



The Masgutova Graduate School
of Neurodevelopmental Sciences

Graduate Catalog

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The Masgutova Graduate School Catalog

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About Masgutova Graduate School

History of Masgutova Graduate School

Dr. Svetlana Masgutova developed a strong interest in reflex maturation and development during her university education in Russia. This fascination became the motivation for her graduate thesis, “Unconditioned reflexes, unconscious processes and personality perception”. Dr. Masgutova’s investigation led her to study the work of reflex and development pioneers such as I. Sechenov, I. Pavlov, C. Sherrington, L. Vygotsky, A. Luria, and A. Leontyev, and A. Uznadze, whom she now attributes as providing the theoretical basis of the Masgutova Neurosensorimotor Reflex Integration (MNRI®) Method.

The knowledge base Dr. Masgutova accessed through her education and in her later studies is not only broad, spanning from physiology, neurology, and psychology to audiology, ophthalmology/neuro-optometry, and more, but also deep, as she drew from resources ahead of their time, with most making notable breakthroughs in and out of their respective fields during their lifetimes. As a Russian student, Dr. Masgutova not only had access to information from the broader world arena, but she also had access to research that, until recently, was available only in Russia. This made her investigation of the subject of reflexes far more comprehensive.

The other source for the development of the MNRI® Program was Dr. Masgutova’s extensive experience with post-traumatic stress disorder (PTSD) working with victims of the Chernobyl disaster (1986-1996), the Baku conflict (1990-1991), the earthquake in Armenia (1989-1999), the train crash in Ufa (1989), the Chechen War (1996-1999), conflicts in Israel (2001-2005) and other traumatic situations. Her work with PTSD became the foundation of the

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MNRI® Program, opening resources for survival and beyond, including her work with MNRI® Team using Reflex Integration PTSD Protocol with individuals who experienced shooting trauma in USA in Newtown (2013-2014) and Orlando Night Club (2016), flood catastrophe in Louisiana (2016), typhoon and earthquake in the Philippines.

Dr. Masgutova has held true to her promise to make the study of reflexes the focus of her life work. In 2020, she transformed this study into the broader context of higher education, and established The Masgutova Graduate School, offering online and on-campus courses leading to a Master of Science.

Purpose

The purpose of The Masgutova Graduate School of Neurodevelopmental Sciences is to offer a master's program focused on innovative knowledge and research of sensorimotor reflex integration, neuromodulation, and neurodevelopment for improvement of physical, social, cognitive, and emotional well-being. This innovative master's degree targets an interdisciplinary population of health, counseling, wellness and education professionals and assists students in following their career path in continued research and development for the application of neurosensorimotor reflex integration and neuromodulation with their target population. Furthermore, The Masgutova Graduate School of Neurodevelopmental Sciences will develop advanced critical thinkers that acquire and execute research skills, and lifelong learners that apply their aptitude, talents and mastery to best practices. All of this will be accomplished through a hybrid delivery model which includes both on-line courses and on-campus requirements, that applies adult learning.

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Mission Statement

The mission of The Masgutova Graduate School of Neurodevelopmental Sciences is to provide the leading career-focused, educational opportunity based on the innovative concepts for neurodevelopment, neuromodulation, and neurosensorimotor reflex integration. The graduate school will foster the growth of professionals from interdisciplinary fields who seek to better assist the populations they serve through expanded theory, application and evidence-based research on neurosensorimotor reflex integration and neuromodulation to support learning as the foundation for successful neurodevelopment; including physical, emotional, and cognitive development.

Diversity and Inclusiveness

The Masgutova Graduate School does not discriminate on the basis of race, color, natural origin, sex, disability, age, religion, veteran status, marital status, pregnancy, parental status, gender identity, sexual orientation, genetic information, or any other legally protected status in any of its policies, programs, admissions or activities and provides equal access to education.

All of The Masgutova Graduate School community members (faculty, students, staff, administration, trustees, contract personnel, agents, visitors, invitees, and volunteers) are prohibited by law from engaging in acts of discrimination, including sexual harassment or sexual violence.

Campus

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The physical campus of The Masgutova Graduate School of Neurodevelopmental Sciences is located at 5223 Millenia Lakes Blvd. Orlando, FL 32839. This space provides the basic office needs of the Masgutova Graduate School. It offers ample parking space, and handicapped accessible parking and restrooms.

The Online/ Virtual campus can be reached by all students through the Orbund Student Information System at <https://server1.orbund.com/> . This single-sign-on will connect students to their classes within the Moodle Learning management system. The use of the two systems allows for the best learning experience for students with the ease of one log in and one access point.

Admissions

Admissions Process

To be considered for admission to The Masgutova Graduate School, applicants must submit a completed application, the application fee, official transcripts from accredited colleges or universities previously attended, and any other documents based upon enrollment requirements by the application deadline. All documents submitted during the application process become the property of The Masgutova Graduate School as a part of the student record and will not be returned to the student.

The application for admission should be completed online. Most required documents are able to be uploaded along with the application. If necessary, you are able to begin the application and return later to upload required documents.

Transcripts should be ordered from all institutions and sent directly to

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Attn: Admissions
PO Box 891
Belmont, NC 28012

The Application fee should be paid online at the beginning the application process and is non-refundable.

Admissions Requirements: Graduate Programs

Student must have completed an MGS application form and comply with all requirements to be admitted to MGS. This includes:

- Completion of a baccalaureate degree from an accredited institution with a cumulative GPA of 3.0 or higher.
 - Proof of Official College Transcripts is required.
 - English Proficiency Test results for International Students

Admissions Requirements: International Students

An International student is anyone that does not hold US citizenship or permanent US Resident Status. International students who wish to attend The Masgutova Graduate School must complete and satisfy the general admission requirements. In addition, they must demonstrate English proficiency by coming from a country where English is the official language or by successfully completing one of the following:

1. *Submit an official score report of the Test of English as a Foreign Language (TOEFL) with a minimum score of 80 for the computer-based assessment.*
2. *Academic IELTS with an overall band score of 6 or higher is also acceptable in place of the TOEFL for post-traditional students pursuing graduate degrees.*

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Educational equivalency for transcripts from schools outside the U.S. will need be demonstrated by engaging in credential evaluations, using one of the recognized international transcript evaluators.

To ensure enough time for the processing of international student applications, international students should have their transcripts translated and submitted and the application process completed no later than six weeks before the academic period for which enrollment is intended.

Admissions Requirements: Non-Degree Seeking

Student must complete an MGS application and comply with all requirements to be admitted to MGS. This includes:

- Completion of a baccalaureate degree from an accredited institution with a cumulative GPA of 3.0 or higher.
 - Proof of Official College Transcripts is required.

Readmission Requirements

Students who have withdrawn from The Masgutova Graduate School in good standing, and who wish to be considered for readmission, must file a Masgutova Graduate School application for admission and submit the application fee.

Students dismissed from The Masgutova Graduate School contact the Registrar's office (registrar@mgsns.org) or the Dean of Graduate School (GraduateSchoolDean@mgsns.org) to ensure a plan is in place for success prior to readmission. Once cleared by them, you will be able to complete the Readmissions process.

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Admission Restriction Policy

The Graduate School reserves the right to deny admission, services, continued enrollment and re-enrollment to any applicants, students, or other persons whose personal history, medical history, background, or behavior indicates that their presence in the Graduate School facilities, programs, or activities, or use of Graduate School services would endanger themselves, or the health, safety, welfare, well-being, or property of the Graduate School, its employees, students, guests, or others, or would interfere with the orderly performance and conduct of the Graduate School's or affiliated agencies' functions.

The Graduate School will review previous criminal history on an individual basis. The Graduate School reserves the right to not accept a student should their criminal history be such that it would prohibit them from working with children or adults.

