanliness and hygiene
- Relevant state licensure requirements, including requirements in the state where the program is located and states in which the program is explicitly approved for graduate licensure

Criterion 4: Professional Competencies The IASI Recognized Program's curriculum must lead to the following professional competencies, attained through well-planned learning experiences. Programs must also work towards meaningful assessment of these competencies.

Analysis and Evaluation of Structure Structural Integration practitioners should have the ability to observe and analyze the body in its three-dimensional relationship to gravity. This includes overall organization and balance, and how specific local imbalances manifest as compensatory patterns throughout the body system. Assessment is done in both stationary postures and during movement. Many models of seeing structure and function are utilized as overlays that act as aids in seeing local and systemic body relationships. These models may include but are not limited to internal/external, grid, geometric, and cylinder.

Palpatory Skills Entry-level practitioners will have developed adequate palpatory skills in terms of discriminating the appropriate depth and rate of change within the client's myofascial system. Students should also appreciate that ongoing, experiential learning will refine the quality, economy, and effectiveness of touch.

Personal Embodiment Embodiment of change and more efficient function are hallmarks of integration. The ability to find more ideal structural and functional balance within the practitioner is crucial to helping others find the same in their own bodies. Capacity to sense change in one's own system facilitates evoking a sense of change and embodiment of that change in others. Practitioners are expected to evolve to their level of embodiment, balance and integrity in their own bodies. In addition to demonstrating competence in utilizing series protocol and in individual sessions adapted to specific client needs, practitioners must sufficiently embody a demonstrable level of balance and integrity in the makeup of their own bodies.

Psychological Maturity Psychological maturity is needed in order to maintain healthy boundaries when working with clients. This enables a practitioner to support the client's process, while staying grounded and embodied in one's own process, structure, and function. One result of this process is safety for both client and practitioner in the context of the therapeutic relationship.

Movement Awareness and Education Clients are active participants in the Structural Integration process. A variety of body movements are integral to this process and serve to multiply the effects of direct contact and pressure. Client movements during the process also serve to add awareness, and can sometimes lead to discoveries of new, previously ignored areas of the body and perceived activity. Better function can be evoked using the client's awareness and participation, opening new possibilities for movement and applications in daily activities.

Functional Pattern Recognition and Training An important part of the Structural Integration process is an exploration of new body use patterns, made available or suggested by more structural balance and increased client awareness. These include the basic skills of standing, sitting and walking. Each client has their own adaptive patterns, occupational requirements, and life goals which can also be addressed. Additionally, as appropriate, clients can be given homework assignments for movements and exercises to work on between sessions to further the effects of each session and develop a sense of ownership of results. Clients are encouraged to incorporate new functional patterns and good habits that will support and further results of the work throughout their lifetimes.

Communication, Client Engagement, and Therapeutic Relationship Structural Integration is not a linear set of directives to be strictly followed; there are elements of both science and art. Practitioners are encouraged to develop knowledge and skills based on both. Structural Integration affects many levels of a person. These aspects can be partially described as: biomechanical, structural, functional, psychological, social, and energetic. Since each practitioner approaches application of Structural Integration through the lens of their own experience, potential clients are encouraged to consult with practitioners to determine the best match for a productive and trust-centered relationship based on their own needs, life circumstances, and outlook. As with any successful relationship, establishing rapport is a prerequisite to effective intervention. Structural Integration, unlike many other modalities, is not something that is “done to” a client, but is a process that is “done with”. It is essentially a student-teacher relationship. The client's active conscious engagement and assent are essential to successful outcomes. Practitioners should be versed in ways to develop effective rapport, establish safety within the therapeutic relationship, and respect the individual client's needs. Trust is a necessary foundation in order to best evoke participation and change. Practitioners should respect the self-regulating nature of each individual and use effective listening and observational skills to track the client's capacity for change moment to moment in each session. This is an important avenue to evoking integration; correct pacing of Structural Integration work allows the client to participate in embodiment and integration of change.

Contraindications Structural Integration is not indicated for acute conditions, acute injury, emergencies, life-threatening events, severe pain, fever, and any of the usual contraindicating conditions that apply to any touch modality: acute infectious disease, allergic skin lesions, or

skin infections. Physicians and other engaged health care providers should be consulted when appropriate, and referrals made. Where there is a primary healthcare provider or other significantly involved health professional(s), it is advised to ask the client to inform them about the course of Structural Integration and its goals, and offer to be in direct communication with the primary healthcare provider. The practitioner should obtain information from the client about health conditions, and be knowledgeable about contraindications and refer when appropriate.

