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2017 CATALOG

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This is to certify this catalog as being true and correct in content and policy.

Director signature:

Natashia Abbage

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MISSION STATEMENT

Our school's mission is to provide a quality educational system to prepare students to pass the state board examination and gain employment within their chosen field of study. We are passionately committed to providing a solid educational foundation to empower our team in the pursuit of excellence and we strongly believe that when people come first, success will follow.

SCHOOL FACILITIES

Our programs offer the challenge of a stimulating and rewarding career. Paul Mitchell The School Tulsa is fully equipped to meet all the demands of modern hair, while at the same time providing a high-tech atmosphere and attitude for progressive personal development. The 11,024 square-foot facility include student lounge and lockers, client reception and work areas, management offices, private classrooms, workstations, and equipment. The school is a single level facility equipped with handicap accessible restrooms, two accessible water fountains, and two wheelchair ramps by the entrance of the school. All office and classroom doors are wide enough to accommodate for wheelchair access. The Clinic floor and Wash house are both handicap accessible. There are 10 handicap parking spaces located in front of the school.

ADMINISTRATION/OWNERSHIP

PM Tulsa, LLC., dba Paul Mitchell The School Tulsa, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

Oklahoma State Board of Cosmetology

2401 NW 23rd Street, Suite 84
Oklahoma City, OK 73107-2431
Phone: (405) 521-2441
Fax: (405) 521-2440
www.cosmo.state.ok.us

National Accrediting Commission of Career Arts & Sciences, Inc. (NACCAS)

3015 Colvin Street
Alexandria, VA 22314
(703) 600-7600

The school is currently accredited by National Accrediting Commissions of Career Arts & Sciences, Inc (NACCAS). The National Accrediting Commission of Career Arts and Sciences (NACCAS) is recognized by the United States Department of Education as a national accrediting agency for postsecondary school and departments of cosmetology arts and sciences, and massage therapy.

If you are interested in reviewing or receiving a copy of the school's state license/approval or a copy of the school's letter of accreditation, please contact the school director.

The Campus Crime Report is provided to the each student prior to enrollment. The Campus Crime Statistics are updated annually (October). If you are interested in reviewing or receiving a copy of the school's Campus Crime Report, please see the school director and/or the Financial Aid Office, or a copy may be reviewed on the school website.

COURSE DESCRIPTIONS *(All courses are taught in English)*

Cosmetology

Standard Occupational Classification (SOC 39.5012.00):

The curriculum involves 1500 hours to satisfy Oklahoma state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

**Student's are prepared to become an entry level cosmetologist.*

Master Instructor

Standard Occupational Classification (SOC 25.1194.00):

The curriculum involves 1000 hours or 300 hours with 2 years of experience, to satisfy Oklahoma state requirements. The course includes extensive instructional experience in the learning culture, the learning process, communication, coaching, servicing, training skills, practical demonstrations, testing and evaluation theory, and lesson planning.

**Student's are prepared to become an entry level instructor.*

At this time the school does not have any plans to improve or change its educational programs.

The school does not have any written agreements with any other entity to offer in whole or part any of its educational programs.

PARKING

Students must abide by local (city and/or landlord) parking rules, which are announced during orientation. Paul Mitchell The School Tulsa will not be responsible for parking violations and/or towing fees.

NONDISCRIMINATION

Paul Mitchell The School Tulsa, in its admission, instruction, and graduation policies and practices, does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed in any way, he or she is required to report the matter to the school's director, Natasha Abbage, in person or by calling 918-932-2779, or by mail at 14002 E. 21st Street, Suite 1050, Tulsa, OK 74134 immediately so appropriate action can be taken.

STATE LICENSING DISCLAIMER

The state may refuse to grant a license if a student has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or committed any act that, if committed by a licentiate of the business or profession in question, would be grounds for the Oklahoma State Board of Cosmetology to deny licensure. The Oklahoma State Board of Cosmetology denies licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Students who are not U.S. citizens or who do not have documented authority to work in the United States will not be eligible to apply to take the state licensure examination. The Oklahoma State Board of Cosmetology requires that a school affidavit shall be submitted within five (5) days upon completion of a course (provided tuition is paid in full according to contractual agreement), withdrawal, or other termination of a student for any reason (excused absence is an exception). Paul Mitchell The School Tulsa is not responsible for students denied licensure.

ENROLLMENT REQUIREMENTS

Prior to admission the prospective student is given an enrollment requirements form and an interview with a school official. The interview will elaborate on course description, the career opportunities and the physical demands of the job, the school and State Board requirements.

ADMISSION REQUIREMENTS

This Admissions Policy is used to define the enrollment requirements for individuals who wish to enroll at Paul Mitchell The School Tulsa as a regular student and are of the compulsory age of 18 years of age. Paul Mitchell The School Tulsa must adhere to the U.S. Department of Education, Oklahoma State Board of Cosmetology and Barbering and National Accrediting Commission of Career Arts & Sciences.

SCHOOL GENERAL ADMISSIONS PROCEDURE

Paul Mitchell The School Tulsa is an equal opportunity employer and follows the same policies in accepting applications from potential students. Paul Mitchell The School Tulsa is open to all students without regard to race, color, religion, age, sex, creed, origin, sexual orientation, disability or marital status. The admission policy is in compliance with the U.S. Department of Education, Oklahoma State Board of Cosmetology and Barbering, National Accrediting Commission of Cosmetology Arts and Sciences guidelines and the Veterans Administration Education Department.

To be eligible for admission, an applicant must be able to read and write English, and the student must meet the following requirements.

- ❶ **Complete an Application Form:** Complete and submit the application form to the school prior to registration. All forms may be obtained by requesting them from Paul Mitchell The School Tulsa.
- ❷ **Submit an Application Fee:** Action will not be taken on admission or any student loan application until an application fee of \$100.00 is received. Please submit the fee in the form of a check or money order, payable to Paul Mitchell The School Tulsa. This fee is not included in the cost of tuition. In extraordinary circumstances, the school may waive the application fee for students that transfer from a school that has suddenly closed without notice.
- ❸ **Submit Two (2) Photos:** The photo should be a recent head and shoulder shot of the applicant.
- ❹ **Entrance Essay:** The essay should include the applicant's accomplishments and career goals.
- ❺ **Personal Interview:** Applicant must complete a personal interview with the Admission's team prior to registration.
- ❻ **Ability-To-Benefit (ATB) Test:** Paul Mitchell The School Tulsa does not accept ATB students or students who were admitted as ATB at another school.
- ❼ **Provide Verification Documents:**
 - ▶ Copy of your high school diploma, high school transcripts, a certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), that the state recognizes as the equivalent of a high school diploma (note that certificates of attendance and/or completion are not included in this qualifying category);
 - ▶ High School Equivalency Diploma,
 - ▶ Home-schooled student. (Home-schooled students are not considered to have a high school diploma or equivalent, however they are eligible for admission into Paul Mitchell The School Tulsa. If their secondary school education was in a home school that the state law treats as a home or private school, the prospective student must document of this fact. Some states issue a secondary school completion credential to home-schoolers; if this is the case in the state

where the student was home-schooled, he/she must obtain credentials in order to be eligible for enrollment.) or has completed secondary school education in a home-school setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a home-schooled student to receive a credential for their education.

- Foreign Diplomas or Transcripts: The school will accept a foreign diploma or transcript, however the diploma or transcript MUST be equivalent to a U.S. high school diploma and must be translated into English by a certified translator and evaluated by a credentialed evaluation service. It is the students responsibility to have the foreign diploma or transcript translated and evaluated as part of the admissions process. Because the cost of evaluating a foreign diploma or transcript must be incurred as a charge of admissions prior to enrollment in an eligible program, the fee cannot be included in the cost of attendance (COA). Guidance on who to contact to secure an official translation and evaluation can be obtained from the school Financial Aid Leader.
- A copy of your driver's license or birth certificate is required.
- We are required to verify that your proof of education comes from a valid high school or High School Equivalency program. If we determine that your diploma or High School Equivalency Diploma is not valid, you will be denied admission to the school.

Diploma Mills

Definition — an entity that:

- ① Charges someone a fee and requires him to complete little or no education or coursework to obtain a degree, diploma, or certificate that may be used to represent to the general public that he has completed a program of secondary or postsecondary education or training; and
- ② Lacks accreditation by an agency or association that is recognized as an accrediting body for institutions of higher education by the Secretary (pursuant to Part H, Subpart 2 of Title IV) or a federal agency, state government, or other organization that recognizes accrediting agencies or associations.

- ⑦ **Master Instructor Programs:** If enrolling in the Master Instructor 300 hours or 1000 hours programs, you must provide proof that you hold a current and valid Oklahoma Cosmetology License.

***Financial Aid is not available for the 300 and 1000 hour Master Instructor programs.**

(The Oklahoma State Board of Cosmetology may credit for work experience in lieu of no more than three hundred (300) hours of cosmetology school instructor training. (Title 59 O.S. §199.7 M (2)) Applicant must verify having been engaged in the practice of cosmetology for at least the preceding two (2) years. Proof of work experience must be documented on the Instructor Student Affidavit of Experience Form and submitted to the State Board of Cosmetology and Paul Mitchell The School Tulsa).

Paul Mitchell The School Tulsa does not recruit students who are already enrolled in a similar program at another institution.

Vaccinations: Paul Mitchell The School Tulsa does not require a student to have immunizations/ vaccinations to enroll in our school.

APPLICANTS WITH NON-IMMIGRANT VISAS

Applicants with non-immigrant visas include those with work visas, students, visitors and foreign government officials. An applicant with a non-immigrant visa is not eligible for FSA funds unless they have a Form I-94 with one of the endorsements given in the eligible document section. Non-immigrant visas include, but are not limited to, the F-1, F-2 or M-1 Student Visa, NATO Visa, B-1 or B-2 Visitors Visa, J-1 or J-2 Exchange Visitors Visa, H series or L series. Someone who has only a "Notice of Approval to Apply for Permanent Residence" cannot receive FSA funds.