Transfer Credit for Previous Education or Training

Previous training or education will be considered on a limited basis. The uniqueness of the graduate degree curriculum limits outside education that will be accepted.

All requests must be formally submitted to the Graduate School upon acceptance. The Graduate School will review the request, determine what credits are appropriate, determine where those credits apply, and notify the student of the status of those credits.

Once accepted to the Graduate School, it will be the student's responsibility to submit any transcripts they wish reviewed. It is the graduate school's right to not accept credits or refuse to review transcripts if submitted after the start of the students first semester.

Transfer Credit Maximum

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Due to state and federal regulations students must complete a minimum number of credits through The Masgutova Graduate School. This mandate, combined with the uniqueness of our curriculum, the maximum credits that will be eligible for transfer is 37% or 21.25 credits.

Articulation Agreement

There is an articulation agreement between the Svetlana Masgutova Educational Institute (SMEI) private organization and the Masgutova Graduate School to allow for the courses/ trainings taken through SMEI and needed for the graduate degree to seamlessly transfer. A maximum of 21.25 semester credit hours are possible to transfer into MGS from SMEI. More details regarding the specific list of transferable courses is available through the Registrar's office or the Dean of the Graduate School.

It is the student's responsibility to obtain a transcript from SMEI and request these courses transfer upon acceptance to the graduate school.

At this time, no other credits or courses from other institutions will be accepted as transfer credits.

Appeal Process for Transfer of Credits

An applicant who has not been granted transfer of credit as requested may appeal the decision by writing a letter addressed to:

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ATTN: Office of Academic Affairs, Appeals

The Office of Academic Affairs will work directly with the appropriate Offices and individuals, make a determination, and supply applicants with a written response within 15 calendar days after receipt of the appeal letter.

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Transfer of Credits to other Colleges or Universities

Students who may wish to transfer The Masgutova Graduate School credits to other schools must not assume that credits earned at The Masgutova Graduate School will be accepted by receiving institutions. Institutions of higher learning vary in their transfer policies, and they may accept or deny transfer credits at their discretion. This is standard practice in colleges and universities. Students who want to transfer The Masgutova Graduate School credits should carefully check out policies of the school to which they want to transfer.

Auditing Courses

Audit is a registration status allowing students to attend a course without receiving credit, called an Auditor. Audit units do not count toward full-time status, nor do audited courses count toward the determination of continuous enrollment .

A student auditing a course is expected to attend classes on a regular basis as an observer. Auditors do not take examinations or submit class work. Registration and payment due dates are the same as the for-credit classes.

Cost of Auditing

- \$500.00 per Credit
- \$20.00 Library fee each semester enrolled.
- \$20.00 Technology fee each semester enrolled.

Requirements/Conditions

The following requirements and conditions apply:

- Student must meet the admission requirements.
- They must complete a class registration form
- Attending class as an auditor is permitted on a space-available basis.

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- Registration for an audited course will appear on the transcript with a grade of AU.
- Not all courses may be audited.
- A student does not receive academic credit for an audited course.

Financial Funding

Financial Aid

The Masgutova Graduate School is not eligible to offer its students federal financial aid at this time.

Tuition, Fees, And Materials/Lab Equipment

The **Tuition Fee Invoice** will be available immediately following registration via the student portal. The Tuition Fee Invoice includes the cost of tuition per credit hour registered and all applicable fees for the semester.

Fee Payment Deadlines are published on the calendar. All tuition and fees must be paid or have a payment plan arrangement in place by the deadline to avoid late fees and/ or holds to the account.

Payment of tuition and fees can be made by check or credit card no later than the payment deadline.

- A personal check can be mailed to PO Box 891, Belmont, NC, 28012 Attn: Financial Aid MGSNS. *Please do not send cash.*
- *Credit card can be used online through the student services portal.* After logging in to your account you will see your courses and balance to be paid.

Tuition

\$750.00 per credit hour for MS degree

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\$500.00 per credit for Auditing

Fees

One Time Fees

Application fee is \$50.00

Graduation fee is \$100.00

Semester Fees

Technology fee is \$20.00

Library fee is \$20.00

Textbooks

The cost of textbooks will vary based upon the course. It is the responsibility of the student to ensure all materials that need to be purchased for a course are acquired prior to the start of class.

Cancellation and Refund Policy

Should a student's enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by Certified Mail or by termination.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the student application and making initial payment.
3. Cancellation after the third (3rd) Business Day, but before the first day of class, results in a refund of all monies paid, with the exception of the application fee and registration fee.
4. If the student withdraws before the end of the drop/add period, the student will be refunded all tuition and fees, as well as any funds paid for supplies, books, or equipment which can be and are returned to the institution.

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5. After the drop/add period (the first 7 days of the semester), there will be no tuition adjustment for the reduction in class hours even if the student did not attend the class past the drop/add period (the first 7 days of the semester).
6. Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.
7. If a student is withdrawn from a class due to a class cancellation, the student is entitled to a full refund.
8. Refunds will be made within 30 days of termination of student's enrollment or receipt of Cancellation Notice from student.

Refund Policy for Students Called to Active Military Service

If at any time a student is called up to active duty and not able to complete a portion or all of your courses, they will have the option to be awarded an incomplete for the courses and allowed to finish the course work upon returning to MSGNS or to take a full refund for registered and paid for courses.

MSGNS would encourage the student to consider the length of the anticipated deployment when deciding if they want to take an incomplete or refund; however, MSGNS will do our best to support your decision.

To be eligible for the Active military refund or incomplete waiver the student will need to provide the Registrar's office with a copy of their orders within 10 days of receiving them.

Payment Plans

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The Masgutova Graduate School understands that the lack of financial aid options may cause some difficulty with making full payments by the deadline. As an alternative, a three-payment option has been established that will allow for you to make more comfortable payments throughout the semester, at scheduled increments, without the penalty of late fees or holds. Please contact Financial Services to establish a payment plan at financial@mgns.org.

General Policies

Academic Integrity

Definition

Academic Integrity relates to students and scholars being honest and responsible in the presentation of work. Masgutova faculty and students are expected to submit original work, and give credit to other peoples' ideas, when used. Maintaining our academic integrity involves:

- Creating and expressing our own ideas in our scholarly work;
- Acknowledging all sources of information, including quotations, ideas, concepts, theories—i.e., if it is not ours, we acknowledge the source;
- Completing assignments independently, or, in the case of collaborative efforts, acknowledging collaboration;
- Accurately reporting results when conducting our own research, and with respect to lab work;
- Honesty during examinations.

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Academic dishonesty not only cheats the student of valuable learning experiences, but can result in a failing grade on assignments, a failing grade in a course, or even expulsion from the Graduate School for the student.

Process

When a faculty member discovers a suspected violation of academic integrity, they first inform the student and allow the student to provide a response to the allegation. If this does not resolve the matter, the faculty member then:

1. Notifies the appropriate academic administrator of event, who will determine if this is the student's first violation, and report back to the faculty member;
2. Based on the feedback from the administrator,
 - a. if this is the student's first offense, the faculty member imposes the appropriate sanction ("F" for assignment).
 - i. The student will receive information regarding how to access APA resources through the graduate school and offer additional assistance to ensure understanding of proper referencing of sources.
 - ii. The student will be notified, in writing of the sanction. This notification will also notify the student of the appeal process available.
3. If the violation is the second offense the faculty member imposes the appropriate sanction ("F" for the course).
 - a. The student will be required to meet with the appropriate academic administrator for subsequent sanctions, including dismissal from the Graduate School. There is an appeal process at this level.

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Code of Conduct

The Masgutova Graduate School strives to create and maintain a climate conducive to learning, professional growth, and personal responsibility. Consistent with this, students are expected to conduct themselves in a professional manner, demonstrate respect for others, and follow the Graduate School's policies, rules and regulations. Enrollment in Graduate School courses shows agreement on the student's part to not participate in any of the following while on campus or while participating in any campus activity including externships and labs.

