



Rukha® Academy of Healing Arts and Science
Healing Professionals, LLC

2011-2012 School Catalog

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INTRODUCTION

Welcome to Rukha® Academy of Healing Arts and Science! We are delighted to welcome you as a member of our learning community. Our intention is to create an environment that sets the standard of academic excellence in the field of bio-energy healing science. Along with this high standard of academic rigor, Rukha endeavors to instill a sense of wonderment and enthusiasm for personal growth and learning. In order to achieve this outcome, Rukha embraces the following values:

Excellence

Integrity

Compassion

Curiosity

The process of becoming a skilled and competent practitioner is demanding and intense on both a professional and personal level. Such a demanding process requires a safe and consistent educational environment. Everybody – students, faculty, and staff – have a role to play in establishing and maintaining a safe educational environment.

This Rukha Academy Catalog is your comprehensive guide to the educational offerings and expectations at Rukha. The catalog summarizes material relevant to your entire experience at Rukha from the applications and admissions to graduation. In particular the academic and non-academic policies and procedures to which students will need to adhere while enrolled in Rukha Academy are contained in the catalog. The catalog also outlines the process that will be used in the event that a student or students are unable to maintain the standards of academic excellence and expectations for student conduct that are required. We encourage you to be familiar with the policies and procedures before classes begin.

APPLICATION/ADMISSIONS

The Rukha Academy application process is an online application and can be accessed through our website. Each applicant **must possess a high school diploma or GED equivalent and be 18 years of age or older at the first day of classes.**

The process for applying to Rukha Academy is as follows:

1. Fill out the online application accessed on the website.
2. Provide contact information for three personal references as part of the online application.
3. Make deposit of \$500.00 towards tuition (100% refund if not accepted).
4. Pay non-refundable \$100.00 registration fee.
5. The Rukha Academy office will contact you within 24 hours after you have submitted the electronic registration for your payment information.

After receipt of the registration fee and tuition deposit, Rukha Academy staff will contact your references to obtain information in support of your application. Upon receipt of information from the applicant's references, The Rukha Academy admissions committee reviews each applicant's application, essay questions and references. Candidates are chosen based on their potential for success as well as alignment with Rukha principles of Excellence, Integrity, Compassion and Curiosity. Additionally, candidates are selected based on their ethical values, ability to bond and form relationships and a willingness to self-reveal.

A decision of acceptance by the admissions committee will be made within three weeks of receipt of all reference responses. Students will be notified in writing of their acceptance or non-acceptance to Rukha. In the event a student is not accepted to Rukha, all tuition and fees (less the non-refundable registration fee) will be refunded.

REGISTRATION/ENROLLMENT

If you are accepted into the program, you will receive a student packet at that time. It will be important to read all documents in the acceptance packet. There will be an enrollment contract in the packet to sign and return to the school office. You will choose your payment option on this form. You will also find a Residency contract in the packet. You will choose your student status on this form. There are 14 seats available each cohort year. Your seat will not be secured until you have made your initial deposit of \$500 towards tuition.

The date that Rukha accepts your application for admission into the academy is the date of the execution of the contract as pursuant to the terms in the Buyer's Right to Cancel found in this catalog.

The deadline for registration/enrollment for the 2011/2012 academic year is August 5, 2011 at 5 P.M. CST.

2011-2012 ACADEMIC CALENDAR

On-campus Training Session Dates – Standard Studies Year 2

September 9-13, 2011

November 11-15, 2011

January 13-17, 2012

March 9-13, 2012

May 4-8, 2012 (Graduation on Tuesday, May 8, 2012)

No on-campus classes the months of October, December, February or April.

On-campus classes begin Fridays at 2:00 P.M. Students can check-in at the Mt. Olivet Conference and Retreat Center beginning at 1:00 P.M. on Fridays during on-campus class sessions.

Webinar Class Schedule Dates

Tuesday, August 16, 2011

Tuesday, October 18, 2011

All webinars begin at 7:00 P.M. (CST) on the scheduled Tuesday. Each session is 60 minutes in duration. All sessions are live and interactive.

Topic: Traditional Anatomy and Physiology tutorial

Instructor: Melissa Mills, MS

CURRICULUM

Rukha Academy curriculum is designed to provide a comprehensive, one of a kind education in Bio-energy healing science. The curriculum is academically and personally rigorous requiring students to become proficient in scientific, intuitive, energetic, and ethical arenas. Students must pass each Rukha course in order to graduate. There is not an option to audit or test out of any Rukha class with the exception of Traditional Anatomy and Physiology. Prior college level Traditional Anatomy and Physiology 99 or higher with C or better final grade will be accepted to meet the Rukha Academy Traditional Anatomy and Physiology requirement. Applicant must submit official transcript to Rukha Academy in advance of the start of the academic year to be considered for this equivalency requirement. Students will receive a \$300 reduction in tuition if the Traditional Anatomy and Physiology equivalency is granted.

The following chart summarizes the Rukha Academy curriculum by year. A further description of each course follows the chart.