In addition to the admission requirements, non-immigrant applicants must also provide documentation, as listed above, to show that they are permitted to be enrolled in a post-secondary school. Those students studying under a student visa at a school approved by SEVIS must attend the full-time schedule and can only attend the program for a period not to exceed 12 months.

TRANSFER STUDENTS

Paul Mitchell The School Tulsa will accept Cosmetology transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 1100 hours will be accepted for students who transfer from another school; all transfer students must attend a minimum of 400 hours at Paul Mitchell The School Tulsa, to obtain the Paul Mitchell culture and educational program. For students transferring from another Paul Mitchell School, all transfer hours will be accepted, and there is no minimum requirement for hours attended at this school. The school does not accept 1000 or 300 hour Master Instructor transfer students.

The cost for transfer students is \$11.00 per hour attended at Paul Mitchell The School Tulsa; this does not include the cost of a complete and current Paul Mitchell student kit.

Please note that students transferring to another school may not be able to transfer all the hours they earned at Paul Mitchell The School Tulsa; the number of transferable hours depends on the policy of the receiving school.

Transfer hours accepted by the school are applied to the total number of hours necessary to complete the program and are considered both attempted and completed hours for the purpose of determining when the allowable maximum time frame has been exhausted. Satisfactory Academic Progress (SAP) evaluation periods are based on actual contracted hours at the institution.

In extraordinary circumstances, the school may allow a student to transfer in more hours from a non-Paul Mitchell School, if the student is enrolling from a school that has suddenly closed without notice. In these instances, the school will evaluate the prospective student and credit them with the number of hours related to their course knowledge.

TRANSFER STUDENTS MUST MEET THE FOLLOWING CRITERIA

- ① If he/she is transferring hours from another school, he/she will be asked to request a transcript. Tuition and hourly credit will be awarded as verified by the transcript.
- ② If the prospective student is transferring instructional hours from a school in another state, the instruction provided must be recognized and accepted by the Oklahoma State Board of Cosmetology.
- ③ Transfer students will not be allowed to enroll until they have officially terminated their enrollment at their previous school. Tuition and hourly credit will be awarded as verified by the transcript.
- ④ Tuition charges will be prorated for the remainder of instruction hours needed to complete the course as offered by the school. Remaining tuition charges for the course along with enrollment fees will be charged accordingly. Transfer students are eligible to receive financial aid, if qualified.
- ⑤ All tuition balances must be paid at previous schools to be eligible for enrollment at Paul Mitchell The School Tulsa.
- ⑥ 125% requirement policy applies to transfer students.

FACILITIES / SERVICES FOR STUDENTS WITH DISABILITIES

The school complies with the Americans with Disabilities Act of 1990 and is wheelchair accessible. The school will provide reasonable modifications and/or accommodations for students with disabilities depending on the student's need.

If you are interested in attending Paul Mitchell The School Tulsa but are in need of reasonable accommodations, you should schedule an appointment with the Director. At this meeting, we will discuss the nature of the reported disability and its impact on learning. We will also discuss the process of receiving reasonable accommodations at Paul Mitchell The School Tulsa, and the types of accommodations available.

Please bring copies of current documentation of a disability to this meeting.

Documentation must be provided by a medical expert within the last three years and include:

- a diagnosis of the disability
- how the diagnosis was determined (what test were given and the results); and
- A clinical summary, which includes an assessment of how the disability will impact the individual in a college environment and what accommodations are recommended.

Upon completion of the initial meeting, a formal request for the accommodation must be submitted in writing to the school. The school will respond in writing to the request within 15 calendar days of receipt. During this 15 day time frame, the school will consult with Oklahoma State Board of Cosmetology and Barbering in order to ensure the accommodation will be granted during the state board-licensing exam. The initial meeting, formal request, and response from the school must take place prior to the pre-enrollment process.

ENROLLMENT REQUIREMENTS

Prior to admission the prospective student is given an enrollment requirements form, an interview with a school official and is given a pre-enrollment questionnaire packet, which they are required to read, understand and sign. The interview will elaborate on course description, the career opportunities and the physical demands of the job, the school and State Board requirements.

ATTENDANCE AND ACADEMIC REQUIREMENTS

An explanation on attendance and academic requirement will be given to the prospective student and how those requirements can affect the student's satisfactory performance requirements. The prospective student will be informed that attendance hours may be withheld for non-payment of tuition. A staff member or instructor will give the prospective student a tour of the school facilities. Any questions from the prospective student will be answered truthfully, promptly and in sufficient detail to eliminate confusion.

HOW ELIGIBILITY IS DETERMINED FOR TITLE IV, HEA

- ❶ Qualify to obtain a college or career school education, either by having a high school diploma or High School Equivalency Diploma, or by completing a high school education in a home school setting approved under state law.
- ❷ Be enrolled accepted for enrollment as a **regular student** in an eligible degree or certificate program.
- ❸ Be registered with the Selective Service, if you are a male (you must register between the ages of 18 and 25).
Men exempted from the requirement to register include:
 - ▶ Males currently in the armed services and on active duty (this exception does not apply to members of the Reserve and National Guard who are not on active duty);
 - ▶ Males who are not yet 18 at the time that they complete their application (an update is not required during the year even if a student turns 18 after completing the application);
 - ▶ Males born before 1960;
 - ▶ Citizens of the Republic of Palau, the Republic of the Marshall Islands, or the Federated States of Micronesia*;
 - ▶ Noncitizens that first entered the U.S. as lawful non-immigrants on a valid visa and remained in the U.S. on the terms of that visa until after they turned 26.
- ❹ Have a valid Social Security number unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau.
- ❺ Complete a FAFSA and the school must have a current ISIR to start the initial eligibility process.
- ❻ Sign certifying statement on the **FAFSA** starting that:
 - ▶ you are not in **default** on a **federal student loan**
 - ▶ do not owe a refund on a **federal grant**
 - ▶ Sign the required statement that you will use federal student aid only for educational purposes
- ❼ Maintain **satisfactory academic progress (SAP)** while you are attending college or a career school.
- ❽ Be enrolled at least halftime to receive assistance for the Direct Loan Program.
- ❾ The Pell Grant program does not require half time enrollment, but the student enrollment status does affect the amount of Pell a student may receive. A student may receive Pell for a total of 12 payment periods or 600%. Once the student has reached this limit, no further Pell may be received.

IN ADDITION, YOU MUST MEET ONE OF THE FOLLOWING:

- ❶ Be a U.S. CITIZEN or U.S. NATIONAL. You are a U.S. Citizen if you were born in the United States or certain U.S. territories, if you were born aboard to parents who are U.S. citizens, or if you have obtained citizenship status through naturalization. If you were born in American Samoa or Swains Island, than you are a U.S. Citizen.
- ❷ Have a GREEN CARD
You are eligible if you have a form I-551, I-151, or I-551, also known as a green card, showing you are a U.S. permanent resident.
- ❸ Have an ARRIVAL -DEPARTURE RECORD You're Arrival -Departure Record (I-94) from U.S. Citizenship and Immigration Services must show one of the following:
 - ▶ Refugee
 - ▶ Asylum Granted
 - ▶ Cuban-Haitian Entrant (Status Pending)
 - ▶ Conditional Entrant (valid only if issued before April 1, 1980)
- ❹ Have BATTERED IMMIGRANT STATUS
You are designated as a **“battered immigrant-qualified alien”** if you are a victim of abuse by your citizen or permanent resident spouse, or you are the child of a person designated as such under the **Violence Against Women Act**
- ❺ Have a T-VISA
You are eligible if you have a T-Visa or parent with a T-1 visa
- ❻ U-VISA holders are not initially Title IV , HEA eligible, but may eventually convert into LPR’s, which are potentially eligible.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

- ▶ A Federal or state drug conviction can disqualify a student for FSA funds. The student self-certifies in applying for aid that he/she is eligible for by using the FAFSA. PAUL MITCHELL THE SCHOOL TULSA is not required to confirm this unless there is evidence of conflicting information.
- ▶ The chart below illustrates the period of ineligibility for FSA funds, depending on whether the conviction was for sale or possession and whether the student had previous offenses. (A conviction for the sale of drugs includes conviction for conspiring to sell drugs).

	Possession of illegal drugs	Sale of illegal drug
1st Offense	1 year from date of conviction	2 year from date of conviction
2nd Offense	2 year from date of conviction	Indefinite period
3+ Offense	Indefinite period	

- ▶ If a student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different the student will be ineligible for the longer period
- ▶ A student regains eligibility the day after the period of ineligible ends or when he/she successfully completes a qualified drug rehabilitation program. Further drug conviction will make him/her ineligible again.
- ▶ When a student regains eligibility during the award year, the institute may award Pell and/or Loan for the current payment period.
- ▶ A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:
 - Be qualified to receive funds directly or indirectly from a federal, state or local government program.
 - Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
 - Be administered or recognized by federal, state or local government agency or court.
 - Be administered or recognized by a federally or state-licensed hospital, health clinic or medical doctor.

Upon receipt of all required documents and in good order, the prospective student is eligible to enroll in the school. When all admissions criteria and requirements are met, the prospective student is given the date of the next class. The prospective student is asked to bring their Student Permit Fee, if applicable, a color photo of them and is informed of the appropriate dress code.

Incarcerated Applicants — A student is considered to be incarcerated if she/he is serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or similar correctional institution (whether it is operated by the government or a contractor). A student is not considered to be incarcerated if she/he is in a halfway house or home detention or is sentenced to serve only weekends. Our attendance policy specifies that all classes and practical studies are done at the school's physical location; therefore, incarcerated students are not eligible for admissions.

FAFSA Verification — Every year a number of students who are eligible for financial aid are randomly selected for verification by the U.S. Department of Education by the FAFSA Central Processing System (CPS). If a student is selected for federal verification, they will be asked to complete a Verification Worksheet (provided by the Office of Student Financial Planning) and must provide additional information before financial aid can be disbursed to the student account. This documentation may include but is not limited to federal income tax transcript and W-2 forms (student's, spouse and/or parents/guardians), proof of untaxed income, housing allowances, etc. Students will be notified in writing of all documents required to fulfill this federal requirement and what their verification code (V1 – V6) was so they can complete the required verification requirement. If after review by the Office of Student Financial Planning, there are any changes to the financial aid package the student will be notified in writing.