- Foul language
- Possession of un-prescribed drugs or alcoholic beverages on campus or externship site
- Disrespectful behavior
- Possession of weapons on campus or externship site (grounds for immediate dismissal)
- Theft of property from the Graduate School and/or students, faculty, or staff (grounds for immediate dismissal)
- Plagiarism/ Copyright
- Cheating
- Inappropriate online communication; including bullying

Students who conduct themselves in a manner detrimental to the Graduate School, staff, or other students, may be dismissed from the Graduate School.

Students are responsible for maintaining classroom decorum appropriate to the educational environment. When the conduct of a student or group of students varies from acceptable standards and becomes disruptive to normal classroom procedures, the instructor has the

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authority to remove the offending party from the room or online environment and refer the student(s) to the Dean of Academic Affairs or Student Services for disciplinary action.

Non-Discrimination Policy

The Masgutova Graduate School does not discriminate in any of its education or employment programs and activities on the basis of an individual's race, color, ethnicity, national origin, religion (or non-religion), age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning and intellectual disabilities), political affiliations, prior conviction of a crime, protected veteran's status or membership in any other protected classes as set forth in state or federal law. The Graduate School prohibits discrimination based on these protected classes, which includes the prohibition of discriminatory harassment, sexual assault, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, and retaliation against a person for the good faith reporting of any of these forms of conduct or participation in or party to any investigation or proceeding related to a report of these forms of conduct.

Discriminatory harassment consists of verbal, physical, electronic or other conduct based upon an individual's protected class as set forth above that interferes with that individual's educational or employment opportunities, participation in a Graduate School program or activity, or receipt of legitimately requested services under either *Hostile Environment Harassment* or *Quid Pro Quo Harassment*. *Hostile Environment Harassment* is discriminatory harassment that is so severe, persistent or pervasive that it unreasonably interferes with, limits, deprives, or alters the conditions of education (e.g., admission, academic

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standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a Graduate School program or activity, when viewed from both a subjective and objective perspective. *Quid Pro Quo Harassment* is discriminatory harassment where submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education; employment; or participation in a Graduate School program or activity.

A student or employee determined by the Graduate School to have committed an act of discrimination as described above is subject to disciplinary action, up to and including permanent separation from the Graduate School. Third Parties who commit these acts may have their relationships with the Graduate School terminated and/or their privileges of being on the Graduate School premises withdrawn.

Most Graduate faculty and staff (including faculty, advisors, admissions, and registrar) are not confidential employees and are required to immediately report to the Graduate Schools Title IX Coordinator all relevant details (obtained directly or indirectly) about an incident of sexual assault, relationship violence and/or stalking that involves any student. Confidential employees (including Health Services employees, Counseling, and Mental Health Services employees) are not required to make these reports and will not disclose information without the permission of the student (subject to limited exceptions).

Employees, students, contractors, vendors, visitors, guests or third parties may obtain further information on this policy, including grievance procedures, from the President of The Masgutova Graduate School who is responsible for the Graduate School's response to reports of sex discrimination as the Title IX Coordinator.

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Sexual Harassment Policy

The Masgutova Graduate School values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, veteran's status, sexual orientation, or genetic information is prohibited.

Sexual harassment, a form of sexual discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment, or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical or otherwise, when the conditions for *Hostile Environment Harassment* or *Quid Pro Quo Harassment* are present. Gender-based harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for *Hostile Environment Harassment* or *Quid Pro Quo Harassment* are present. Sexual assault consists of sexual contact and/or sexual intercourse that occurs without consent. Sexual exploitation is purposely or

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knowingly doing or attempting to do any of the following: recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent; disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent; allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or live streaming of images); subjecting another person to human trafficking; or exposing another person to a sexually transmitted infection or virus without the other's knowledge. Relationship violence includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship. Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress.

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and Graduate School rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the Office of the President. The President is the campus Equity Coordinator responsible for concerns in all areas of discrimination. You can contact the President's Office for more information at president@mgsns.org or by calling (800) 643-7307 ext. 711.

Sexual Offenders/ Sexual Predator

All acts of sexual and non-sexual harassment and assault will be taken extremely seriously by the Masgutova Graduate School. However, there may be instance where you are

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concerned with or without an offense having taken place. The FL Department of Law Enforcement Sexual Offender and Predators Registry is available online at <https://offender.fdle.state.fl.us/offender/sops/home.jsf> . This allows you to search by name or areas. You can also contact them by phone at 1-888-357-7332 or by e-mail at sexpred@fdle.state.fl.us.

If your concern is outside of the state of Florida, please know that each state has a similar registry that can be located by searching online for your state's department of law enforcement sex offender registry. In addition, there is a National Sex Offender Web Site maintained by the Department of Justice. The national registry compiles all 50 states, the District of Columbia, U.S. Territories, and Indian Country. This can be found at <https://www.nsopw.gov/>

Student Harassment Policy

Students shall not harass, defame or insult another classmate, faculty, staff, administrator or member of an externship affiliate agency. This includes the use of any media (social media, website, texting, etc.) that has the perception of causing harm, distress or discomfort of a person, group, or organization. Such behavior may result in the dismissal from the Graduate School. Any student, faculty or staff who witnesses bullying of any type is expected to report the incident immediately. Concerned individuals should report the event in person to:

The Masgutova Graduate School ATTN: The Office of Academic Affairs

[Drug-Free Workplace/Drug-Free Schools Policy Statement](#)

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Standards of conduct and disciplinary sanctions will be imposed for the unlawful possession, misuse or distribution of illicit drugs and alcohol by The Masgutova Graduate School students and employees on the Graduate School property or as part of any of its activities. The unlawful manufacture, distribution, dispensation, possession or misuse of a controlled substance, prescription medication or the unlawful possession and use of alcohol is harmful and prohibited in and on The Masgutova Graduate School owned and controlled property or as part of any of its activities. Any Graduate School employee or student determined to have violated this policy shall be subject to disciplinary action for misconduct, an action which may include termination/expulsion and referral for prosecution. No employee/student is to report to work/class or attend any graduate school activity while under the influence of illegal drugs or alcohol. Violation of these policies by an employee/student will be the reason for evaluation/treatment for drug/alcohol disorder and/or for disciplinary action up to and including termination/expulsion and/or referral for prosecution consistent with local, state and federal law.

FERPA

Masgutova Graduate School is committed to protecting students' rights and privacy of information. The Graduate School complies with the provisions of the federal Family Educational Rights and Privacy Act (FERPA), State of Florida law, and the Florida State Department of Education.

In accordance with U.S. Public Law 93-380 (FERPA), students at Masgutova Graduate School have the right to examine their educational records and to correct such records if warranted. These records are protected from release of information without written consent

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from the student. Detailed FERPA information can be found on the U.S. Department of Education website at: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Course Recordings

MGSNS will use technology for virtual meetings and recordings in this course. The use of such technology is governed by FERPA, the **Acceptable Use Policy** and The Masgutova Graduate School's **Student Code of Conduct**. A record of all meetings and recordings is kept and stored by the instructor, in accordance with the Acceptable Use Policy and FERPA. The course Instructor will not share recordings of your class activities outside of course participants, which include fellow students and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

TITLE IX

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

Title IX protects any person from sex-based discrimination, regardless of their real or perceived sex, gender identity, and/or gender expression. Female, male, and gender non-conforming students, faculty, and staff are protected from any sex-based discrimination,

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harassment or violence. Sexual Harassment may be verbal, non-verbal, or physical in nature and prohibited by Title IX.