Standard Studies – Year 1	Standard Studies – Year 2
Core Courses	Core Courses
1 year Energy Anatomy and Physiology Energy Healing Science Techniques Ethics Living With Consciousness 2 year Traditional Anatomy and Physiology	1 year Energy Anatomy and Physiology Energy Healing Science Techniques Ethics Living With Consciousness 2 year Traditional Anatomy and Physiology
Non-core Courses	Non-core courses
Cellular Communication Creative Arts Intuitive Development Psychodrama Ritual and Ceremony	Cellular Communication Creative Arts Intuitive Development Psychodrama Ritual and Ceremony Practice Management Integrative Care with 3 major diseases

COURSE DESCRIPTIONS

CORE COURSES

Energy Anatomy and Physiology

Instructor: Shelli Stanger Nelson, BS,
Advanced Practitioner

Total classroom hours in Standard Studies
year one: 10; year two: 10; total program 20

Description:

This foundational course focuses on the human energy body – namely its structures, functions and energetic relationships. Rukha Academy uses the energy anatomy model first developed by CW Leadbeater and advanced by Dr. Barbara A. Brennan of the Barbara Brennan School of healing. Students gain deep understanding of the human energy field by exploring the energetic possibilities of various states of wellness and disease, the energetic relationship between body systems and organs, the energetic consciousness of various illnesses, and the effects on health of habitual distortions in the energy field.

Objectives:

Upon successful completion of the course students will be able to:

- A. Demonstrate understanding of the structure, function and location of the components of the human energy field.
- B. Demonstrate proficiency in identifying the sensoriate experience of each level of the energy field.
- C. Demonstrate the ability to synthesize theory, rationale and technique to make professional clinical assessments.
- D. Demonstrate energetic healing responses to distortions in the HEF.

- E. Theorize energetic relationships between body systems and how this influences the disease process.

Energy Healing Science Techniques

Instructor: Shelli Stanger Nelson, BS,
Advanced Practitioner

Total classroom hours in year one Standard
Studies: 48.75, year two: 43.75, total
program: 92.5

Description:

This course teaches students energy science techniques that affect and modify the Human bioEnergy Field (HBF) that promote health, healing and feelings of well-being.

A comprehensive course that opens with the foundational skill of chelation created by Rosalyn Bruyere and later implemented into Healing Touch®. Skills then quickly advance to techniques that then quickly advance to highly specialized skills that address the multi-dimensional energy field, physical structures of the body, parts of the brain and spiritual centers that influence states of health, and finally, to dissolve blocks that prevent “rukha d’koodsha”-the Holy Spirit of divine love, from flowing effortlessly through both healer and client. All healing science skills utilize the interface of energy with psychology – which is a hallmark of the Rukha MethodSM.

Objectives:

Upon successful completion of the program students will be able to:

- A. Demonstrate understanding of rationale, theory and technique for utilizing each skill with the presenting complaint.

- B. Assess a client's HBF and multi-dimensions at an advanced level.
- C. Demonstrate understanding of contraindications for energy healing, any single particular skill or in general.
- D. Demonstrate professional proficiency in basic to advanced energy healing skills.
- E. Employ an appropriate model for maintaining client records.

Ethics

Instructor: Jean Chagnon, PhD, LP

Total classroom hours in year one Standard Studies: 12.5; year two: 12.5; total program hours: 25

Description:

This course prepares students to deal with complex ethical situations which may arise in their professional practices as energy healers. The discussion goes beyond black and white rules – such as don't share private information – to explore the grey zone of ambivalent choices. Guidelines are presented on how to balance personal philosophies and beliefs against opposing viewpoints. Students cap the course by developing their own self-monitoring guidelines – a necessity for any healing profession.

Objectives:

Upon successful completion of the Standard Studies Year One program students will be able to:

- A. Deepen their understanding of the ethics, values, and morals that inform their personal decisions.
- B. Gain an understanding of general ethical principles including justice, morality, and ethics of care.
- C. Be able to outline the basic tenets in a variety of professional codes of ethics.

- D. Articulate a code of ethics that will serve as a foundation for their work as a healing professional.

Upon successful completion of the Standard Studies Year Two program students will be able to:

- A. Explore the principles and philosophies inherent in the concept of relational ethics.
- B. Drawing on the work of Year One, examine and articulate the differences between prescriptive approaches to ethics with a relational model of ethical decision making.
- C. Begin to develop and articulate an integrated ethical model of practice that acknowledges individual values, adheres to legal and ethical standards of practice, and prioritizes the value of relationships in ethical decision making.

Living With Consciousness SM

Instructor: Shelli Stanger Nelson, BS, Advanced Practitioner

Total classroom hours in Standard Studies Year One: 20; Year Two: 20; total program: 40

Description:

This pivotal course helps students to develop awareness of how emotions and psychology distort the energy field. Students learn and understand psychological terms used in interpersonal behavior. Through exercises, they become proficient at witnessing their own emotional processes so they can make conscious choices about their actions. They learn to be aware of and manage their limiting beliefs. And with practice, they gain tools to respond to the interpersonal situations that they will inevitably encounter in their professional healing practice. Fully adopted, the consciousness concepts open the way for students to ultimately live as their empowered, authentic selves, a shift that

frees up their energy for more powerful healing exchanges.

Objectives:

Upon successful completion of the course students will be able to:

- A. Demonstrate understanding of psychological terms.
- B. Demonstrate new awareness in recognizing defense and reactive responses in their thinking and energy field.
- C. Demonstrate the ability to shift from reactive and defensive responses to those of clarity and conscious choice.
- D. Allow their energy field to move healthfully and thus, live as their empowered, authentic self by allowing rukha d'koodsha, Divine essence, to flow through effortlessly.

- A. Demonstrate the ability to synthesize, analyze, and integrate information regarding the human body.
- B. Demonstrate an understanding of physiological processes occurring in the body and their relationship to homeostasis.
- C. Demonstrate an understanding of the interrelationships between body structures and functions and identify how they fit together.
- D. Demonstrate an understanding of the major areas of course content including: introduction to human anatomy and physiology, basic chemistry, cell anatomy and physiology, tissues, integumentary system, digestive system, cardiovascular system, respiratory system, reproductive system, urinary system, skeletal system, muscular system, nervous system, acid/base balance, pregnancy, endocrine system, immune system, lymphatic system, and senses.