CONTACT INFORMATION FOR ASSISTANCE IN OBTAINING INSTITUTIONAL OR FINANCIAL AID INFORMATION

Financial Aid Leader: (918)932-2779 or megank@tulsa.paulmitchell.edu

U.S. Department of Education: 1-800-4-FED-AID or www.fsapubs.org

This information is posted on Paul Mitchell The School Tulsa's website.

Paper copies are available upon request.

Disclosure Requirement: Made available through appropriate publications, mailings, or electronic media

ENROLLMENT INFORMATION

- ① **Enrollment periods:** Paul Mitchell The School Tulsa usually begins a new cosmetology class about every six (6) weeks and the master instructor class every twelve (12) weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact Paul Mitchell The School Tulsa for exact starting dates.
- ② **Holidays and school closures:** Paul Mitchell The School Tulsa allows the following holidays off: New Year's Day, Memorial Day, July 4, Labor Day, Thanksgiving Day, December 24 and 25, and one day per month for staff personal development. These dates are determined according to the calendar each year. Additional holidays may be added to the schedule at the discretion of school administration. The school is open for business unless there is a declared State of Emergency. Unexpected closures and snow days will be reported via the schools website and/or Facebook page.
- ③ **Enrollment contract:** Paul Mitchell The School Tulsa clearly outlines the obligation of both the school and the student in the enrollment contract. A copy of the enrollment contract and information covering costs and payment plans will be furnished to the student before the beginning of class attendance.
- ④ **Payment schedule:** Paul Mitchell The School Tulsa offers a variety of monthly financial payment schedules. See Paul Mitchell The School Tulsa's Financial Aid Leader for details.

EDUCATION GOALS

Paul Mitchell The School Tulsa strives to provide a quality educational system that prepares students to pass the state board examination and gain employment within their chosen field of study. Our quality education system includes an outstanding facility, experienced and competent instructors, and a curriculum developed through years of experience and expertise. Our education goals are:

- ① To educate students to be professional, knowledgeable, and skilled in their field for marketability within the industry.
- ② To maintain an updated program that provides students with the knowledge to compete in their field of study.
- ③ To promote the continuing educational growth of our faculty and students, using current teaching methods and techniques.
- ④ To teach courtesy and professionalism as the foundation for a successful career in their chosen field of study.
- ⑤ To prepare students to successfully pass the state licensing exam for entry-level employment.
- ⑥ To train and graduate students while empowering them to become confident and excited to enter a successful career within the salon and beauty industry.

STUDENTS WHO WITHDRAW

Students who withdraw from the program are required to empty their locker and gather all personal items. Any items left behind by the student will be stored for 60 days, at which time the items become the property of Paul Mitchell The School Tulsa.

Students wishing to transfer to another institution must pay all monies owed to Paul Mitchell The School Tulsa, and all applicable academic requirements must be met in order for the student transcripts to be released.

TUITION AND SUPPLIES

Because of inflationary cycles, and because we must occasionally change equipment to remain current, the school reserves the right for the following tuition information to be subject to change.

TUITION – Cosmetology

Tuition	\$13,900.00
Application Fee (nonrefundable)	100.00
Kit, Equipment, Textbook, Supplies (nonrefundable)	2,499.00
Sales Tax	212.84
Oklahoma Registration Fee	<u>5.00</u>
TOTAL COSTS	\$16,716.84

Students can add an Advanced COA Makeup Kit for an additional \$922.39 added to the price of the Kit, Equipment, Textbook, Supplies

TUITION – Master Instructor (1000 hours)

Tuition	\$7,500.00
Application Fee (nonrefundable)	100.00
Kit, Equipment, Textbook, Supplies (nonrefundable)	500.00
Sales Tax	42.59
Oklahoma Registration Fee	<u>5.00</u>
TOTAL COSTS	\$8,147.59

TUITION – Master Instructor (300 hours with 2 years of experience)

Tuition	\$3,750.00
Application Fee (nonrefundable)	100.00
Equipment, Textbook, Supplies (nonrefundable)	500.00
Sales Tax	42.59
Oklahoma Registration Fee	<u>5.00</u>
TOTAL COSTS	\$4,397.59

Refer to shopping supplemental sheet for COA options.

Note: A \$25.00 late charge will be added to all tuition payments paid after the due date.

The Master Instructor Program (300 hours and 1000 hours) are not financial aid approved.

Please contact the school's Financial Leader for payment options for further guidance will be given on cost of living and additional expenses. The school accepts cash, credit card, and personal check payments.

Financial aid available to those who qualify. In extraordinary circumstances, the school may adjust tuition and kit fees for students that transfer from a school that has suddenly closed without notice.

SCHOLARSHIP AND FEE WAIVERS

Paul Mitchell The School offers additional scholarships. Scholarships may reduce the amount of Aid eligible based on cost of attendance. Check with the Admissions Leader for any other scholarships that may be currently available.

ACADEMIC CALENDAR 2017

JANUARY 1	New Years Day
JANUARY 3	Staff Professional Day
FEBRUARY 7	Staff Professional Day
MARCH 7	Staff Professional Day
MAY 2	Staff Professional Day
MAY 29	Memorial Day
JUNE 6	Staff Professional Day
JULY 4	Fourth of July
AUGUST 1	Staff Professional Day
SEPTEMBER 4	Labor Day
SEPTEMBER 5	Staff Professional Day
OCTOBER 10	Staff Professional Day
NOVEMBER 23	Thanksgiving
DECEMBER 24	Christmas Eve
DECEMBER 25	Christmas Day

2017 CLASS START DATES

Cosmetology	
DAY SCHOOL (FT):	January 10, February 21, April 4, May 16, June 27, August 8, September 19, October 31, December 12
DAY SCHOOL (PT):	August 14
NIGHT SCHOOL (PT):	March 6, May 30, August 21, November 13

Master Instructor (1000 hours or 300 hours with 2 years of experience)	
DAY AND NIGHT SCHOOL:	Please see Admissions Leader for specific start dates.

2018 CLASS START DATES

Cosmetology	
DAY SCHOOL (FT):	January 9, February 20, April 3, May 15, June 26, August 7, September 18, October 30, December 11
DAY SCHOOL (PT):	January 29, April 23, July 16, October 8
NIGHT SCHOOL (PT):	March 5, May 29, August 20, November 12

Master Instructor (1000 hours or 300 hours with 2 years of experience)	
DAY AND NIGHT SCHOOL:	Please see Admissions Leader for specific start dates.

CONSTITUTION DAY AND CITIZENSHIP DAY

Paul Mitchell The School Tulsa celebrates Constitution and Citizenship Day on September 17 of each year. For more information visit www.constitutionday.com

VOTER REGISTRATION

Students are encouraged to register to vote in State and Federal Elections. Voter Registration and Election Date information for the state of Oklahoma can be found at <http://www.ok.gov/elections/voter-registration>.

For information on Voter Registration and Election Dates for Federal Elections visit www.eac.gov/voter-resources.

REENTRY STUDENTS

- 1 Previous hours will be credited to the student's transcripts if paid for.
- 2 Previous tuition payments will be credited to the student's balance.
- 3 Because tuition fees and costs are subject to change, reentering students will be contracted according to the current tuition costs and will be required to pay any additional fees, if applicable.
- 4 Outstanding tuition, fees, and overtime expenses must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.
- 5 Pay a \$100.00 reentry fee.

The school does not deny readmission to any service member of the uniformed services for reasons relating to that service.

Readmission is reserved to the sole discretion of Paul Mitchell The School Tulsa and may require special conditions.

Readmission for a student requires a personal interview with school administration. The reentering student will be placed on a 30 day evaluation period. During the 30 day evaluation period the student must demonstrate for that period that they can meet the school's minimum attendance and academic requirements. The student will then be evaluated for Satisfactory Academic Progress at the next scheduled evaluation period to determine their new status. Students who fail to meet the minimum attendance and academic requirements for that 30 day evaluation period may be terminated. Students who re-enter the program are placed in the same Satisfactory Academic Progress standing as when they left. If a reenrolling student has previously used all of their excused absences provided under their original contract, the student will not receive any additional time for excused absences under the new re-enrollment contract.

TERMINATION POLICY

Paul Mitchell The School Tulsa may terminate a student's enrollment for immoral and/or improper conduct, receiving seven (7) coaching sessions, failing to comply with educational requirements, and/ or the terms as agreed upon within the enrollment contract. For more information refer to the school Future Professional Advisory. The student will be charged an administrative termination fee of \$150.00.

Misconduct — If a student is terminated for gross misconduct, which includes but is not limited to reporting to school under the influence of alcohol or illegal drugs, cheating, stealing, insubordination, threats, and/or bullying, such termination is final and may not be appealed.

COSMETOLOGY COURSE OVERVIEW

Course Hours: 1500 clock hours

The course is divided into pre-clinical classroom instruction and clinical service learning experiences.

- 1 **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Classroom Learning Experience:** The remaining 1290 hours are spent in the clinic classroom area where practical experience is gained.

COSMETOLOGY COURSE OUTLINE

Your time at Paul Mitchell The School Tulsa for the cosmetology program will be divided into six designations:

- 1 **Core Curriculum:** A 210 hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, coloring, permanent waving, and chemical texture services.
- 2 **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing you for the clinic experience.
- 3 **Clinic Classroom Learning Experience:** Your clinic time from 280 to 1500 hours will be guided with individual attention and group learning experiences using mini-classes, clinic classroom worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- 4 **Classroom Learning Experience:** Your classroom time from 280 to 1500 hours is divided into five areas: cutting, coloring, texture, makeup, and nails. Each area has an instructor who conducts the different specialty classes each week. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- 5 **Adaptive Curriculum:** From 280 to 750 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a beauty industry professional.
- 6 **Creative Curriculum:** You will spend your last 750 hours at Paul Mitchell The School Tulsa in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

MASTER INSTRUCTOR OVERVIEW

This program is not Title IV approved and no financial aid is available for this program.