The Masgutova Graduate School is committed to ensuring all students, faculty and staff at the Graduate School attend/work in an environment that is free of sex discrimination by responding promptly and effectively. Information on Title IX is provided to all incoming new students at orientation, along with contact information for MSGNS's Title IX Coordinator.

Inquiries regarding Title IX should be referred to the Graduate School's President as the Title IX Coordinator.

Student Complaint/Grievance Procedure

A grievance is a perceived wrong or hardship that is the grounds for a complaint. A complaint is a formal allegation against a person, group, department, program, or the Graduate School. A complaint is typically expressed as a written, signed statement.

Step One. Students with grievances or complaints should attempt to address the problem with the individual or department against whom the student has a grievance or complaint prior to elevating the grievance or complaint to a higher level.

Step Two. If the grievance or complaint cannot be settled at the instructor or department level, students should contact the Office of Academic Affairs to assist in the remediation process.

The complaint must be submitted and signed by the individual submitting the complaint. Complaints will not be accepted on behalf of another individual. Anonymous complaints will not be accepted as official complaints. A student may submit his or her formal

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complaint or grievance to: **The Masgutova Graduate School, ATTN: The Office of Academic Affairs**

The Office of Academic Affairs will respond within five business days from receipt of the complaint.

Step Three: In the event the student feels the response was not managed properly, the student may submit his or her complaint to the following: **The Masgutova Graduate School ATTN: The Office of the President, Complaint**

Step Four: In the event the student feels the response was not managed properly by the Office of the President, the student may submit his or her complaint to the following:
Commission for Independent Education (CIE) Florida Department of Education 325 West Gaines Street, Suite 1414 Tallahassee, FL 32399

Student Services

Departments

Office of Admissions

Admissions Advisors assist prospects through the application process. If you need assistance with the application process you may contact the admissions department at admissions@mgsns.org or (800) 643-7307 ext. 709.

Enrollment Department

This department provides final admissions support, evaluates transfer credits and prior coursework completed at other institutions prior to a student being accepted into the Graduate School, and has a primary goal of transitioning applicants into enrolled students.

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Office of The Registrar

The official record-keeper of the Graduate School, responsible for maintaining the accuracy and integrity of all academic records of current and former students. Responsibilities, assignments, and services include: reviewing, evaluating, and determining basis for admission; evaluating transfer credits; maintaining records; processing transcripts; processing Graduate School withdrawals and dismissals; reporting on enrollments; verifying student records; processing grade changes; verifying degree conferrals; managing policy processes; publishing of catalogs; and overseeing FERPA compliance.

If you need assistance with any of these processes, you may contact the Registrar at registrar@mgsns.org or (800)643-7307 ext. 708.

Academic and Finance Advising

Academic and Finance Advisors provide students with academic and financial advising support as they matriculate through the Graduate School. They can be reached via email at financial@mgsns.org or (800) 643-7307 ext. 712.

Disability/ADA Services

In compliance with the Americans with Disabilities Act, this Office assists qualified students to gain equal access to information and course content (academic accommodation).

To discuss eligibility for accommodation and the process for having accommodations in place, please contact DisabilityServices@mgsns.org or (800) 643-7307 Ext. 710.

Enrollment Requirements

<i>GRADUATE STATUS</i>	<i>CREDIT HOUR REQUIREMENT</i>
FULL-TIME	9 or more graduate semester hours

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HALF-TIME

3 to 8 graduate semester hours

Credit Hour Policy

Credit hour: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency. A combination of faculty instruction, out-of-class activities, preparation for class time, lab time, or externship hours are used to calculate the credit hours assigned to each course.

Online courses will typically have an average of one hour of weekly faculty instruction and one to two hours of out-of-class activities and/ or preparation activities. On average you should plan on committing three hours of time per credit hour each week for each course.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is a set of academic standards that students must meet. SAP will be calculated at the end of each semester throughout a student's enrollment.

Required Evaluation Schedule

Students must earn a successful grade in at least 70% of all attempted credit hours.

- Successful completion is defined as an earned A, A-, B+, B, B-, C+, C, or C- at the graduate level.
- Unsuccessful completion is defined as a D, D-, F, W, WF, or I.
- The cumulative GPA for all attempted credits should be equal to or greater than a 3.0.

Repeated coursework will negatively impact your completion ratio as all attempts are calculated into the ratio but only one successful completion is considered (the highest grade).

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Late grade changes could impact your completion ratio for the semester in which the original grade is in place as that will likely negatively impact your ratio. For example, an Incomplete would bring down the successful completion ratio.

SAP Intervention

Students falling below 70% completion and/or a 3.0 cumulative are considered at-risk for successful degree completion. As such the following steps are in place to assist the student with identifying what is needed for successful completion and supporting them to reach their academic goals.

Academic Warning

The first semester a student falls below 70% completion and/or a 3.0 cumulative GPA, the student is placed on Academic Warning. The student will be asked to speak with the Dean of the Graduate School or the Registrar to develop a plan to assist them.

Academic Probation

The second semester the student falls below 70% completion and/or a 3.0 cumulative GPA, the student will be placed on Academic Probation. At the start of this probationary period, the student will be required to speak with the Dean of the Graduate School or the Registrar to develop a plan to assist them. Students receiving veterans' benefits will have a maximum of two semesters, after falling below a 3.0 CGPA, to bring the CGPA to a minimum of 3.0. Students failing to meet this requirement will be decertified from the veterans' benefits program.

Academic Dismissal

The third semester the student falls below 70% completion and/or a 3.0 cumulative GPA, the student will be dismissed from The Masgutova Graduate School.

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Re-entrance

Students dismissed from The Masgutova Graduate School must contact the Registrar's office (registrar@mgsns.org) or the Dean of Graduate School (GraduateSchoolDean@mgsns.org) to ensure a plan is in place for success prior to readmission. Based on credit calculations it will be determined if the student could successfully complete the degree within the allowable timeframe (see Graduation Requirements). Once cleared by them, you will be able to complete the Readmissions process.

Transcript Request

Transcripts of credit are available through the Academic Records and Registration office. Policies and procedures governing the issuance of transcripts are as follows:

1. Financial obligations to the Graduate School must be satisfied.
2. Requests for transcripts must include the student's signature for release of this confidential information.
3. Transcript requests by fax, telephone or e-mail are not accepted.
4. A transcript fee of \$10 per copy is charged.

Graduation Requirements

A Master of Science in Neurodevelopmental Science requires the completion of a minimum of 60 semester hours of 500-level or 600-level academic coursework in which the candidate has earned a minimum cumulative Masgutova Graduate School grade point average of 3.0.

Full-time graduate students must complete all degree requirements within three years (36 months) from the date they began to matriculate at Masgutova Graduate School.

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Part-time graduate students must complete all degree requirements within six years (72 months) from the date they began to matriculate at Masgutova Graduate School.

Academic Awards

Graduate students who have completed master's degree requirements with a cumulative grade point average of 3.850 or better for 500-level or 600-level courses are awarded graduate honors.

Graduation honors are reflected on the academic transcript when the degree is posted.

Career Services

The Masgutova Graduate School Career Services function offers a variety of career services to matriculating students and alumni.

Career Services Advising and Assistance for Students and Alumni

Students involved in job searches may take advantage of such services as:

- ✓ Job search strategies
- ✓ Identifying job openings
- ✓ Help in resume writing
- ✓ Interviewing skills development
- ✓ Scheduling interviews during job fairs on campus and elsewhere

Alumni wishing assistance may contact Career Services for help in job searches.

Students' Responsibilities

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While we take great pride in the programs we offer, and the students we serve, it should be understood that career services offered by the Graduate School do not constitute an obligation or a guarantee of employment.

Although average starting wage information, based on data received from employers and graduates, may be available to prospective and current students, no employee of the Graduate School is authorized to guarantee that a graduate will earn any specific amount.