Traditional Anatomy and Physiology

Instructor: Melissa Mills, MS

**Total classroom hours in Standard Studies
Year One: 30, Year Two: 22, total program:
52**

Description:

This foundational course studies the basic structure and function of physical body systems. Students learn anatomy of the human body and normal physiology, normal components of each body system and their relationship to one another.

Five 60-minute webinars during Standard Studies Year One and two in Standard Studies Year Two provide tutorials and additional instruction and support.

Objectives:

Upon successful completion of the course students will be able to:

NON-CORE COURSES

Cellular communication

Instructor: Shelli Stanger Nelson, BS,
Advanced Practitioner and adjunctive faculty

Total classroom hours in Standard Studies
year one: 6.5; year two; 2; total program: 8.5

Description:

This course provides a visceral experience of cellular awareness and explores techniques that promote cellular vitality. This course unites instruction from traditional and energy anatomy so that the student is able to tie theory with rationale when making clinical decisions in their future practice. Students will learn how to access activity at the cellular level and develop a mechanism of validation.

Objectives:

Upon successful completion of the program the student will be able to:

- A. Understand methods for achieving cellular contact.
- B. Demonstrate understanding of rationale for making cellular contact and how this enhances outcomes to the client.
- C. Demonstrate recognition of cellular connection with in their own bodies
- D. Demonstrate recognition of cellular connection during practice healings and recognize impact on the client's energy system, synthesize theory, rationale and technique to modulate the energy flow appropriately
- E. Demonstrate understanding of structures and signals that contribute to a cell's response

Creative Arts

Instructor: Shelli Stanger Nelson, BS,
Advanced Practitioner and Adjunctive Faculty

Total classroom hours in Standard Studies
Year One: 10; Year Two: 4; total program
hours: 14

Description:

This highly interactive course encourages students' self-healing through Divine light expression in the creative process. It's based on the belief that everything is creative – a rule that applies in both the physical and spiritual world. It draws upon many forms of creative process to promote healing.

During Standard Studies Year One, students will create a mask to be used in nightly ceremonies. Students keep a journal on the energetic shifts that occur when blocks dissolve and rukha d'koodsha moves freely. Students will learn possibilities of incorporating creativity into their client's healing plan.

Objectives:

Upon successful completion of the program student will be able to:

- A. Demonstrate Understanding of the components of the creative process.
- B. Understand methods for overcoming energetic blocks in their creative expression.
- C. Discover and demonstrate their unique creative gifts.
- D. Demonstrate understanding of the relationship between creativity, d'koodsha and the healing process in life fulfillment.

Intuitive Development

Instructor: Shelli Stanger Nelson, BS,
Advanced Practitioner

Total number of classroom hours in Standard
Studies Year One: 10; Year Two: 10; total
program: 20

Description:

Students learn ways of seeing, hearing and feeling subtle energy beyond the normal senses. Through exercises, lectures and validation, they come to understand their hidden, and often underused, intuitive gifts of knowing.

Objectives:

Upon successful completion of the program students will:

- A. Demonstrate understanding of the six intuitive senses.
- B. Understand and utilize the strongest senses for themselves.
- C. Demonstrate understanding of the major blocks to intuitive accuracy.
- D. Demonstrate understanding of and utilization of exercises that strengthen intuitive access and accuracy.
- E. Demonstrate understanding of the role of dreams in the healing setting.

Psychodrama

Instructors: Mary Anna Palmer, LICSW, LMFT,
Certified Psychodramatist

Shelli Stanger Nelson, BS, Advanced
bioenergy practitioner

Total classroom hours in Standard Studies
Year One: 17.5; Year Two: 17.5; total
program: 35

Description:

A specific method of group process, psychodrama promotes new ways of thinking and responding in day to day living.

The work was originated by J. E. Moreno, MD and is based on the theory that what is learned in action must be re-learned in action.

Objectives:

Upon successful completion of the program students will be able to:

- A. Demonstrate through group participation and or written home work, a beginning understanding of the Theory, Philosophy & Methodology used in sociometry and psychodramatic processing.
- B. Demonstrate the beginning understanding of psychodramatic terminology.
- C. Demonstrate through group participation growth in healthy ego development.
- D. Demonstrate the ability to apply energetic healing responses to self and others.
- E. Demonstrate beginning understanding of indications and contraindications of applying the method of Psychodrama within a group or with an individual.

Ritual and Ceremony

Instructor: Shelli Stanger Nelson, BS,
advanced bio-energy Practitioner

Total classroom hours in year one Standard
studies: 10; year two: 10; total program: 20

Description:

Instruction is provided on ritual and ceremonies from various cultural and faith traditions. Students have opportunities to create and orchestrate sacred ritual and ceremony throughout their Rukha experience. Night ceremonies of prayer, meditation and

transformation are held each class week. In May, students collaborate with one another to create a sacred ceremony based on their inner voice and the learnings of the year.

Objectives:

Upon successful completion of the program students will be able to:

- A. Demonstrate understanding of elements used in ceremony and ritual.
- B. Demonstrate Understanding of the purposes of ritual and ceremony in promoting health and healing.
- C. Create a ritual /ceremony meaningful to the individual student.