Course Hours: 300 clock hours (with 2 years of experience) or 1000 clock hours

The master instructor course is divided into pre-clinical instruction and clinical service learning experience.

- ❶ **Pre-clinical Classroom Instruction:** The first 180 hours are devoted to classroom workshops, where students learn teaching principles, technical information, and professional practices.
- ❷ **Clinic Classroom Learning Experience:** The remaining hours are spent in the clinic classroom area, where students gain practical experience.

MASTER INSTRUCTOR OUTLINE

This program is not Title IV approved and no financial aid is available for this program.

Your time in the Paul Mitchell The School Tulsa cosmetology teacher course will be divided into three designations:

- ❶ **Postgraduate Training:** This section is a refresher on cosmetology skills, where you will complete worksheets and take cosmetology written exams.
- ❷ **Psychology and Methodology:** These classes focus on the theory of teaching, using *Milady's Master Educator* textbook, including weekly tests.
- ❸ **Student Teaching:** You will learn to write lesson plans and do actual teaching from your lesson plans. There will be a practical teaching evaluation of your teaching skills.

***Financial Aid is not available for the 300 and 1000 hour Master Instructor programs.**

STATE OF OKLAHOMA REQUIREMENTS

Cosmetology

The instructional program of Paul Mitchell The School Tulsa meets or exceeds these requirements:

Subject	Practical Application	Theory Hours
Theory		150
Manicuring & Pedicuring (including sculptured nails and tips and other artificial nail application procedures and care)	45	45
Facials (skin care training includes make-up, waxing and/or other methods of non-permanent hair removal)	15	15
Scalp Treatments	15	15
Shampooing/Conditioning Rinses	30	30
Hairstyling (including finger waving, the dressing of wigs, thermal and blow drying)	195	195
Hair Color (including tints, bleaching and other color treatments)	60	60
Hair Cutting and Hair Shaping (with shears and thinning shears (scissors) razor and clipper (includes beard))	90	90
Lash & Brow Tinting and Arching	15	15
Personality, Shop Management and Unassigned Hours for Review, Examinations, etc.	90	90
Hair Restructuring/Permanent Waving and Chemical Hair Relaxing	120	120
TOTAL HOURS	675	825

In addition to the state requirements listed above, Paul Mitchell The School Tulsa provides training in the areas of communication skills, professional ethics, salesmanship, decorum, record keeping, and client service record cards.

Master Instructor

The instructional program of Paul Mitchell The School Tulsa meets or exceeds these requirements:

Subject	Practical Application	Theory Hours
Orientation	30	30
Introduction to Teaching and Curriculum	60	60
Course Outlining and Development: Lesson Planning, Teaching Techniques, Teaching Aids, Developing and Administering and Grading Examinations	165	165
Cosmetology Law: cosmetology school management and record keeping	45	45
Teaching (assisting in the classroom and clinic)	75	75
Practice Teaching (classroom and clinic)	125	125
TOTAL HOURS	500	500

In addition to the state requirements listed above, Paul Mitchell The School Tulsa provides training in the areas of communication skills, professional ethics, salesmanship, decorum, record keeping, and client service record cards.

Master Instructor 300 hours with 2 years of experience

The instructional program of Paul Mitchell The School Tulsa meets or exceeds these requirements:

Subject	Practical Application	Theory Hours
Orientation	7	6
Introduction to Teaching and Curriculum	15	15
Course Outlining and Development: Lesson Planning, Teaching Techniques, Teaching Aids, Developing and Administering and Grading Examinations	42	40
Cosmetology Law: cosmetology school management and record keeping	12	10
Teaching (assisting in the classroom and clinic)	40	35
Practice Teaching (classroom and clinic)	40	38
TOTAL HOURS	156	144

In addition to the state requirements listed above, Paul Mitchell The School Tulsa provides training in the areas of communication skills, professional ethics, salesmanship, decorum, record keeping, and client service record cards.

COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 1500 hour course:

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ② **200 hour orientation practical skills evaluation test:** Students must receive a grade of 70% or higher. If a student fails to pass this evaluation test on their second attempt, they will be asked to withdraw and re-enroll in the next Core class start date.
- ③ **Final exam 1 (approximately 1200 hour written test):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ③ **Final exam 2 (approximately 1400 hour written test):** The written exam covers an overview of all theory instruction, Oklahoma state law, and other items covered on the state cosmetology exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Clinic classroom practical worksheets:** Students must complete all clinic classroom practical worksheets.
- ⑥ **Practical skills test (mock state board):** Students must receive a 75% or higher grade on all final tests.

MASTER INSTRUCTOR PROGRAM TESTING AND GRADING PROCEDURES

The following testing and grading procedures are incorporated into the instructor course:

- ① Students must receive a grade of 75% or higher on each theory exam. Theory exams cover a review of the *Milady's Master Educator Student Course* book.
- ② Students must receive 75% or higher on each final exam; final exams cover a complete overview of the *Milady's Master Educator Student Course* book.

MEASURABLE PERFORMANCE OBJECTIVES

- ① Complete the required number of clock hours of training.
- ② Achieve and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations.
- ③ Satisfactorily pass final written and practical exams.
- ④ Upon completion, receive a graduation certificate.
- ⑤ Pass state board exam.

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

By following safety precautions you contribute to the health, welfare, and safety of the community. Always have good hygiene and be professionally dressed. Keep a first aid kit on hand, follow safety regulations, and keep equipment properly sanitized. The following precautions should always be taken with each client:

- ① Protect clients' clothing by appropriately draping them.
- ② Ask clients to remove any jewelry, hair accessories, glasses, etc.
- ③ Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, thoroughly rinse eyes with cold water.
- ④ Wear gloves when dealing with chemicals.
- ⑤ Remember that anything containing chemically active ingredients must be used carefully to avoid injury to you and your client.

INDUSTRY REQUIREMENTS

Students interested in pursuing a career in the beauty industry should:

- ① Develop finger dexterity and a sense of form and artistry.
- ② Enjoy dealing with the public.
- ③ Keep aware of the latest fashions and beauty techniques.
- ④ Make a strong commitment to your education.
- ⑤ Be aware that the work can be arduous and physically demanding because of long hours standing and using your hands at shoulder level.

STUDENT SERVICES

- ① **Housing:** Paul Mitchell The School Tulsa keeps a file of information about housing in the surrounding areas in the Admissions and Sales office.
- ② **Advising:** Students are provided with academic advising and additional assistance as necessary. If referral to professional assistance is necessary, the school maintains a record of such referral. Information and advice on any financial assistance are accessible to students. Paul Mitchell The School Tulsa also gives advice and information to students on these subjects:
 - a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
 - b. Employment opportunities within their field of study.
 - c. Opportunities for continuing education following graduation.

GRADUATION REQUIREMENTS IN COURSES

- ① Receive the required number of clock hours of training.
- ② Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations.
- ③ For a student to meet state requirements, all practical worksheets must be completed in its entirety.
- ④ Satisfactorily pass final written and practical exams.
- ⑤ Complete the required theory hours.
- ⑥ Tuition has been paid in full or payment arrangements of all monies owed to the school have been made.
- ⑦ Upon graduation the student will receive a certificate of completion.

Paul Mitchell The School Tulsa reserves the right to retain a student in school if the student's progress is not satisfactory as determined by the school's administration and/or the student fails to complete all listed requirements or fails to pass the written and practical exams. Paul Mitchell The School Tulsa will not release an official transcript until all graduation requirements are met.

A student who withdraws will receive a certified transcript, which will include the number of hours for which the school has been compensated. For the purposes of transfer or graduation, hours will not be released by the school until all monies owed or payment arrangements of all debts owed the school have been made and all academic requirements pertaining to those hours have been completed.

GRADUATES COMPLETING A PROGRAM AND REENROLLING IN A NEW PROGRAM

A student that graduates from one program within the school and wishes to enroll in another program within the school, a determination of the state laws will determine the amount of hours that will be transferred into the new program, the student will need to meet the quantitative and qualitative components of SAP for the new program.

GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

Career opportunities for Cosmetologists include, but are not limited to, Hair Stylist, Color Stylist, Makeup Artist, Nail Technician, Educator, Salon Owner or Manager, Product Trainer, Platform Artist, Esthetician, and many more.

Although Paul Mitchell The School Tulsa does not guarantee employment upon graduation, Paul Mitchell The School Tulsa does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Tulsa coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak there.

Paul Mitchell The School Tulsa has placed students in the beauty industry as Hair Stylists, Color Stylists, Makeup Artists, Nail Technicians, Educators, Salon Owners or Managers, and Estheticians.

STUDENT KIT - Cosmetology

Students are responsible to purchase a Paul Mitchell Kit at an additional cost from the tuition. Please note that students are responsible for the purchase of stationery supplies. *Textbook and educational materials may be purchased separately, which may discount kit costs.*

The following items are contained in the Paul Mitchell cosmetology kit:

COMBS	TOOLS	STUDENT EDUCATION MATERIALS
1 Paul Mitchell Black Metal Tail, 429	1 Paul Mitchell 3/4" Marcel Curling Iron	1 Cutting App
1 Paul Mitchell Black Rat Tail, 814	1 Andis Clipper & Trimmer (set packed into bag)	1 Men's Cutting System DVD
1 Paul Mitchell Pick Teasing, 109	1 Paul Mitchell Manicure Set	1 Color App
1 Paul Mitchell Red Cutting Comb, 416	4 Female Mannequin	1 The Coloring Book
1 Paul Mitchell Teal Carving, 424	1 Express Ion Smooth+(Plus) N. America 120V	1 The Skill Cards
1 Paul Mitchell White Comb, 408	1 Express Ion Dry+ (Plus) N. America 125V	1 Paul Mitchell Product Guide Workbook
1 Paul Mitchell Detangler Comb	1 Paul Mitchell Classic Razor	1 Connecting to My Future Book
BRUSHES	1 Paul Mitchell Scissor Case	1 Be Nice (Or Else!) Book
1 Paul Mitchell Paddle Plastic 427	1 Paul Mitchell 6.0" Scissors (R/L)	1 Plugged In membership (while enrolled)
1 Paul Mitchell Scalp Brush	1 Paul Mitchell 5.5" Scissors (R/L)	1 Master Audio Club subscription (while enrolled)
1 Paul Mitchell Sculpting Plastic 413	1 Paul Mitchell 6.0" Texturizer (R/L)	1 The Color Paper Swatch Chart
1 Paul Mitchell Styling Plastic 407	1 Paul Mitchell Tripod	1 PM Shines Paper Swatch Chart
1 Paul Mitchell Express Ion Round -Large	2 Dapping Dishes	1 Blonding Brochure
1 Paul Mitchell Express Ion Round - Small	1 Complete Roller Set Kit	1 XG Color Brochure
CAPES	1 Box of Pin Curl Clips	1 XG Pop Brochure
1 Paul Mitchell All Purpose Cape	1 Nail File	1 iPad
1 Paul Mitchell Cutting Cape	1 Nail Scrubbing Brush	
ACCESSORIES		
1 Paul Mitchell Metal Clips (pack 10)		
1 Paul Mitchell Water Bottle		
1 Paul Mitchell Rolling Metal Case		

Textbooks listed below are included in the Paul Mitchell Kit at a discounted price to the student.