Employer needs, current economic conditions, geographical and other factors affect job availability and wage levels in such jobs.

Academics

Attendance

Online Verification

Regular attendance and participation are a critical aspect for student success in every course. To assist with facilitating regular student participation and avoid undue student expense regular attendance will be taken.

The first-time attendance will be evaluated will be within the first 5 days. Students that have had 0% participation will be withdrawn from the course and a refund will be provided to the student account.

After the 10-day add/drop period, students that are not active for a consecutive two-weeks will be withdrawn from the course automatically. Prior to the withdraw deadline, students will receive a grade of W for the class. After the withdraw deadline students will receive a WF for the class.

Externship/ Classroom Attendance

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Attendance will be taken at the start of each session. This may mean that attendance is taken multiple times in a day if long breaks are provided (i.e. lunch). Each course will have a set policy based on the number of hours of participation that outlines specific attendance requirements.

Religious Observances

It is the policy of The Masgutova Graduate School to reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith will notify all of his/her instructors and be excused from classes to observe the religious holy day.

The student will be held responsible for any material covered during the excused absence but will be permitted a reasonable amount of time to complete any work missed. Where practicable, major examinations, major assignments, and graduate school ceremonies will not be scheduled on a major religious holy day.

Students who are absent from academic or social activities because of religious observances will not be penalized. A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress under the Student Grievance Procedure.

Clinical/ Externship Requirements

The Masgutova Graduate School of Neuroscience Development offers a degree that allows the student to concentrate in one of four areas; infants, trauma & stress, education/ academics, or general. The externship hours should focus on the area of specialization as much

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as possible and in the specific area of the curriculum as indicated in the course outline and syllabus.

Externships are completed by attending a 5-Day Family (Educational) Conference under the supervision of an MGS instructor. A combination of classroom activities and hands-on application activities will be assigned during these five-days and will need to meet satisfactory completion.

Externships require an additional 24 hours of hands-on experiences that is be pre-approved by the Externship Coordinator. To receive full credit for the externship the hours must be completed and all documentation and follow up assignments completed by the designated course end date or established deadlines by the coordinator.

Lab requirements

A series of labs are designed to support the foundational learning that is at the core of the program. The labs will require the completion of a case study, documentation of a series of sessions applying the designated techniques/ protocol, and evidence via video that the competency has been obtained. The video will be completed and uploaded to the Learning Management System following the faculty members instructions.

Lab hours will be completed under the supervision of your instructor. You will identify the “client(s)” you will be working with and have approval at the start of the course.

Library and Information Resource Network (LIRN)

All library services are available online through the online resource LIRN. This resource provides full access to the ProQuest database and several other learning resources.

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Access to LIRN is available for all students, faculty, and staff through the learning management system, Moodle.

Curriculum Committee

The Masgutova Graduate School's academic curriculum is overseen by the Graduate School Curriculum Committee, comprising full- and part-time faculty and staff members of the Graduate School.

Assessment and Student Learning

The Graduate School is focused on ensuring that our students are given access to the highest quality learning resources available, that our curriculum and processes facilitate learning, and that students are encouraged to learn and grow professionally. We, therefore, engage in ongoing assessment activities that ensure we stay focused, and continuously improve our processes, and our learning outcomes.

Grade Procedures

Grading System

GRADE	POINTS	DESCRIPTION
A	4.00	Outstanding
A-	3.67	
B+	3.33	
B	3.00	Superior work - Satisfactory
B-	2.67	
C+	2.33	
C	2.00	Satisfactory - Unsatisfactory
C-	1.67	
D+	1.33	Unsatisfactory
D	1.00	
D-	.67	
F	0.00	Failure/ No credit
W	0.0	Withdrawal
WF	0.0	Withdrawal Fail (awarded if withdrawn automatically after the withdraw deadline)

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I	*	Incomplete/ grade upon last day of course will become final grade if work is not complete by deadline
TR	*	Transfer credit awarded
P	*	Pass
N	*	No Pass (No Credit)
AU	*	Audit (no Credit)
IP	*	In Progress

*= grade and the credits do not calculate into the grade point average

Course Grading Scale

LETTER GRADE	LOWER LEVEL OF GRADE (%)
A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D+	67
D	63
D-	60

Calculation of Grade Point Average (GPA)

Only grades and credits earned at The Masgutova Graduate School are used to calculate grade point averages (GPA). GPAs are calculated by dividing the total number of *grade points earned by the total number of attempted credits*. *Grade points earned* are calculated by multiplying the *number of credits for a course* by the *grade points associated with the grade received*. Appropriate grade points for each grade awarded by the Graduate School appears in the Grade Systems table, above. When no grade points are indicated, the grade and the credits do not calculate into the grade point average.

Grade Change Policy and Procedure

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Final grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or W submitted to the Academic Records and Registration office can be changed only with the written approval of the appropriate academic dean or his or her designee. When necessary, grade change forms are completed by instructors, and submitted to the office of the appropriate academic dean or designee for approval. No grade may be changed after it has been on the permanent record for one calendar year.

Final Examinations and Incomplete Grades

Courses may require final examinations. Students who miss a final examination, or who fail to submit all required work without a justifiable excuse, are awarded a grade of F on this exam; this F is factored into the student's final grade in accordance with the stated evaluation criteria and assignment weights. Students who are unable to take a final examination or complete final course requirements for a valid reason (i.e., circumstances beyond the student's control) must request in writing to the instructor a grade of incomplete (I). If approved, work must be completed that would cause the "I" grade to be changed to a letter grade within one month. If the work is not completed within this time frame, the "I" becomes the grade earned when missing work is changed to a 0.

Curriculum

Master of Science Program Outcomes

1. Students will demonstrate the ability to apply up to date theory on neurosensorimotor reflex integration within their career path.
2. Students will discriminate between the various protocols utilized within neurosensorimotor reflex integration.

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3. Students will integrate the protocols within the neurosensorimotor reflex integration method to establish the best plans for the individual and group tailored to each customer's specific needs.
4. Students will analyze research to determine if the research is credible, valid, and reliable.
5. Students' Thesis will add to the ongoing education and contribute to the innovative pedagogy of the neurosensorimotor reflex integration field by meeting APA publication requirements and possible peer-reviewed journal standards.

Master of Science Program

Graduate courses are numbered with three letters followed by 500 and 600 level three-digit numerals. The 500 numerals are designated to be taken prior to the 600 level courses, in most cases, as the 500 level courses are designed as your first year of graduate studies.

The prefixes have been designed to group courses into topics as follows: ANT= Anatomy; ETL= Ethics and Law; ETP= Tactility and Primary Movements; EXT= Externships; LAB= Lab; NEU= Neurological; REF= Reflexes; RES= Research; RNM= Neuromodulation; STP= Special Topics; THE= Graduate Thesis.