Practice Management

Instructor: Rev. Dr. Scott Taylor, ED

Total number of classroom hours in Standard Studies year one: 0, year two: 14; total program: 14

Description:

Once students master the skills of energy healing, they are ready to learn the business skills of practice management. This course addresses issues of:

- 1. Finding a niche that takes advantage of the Rukha Academy training
- 2. Where to set up a practice
- 3. What kind of clients to target
- 4. How much to charge
- 5. How to track and manage income and expenses
- 6. Which policies and procedures to adopt

Objectives:

At the completion of the course students will:

- A. Create a business plan outline for operating a private bioenergy practice.
- B. Create a financial plan for the business.
- C. Prepare a plan for startup and operation of the business.

Integrative Care with the Three Major Diseases

Instructor: Physicians and medical personnel from the community, TBA

Total classroom hours Standard Studies Year One: 0; Year Two: 9; total program: 9

Description:

In year two, students study integrative care approaches to the world's three most prevalent diseases: cancer, heart disease and diabetes. Physicians and qualified health practitioners present the disease process and available treatments used by the medical community. The class addresses possible energetic causes of disease and learns to safely use Rukha MethodSM healing techniques to treat afflicted patients. The healing modalities introduced work harmoniously with traditional medical treatments to improve outcomes.

Objectives:

Upon successful completion of the program students will be able to:

- A. Demonstrate understanding of the physiological changes and medical treatment goals associated with heart disease, cancer and diabetes.
- B. Synthesize instruction from the program course to demonstrate understanding of how to monitor disease progression or remission and use critical thinking when developing an energy healing plan.

- C. Demonstrate understanding of the precautions, ethical challenges and contraindications to be considered when treating clients who present with serious disease states.
- D. Demonstrate understanding of the necessary modifications to standard energy healing skills when working with each disease state.

Unscheduled classroom time

Instructor: TBA during academic year

Total classroom hours Standard Studies Year One: 7.5; Year Two: 0; total hours: 7.5

Description:

A 90 minute classroom period is left open during year one for ad hoc guest lecturers to provide instruction on energy, energy healing, psychology and/or quantum mechanics that will add benefit to the Rukha Academy student in post graduation positions. Rukha Academy believes it is advantageous to its students to take advantage of these spontaneous opportunities. In the event there are no ad hoc presenters during any particular class week, students will use the free time for personal growth and development at the retreat center.

ACADEMIC REGULATIONS

Rukha's desire is to support each student towards successful completion of the curriculum. Rukha's faculty members are dedicated educational practitioners who strive for success of the student and hold high standards of excellence. This standard of excellence is one of many ways that a Rukha education stands out above other energy healing programs. This section outlines general guidelines for academic standards as well as the process that will be used when students are falling below acceptable standards of excellence.

GRADING POLICY

As a licensed academic institution, maintaining academic standards is an integral part of the educational experience at Rukha. As such, grading and evaluation is an essential aspect of how students demonstrate their mastery of the material. There are many methods that Rukha faculty members can use to evaluate successful understanding and integration of educational content (homework, periodic progress assessments. Each instructor will use a combination of these methods to periodically assess students' progress towards learning objectives throughout the semester and to give students a sense of their progress towards mastery of the material and concepts for the class.

The minimal passing grade for all work is 70%. Homework, periodic progress assessments, and final evaluations are weighted differently for each class. This overall weighted scale combines for the total overall points in each class. A minimum passing score of each overall class is 70%. The minimum passing score must be obtained by the close of the academic year for one year courses and by the close of the academic program for two year courses. If 70% or above is not achieved, students are subject to probation (see section on Probation and Expulsion). This section outlines the general expectations for how academic standards will be assessed by academy faculty members. Each class will have specific requirements based on the content and learning objective for that class.

1. Homework

Home work assignments are termed "I-REMs, which stands for Individual Rukha Education Modules. Homework is thought of as those assignments that are given to students to be completed during their time away from the Academy and can include but is not limited to papers, verbatims, case studies, and take-home exams. For some classes, homework is graded and for other classes it is not graded. Even if homework is not graded, it does play an essential role in preparing students for success in the classroom and most especially for success on periodic progress assessments.

The due date for homework varies by class. Students need to pay attention to each class syllabus for specific due dates for homework as outlined by the instructor as well as expectations for how to submit the homework. All homework that is not turned in by the originally scheduled due date, regardless if pre-arranged or not, will receive a reduction in points for tardiness. The reduction for tardy homework is determined by the faculty member.

The skills taught in many of the courses are cumulative. In order to advance to the next skill, students must demonstrate an aptitude for the skills and theories taught in each I-REM. In order that adequate evaluation is achieved, the submission of homework is imperative therefore, the guideline around homework submission is strictly enforced.

Pre-arranging for late homework

In addition to receiving a reduction in points earned, students must pre-arrange to submit homework beyond the originally posted due-date. Students will need to contact the individual faculty member prior to the posted due-date explaining their need for an extension of the homework assignment. The instructor and student will come to an agreement regarding when the homework will be submitted. Students who do not pre-arrange for homework to be turned in late prior to the posted due date will receive additional points from their total score for that assignment. Failure to submit the tardy homework on or before the newly agreed upon date will result in an automatic zero for that assignment. **Students who are tardy with homework three times will be subject to a non-passing grade in the course, and/or for the entire year.**

2. Periodic Progress Assessments

Periodic progress assessments are evaluations of student learning that occur during on-campus class sessions. Most often a periodic progress assessment is an in-class exam or quiz though there are other formats that a periodic progress assessment can take. The dates and formats for periodic progress assessments will be listed by each instructor in the syllabus for their class.