TEXTBOOKS	
1 <i>Milady's Standard Cosmetology, 13th Ed. Textbook</i> ISBN-13: 9781285769417 (Hardcover), retail \$117.95	1 <i>Milady's Standard Cosmetology, 13th Ed. Exam Review</i> ISBN-13: 9781285769554, retail \$36.95
1 <i>Milady's Standard Cosmetology, 13th Ed. Theory Workbook</i> ISBN-13: 9781285769455, retail \$50.95	

STUDENT KIT – Master Instructor (1000 and 300 hour programs)

Students are responsible to purchase a Paul Mitchell Kit at an additional cost to the tuition. Please note that students are responsible for the purchase of stationary supplies.

1 Milady's Master Educator Student Course Book - 3rd Edition ISBN-9781133693697, retail \$161.50

1 Milady's Master Educator Exam Review - 3rd Edition ISBN-13: 9781133693697, retail \$48.50

RETURN OF TITLE IV, HEA , HEA POLICY

When you apply for financial aid, you sign a statement that you will use the funds for educational purposes only. Therefore, if you withdraw before completing your program, a portion of the funds you received may have to be returned. Paul Mitchell The School Tulsa will calculate the amount of tuition to be returned to the Title IV, HEA Federal fund programs according to the policies listed below.

RETURN TO TITLE IV, HEA FUNDS POLICY

This policy applies to students' who withdraw official, unofficially or dismissed from enrollment at Paul Mitchell The School Tulsa. It is separate and distinct from Paul Mitchell The School Tulsa refund policy. (Refer to institutional refund policy)

The calculated amount of the Return of Title IV, HEA (R2T4) funds that are required for the students affected by this policy, are determined according to the following definitions and procedures as prescribed by regulations.

The amount of Title IV, HEA aid earned is based on the amount of time a student spent in academic attendance, and the total aid received; it has no relationship to student's incurred institutional charges. Because these requirements deal only with Title IV, HEA funds, the order of return of unearned funds do not include funds from sources other than the Title IV, HEA programs.

Title IV, HEA funds are awarded to the student under the assumption that he/she will attend school for the entire period for which the aid is awarded. When student withdraws, he/she may no longer be eligible for the full amount of Title IV, HEA funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined. If the amount disbursed is greater than the amount earned, unearned funds must be returned.

The institution has 45 calendar days from the date that the institution determines that the student withdrew to return all unearned funds for which it is responsible. The school is required to notify the student if they owe a repayment via written notice.

The school must advise the student or parent that they have 14 calendar days from the date that the school sent the notification to accept a post withdraw disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV, HEA programs.

Post-withdraw disbursements will occur within 90 calendar days of the date that the student withdrew.

WITHDRAWAL POLICY

“Official” Voluntary Withdrawal

A student is considered to be “Officially” withdrawn on the date the student notifies the Financial Aid Leader or other Education Leader of the academy in writing, of intent to withdraw. The date of the termination for return and refund purposes will be the earliest of the following for official withdrawal:

- ① Date student provided official notification of intent to withdraw, in writing.
- ② The date the student began the withdrawal from Paul Mitchell The School Tulsa records. A student is allowed to rescind his notification in writing and continue the program. If the student subsequently drops, the student’s withdrawal date is the original date of notification of intent to withdraw.

Upon receipt of the withdrawal information, Paul Mitchell The School Tulsa will complete the following:

- ① Determine the student’s last date of attendance as of the last recorded date of academic attendance on the school’s attendance record;
- ② Two calculations are performed:
 - a. The students ledger card and attendance record are reviewed to determine the calculation of Return of Title IV, HEA funds the student has earned, and if any, the amount of Title IV, HEA funds for which the school is responsible. Returns made to the Federal Funds Account are calculated using the Department’s Return of Title IV, HEA Funds Worksheets, scheduled attendance and are based upon the payment period.
 - b. Calculate the school’s refund requirement (see school refund calculation):
- ③ The student’s grade record will be updated to reflect a grade of incomplete.
- ④ Paul Mitchell The School Tulsa will return the amount for any unearned portion of the Title IV, HEA funds for which the school is responsible within 45 calendar days of the date the official notice was provided.
- ⑤ Paul Mitchell The School Tulsa will provide the student with a letter explaining the Title IV, HEA requirements:
 - a. The amount of Title IV, HEA assistance the student has earned. This amount is based upon the length of time the student was enrolled in the program based on scheduled attendance and the amount of funds the student received. If requested, Paul Mitchell will provide the student with a copy of calculation documents.
 - b. Any returns that will be made to the Federal program on the student’s behalf as a result of exiting the program. If a student’s scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period. In this case, no funds need to be returned to the Federal funds.
 - c. Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
- ⑥ Supply the student with ledger card record noting outstanding balance due to the school and the available methods of payment. A copy of the R2T4, check, letter and final ledger card will be kept in the student’s file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement that his/her is continuing his or her program of study, and intends to complete the payment period. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student’s withdrawal date is the original date of notification of intent to withdraw.

UNOFFICIAL WITHDRAWAL

Any student that does not provide official notification of his or her intent to withdraw and is absent for more than 14 consecutive calendar days will be subject to termination and considered to have unofficially withdrawn.

Within one week of the student's last date of academic attendance, the following procedures will take place:

- ① The education office will make three (3) attempts to notify the student regarding his/her enrollment status;
- ② Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record;
- ③ The student's withdrawal date is determined as the date the day after 14 consecutive calendar days of absence
- ④ Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment;
- ⑤ Paul Mitchell The School Tulsa calculates the amount of Federal funds the student has earned, and, if any, the amount of Federal funds for which the school is responsible.
- ⑥ Calculate the school's refund requirement (see school refund calculation);
- ⑦ Paul Mitchell The School Tulsa's Executive Financial Aid/Compliance Leader will return to the Federal fund programs any unearned portion of Title IV, HEA funds for which the school is responsible within 45 calendar days of the date the withdrawal determination was made, and record on student's ledger card.
- ⑧ Paul Mitchell The School Tulsa will provide the student with a refund letter explaining Title IV, HEA requirements.
 - a. The amount of Title IV, HEA aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
 - b. Advise the student in writing of the amount of unearned Title IV, HEA aid and tuition and fees that he/she must return, if applicable.
- ⑨ Supply the student with a final student ledger card showing outstanding balance due the school and the available methods of payment.
- ⑩ A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

Students are required to purchase books, supplies and equipment at the beginning of the program. According to Paul Mitchell The School Tulsa refund policy, once these materials are purchased, no refund will be made. (Please refer to the Return of Title IV, HEA Funds Policy for treatment of these items per Federal regulations.)

A full refund will be made to the student if he/she:

- ① Is not accepted by the school.
- ② Was enrolled by misrepresentation in advertising, Paul Mitchell The School Tulsa promotional materials, or representation by the owner or Paul Mitchell The School Tulsa representative; or
- ③ Was enrolled in a course of instruction that is discontinued by Paul Mitchell The School Tulsa and prevents student from completing the course.

Title IV, HEA return calculation must be performed within 30 calendar days and the return must be made within 45 calendar days after the effective date of termination.

IF STUDENT WITHDRAWS, TWO CALCULATIONS ARE PERFORMED:

- ① The Return of Title IV funds (To determine amounts earned from the Federal programs) and
- ② The Institutional Refund Policy – to determine the amount of institutional charges earned. Paul Mitchell The School Tulsa will adjust student's charges to take into account repayments of Title IV, HEA funds that Paul Mitchell The School Tulsa was required to make. (See Federal Return of Title IV, HEA Funds Policy below)

FEDERAL RETURN OF TITLE IV, HEA FUNDS POLICY

The school participates in federal financial aid. Please refer to the following Return of Title IV, HEA funds policy for specific consumer information pursuant to the Federal Financial Aid program.

- ① Students who receive loans are responsible for repaying the loan amount, plus any interest, less the amount of any credit balances, and if those students have received federal student financial aid funds, they are entitled to a credit of the monies not paid to the federal student financial aid program fund.
- ② For students who have received Title IV, HEA financial assistance, the Federal Return of Title IV, HEA Funds calculation will be completed first and applicable funds returned. Returned funds will be reduced from the payments received on behalf of the student before applying the institutional refund policy to determine whether the student is owed a credit or if a balance is owed the institution.
- ③ The Federal Return of Title IV, HEA Funds formula dictates the amount of federal Title IV, HEA aid that must be returned to the federal government or the lending institution by the school and/or student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the 60% point in time in the payment period.

Withdrawal Before 60% — The school must perform a R2T4 to determine the amount of earned aid up through the 60% point in each payment period and use the Department of Education's prorate schedule to determine the amount of R2T4 funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV, HEA funds he or she was scheduled to receive during the period.