- *All courses require a C- (70%) or higher for successful completion.*

COURSE NUMBER	COURSE NAME	CREDIT HOURS
ANT501	Anatomy, Neuroanatomy and Neurophysiology for Reflex NeuroModulation	4
ETL601	Ethics & Law for NeuroDevelopmental Professionals	1
ETP506	Tactility for Neurodevelopment	2
ETP602	Primary Movement and Biomechanics Integration: Advanced	2
ETP604	Reflex Patterning and NeuroModulation	2

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EXT501	Externship: Tactility	2.5
EXT601	Externship: Primary Movement and Biomechanics Integration	2.5
EXT602	Externship: Repatterning	2.5
LAB500	Lab: Dynamic and Postural Reflex NeuroModulation	.5
LAB501	Lab: Tactility for Neurodevelopment	.25
LAB502	Lab: Primary Movement & Biomechanics Integration	.5
LAB503	Lab: Reflexes for Stress and Trauma Recovery	.25
LAB504	Lab: Reflex Maturation for Physical, Emotional, Cognitive Development	.5
LAB505	Lab: Oral-Facial Reflex NeuroModulation 1	.5
LAB600	Lab: Reflex NeuroModulation for Learning Challenges	.25
LAB601	Lab: Visual and Auditory Reflexes for Neurodevelopment	.5
LAB603	Lab: Stress Hormones and Reflex NeuroModulation	.5
NEU501	Neurodevelopment, Neuro-Immunology and Reflex NeuroModulation	2
NEU601	Introduction to Neuro-Embryology and Brain Development	2
REF501	Reflex Maturation for Physical, Emotional, Cognitive Development	2
REF502	NeuroModulation of Infant and Toddler Reflexes - REF502	2
REF503	Effect of Reflex Maturation on Vestibular and Proprioceptive Systems	2
REF601	Reflex Integration for Speech and Academic Development	2
REF602	Introduction to Reflex Evaluation	3
RES501	Research Methods 1	3
RES502	Research Methods II	3
RNM500	Dynamic and Postural Reflex NeuroModulation	1.5
RNM501	Tactility for Neurodevelopment	.75
RNM502	Primary Movement & Biomechanics Integration	1
RNM503	Reflexes for Stress and Trauma Recovery	.75
RNM505	Oral-Facial Reflex NeuroModulation 1	1
RNM600	Reflex NeuroModulation for Learning Challenges	.75
RNM601	Visual and Auditory Reflexes for Neurodevelopment	1
RNM603	Stress Hormones and Reflex NeuroModulation	1
SPT601	Master's Special Topics on Reflex NeuroModulation	3
THE601	Master's Graduate Thesis	6

Course Outcomes/ Objectives

All courses require a C- (70%) or higher for successful completion.

COURSE NUMBER	PRE-REQUISITES	COURSE NAME	CREDIT HOURS
RNM500	None	Dynamic and Postural Reflex NeuroModulation 1. describe primary motor reflex pattern maturation, why a reflex might not be integrated, the impact a non-integrated reflex can have, and reflex integration techniques designed to bring reflexes into optimal performance.	1.5

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		<ol style="list-style-type: none"> 2. discuss and document the impact of non-integrated reflex patterns on physical, emotional, and cognitive development. 3. completion of theory and hands-on supervised application at a passing level. 	
RNM501	None	<p>Tactility for Neurodevelopment</p> <ol style="list-style-type: none"> 1. describe the importance of the skin as an organ and its effect of physical, emotional and cognitive development. 2. discuss Neuro Tactile receptors and how they affect the nervous system. 3. completion of theory and hands-on supervised application at a passing level. 	.75
RNM502	None	<p>Primary Movement & Biomechanics Integration</p> <ol style="list-style-type: none"> 1. Describe how Archetype movements are the first reflexive movements and how they affect the development of primary reflex patterns for ease of movement and on physical, emotional and cognitive development. 2. Discuss the effect of Archetype movements on the development of support, balance and stability. 3. Completion of theory and hands-on supervised application at a passing level. 	1
RNM503	None	<p>Reflexes for Stress and Trauma Recovery</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of the types and levels of stress and trauma and their effect on the neurophysiology of the body and neurosensorimotor reflex development and functioning. 2. discuss the different types of trauma and the concept of chronic stress and trauma recovery with the use of neurosensorimotor reflex integration. 3. completion of theory and hands-on supervised application at a passing level. 	.75
RES501	None	<p>Research Methods 1</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of research terminology and processes. 2. apply thorough literature review skills to encompass various research methods. 	3

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		<ol style="list-style-type: none"> identify a potential research problem and hypothesis within their professional field and research interest as relates to neurosensorimotor reflex integration, neuromodulation or neurodevelopment. 	
ANT501	None	<p>Anatomy, Neuroanatomy and Neurophysiology for Reflex NeuroModulation</p> <ol style="list-style-type: none"> describe the anatomy and neurophysiology of neurosensorimotor reflex integration techniques. discuss how neurosensorimotor reflex integration effects the functioning of the body and how this theory differs from the typical view of anatomy and neurophysiology. demonstrate the anatomy and neurophysiology of neurosorimotor reflex integration techniques. 	4
REF501	None	<p>Reflex Maturation for Physical, Emotional, Cognitive Development</p> <ol style="list-style-type: none"> demonstrate knowledge of the effect of neurosensorimotor reflex integration on the maturation of physical, emotional, and cognitive development and disorders. discuss the effect of neurosensorimotor reflex integration, neuromodulation and neurodevelopment on psychological, cognitive and physical development from utero time through adulthood. apply the effect of neurosensorimotor reflex integration on the maturation of physical, emotional, and cognitive development and disorder. 	2
RNM505	RNM500 LAB500	<p>Oral-Facial Reflex NeuroModulation 1</p> <ol style="list-style-type: none"> describe how Oral-Facial Reflex integration effects the Vegas nerve functions, coordination, control and integration of the tiny muscle systems that effect eyes, ears, lips, tongue, jaw and other tiny muscles of our face and head. discuss the effect of Oral Facial Integration on the development of protective and neurodevelopmental functions. 	1

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		3. completion of theory and hands-on supervised application at a passing level.	
ETP506	RNM500 RNM501 LAB500 LAB501	Tactility for Neurodevelopment <ol style="list-style-type: none"> 1. describe NeuroTactile Reflex Integration strategies and how they affect neurotypical and neuro challenged children and adults. 2. discuss the specific sequence for successful completion of the NeuroTactile process and how this process effects physical, emotional and cognitive development. 3. pass the theory test on NeuroTactile Reflex Integration at 80% or higher. 4. successfully pass the video presentation exam for the hands-on application of the technique on a Pass/Fail basis. 	2
NEU501	ANT501 RNM500 RNM501 RNM502 RNM503 LAB500 LAB501 LAB502 LAB503	Neurodevelopment, Neuro-Immunology and Reflex Neuromodulation <ol style="list-style-type: none"> 1. demonstrate knowledge of the effect of neuromodulation, neuro-immunology and reflex integration as effective processes for the maturation of physical, emotional, and cognitive development and disorders. 2. discuss the effects of reflex integration on improving immune system functions. 3. demonstrate mastery of neuromodulation, neuro-immunology and reflex integration processes 	2
RES502	RES501	Research Methods II <ol style="list-style-type: none"> 1. analyze research studies to identify research components. 2. formulate relevant research questions and the research strategies that will be used for their professional field and research interest 3. compose a literature review that aligns with the research problem, hypotheses, and questions. 4. collaborate with peers to analyze, critique, and provide professional feedback that advances the foundation of the research. 	3
REF502	RNM500	NeuroModulation of Infant and Toddler Reflexes	2

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	RNM501 RNM502 LAB500 LAB501 LAB502	<ol style="list-style-type: none"> 1. demonstrate knowledge of the progression of primary motor reflex patterns beginning in utero and continuing through life. 2. discuss the impact of birth and post birth trauma on primary motor reflex patterns and the role immature reflexes play on growth and development of physical, emotional and cognitive areas. 3. demonstrate mastery of primary motor reflex patterns beginning in utero and continuing through life and the impact of birth and post-birth trauma. 	
REF503	RNM500 RNM501 LAB500 LAB501	<p>Effect of Reflex Maturation on Vestibular and Proprioceptive Systems</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of how the proprioceptive systems anchor the unconscious sensation of movement in the body and for the vestibular system that effects our relationship to gravity. 2. discuss the impact of gravity, grounding, stability, and balance effect the auditory and visual systems and create links for physical, emotional and cognitive development. 3. demonstrate mastery of the relationship between the proprioceptive systems, the vestibular systems, and gravity, grounding, stability, and balance. 	2
EXT501	RNM500 LAB500 RNM501 LAB501 ETP506	<p>Externship: Tactility</p> <ol style="list-style-type: none"> 1. develop a day by day diary of observations and experiences during 64 hours of clinical experience. 2. submit one case study of identified client during NeuroTactile Integration/Primary Movements and Biomechanics/Repatterning observations. 3. demonstrate and document successful practice of NeuroTactile Integration/Primary Movements and Biomechanics/Repatterning according to the instructions in syllabus. 	2.5
RNM600	None	<p>Reflex NeuroModulation for Learning Challenges</p> <ol style="list-style-type: none"> 1. describe how Neurosensorimotor reflex integration provides the basis for successful support for individuals with learning disabilities and offers 	.75