Client Embodiment and Integration of Change Structural Integration is based on a philosophy of holism. Outcome and corresponding changes relating to the heightened order of structural balance and integrity are expressed at all levels of the human being; not just physical, but mental, emotional, psychological and energetic as well. During the course of treatment clients gain more structurally sound functional patterns which support the ease and economy of mobility and effectiveness. As the sessions progress, clients typically report increased energy and vitality, a keener, more precise or clearer physical body sense, a tangible feeling of simple balance and ease, and more economy of movement. Clients are encouraged to incorporate new functional patterns that are more efficient and economical, and further support their newly-awakened journey towards balance.

Practitioner Ethics All qualified practitioners will subscribe to a Code of Ethics, as stated by their school of SI training and/or governing bodies. All IASI members and BCSIs^{CM} agree to follow the IASI Code of Ethics.

Additional Sessions After Initial Series Completion At the end of the series, clients are encouraged to take time to integrate changes in order to more fully own the changes evoked during treatment and to allow the fascial web to adapt to the new lines through which gravity is expressed in the body. Additional work is recommended after that period of integration if the client feels the need to seek further change, order, and integration. Sessions may be done individually, or grouped in order to further progress and address increased capacity for structural and functional balance and organization.

Practical Realities of Serving the Public The conversation on health, and the marketplace itself, continues to be heavily weighted to symptomatic relief with pharmaceutical remedies and applications based on high-tech mechanized/electronic devices and surgeries. However, beginning in the last part of the 20th Century there has been marked growth in the use of more so-called “natural” methods and remedies. The discussion is expanding to include complementary and alternative health, preventative methods, wellness, holism, and integration. Many clients seek out Structural Integration for relief of symptoms. When approached in these situations, practitioners of Structural Integration inform the client about potential treatment options; the immediate need to address presenting symptoms should be balanced with delivering SI in its totality and completeness. A skilled practitioner will be able to at least partially resolve the barriers between a purely therapeutic local symptom intervention and work that will help a person's entire body adjust towards greater holistic functioning and health. This

may involve recontextualizing a reported condition within a larger frame of whole-body order and balance. The more technical soft tissue mobilization methods of Structural Integration can be appropriated for purposes of palliative care. It is expected, however, that clients will be adequately informed when the treatment is limited to local symptom relief that this is not rightly understood as Structural Integration.

Structural Integration Scope of Practice Students should receive a thorough education in Structural Integration's scope of practice, as defined by IASI. Students should know how and when to apply Structural Integration interventions, when client problems are outside of a practitioner's expertise, and when to refer clients to other healthcare professionals. Students should also understand their ethical obligation to accurately represent the training they have received in all the modalities they may offer, and inform the client when those other modalities outside of Structural Integration are being employed. This is not only a consideration within the profession to observe accepted Structural Integration approaches, it also serves the public interest to have a consistent message and experience of treatment. This reflects back on the profession, which benefits from a consistent public image and set of expectations.

Treatment Strategy Graduates from IASI Recognized Basic Trainings should be able to communicate effectively with the medical community, and have an adequate understanding of:

- relevant medical concepts and terms
- relevant human anatomy and physiological processes
- relevant concepts related to pathology
- the nature of the clinical process including history taking, HIPAA, treatment, and follow-up
- protecting client and practitioner in relation to infectious diseases, sterilization procedures, and relevant bloodborne and surface pathogen issues
- the availability of additional appropriate modalities for patient referral
- situations where the client requires emergency or additional care or care by practitioners of other health care (or medical) modalities
- referral of patients to whatever resources are appropriate to their care and well being

Criterion 5: Course Organization and Syllabi A syllabus must be prepared for each course or major unit of instruction, must be distributed to each student in the course, and must be maintained in the program's curriculum files. The syllabus must contain at least the following: purpose of the course; objectives of the course in specific terms; prerequisites of the course; outline of course content; outline of SI work in the course; method(s) of instruction; requirements of course with important dates (e.g., papers, projects, examinations); type of grading system; type of assessments; required reading; and recommended reading. Syllabi

should be made available to all instructors who teach at the school so they can learn what various courses include, and how content relates across courses.