Withdrawal After 60% — For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, the school will still calculate eligibility for a post-withdrawal disbursement.

The federal formula requires a return of Title IV, HEA aid if the student received federal financial assistance in the form of Stafford loans, Pell Grants, or Plus loans and withdraws on or before completing 60% of the payment period. The percentage of Title IV, HEA earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time. The percentage that has not been earned is calculated by determining the complement of the percentage earned (e.g., if 40% was earned, 60% was unearned)

Calculating R2T4 — Title IV, HEA funds are earned in a prorated manner on a per diem clock hours basis up to the 60% point in the payment period. Title IV, HEA aid is considered as 100% earned after that point in time. The school is required to determine the earned and unearned Title IV, HEA aid as of the date the student ceased attendance based on the amount of time the student was scheduled to be in attendance. In accordance with federal regulations, when Title IV, HEA financial aid is involved, the calculated amount of the R2T4 Funds is allocated in the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS loans followed by Federal Pell Grants. The calculation steps are outlined in the following example:

- a. Calculate the percentage of Title IV, HEA aid earned by the student. Divide the clock hours scheduled to have been completed as of the withdrawal date in the period by the total clock hours in the program. Example: scheduled hours of 250 divided by total clock hours in the payment period of 450=56%.
- b. Calculate the dollar amount of Title IV, HEA aid earned by the student. $56\% \times \$2,805.00 = \$1,570.80$ (Amount of aid earned by student)
- c. If this amount is greater than the total Title IV, HEA aid disbursed for the payment period, a Post-Withdrawal Disbursement will be calculated; if the amount is less than the amount of Title IV, HEA aid disbursed, the difference will be returned to the Department of Education.

❶ The amount to be returned is calculated by subtracting the amount of Title IV, HEA assistance earned from the amount of the Title IV, HEA aid that was or could have been disbursed as of the withdrawal date. The percentage of the payment period scheduled to complete is calculated by dividing the total number of clock hours scheduled to complete by the payment period as of the last date of attendance.

❷ If a student unofficially withdraws and has received federal loans, the loans will go into repayment.

Note: A student who withdraws prior to completing the 60% of the charging period may be required to repay some of the funds released to the student because of a balance on the student's account.

Order of Return — Paul Mitchell The School Tulsa is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 work sheet performed on your behalf is available through the office upon student request.

Federal regulations and Institutional policy require that the following aid programs be subject to the repayment calculation if the student did not attend 60% of the scheduled hours:

- ▶ Unsubsidized Direct Stafford loans (other than PLUS loans)
- ▶ Subsidized Direct Stafford loans
- ▶ Parent Plus loans
- ▶ Direct PLUS loans
- ▶ Federal Pell Grants for which a Return is required
- ▶ Iraq and Afghanistan Service Grant for which a Return is required
- ▶ Federal Supplemental Educational Opportunity Grant
- ▶ Other Title IV, HEA assistance
- ▶ State Tuition Assistance Grants (if applicable)
- ▶ Private and institutional aid
- ▶ The Student

Earned AID — Title IV, HEA aid is earned in a prorated manner on a per diem basis (calendar days or clock hours) up to the 60% point in the semester. Title IV, HEA aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the financial aid director.

Student Notification of Repayment — Paul Mitchell The School Tulsa will provide the student with a letter explaining the Title IV, HEA requirements. The amount owed will be stated in the letter. The student may request a copy of the federal government's repayment worksheet (R2T4 form) and a copy will be kept in the student file for future reference.

Paul Mitchell The School Tulsa will return funds on the student's behalf to the appropriate federal and institutional aid program(s) and subsequently notify the student of any outstanding balances owed to the school. A statement reflecting these charges will be sent to the student. The student is responsible for all charges and overpayments resulting from a Return of Title IV, HEA calculation

School Responsibilities in Regard to the Return to Title IV, HEA Funds

- ① Providing each student with the information given in this policy;
- ② Identifying students affected by this policy and completing the Return of Title IV, HEA Funds (R2T4) calculation;
- ③ Informing the student of the result of the R2T4 calculation and any balance owed to Paul Mitchell The School Tulsa as a result of a required return of funds;
- ④ Returning any unearned Title IV, HEA aid that is due to the Title IV, HEA programs and, if applicable, notifying the borrower's holder of federal loan funds of the student's withdrawal date;
- ⑤ Notifying student and/or Plus borrower of eligibility for a Post-Withdrawal Disbursement, if applicable.

Student's Responsibilities in Regards to the Return of Title IV, HEA Funds

- ① Becoming familiar with the Return of Title IV, HEA Funds (R2T4) policy and how withdrawing from all courses effects eligibility for Title IV, HEA aid;
- ② Resolving any outstanding balance owed to the Paul Mitchell The School Tulsa resulting from a required return of unearned Title IV, HEA aid;
- ③ Resolving any repayment to the U.S. Department of Education as a result of an overpayment of Title IV, HEA grant funds.

Overpayment of Title IV, HEA Funds — Any amount of unearned grant funds that you must return is called overpayment. The amount of grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangement with Paul Mitchell The School Tulsa or Department of Education to return the amount of unearned grant funds.

Post-Withdrawal

- ① If a student has received less aid than the student earned, he/she may be eligible for a post-withdrawal disbursement. If a student is eligible for this disbursement, the school will notify the student in writing of the amount he/she is eligible. The student will have to accept or decline the disbursement. If an acceptance is not received within this time frame, the institution will not make the post-withdrawal disbursement to the student.

School must get authorization from student to apply post withdrawal funds to his/her account. Funds in excess of balance owed and payable to the school must be offered to student. The school will notify the student in writing of the amount of funds that must be returned. The school will advise the student and/or parent that they have 14 calendar days from the date the school sent the notification to accept a post-withdrawal disbursement for funds that have not been disbursed but are eligible to be used for tuition and fees. If a response is not received from the student and/or parent within the permitted time frame or the student declines the funds, the school will return any earned funds being held from Title IV, HEA programs. All post-withdrawal disbursement must occur within 180 calendar days of the date the student withdrew.

- ② If you did not receive all of the funds that you have earned, you may be due a post-withdraw disbursement. Paul Mitchell The School Tulsa may use a portion or all of your post- withdraw disbursement for tuition and fees (as contracted with Paul Mitchell The School Tulsa). For all other school charges, Paul Mitchell The School Tulsa needs your permission to use the post-withdraw disbursement. If you do not give permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student.

Time frame for returning an unclaimed Title IV, HEA credit balance

If a school attempts to disburse the credit balance by check and the check is not cashed, the school must return the funds no later than 240 calendar days after the date the school issued the check.

If a check is returned to a school or an EFT is rejected, the school may make additional attempts to disburse the funds, provided that those attempts are made not later than 45 calendar days after the funds were returned or rejected. When a check is returned or EFT is rejected and the school does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

The school must cease all attempts to disburse the funds and return them no later than 240 calendar days after the date it issued the first check.

Refund vs. Return to Title IV, HEA Funds

The requirements for the Title IV, HEA program funds when you withdraw are separate from any refund policy that Paul Mitchell The School Tulsa may have to return to you due to a cash credit balance. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Paul Mitchell The School Tulsa may also charge you for any Title IV, HEA program funds that they were required to return on your behalf.

If you do not already know what Paul Mitchell The School Tulsa refund policy is, you may ask your Schools Financial Planner for a copy.

Return to Title IV, HEA questions?

For further information, please contact the Paul Mitchell The School Tulsa financial aid office or for questions about the Title IV, HEA program funds, call the Federal Student Aid Information Center at:

1-800-4-FEDAID (1-800-433-3243); TTY users may call: 1-800-730-8913

Information is also available on Student Aid on the Web at www.studentaid.ed.gov

**This policy is subject to change at any time, and without prior notice.*

INSTITUTIONAL REFUND/DROP POLICY

- ① Any monies due the applicant or student shall be refunded within 45 calendar days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
 - a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school except a non-refundable application fee.
 - b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract and demands his/her money back in writing, within three (3) days of signing the enrollment contract. In this case all monies collected by the school shall be refunded except a non-refundable application fee. This policy applies regardless of whether or not the student has actually started training.
 - c. A student who cancels his/her contract after three (3) days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school less a non-refundable application fee of \$100.00.
 - d. A student notifies the institution of his/her official withdrawal in writing.
 - e. A student is expelled by the institution.
 - f. For official cancellations as defined in paragraphs b, c, d, or e, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person.
 - g. Monies paid for student kit is nonrefundable unless the student cancels within 3 (three) business days of signing the enrollment contract or the student cancels prior to entering class.
- ② Any monies due a student who unofficially withdraws from the institution shall be refunded within 45 calendar days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored every 30 calendar days and a determination is made to withdraw a student who has been absent from school for 14 or more consecutive calendar days; the withdrawal date that will be used in this calculation is the student's actual last date of attendance.
- ③ When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
- ④ All extra costs, such as books, equipment, graduation fees, application fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract.
- ⑤ If a course and/or program is cancelled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑥ If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑦ For students who terminate prior to completion, an administration fee in the amount of \$150.00 will be assessed.
- ⑧ A student's account may be sent to collections for nonpayment.
- ⑨ If the school closes permanently and no longer offers instruction after a student has enrolled and instruction has begun, the school will provide a pro rata refund of tuition to the student.
- ⑩ A student' on a leave of absence date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the school that the student will not be returning.

The following refund table distribution is used for all students due a refund. Upon withdrawal, drop or termination, a student may owe tuition or be entitled to a refund based on his/her scheduled hours:

Percentage Length Scheduled to Complete to Total Length of Course and/or Program	Amount of Total Tuition Owed to the School
0.01% - 4.9%	20%
5% - 9.9%	30%
10% - 14.9%	40%
15% - 24.9%	45%
25% - 49.9%	70%
50% and over	100%

SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES

In order to academically succeed in a program, a Federal Pell Grant student must have the ability to purchase books and supplies at the beginning of the academic period. By the seventh day of a payment period, the school will provide a way for a student who is eligible for a Federal Pell Grant to obtain or purchase the books and supplies required for the payment period if:

- ❶ ten days before the beginning of the payment period, the school could have disbursed FSA funds to the student; and
- ❷ disbursement of those funds would have created an FSA credit balance.