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		<p>positive changes in motor, behavioral and emotions responses and cognitive academic tasks</p> <ol style="list-style-type: none"> 2. discuss the behavioral-cognitive links in individuals with challenges and how ‘anchors’ are created based on natural innate mechanisms of neurodevelopment and neuroplasticity for self-regulation. 3. demonstrate and document successful practice of this process according to the instructions in syllabus. 	
RNM601	RNM500 LAB500	<p>Visual and Auditory Reflexes for Neurodevelopment</p> <ol style="list-style-type: none"> 1. describe how the visual and auditory systems work with other sensory systems to inform and guide the body’s internal and external actions. 2. discuss the effect of congenital issues and trauma of the auditory and visual systems lead to challenges in physical, emotional and cognitive development. 3. demonstrate and document successful practice of this process according to the instructions in syllabus. 	1
ETP602	RNM500 RNM502 LAB500 LAB502	<p>Primary Movement and Biomechanics Integration: Advanced</p> <ol style="list-style-type: none"> 1. describe Archetype Movement Integration strategies and how they affect children and adults with neurotypical and neuro challenged development. 2. discuss the specific sequence for successful completion of the Archetype Movement process and how this process effects physical, emotional and cognitive development. 3. pass the theory test on Archetype Movement Integration at 80% or higher. 4. successfully pass the video presentation exam for the hands-on application of the technique on a Pass/Fail basis. 	2
ETL601	None	<p>Ethics & Law for NeuroDevelopmental Professionals</p> <ol style="list-style-type: none"> 1. describe the importance of having knowledge of ethics and business law are important for professionals. 2. discuss the key common elements found in any professional ethics and how do these relate to the specific professional laws. 	1

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		<ol style="list-style-type: none"> develop a master level paper explaining what is important to a professional using neuro-reflex integration for current career/profession. 	
NEU601	RNM500 REF501 LAB500 LAB504	Introduction to Neuro-Embryology and Brain Development <ol style="list-style-type: none"> describe the importance of proper brain development, neural groove development, and other types of primary vesicles for proper development of all levels of the brain. discuss the effect of brain structures associated with the interconnectedness of developmental vesicles. demonstrate mastery of proper brain development, neural groove development, and other types of primary vesicles and the effects of brain structure associated with interconnectedness of developmental vesicles. 	2
REF601	RNM500 RNM501 RNM505 LAB500 LAB501 LAB505	Reflex Integration for Speech and Academic Development <ol style="list-style-type: none"> demonstrate the role of a reflex patterns and their sensory, motor, and central and autonomic, cranial nervous system mechanisms. describe how oral-facial reflexes provide protection and support for the brain functions and neurodevelopment, and for formation of higher academic skills. describe the physiological and psychological basis for motor program strategies and developmental stages of oral-facial abilities and skills and effect on academic progress. demonstrate mastery of the nervous system, brain functions, physiological aspects, and developmental stages of oral facial that affect the reflex integration for speech and academic development. 	2
SPT601	None	Master's Special Topics on Reflex NeuroModulation <ol style="list-style-type: none"> demonstrate the role that reflex integration plays in the alteration of nerve activity through targeted delivery of a stimulus to specific neurological sites in the body. describe how the use of neuromodulation and sensorimotor reflex integration can help restore 	3

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		<p>function or relieve symptoms/challenges that have a neurological basis.</p> <ol style="list-style-type: none"> 3. discuss neuromodulators and neurotransmitters role in a healthy functioning body and their role in overall optimal brain functioning. 4. research the findings from preclinical and human studies, detailing mechanisms by which neuromodulation strategies could treat brain disorders. 	
EXT601	RNM500 RNM502 LAB500 LAB502 ETP602	<p>Externship: Primary Movement and Biomechanics Integration</p> <ol style="list-style-type: none"> 1. develop a day by day diary of observations and experiences during 64 hours of clinical experience. 2. submit one case study of identified client during NeuroTactile Integration/Primary Movements and Biomechanics/Repeating observations. 3. demonstrate and document successful practice of NeuroTactile Integration/Primary Movements and Biomechanics/Repeating according to the instructions in syllabus. 	2.5
RNM603	RNM500 LAB500 Two of the following pairs: RNM501 & LAB501, RNM502 & LAB502, RNM505 & LAB505, RNM600 & LAB600, RNM602 & LAB603	<p>Stress Hormones and Reflex NeuroModulation</p> <ol style="list-style-type: none"> 1. describe the neurophysiological and psychological aspects of stress, distress and traumatic stress and their effect on physical, emotional and cognitive skills. 2. discuss how Reflex Integration Disorder (RID) leads to poor stress-management and deficiencies in the Hypothalamus-Pituitary-Adrenalin Stress axis and stress hormone regulation. 3. demonstrate and document successful practice of this process according to the instructions in syllabus. 	1
ETP604	RNM500 RNM501 RNM502	Reflex Patterning and NeuroModulation	2

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	LAB500 LAB501 LAB502	<ol style="list-style-type: none"> 1. describe at least twenty-one primary reflex strategies and their effect on neurotypical and neuro deficit children and adults. 2. discuss the seven step phases for positive reflex development how this process effects physical, emotional and cognitive development. 3. successfully complete the theory test and successfully document practice of this process according to the instructions in syllabus. 	
REF602	RNM500 RNM501 RNM502 REF501 LAB500 LAB501 LAB502 LAB504	<p>Introduction to Reflex Evaluation</p> <ol style="list-style-type: none"> 1. describe how to incorporate reflex integration into a systematic screening of basic reflexes to develop standardized information for use with typical and challenged infants, children, and adults. 2. discuss the neurophysiological basis, parameters, and features of the Masgutova Parent Reflex Profile Screening. 3. demonstrate knowledge on how to administer the Masgutova Reflex Profile Screening for Parent/Caregiver, Masgutova Reflex Screening Developmental Milestones Consultation Report, Masgutova Reflex Profile Screening Home Program and use data from these instruments to develop appropriate reports for other wellness professionals. 	3
EXT602	RNM500 RNM501 RNM502 LAB500 LAB501 LAB502 ETP604	<p>Externship: Repatterning</p> <ol style="list-style-type: none"> 1. develop a day by day diary of observations and experiences during 64 hours of clinical experience. 2. submit one case study of identified client during NeuroTactile Integration/Primary Movements and Biomechanics/Repatterning observations. 3. demonstrate and document successful practice of NeuroTactile Integration/Primary Movements and Biomechanics/Repatterning according to the instructions in syllabus. 	2.5
THE601	REF501 REF502	<p>Master's Graduate Thesis</p> <ol style="list-style-type: none"> 1. support research method decisions with literature and professional justifications. 	6