3. Final Evaluation

Each instructor for each year long course will provide a final summative evaluation at the close of the academic year. The final evaluation is intended to be an opportunity for students to demonstrate their level of integration and mastery of the overall subject matter contained in the entire course. The nature of the final evaluation is solely dependent on the course content and is designed by the faculty member.

ATTENDANCE POLICY

It is impossible to make up class weeks and the depth of teaching and personal growth that occurs during the cohort experience. Rukha administration understands that illness and personal tragedy occur without warning. However, because all class lecture material is essential, the missed time from campus trainings must be kept minimal. If a student needs to miss any class time, it is wise to consider reasons for the absence carefully. Be sure that there are no better options available before missing classes. The policy for missed classes is designed to ensure each student's successful integration of the educational content.

If after careful consideration a student needs to miss any class week or portion of the week the absence must be pre-arranged with the faculty member for that class. Students need to give the reason for the absence in writing to the faculty member prior to any class week. There are 25 full class days in an academic year, 50 days in the total Standard Studies program. Students may miss a total of 10% of the total class days in the 2-year program. Thus, if a student misses four class days in year one, he or she may miss a maximum of one class day in year two. Fridays count as one full class day.

If a student misses more than five class days in any single year, the year will be subject to non-pass under the discretion of faculty and administration. A student must pass each year in order to register for the next year or to graduate.

If a student should miss any portion of the on-campus training sessions, the following policy applies to making up missed work.

Lectures - There is no allotment to make up lecture times. Students will need to make arrangements with other students to obtain lecture notes. When lecture notes are available electronically, students may access the on-line student services for Power Point presentations to obtain missing information. Some of the classes are audio recorded. Students may purchase the audio recording at the usual fee.

Bio-energy Healing Science Skills - If a student misses instruction of a hands-on healing skill, the student must learn the healing technique in a private tutorial with the faculty member. This tutorial must take place within four weeks of class completion in order that the student will be able to provide practice healing sessions for their I-REM assignments. The student assumes the normal hourly student rate above tuition cost to pay for the tutorial. Only one skill will be taught per hour in any tutorial session. Therefore, if three healing skills were taught in a class week, the student will schedule three hours of tutorials and pay three separate tutorial fees. Healing skill tutorials may be scheduled as a webinar if necessary for long distance students.

Periodic Progress Assessments - Students need to make up in class periodic progress assessments within two weeks of the on-campus training period. *It is the student's responsibility to contact instructors for make-up exam arrangements. The exam location will be at the discretion of the individual instructor or with a proctor agreeable to the faculty member.* Students who do not complete the make-up exam within two weeks will receive a zero on that exam. Students must take the final exams and/or submit final papers in order to pass a year and to receive a diploma.

PROBATION AND EXPULSION

It is the hope of all faculty members at Rukha that students are successful in the program and that students remain in good standing throughout their participation in the program. There are several circumstances in which a student's standing in the program could become probationary. These are: 1) a student is not achieving a passing grade in any one of the core classes; 2) a student is deemed to have violated the policies and procedures contained in the Guide for On Campus Housing and/or 3) a student is deemed to have violated the student code of conduct.

If a student is not achieving a passing grade in any of the core classes the appropriate faculty member(s) will initiate the probationary process by informing the Academy President of the student's failure to obtain a passing grade. In the event that the administration receives notification or learns that a student has possibly violated policies for on campus housing or the code of student conduct an investigation, conducted by the Advisor to Administration, will ensue. If the investigation verifies that a policy has been violated, the probationary process will be initiated by informing the Academy President of the policy violation and a recommendation for placing the student on probation will be made.

Upon receiving a recommendation for probation, whether for academic or non-academic reasons, written notification will be presented by the Academy president to the student informing him or her of the probationary status. This notification will be delivered either during an individual meeting when students are on campus for classes or by way of postal mail between on-campus sessions. The letter will outline the reasons for probation (academic or non-academic) and outline expectations for improvement or behavior change that will lead towards more successful outcomes. It may be suggested that a student get private healings or mentorship. If this is suggested, the student will assume additional fees according to the practitioner's regular fee schedule.

Students can receive two probationary letters. If a student's progress does not improve after two probationary letters, the student will receive a third letter stating that the student is being recommended for removal from the program (expulsion).

All recommendations for expulsion are reviewed by the Academic Standing Committee (ACS). The ACS consists of Shelli Stanger Nelson, Jean Chagnon, and either Shari Steffen or Neva Waldon. If the faculty member who brings the expulsion petition to the ACS is a member of the committee, he or she will be a non voting member of the Committee for that deliberation. The Rukha Academy President will inform the student of the Committee's decision regarding the recommendation for expulsion.

In the event that a student disagrees with his or her probationary status or a decision of expulsion, he or she can appeal the decision. To appeal a decision, the student must submit in writing a letter addressed to the Academy President. The letter needs to include the following items: 1) Date of the letter 2) student's name 3) outline of the basis on which the student is appealing and 4) request for audience if so desired. This letter will be postal mailed to the school office at P.O box 44878, Eden Prairie, MN 55344 and must be received by the Rukha Academy President within 10 days of the date of the probationary letter or the letter of expulsion.

As part of the appeal, students may request an audience with the appeal officer. This request needs to be included within the initial appeal letter. After receipt of the appeal letter and initial review by the Appeals officer, an appeal hearing will be scheduled. This brief 20 - 30 minute hearing will allow the student to expand on what he or she has written and to allow the committee to ask questions as necessary. The appeal hearing will occur within 20 business days of receipt of the appeal letter.