The school will consider all the FSA funds a student is eligible to receive at the time it makes the determination, but the school need not consider aid from non-FSA sources.

The amount the school must provide is the lesser of the presumed credit balance or the amount determined by the school that the student needs to obtain the books and supplies. In determining the required amount, the school may use the actual costs of books and supplies or the allowance for those materials used in estimating the student's cost of attendance for the period. A student may decline to participate in this process to obtain or purchase books and supplies, if they so choose.

PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES

Our school does not have a list of preferred lenders and we do not offer private education loans.

STUDENT FINANCIAL AID RELEASE

The undersigned agrees that Paul Mitchell The School Tulsa does not guarantee the student loan process in any respect. A Federal Parent Plus loan requires a credit check and is based on the parent's credit. Pre-approval for a Parent Plus loan does not guarantee that the parent will receive a Federal Parent Plus loan. It is critical that the parent be able to pass a credit check when the loan is certified. The school has no control over the approval or decline of a parent's credit history. Nor does the school assume any responsibility for mistakes on any Department of Education financial aid forms. It is up to the student to make sure all forms are accurate and complete.

Federal loan information is available in the National Student Loan Database System (NSLDS) and will be accessible by Servicers and Schools, as authorized.

MAKEUP WORK

Students must complete all required assignments and tests. To accommodate students, makeup test days and worksheet periods are scheduled. Students must complete makeup work at the scheduled time. Monthly makeup test dates are posted on the theory and school calendars.

SATISFACTORY ACADEMIC PROGRESS POLICY

Students enrolled in programs approved by NACCAS must meet formal standards that measure their satisfactory progress toward graduation. The Satisfactory Academic Progress Policy is provided to all students prior to enrollment. The policy is consistently applied to all applicable students. *Evaluations are maintained in the student file.* The school will develop an academic and/or attendance plan to address the specific needs of those students who fail to meet the academic and/or attendance requirements at specific SAP evaluation points. A leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

ACADEMIC YEAR DEFINITION

Paul Mitchell The School Tulsa's academic year is 900 hours and 26 weeks for Title IV, HEA purposes. For Title IV, HEA payments, the student must meet both clock hours and weeks of instruction as well as complying with all standards for Satisfactory Academic Progress before they can receive further Title IV, HEA payments.

The institution requires its students to maintain Satisfactory Academic Progress (SAP) as established by this institution, in order to continue to matriculate at the school and to continue to be eligible to participate in the federal government's Title IV, HEA financial aid programs. These standards apply to all students, regardless of the source of the student's funding, and to all students, regardless if their status (full-time or part-time).

QUANTITATIVE AND QUALITATIVE FACTORS

Factors for measuring the student's progress toward satisfactory completion of the program include maintaining:

- ① A minimum cumulative theory grade level of 75% or higher
- ② A minimum cumulative academic level of 75% or higher on practical worksheets completion.*
- ③ To determine whether a student meets the academic requirements for Satisfactory Academic Progress, theory and practical grades are averaged together to give a minimum cumulative academic grade of 75%
- ④ A minimum cumulative attendance of 80% of their scheduled hours**

**To meet the state practical requirements for graduation, students must eventually complete all clinic classroom practical worksheets 100%. See LEARNING PARTICIPATION GUIDELINES.*

***To determine your rate of attendance, divide the cumulative number of hours completed by the scheduled hours to date.*

A student who has not achieved the minimum cumulative GPA of 75% and/or who has not successfully completed at least a cumulative rate of attendance of 80% is not eligible for Title IV, HEA assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that resulted in a status of Financial Aid Probation.

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

Full-time cosmetology students attend five (5) days (Tuesday through Saturday), 35 hours per week, from 9:00 a.m. to 4:30 p.m., full-time 300 hour master instructor students attend four (4) days Tuesday through Friday, 32 hours per week, from 9:00 a.m. to 5:30 p.m., full-time 1000 hour master instructor students attend five (5) days Monday through Friday, 40 hours per week, from 9:00 a.m. to 5:30 p.m., part-time day cosmetology students attend Monday through Friday, 25 hours per week, from 9:00 a.m. to 2:00 p.m., and part-time night students attend four (4) days Monday through Thursday, 20 hours per week, from 5:00 p.m. to 10:00 p.m. Information regarding other course schedules is available upon inquiry.

The state of Oklahoma requires 1500 clock hours for the Cosmetology course. Students are expected to complete the course in no more than 125% of the program length (1875 clock hours). If a student is never absent, he/she should complete the course within 42.85 weeks for a full-time student, 60 weeks for a part-time day student, and 75 weeks for part-time night students.

The state of Oklahoma requires 1000 clock hours for the 1000 hour Master Instructor course. Students are expected to complete the course in no more than 125% of the program length (1250 clock hours). If a student is never absent, he/she should complete the course within 25 weeks for a full-time student.

The state of Oklahoma requires 300 clock hours for the 300 hour Master Instructor course. Students are expected to complete the course in no more than 125% of the program length (540 clock hours). If a student is never absent, he/she should complete the course within 9.37 weeks for a full-time student or 20 weeks for a part-time student.

At the end of each evaluation period, the school will determine if the student has maintained at least 80% cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum 125% time frame allowed.

* Per the USDE, a student may not receive Direct Subsidized Loans for more that 150% of the published length of the program

MAXIMUM TIME FRAME

Students must complete the educational program within the maximum time frame, which is based on attending at least 80% of the scheduled hours.

Program	Clock Hours	Maximum Clock Hours	Maximum No. of Weeks
Cosmetology - Full-Time Day School (35 hours)	1500	1875	53.57 Weeks
Cosmetology - Part-Time Day and Night School (25 hours)	1500	1875	75 Weeks
Cosmetology - Part-Time Night School (20 hours)	1500	1875	93.75 Weeks
Master Instructor (1000 hours) - Full-Time Day School (40 hours)	1000	1250	31.25 Weeks
Master Instructor (300 hours) – Full-time Day School (32 hours)	300	540	16.87 Weeks
Master Instructor (300 hours) – Part-time Day School (15 hours)	300	540	36 Weeks

The maximum time frame allowed for transfer students who need less than full course requirements or part-time students will be determined based on 80% of the scheduled contracted hours. If any student enrolled fails to complete the program within the maximum time frame they will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis. For students with a disability that appeal, the student's disability will be considered as a factor towards maintaining Satisfactory Academic Progress.

NONCREDIT, REMEDIAL COURSE, AND REPETITIONS

Course incompletes, repetitions, and noncredit remedial courses do not apply to this institution. Therefore, these items have no effect upon the school's satisfactory academic progress standards.

EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

Formal Satisfactory Progress Evaluations for Title IV, HEA, in both attendance (clock hours and weeks) and academics (Grade Point Average [GPA]) will occur when cosmetology students reach 450, 900, and 1200 *actual hours*, when 1000 hour master instructor student reaches 500 *actual hours*, and when 300 hour master instructor student reaches 150 *actual hours*.

NACCAS also requires that at least one academic evaluation will occur prior to the midpoint of the academic year. The following grading system is used to evaluate a student's academic ability:

- ❶ Practical grade reports are issued monthly to each student, to make them aware of their progress toward meeting satisfactory progress.
- ❷ Examinations are given in all subjects
- ❸ Grades and attendance (Satisfactory Academic Progress) records are reviewed and signed by the student and maintained in the student's financial aid file. The Satisfactory Academic Progress will reflect if the student evaluation will impact the students eligibility for Financial Aid. The student may request to review their financial aid files from the Financial Aid Leader or Director.

The following grading scale is used for theory progress (GPA)

A = 90–100% B = 80–89.99% C = 75–79.99% Failing = Below 75%

Grades for practical and clinical work are indicated by a signature on the student's worksheet or client ticket. A signature from an instructor represents a passing grade which means all elements of the practical grading criteria were met. No signature indicates a failing score which means one or more of the practical grading criteria elements were not met and the student has not met minimum satisfactory standards on the practical application. Student are required to continue the practical application until they receive a signature from an instructor

**The school uses a 900-hour academic year for Title IV purposes.*

INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

If the student needs to take off more time than allotted in the contract or more than 14 consecutive calendar days, he/she must take a leave of absence or withdraw and reenroll when ready to return. If a student needs more than 14 consecutive calendar days of time off due to pregnancy/new mother, and/or military duty then the student should take a leave of absence. Students who withdraw prior to completing the course of study and who wish to reenter will reenter at the same progress status as applicable at the time of withdrawal.

LEAVE OF ABSENCE POLICY

A Leave of Absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the specific time period during an ongoing program when a student is not in academic attendance. Leaves of Absence will be granted in the case of pregnancy or new mothers. A leave of absence will be permitted with a letter from the student's doctor. If a student is called into active duty for the military the school will grant a leave of absence. These are the only times leave of absences are granted.

A leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

In order to be placed on Leave of Absence, the student must:

- ① Complete and sign the school's Leave of Absence Request Form
- ② Be approved by the School's Future Professional Advisor and Financial Aid Leader.
- ③ Must be in Satisfactory Progress.
- ④ Leaves must be a minimum of 14 days and must not exceed a total of 180 days in a 12-month period.

Student's may not arbitrarily decide to "take" a leave of absence.

There will be no additional charges for a LOA. If the student fails to return or contact the School Financial Aid Leader on the documented return date, the Student will be considered to have withdrawn from school as of that date the student began the LOA. The withdrawal date for the purpose of calculating a refund is always the student's last day of attendance.

For federal aid recipients, the student's payment period is suspended during the LOA and no federal financial aid will be disbursed to student while on a Leave of Absence. Upon the student's return, the student will resume the same payment period and coursework and will not be eligible for additional Title IV aid until the payment period has been completed. If the student is a Title IV loan recipient, the student will be informed of the effects that the student's failure to return from a leave may have on the student's loan repayment terms, including the expiration of the student's grace period. A contract addendum will be completed upon return from the LOA to extend the contract end date by the applicable number of days.