Criterion 6: Assessment of Student Learning The scope and type of any assessments shall be communicated to students before performance of the assessment so that students have adequate preparation time. Programs shall make continual efforts to improve assessments, including inter-rater reliability. SI Lead and/or Associate Instructors must give organized, substantial, meaningful feedback or evaluations on student progress formally at least three times during the course of the basic training curriculum. This formal document shall be maintained in the students file. Any possible denial of graduation or certification due to long-term class performance issues must be communicated well in advance. The student must be given opportunities to improve performance over time by meeting mutually agreed upon, customized progression standards.

Criterion 7: Admissions Programs must have admission policies, procedures and practices that are appropriate for the level of education required for Structural Integration.

- Programs may accept transfer hours for 120 hours of college-level A & P, 80 hours of content that is relevant to Structural Integration, 20 hours of Ethics and Therapeutic Relationship, and 10 hours of Business Development. Transfer hours must be from a government approved educational program or institution where appropriate, an accredited educational program, or another IASI Recognized Program.
- Transfer credit conversion from higher level educations: 1 quarter credit equals 10 clock hours; 1 semester credit equals 15 clock hours.
- Programs may accept transfer hours from other IASI Recognized Programs.
- All admission policies and procedures must be fully and clearly stated in school publications.
- Admission policies must involve careful planning to determine whether they are serving the program's needs and the interests of students, and a careful assessment of how they could be doing so more effectively.
- Recruitment practices must be honest, ethical and legal.

Criterion 8: Class Formatting Online classes must be taught by an appropriate instructor who interacts with students. Online education must meet the criteria of supporting regular and substantive interaction between the students and the instructor. An online format cannot be used for course content that requires on-site, hands-on, or immediate monitoring of student work. See Addendum A for further articulation of best practices for online classes within IASI Recognized Programs.

Criterion 9: Physical Facilities, Equipment and Learning Resources

Programs shall provide facilities that are safe, accessible, functional, flexible, and appropriately maintained. Facilities shall be sufficient to house the program, to provide for effective functioning, and to accommodate the staff and student body. Facilities shall provide adequate classroom space, properly equipped and appropriate to curriculum and class size. Facilities must meet federal, state and local fire, safety and health standards. Provisions for cleaning, repair and maintenance of buildings and grounds, security, fire protections, utilities, and upkeep must be appropriately assigned. Adequate and appropriate media and learning equipment must be available for administrators, faculty, and students. Appropriate equipment to perform Structural Integration must be made available to the faculty and students including but not limited to: tables, sheets, pillows, blankets, benches, sterilizers, sinks, soap, towels, plastic or vinyl gloves, lubricant, files, and filing storage. If components of the program are conducted at sites geographically separated from the main campus, the academic leadership of the program must ensure that all educational components and services of the program are sufficient in quality. The academic leadership shall be responsible for the conduct and maintenance of quality of the educational experiences offered at the geographically separated sites and for identification of faculty at all sites.

Criterion 10: Consistency with Purpose The program must be consistent with, and clearly related to, its statement of purpose and educational objectives.

Criterion 11: Appropriate Level of Instruction The level of instruction must be appropriate to an institution of higher education offering a professional Structural Integration program. The program must be sufficiently rigorous in breadth and depth, and appropriate to the education and training of independent practitioners in the field of Structural Integration. For a program taught in multiple languages or locations, the level of instruction must be consistent.

Criterion 12: Completion Designation The program must award a certificate, diploma, or degree to each person successfully completing the curriculum, following both the general practices of higher education and the requirements of individual jurisdictions.

Criterion 13: Continuing Education When continuing education programs and special instructional activities are offered, provision for such activities must include an adequate administrative structure, a sound financial base, and appropriate facilities.

Criterion 14: Evaluations Meaningful and well-considered class and faculty evaluations must be administered by the program for each phase or course. If multiple instructors are teaching the program, the students must be able to evaluate all of their instructors at least once. By default, the student's name should not be required when the evaluations are submitted to the program. However, if the student desires direct feedback, they can request that by adding their name to the evaluation. Copies of student evaluations of

the phase or course and evaluations of instructors must be provided to IASI upon request. When submitting evaluations, each program may decide whether or not to remove the student's names, if they are written, but must provide the faculty member's name. Programs must show effort and consistency towards improving student learning by adapting to issues brought up by students through evaluations.