Either Shari Steffen or Neva Waldon will serve as the appeals officer for a particular appeal. If the appeal is regarding a recommendation for expulsion, the individual who did not serve on the ACS committee that recommended the expulsion will be the appeals officer. In all circumstances, neither Shari Steffen nor Neva Waldon will serve on the ACS committee and be the Appeal officer for the same student's recommendation for expulsion.

After reviewing the petition and conducting a hearing if requested, the Appeals Officer will inform the Academy President of the status of the appeal. Whoever is hearing the appeal will consult with Jean Chagnon as Advisor to the administration on procedural issues only. The Academy President will have no role in the appeals process except to receive notification of the outcome of the appeal. Decisions of the Appeals Officer regarding probationary status or expulsion from the school are final. In the event that a student is expelled during the academic year, the necessary academic course work would have to be repeated in order to proceed in the academy or to graduate. If a student is expelled, refunds will be granted according to the Buyer's Right to Cancel/refund policy.

NOTIFICATION OF CHANGE IN HEALTH STATUS

Rukha Academy is committed to the health of its students and faculty as well as those its students will serve. Performing bio-energy healing treatments can be a strenuous activity. As such it requires a physical body that is basically healthy. Because bio-energy healing utilizes the energy of one individual's body for the benefit of another person, the physical state of the practitioner needs to be considered. In order to ensure that the healing science skills are not detrimental to the student practitioner, it is an expectation that students will notify the academy president of serious illnesses that occur while a student is enrolled at Rukha Academy.

Students should be aware that while being diagnosed with any of these illnesses may not result in the need for withdrawal from the program, it will mean, in some cases, that the student will not be able to perform practice healings on other students. Further, it should be generally understood that Rukha does not recommend individuals perform any healing science skills while some of these diagnoses are present. Lastly, in order to ensure your safety, it may be suggested that you withdraw from the program until your health has improved. If a student needs to withdraw because of illness, refunds will be granted based on the standard refund policy found in this manual.

It is the student's responsibility to self-monitor and self-advocate with respect to personal illnesses. If a student feels physically or mentally incapable of performing any energy healing science treatment or participating in any activity or class during on campus training or performing practice healing sessions they are advised not to do so.

Illnesses that are required to be reported:

1. Cancer
2. Heart disease
3. Peripheral vascular disease
4. Stroke, TIA
5. Any neurological illness such as MS, ALS, Parkinson's
6. Diabetes
7. HIV/Aids
8. Psychosis or psychotic episode
9. Suicidal ideations or attempt

CODE OF STUDENT CONDUCT

Each student, when engaged in activities related to Rukha® Academy of Healing Arts and Science (e.g. on campus classroom activities, living in the dorms, practice sessions with clients, etc), are expected to adhere to the following general principles of conduct. If members of the faculty or staff of Rukha Academy become aware that a student or students have violated this code of conduct, an investigation will ensue and disciplinary action will be taken as warranted. This disciplinary action can include expulsion from the school given the nature or frequency of the violation(s).

1. Non-Discrimination

Rukha Academy of Healing Arts and Science is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination/ harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Rukha will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

Rukha Academy, administration members, faculty, students and adjunctive faculty shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

2. Maintenance of clear boundaries.

Healthy, clear, appropriate boundaries are an extremely valued asset at Rukha Academy. At all times, students ought to be aware of boundaries in their personal and professional relationships striving to be clear and consistent in these relationships. Students must pay special attention to the boundaries in the context of their relationships with practice clients. It is essential for students to maintain a solely professional relationship with their practice clients. This means individuals with whom a student has a current or past romantic and/or sexual relationship are not eligible to be practice clients.

Moreover, while a student at Rukha Academy, students shall not engage in a sexual or romantic relationship of any sort with an individual that is coming to the student for the purpose of receiving practice healing treatments. It is unethical to use the practice healing session as a vehicle for gaining intimacy or a deeper relationship with another person.

Finally, it is an expectation that students and instructors will refrain from sexual or romantic relationships while the student is enrolled at Rukha Academy. The exception for this guideline is if the student and instructor were engaged in a romantic and/or sexual relationship before association with Rukha Academy commenced. In this circumstance, it is an expectation that the instructor and student will notify administration of prior intimate relationship before the association at Rukha commences. This will allow all parties to develop an academic plan that allows the student to participate at Rukha Academy and insure that appropriate professional boundaries are maintained.

3. Maintenance of private information

During the course of study with other students and while conducting practice sessions, students might learn of private and or sensitive information. Students adhere to the highest standards of discreteness by keeping individuals sensitive and private information to themselves. It is unacceptable for students to share private information learned while performing healing sessions whether that be with other students or with a practice client.

4. Fiscal Responsibility

Students will not charge for practice healing sessions. If a student already has an established healing practice or any other type of treatment modality, Rukha practice healings must be scheduled separately from this arena. Students may not incorporate any Rukha healing skill into their already established profession until they have successfully passed the skill in their psychomotor testing.

5. Sober Educational Environment

The use of non regulated mood altering medications impairs a student's ability to learn and to practice safely. As such, all forms of non-regulated mood altering drugs on campus are strictly prohibited. This includes alcohol, any recreational or otherwise illegal drugs, and substances used in rituals or ceremonies of tribal, spiritual, or cultural groups that may, in those groups, be seen as useful.