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		<ol style="list-style-type: none"> 2. construct a thorough literature review that aligns with the research problem, hypotheses, and questions. 3. compose a complete research study based on an identified problem within the field of neurosensorimotor reflex integration, neuromodulation or neurodevelopment. 4. collaborate with peers to analyze, critique, and provide professional feedback that advances understanding and outcomes. 5. express various phases of the research study effectively in oral and written modalities that meet the APA publication manual guidelines. 	
COURSE NUMBER	PRE-REQ/ CO-REQ	COURSE NAME	CREDIT HOURS
LAB500	RNM500	Lab: Dynamic and Postural Reflex NeuroModulation <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 2. documentation of 10 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of Dynamic and Postural reflex repatterning processes by video. 	.5
LAB501	RNM501	Lab: Tactility for Neurodevelopment <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 2. documentation of 5 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of NeuroTactile process by video. 	.25
LAB502	RNM502	Lab: Primary Movement & Biomechanics Integration <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 2. documentation of 5 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of Archetype Movement processes by video. 	.5

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LAB503	RNM503	<p>Lab: Reflexes for Stress and Trauma Recovery</p> <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 2. documentation of 5 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of Stress and Trauma Recovery processes by video. 	.25
LAB504	RNM504	<p>Lab: Reflex Maturation for Physical, Emotional, Cognitive Development</p> <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 2. documentation of 5 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of Reflex Maturation for Physical, Emotional, Cognitive Development by video. 	
LAB505	RNM505	<p>Lab: Oral-Facial Reflex NeuroModulation 1</p> <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 2. documentation of 10 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of Oral-Facial Integration processes via video. 	.5
LAB600	RNM600	<p>Lab: Reflex NeuroModulation for Learning Challenges</p> <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 2. documentation of 5 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of Solution for Dyslexia processes via video. 	.25
LAB601	RNM601	<p>Lab: Visual and Auditory Reflexes for Neurodevelopment</p> <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 2. documentation of 10 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of Visual and Auditory processes via video presentation. 	.5
LAB603	RNM603	<p>Lab: Stress Hormones and Reflex NeuroModulation</p> <ol style="list-style-type: none"> 1. completion of on Case Study using APA standards, 	.5

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		<ol style="list-style-type: none"> 2. documentation of 10 complete sessions using reflex integration 3. demonstrate understanding of appropriate application of Stress Hormone release processes via video presentation. 	
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Academic Calendar

Summer 2021 (12 weeks)

Registration Begins	March 22, 2021
Payment Due (Payment Plan #1 Due)	May 18, 2021
Classes Begin	May 19, 2021
Add/ Drop period	May 19-25, 2021
Last day for Full refund	May 25, 2021
Payment Plan #2 Due	June 15, 2021
Independence Day Observed (Campus Closed)	July 4 - 5, 2021
Payment Plan #3 Due	July 13, 2021
Withdrawal Deadline	July 16, 2021
Exam Week	August 4 - 10, 2021

Fall 2021

International Student Application Deadline	August 12, 2021
Graduate Student Application Deadline	August 19, 2021
Registration Begins	May 19, 2021
Classes Begin	August 25, 2021
Add/ Drop period & Late Registration	August 25-31, 2021
Labor Day (Campus closed)	September 6, 2021
Last day for Full refund	August 31, 2021
Payment Deadline	August 24, 2021
Fall Break	October 13 -19, 2021
Veteran's Day	November 11, 2021
Withdrawal Deadline	Nov. 2, 2021
Exam Week	Dec. 8-14, 2021

Spring 2022

Registration Begins	October 18, 2021
International Student Application Deadline	November 23, 2021
Graduate Student Application Deadline	December 17, 2021
Payment deadline (Payment #1 Due)	January 11, 2022

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Classes Begin	January 12, 2022
Add/ Drop period	January 12- January 18, 2022
Last day for Full refund	January 18, 2022
Martin Luther King, Jr Holiday (Campus closed)	January 17, 2022
Payment #2 Due	February 15, 2022
President's Day (Campus Closed)	February 21, 2022
Spring Break	March 9 – March 15, 2022
Payment #3 Due	March 22, 2022
Withdrawal Deadline	March 29, 2022
Exam Week	April 27- May 3, 2022

Hours of Operation

All offices of the Graduate School will be open Monday through Friday, 8:00 am – 5:00pm; except for holidays noted on the published academic calendar.

Additional campus openings will include days and times that labs and conferences are held. While the campus will be open for these events outside of normal operational hours, a full campus staff will not be available for administrative duties.

*Please keep in mind that most functions can be handled online to support the primarily remote delivery of the program.

Temporary Campus Closures

The Graduate School reserves the right to close the campus during emergencies or periods of inclement weather. Announcements will be made through the learning management system, text messaging, the Graduate School website, and/or e-mail.

Licensure

Licenses

Licensed by the Commission for Independent Education, Florida Department of Education.

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Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684

Graduate School Leadership

Faculty

Dr. Elina Akmotova –

Immunology, PhD; Mechnikov research Institute for Vaccines and Sera, Russian Medical Academy of Sciences
General Medicine, Diploma; I.M. Sechenov First Moscow State Medical University (Sechenov University)
Core Specialist Certified; SMEI

Dr. Nelli Akhmatova -

Immunology, PhD, Bashkir State Medical University;
Allergology, Immunology, Doctor of Science, Mechnikov Research Institute for Vaccines and Sera
Epidemiologist, MS/ MD, Bashkir State Medical University;
Core Specialist and Instructor Certified; SMEI

Teresa Busz –

Obligophrenopegagogy, PostGrad; Univeristy of Zeilona Gora
Pre-school Education; Master; Higher Pedagogical School in Zeilona Gora
Core Specialist and Instructor Certified; SMEI

Jerzie-Ann Marie Coppola –

Health Science, PhD (ABD); Seton Hall University
Occupational therapy, MS; University of Scranton
Health Sciences, BS; University of Scranton
Core Specialist and Instructor Certified; SMEI

Dr. Elizabeth Forgione –

Instructional Development and Distance Education, EdD; Nova Southeastern University
Exception Education: Varying Exceptionalities, MEd; University of Central Florida
Exceptional Education: Mentally Handicapped, BS; University of Central Florida

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Dr. Leah Light –

Audiology, AuD; AT Stills University
Audiology, MS; University of South Florida
Special Education, BA; University of Florida
Core Specialist and Instructor Certified; SMEI

Tina Marks –

Speech-Language Pathology, MS; University of Louisiana at Lafayette
General Studies, BGS; University of Southwestern Louisiana
Core Specialist and Instructor Certified; SMEI

Dr. Svetlana Masgutova-

Educational and Developmental Psychology, PhD, Higher Attestation Commission;
Educational Psychology, MA, Bashkir State Pedagogical Institute;
Psychology, BA, Bashkir State Pedagogical Institute

Nancy Morris –

Physical Therapy, BS; University of Delaware
Core Specialist and Instructor Certified; SMEI

Lisa Ortega –

Communication Disorders, MS, University of Louisiana;
Communication Disorders, BS, University of Southern Louisiana
Core Specialist and Instructor Certified; SMEI

Isabelle Renard-Fontaine –

Physical Therapy, MS; Universite Catholique de Louvain-La-Neuve (UCL) Faculty of
Medicine
Core Specialist and Instructor Certified; SMEI

Dr. Patricia Shackelford -

Psychology, PhD; Southern California University
School Psychology, EDS; University of Florida
Special Education, MEd; University of Florida
Early Childhood/Elementary Education, BA; University of Florida
Core Specialist and Instructor Certified; SMEI

Dr. Joan Spalding –

Psychology, PhD; Colorado State University
Education, MS; Mankato State University
Education, BS; University of Arizona
Core Specialist and Instructor Certified; SMEI

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Staff/ Administration

President (Interim)- Dr. Patty Shackleford

Dean of the Graduate School- Dr. Patricia Shackleford

Dean of Instructional Design- Dr. Elizabeth Forgione

Registrar (PT)- Dr. Elizabeth Forgione

Ownership

Masgutova Neurodevelopment, LLC

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Orlando, FL 32822

Board of Trustees

David Trigg

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