Criterion 15: Student Rights IASI Recognized Basic Trainings

must promote the following student rights.

- **Authentic Learning:** All students have the right to an education that takes into account of their individual needs, and that prepares them for a professional career in Structural Integration.
- **Diversity and Inclusivity:** All students have the right to learn in an environment free from discrimination against them, and that reflects the variety of backgrounds in the student population.
- **Due Process:** All students have the right to understand existing rules, and the opportunity to address unfair treatment.
- **Free Expression:** All students have the right to respectfully express themselves within an educational context.
- **Positive Class Climate:** All students have the right to feel mentally, physically, and emotionally safe in classes

Criterion 16: Published and Fair Student Policies IASI Recognized Programs must develop a statement of the rights, privileges, and responsibilities of students, and of disciplinary proceedings for violations of those responsibilities. This statement must be made available to students through the catalog, student handbook, or other appropriate means. There should be a fair and formal protocol for the faculty or administration to follow when taking any action that adversely affects the status of a student. The process should include timely notice of the impending action, disclosure of the evidence on which the action would be based, and an opportunity for the student to respond. Enrollment, cancellation and refund policies should comply with applicable federal and state laws.

Criterion 17: Student Grievance Procedures IASI Recognized Programs must have fair and efficient procedures for reviewing and responding to legitimate grievances made by students and maintain a record of all student complaints for the preceding three years. Records demonstrating fair and equitable handling of complaints must be maintained. Programs must have a published, official student grievance policy made available to students through the catalog, student handbook, or other appropriate means. If the student is not satisfied that the program has adhered to IASI Recognized Program standards, the student may file a complaint with IASI.

Criterion 18: Refund Policy Programs must clearly define and follow a fair and equitable refund policy for unutilized tuition that complies with applicable state and federal laws and regulations. An official refund policy must be made available to the students through the student handbook and or other appropriate means. The pro rata amount may be computed by using the ratio of the number of weeks of instruction completed to the total number of weeks of instruction scheduled for the period of enrollment. Refunds should be made in a timely manner.

Criterion 19: Publications and Advertising Guidelines The program shall publish and make available to students, and to the general public, a catalog or comparable official publication that honestly and accurately describes their curriculum and processes. Subject matter will include:

- current proposed and educational objectives
- entrance requirements and procedures
- admissions and transfer credit policies
- how program hours are classified by regulatory agencies
- rules and regulations for conduct and attendance
- opportunities and requirements for financial aid and in-house loans (if applicable)
- procedures for discipline and or dismissal
- grievance procedures for students
- completion and performance requirements for graduation
- fees and refund policies
- grading policy
- members of the staff and contact information
- non-discrimination policy
- curriculum with course descriptions of each course
- academic calendar and course schedule
- description of each academic program and course of study
- descriptions of learning and physical resources
- description of necessary resources to be provided by the student
- sources from which students and prospective students can obtain the legal requirements for state licensure (if applicable), CBSI requirements, and CESI study guide
- sources for students to access the Structural Integration community and IASI

Criterion 20: Record Keeping Programs shall have

accurate and complete record keeping systems.

- **Student Permanent Records:** Observing the requirements of right-to-privacy legislation, the school must maintain and safeguard accurate permanent records that reasonably document the satisfaction of program requirements. The program must have a written plan for storage of permanent school records that can be given to IASI in the event that the school closes.
- **Clinical Records:** Basic Trainings should follow the guidance of local regulation for document retention practices of student models.

Criterion 21: Self-Audit Programs must demonstrate a commitment to excellence through an in-depth self-evaluation report, which measures performance against IASI Recognition standards. The program shall demonstrate and document an evaluation system that provides accurate information of student educational progress towards relevant knowledge, skills and abilities. Programs, with the appropriate involvement of all faculty and administration, will engage in regular and ongoing self-evaluations that include:

- demonstration of commitment to excellence through periodic, systematic reviews of goals and objectives, training models, and curriculum
- assessments of student performance
- student evaluation of classes
- evaluating the effectiveness of training, and accomplishment of stated objectives, by measuring and documenting the achievement of a sufficient number of students and graduates in verifiable and internally consistent ways
- plans for improvement