Rukha academy acknowledges the necessity for the legitimate use of medications to manage many medical situations. It is also true that some legally prescribed medications significantly impair a student's ability to perform the work required at Rukha. We encourage students who begin medications that might affect their academics in any way to review that with school administration. When necessary, the administration will place limits on the participation of students who are negatively influenced by legally prescribed medications to protect fellow students and practice clients.

Any student who is prescribed narcotics and needs to use them during class week will report this immediately to faculty. Students will not be allowed to do practice healings within 24 hours of using narcotic medications.

6. Fair representation

Students shall proclaim themselves to be a student in training to the public until successful completion of the entire two year program. No student shall proclaim themselves a practitioner of bio-energy healing science unless they have already completed other programs in such theories. If students have completed other programs of energy healing they must only proclaim themselves to be practitioners of said program while enrolled at Rukha.

7. Academic honesty

Academic dishonesty is any attempt by a student to represent work as their own when the work is not their individual creative effort. Group study is important and encouraged. However, in the end each student must represent what he or she has learned through group study independently. Cheating on any exam or home work is prohibited.

Students will be asked to perform a specific number of practice healing sessions between classes for home work. When a student checks that they have completed each of the practice sessions, they are proclaiming that they have done such session, that the practice session was done separately from any other therapy or treatment practice that the student may already use as a form of income, and that the session was done within the framework of the course description. Misrepresentation regarding the practice healing sessions will be considered academic dishonesty.

8. Respecting proprietary information

Rukha Academy owns a copy write on all of their class materials. Students agree to refrain from sharing the written materials with non-students. Neither students nor graduates are allowed to use any material owned by Rukha Academy for the purpose of conducting their own workshops, classes or trainings.

It is naturally agreeable that one would verbally share the ideas, learnings and insights with clients, friends and family. And that the concepts taught at Rukha may be incorporated into another learning environment. Students and graduates agree to create their own written materials and experiential work for their clients and in any program they shall create in the future.

Students will not share student ID access to the internet with non-students.

ON-CAMPUS INFORMATION

Rukha Academy rents space at Mt. Olivet Conference and Retreat Center (MOCRC) to hold on-campus training sessions. Mt. Olivet Retreat Center is owned in partnership with Mt. Olivet Lutheran ministries in Minneapolis, Minnesota. All students, faculty and employees of Rukha shall obey any and all facility rules and guidelines without question. This section of the catalog outlines information about housing facilities and amenities as well as policies and procedures regarding on campus housing. It is the student's responsibility to be familiar with the policies and to adhere to them. Failure to adhere to on campus housing policies and procedures can subject a student to disciplinary action.

RESIDENCY/RESERVATION

Rukha Academy has contracted with MOCRC to provide room and board for students. The room and board contract includes the following for:

Residential Students	Commuter Students
One meal Friday	One meal Friday
3 meals Saturday, Sunday and Monday	3 meals Saturday, Sunday and Monday
Two meals on Tuesday	Two meals on Tuesday
4 nights lodging, single or double occupancy	

Students must elect to be either a RESIDENT STUDENT or COMMUTER STUDENT for each on-campus training session. There is no option for students to elect to eat off campus or to bring in their own food for meals. Students may elect to be a commuter student for one on-campus session and a resident student for other sessions. This choice must be made at the beginning of the academic year. There is no provision to split the on-campus training week between commuter and resident status.

Students must sign a residency contract to finalize any reservation.

Rukha Academy assigns all roommates. If you have a roommate at the time of enrollment, you must inform the school office immediately to avoid confusion.

PAYMENT OF ROOM AND BOARD

Room and board is paid prior to each on-campus training session. Students can pay by cash, check, or credit card for room and board. If you wish to pay in cash or by check, students will need to make their payment 15 days before the start of class. If you have not paid your room and board or cancelled your reservation 15 days before the start of class, you will be charged the full room and board amount to the credit card on file with the office.

REFUNDS AND CANCELATION OF ON-CAMPUS HOUSING

Students who need to cancel their room and board reservation for a particular on campus session need to do so a minimum of 15 days prior to the first day of classes to receive a full refund. **You must speak directly with office staff to cancel your room and board reservation. Voice mail messages and E-mail messages do not constitute notification.**

If a student cancels his or her reservation between 14 and four days prior to the start of class (four days being Monday at 4 P.M. of class week), students will be charged 50% of the total room and board fee.

Students who cancel their reservation after Monday at 5 P.M of class week or has to leave class for any reason, emergent or not, will be charged the full amount of the room and board fee. No exceptions.

CHECK-IN/CHECK-OUT POLICIES

Check-in. Students may arrive at the retreat center at noon on Fridays. Room check in is no earlier than 1 PM. Students must be ready for class by 2 PM in our designated conference room.

Check-out. Students must check out of the retreat center no later than 10 AM on Tuesdays. You may keep your luggage in our conference room or take it to your car for storage.

The retreat center asks that on the day of departure, guests strip their bed of sheets and pillow cases, place them along with used towels next to the door of their room and prop the door open so that housekeeping knows the room has been vacated. Remove all personal items and turn keys in at the reception desk.

OUTSIDE FOOD

Mt. Olivet Retreat Center allows for a few specialty foods to be brought onto campus. These foods must be stored in the kitchen with the staff.

MCORC holds a strict policy against food in the sleeping house or dorms for sanitation purposes.

DAMAGES

Rukha Academy pays a damage deposit each week. Rukha is responsible for paying for any and all damages that occur beyond normal wear and tear. We ask that you be respectful of the grounds and the property of this beautiful facility. Further, should you cause any damage we ask that you report the damage to the retreat center and Rukha administration as soon as you become aware of the problem. Rukha reserves the right to charge students for costs of damages caused by individual students.

There is a \$10 charge to students for lost room keys.

TUITION AND FEES

TUITION

The tuition for the 2011-2012 cohort year is: \$4,600.

Discount: \$300.00 tuition reduction to omit traditional anatomy and physiology. Students who have completed three levels of Living With ConsciousnessSM receive a \$200 tuition discount.

FEES

Standard Studies Year One

Application \$100.00

Workbook: \$120.00

Tutorials: \$95/hour if needed according to missed class times or according to course instructor advisement for course completion.

A \$500 tuition deposit is required along with the application fee of \$100 at the time of registration. The deposit is refundable according to the Buyer's Right to Cancel/refund policy.

Book fees: Students need to budget approximately \$275.00 for books.

Standard Studies Year Two

Application fee: none

Workbook fee: \$85

Tutorials for missed classes or personal process work: \$95 student rate

Books: Approximately \$80

A \$500 deposit is due at the time of application. If a student decides to withdraw, a refund is granted according to the Buyer's Right to Cancel.

Students may elect to pay tuition in full or in five installments over the course of the academic year. Installment payments are due at or before class check-in during each on-campus training period.

ON-CAMPUS HOUSING FEES

All students will elect to be either a resident or commuter student during the five on-campus training sessions.

<u>Status</u>	<u>Fee</u>
Resident * (Double room occupancy)	\$385.00 per class week
Resident * (Single room occupancy)	\$440.00 per class week
Commuter **	\$275.00 per class week

* Includes 12 full meals, snacks 24/7 in the dining room, full beverage selection, use of sauna, whirlpool, indoor swimming pool, wireless internet connection and use of entire retreat center grounds.

**Commuter status is 12 full meals, snacks 24/7, full beverage selection, and use of retreat center outside spaces and wireless internet. It does not include overnight accommodations, use of sauna, whirlpool, or indoor swimming pool.

See www.RukhaAcademy.com "about us" link for details on Mt. Olivet Conference and Retreat Center.

See section on campus information for cancelation and refund policy.

REFUND POLICY/BUYER'S RIGHT TO CANCEL

Students have a right to cancel their enrollment contract under the buyer's right to cancel. All contract cancellations must be made in writing to the school. Written notice of cancellation shall be considered effective on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to the school.

When a student cancels, he or she is entitled to a refund of tuition based on when the cancellation is effective relative to the enrollment contract. Refunds for On-Campus Housing fees are outlined in the On-campus Housing section of the catalog. The guideline for tuition refunds is as follows:

BUYER'S RIGHT TO CANCEL

Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded.

Notwithstanding anything to the contrary, if a student gives written notice of cancellation within five business days of the execution of the contract or day on which the student is accepted, then a complete refund is given regardless of whether the program has started.

If a student gives a written notice of cancellation after five business days of the execution of the contract or day on which the student is accepted, but before the start of the program by the school, then all tuition, fees and other charges, except 15 percent of the total cost of the program (15 percent not to exceed \$50.00) shall be refunded to the student.

If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges based on the number of days in the term plus 25 percent of the total program cost (25 percent not to exceed \$100.00.)

Any notice of cancellation shall be acknowledged in writing within 10 business days of receipt of such notice and all refunds shall be forwarded to the student within 30 business days of receipt of such notice.

This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 50 percent of the course.

Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to the school. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance: and if delivered by mail, the postmark date of the letter of acceptance.

Students who are expelled from the academy for academic or non-academic reasons will be entitled to a refund as specified above. The date of the student's expulsion from the school or the decision of the Appeal Officer in the case of an appeal, whichever is later, shall serve as the cancellation date in such circumstances.

Rukha® Academy of Healing Arts and Science is licensed as a private career school with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 141.21 to 141.32. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.”

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

ORGANIZATIONAL CHART

The administration and faculty at Rukha Academy are committed to assisting students in maximizing their educational experience. Following is a list of administrators and faculty and their contact information.

ADMINISTRATION

President of Academy
Shelli Stanger Nelson
SNelson@RukhaAcademy.com

Vice President and Chief Financial Officer
Brent C. Nelson
BNelson@RukhaAcademy.com

Consultant to Administration
Dr. Jean Chagnon, LP
JChagnon@RukhaAcademy.com

Office Manager
Lonne Murphy
LMurphy@RukhaAcademy.com
Phone 952.406.8382

DEPARTMENT HEADS

Healing Arts and Science
Shelli Stanger Nelson
SNelson@RukhaAcademy.com

Traditional Anatomy and Physiology
Melissa Mills, MS
MMills@RukhaAcademy.com

Ethics
Dr. Jean Chagnon, LP
JChagnon@RukhaAcademy.com

Psychodrama
Mary Anna Palmer, LICSW, LMFT
Certified Psychodramatist
MPalmer@RukhaAcademy.com

Business Management
Dr. Scott Taylor
STaylor@RukhaAcademy.com

ADMISSIONS COMMITTEE

Neva Waldon, PhD
NWaldon@RukhaAcademy.com
952.406.8382

Shari Steffen, MA
SSteffen@RukhaAcademy.com
952.944.1483

Shelli Stanger Nelson, President
SNelson@RukhaAcademy.com
952.406.8382

To assist you in reaching the correct person who can most easily help you with your specific questions please use the following reference:

Question	Who to contact
Registration, tuition payments, logistics, workbooks	Office Manger
Refunds, webinars, technical issues	Chief Financial Officer
Classes	Individual Faculty
Conflicts with students, instructors, policies	Academy President or Advisor to Administration