In order to grant a Leave of Absence there must be the expectation that the student will be returning to school.

A student who is granted a LOA that meets these criteria is not considered to have withdrawn and no refund calculation is required at that time.

Changes to the contract period on the enrollment agreement must be initialed by all parties or an addendum must be signed and dated by all parties to reflect the new contract end date.

TRANSFER HOURS

Transfer hours accepted by the school are applied to the total number of hours necessary to complete the program and are considered both attempted and completed hours for the purpose of determining when the allowable maximum time frame has been exhausted. Satisfactory Academic Progress evaluation periods are based on actual contracted hours at the institution.

DETERMINATION OF PROGRESS STATUS

Students meeting the minimum requirements for academics and attendance at the evaluation point are considered to be making satisfactory progress until the next scheduled evaluation.

FINANCIAL AID WARNING

Students failing to meet minimum requirements will be notified in writing and placed on Financial Aid Warning for the next evaluation period. They will be counseled regarding actions required for attaining satisfactory status by the next evaluation point. During the Financial Aid Warning period, students are eligible, if applicable, to receive financial aid funds.

If, at the end of the Financial Aid Warning period, the student still has not met both the attendance and academic progress requirements, he/she will be determined as not making satisfactory progress; he/she will be placed on Academic Notice with loss of Title IV, HEA aid and will not be eligible for Title IV, HEA assistance. However, the student may appeal the loss of their Title IV, HEA eligibility.

The basis for filing an appeal, such as death of a relative, injury or illness of the student, or other special circumstances, must be documented. A student may appeal the loss of Title IV, HEA decision if he/she has a reason for not making satisfactory progress and if he/she can document that the circumstances that caused the unsatisfactory progress determination have in some way changed.

This policy applies to all students regardless of their eligibility for Title IV, HEA funding programs. To comply with Department of Education requirements, the terminology *Financial Aid Warning* and *Financial Aid Probation* will be used for Title IV, HEA and non Title IV, HEA students.

PROBATION

Students who fail to meet the minimum requirements for attendance and academic progress after the Warning period, the student will be placed on probation and considered to be making satisfactory academic progress while during the probationary period, if the student appeals the decision, and prevails upon appeal.

Additionally, only students who have the ability to meet satisfactory academic progress policy standards by the end of the evaluation period may be placed on probation. Students placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period. Students who are progressing according to their specific academic plan will be considered making satisfactory academic progress. The student will be advised in writing of the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the probationary period, the student has still not met both the attendance and academic requirements required for satisfactory academic progress or set forth by the academic plan, the student will be determined as NOT making satisfactory academic progress, and if applicable, the student will not be deemed eligible to receive Title IV funds.

RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS *for those who qualify*

Students may re-establish satisfactory academic progress and Title IV funding, as applicable, by meeting the minimum attendance and academic requirements by the end of the warning or probationary period.

REINSTATEMENT OF FINANCIAL AID

Title IV, HEA funds will be reinstated to qualified students who have received a financial aid probation as a result of a successful appeal or who have re-established satisfactory academic progress by meeting the minimum cumulative attendance and academic requirements at the end of a payment period and are able to complete their program within the maximum time frame.

APPEAL PROCEDURE

A student may appeal the Financial Aid ineligible decision if he/she has a reason for not making satisfactory progress and if he/she can document that the circumstances that caused the unsatisfactory academic progress determination have in some way changed and that satisfactory academic progress standard can be met by the end of the next evaluation period. A student has five (5) calendar days from the date of notification that they are not meeting the second consecutive satisfactory progress determination to appeal the unsatisfactory academic progress determination. The student must submit a written appeal to the school's financial aid office on the designated schools Appeal Form describing why they failed to meet satisfactory academic progress standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to achieve satisfactory academic progress by the next evaluation point.

The reasons for which a student may appeal a negative progress determination include death of a relative, an injury or illness of the student, a student's disability, or any other allowable special or mitigating circumstances.

The Appeal documents will be reviewed and a decision will be made and reported to the student within 30 calendar days. The appeal and decision documents will be retained in the student's file. If the student prevails upon appeal, the satisfactory academic progress determination will be reversed and federal financial aid will be reinstated, if applicable.

If the appeal is granted the student will be placed on Financial Aid Probation for one evaluation period. If the student has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, and does not prevail on appeal, the student will be determined as not making satisfactory progress and may be terminated.

This policy applies to all students regardless of whether or not they are eligible for Title IV funding programs. In order to comply with USDE requirements the terminology financial aid warning or financial aid probation will be used for both Title IV and non-Title IV students.

TERMINATION APPEAL PROCEDURE

If a student is terminated due to receiving the maximum amount of coaching sessions, or due to the reasons outlined under termination on the Student Advisory Form, the student may appeal the termination decision. A student has five (5) calendar days from the date of termination to appeal the decision. The student must submit a written appeal to the school's Future Professional Advisor on the schools Termination Appeal Form describing why they were terminated, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to continue through the program without incident.

An appeal hearing will take place within 15 business days of receipt of the written appeal. This hearing will be attended by the student, parent/guardian (if the student is a dependent minor), the student's learning leader, the future professional advisor, and the school director. A decision on the student's appeal will be made within three (3) business days by the director of education and will be communicated to the student in writing. This decision will be final.

If a student is terminated for gross misconduct, which includes but is not limited to reporting to school under the influence of alcohol or illegal drugs, cheating, stealing, insubordination, threats, and/or bullying, such termination is final and may not be appealed.

FERPA - STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY

The Family Educational Rights and Privacy Act (FERPA) sets a limit on the disclosure of personally identifiable information from school records and defines the rights of students to review and request changes to the records. FERPA gives postsecondary students the rights to: "Release of information to regulatory Agencies": Disclosure statement must include both (NACCAS) the accrediting regulation agency, and to local State of Oklahoma Agencies for official purposes, in addition to Office of federal student aid, etc.

- ① Review their education records,
- ② Seek to amend inaccurate information in their records, and
- ③ Provide consent for the disclosure of their records.

Students are guaranteed access to their school records, with a staff member present, within 30 calendar days from the date of the request. Copies of all records can be requested at \$0.20 per page.

General Release of Information

Except under the special conditions described in this policy, a student must provide written consent before the school may disclose personally identifiable information from the student's education records. The written consent must:

- ① State the purpose of the disclosure,
- ② Specify the records that may be disclosed,
- ③ Identify the party or class of parties to whom the disclosure may be made, and
- ④ Be signed and dated.

Parents Rights

While the rights under FERPA have transferred from a dependent minor's parents to the student when the dependent minor attends a postsecondary institution, FERPA does permit a school to disclose a dependent minor's education records to his or her parents if the student is a dependent student under IRS rules.

Note that the IRS definition of a dependent is quite different from that of a dependent student for Financial Student Aid (FSA) purposes. For IRS purposes, students are dependent if they are listed as dependents on their parent's income tax returns. (If the student is a dependent as defined by the IRS, disclosure may be made to either parent, regardless of which parent claims the student as a dependent.)

A school may disclose information from a student's education records to parents in the case of a health or safety emergency that involves the student, without needing the student's consent.

A school may let parents of students under age 21 know when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance.

A school official may share with parents information that is based on that official's personal knowledge or observation and that is not based on information contained in an education record.

Release of Information to Regulatory Agencies

Disclosures may be made to authorized representatives of the U.S. Department of Education for audit, evaluation, and enforcement purposes. "Authorized representatives" include employees of the Department, such as employees of the Office of Federal Student Aid, the Office of Postsecondary Education, the Office for Civil Rights, and the National Center for Education Statistics, as well as firms under contract to the Department to perform certain administrative functions or studies.

In addition, disclosure may be made if it is in connection with financial aid that the student has received or applied for. Such a disclosure may only be made if the student's information is needed to determine the amount of the aid, the conditions for the aid, or the student's eligibility for the aid, or to enforce the terms or conditions of the aid.

Paul Mitchell The School Tulsa provides and permits access to student and other school records as required for any accreditation process initiated by the school or by the National Accrediting Commission of Career Arts and Sciences (NACCAS), or in response to a directive of said Commission.

Disclosures in Response to Subpoenas or Court Orders

FERPA permits schools to disclose education records, without the student's consent, to comply with a lawfully issued subpoena or court order.

In most cases, the school must make a reasonable effort to notify the student who is the subject of the subpoena or court order before complying, so the student may seek protective action. However, the school does not have to notify the student if the court or issuing agency has prohibited such disclosure.

The school may also disclose information from education records, without the consent or knowledge of the student, to representatives of the U.S. Department of Justice in response to an ex parte order issued in connection with the investigation of crimes of terrorism.

Disclosures for Other Reasons

There are two FERPA provisions concerning the release of records relating to a crime of violence. One concerns the release to the victim of any outcome involving an alleged crime of violence (34 CFR 34 CFR 99.31[a][13]). A separate provision permits a school to disclose to anyone the final results of any disciplinary hearing against an alleged perpetrator of a crime of violence where that student was found in violation of the school's rules or policies with respect to such crime or offense (34 CFR 99.31[a][14]).

Directory Information

Paul Mitchell The School Tulsa does not publish "directory information" on any student.

Record Maintenance

All requests for releases of information are maintained in the student's file as long as the educational records themselves are kept. Student records are maintained for a minimum of five (5) years for withdrawal students; transcripts of graduates are kept indefinitely.

Amendment to Student Records

Students have the right to seek an amendment to their school records. To seek an amendment, students must meet with the school director and bring any supporting documentation to show that the record is incorrect.

A parent or eligible student may file a written complaint with the Family Policy Compliance Office regarding an alleged violation under the Family Educational Rights and Privacy Act. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

PERFORMANCE STATISTICS/JOB OUTLOOK

Paul Mitchell The School Tulsa is accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS) and recognized by the U.S. Department of Education. Each agency requires schools to provide important information regarding outcome rates in the areas of completion, placement, and licensure; however, each agency requires that we provide outcome rates differently. NACCAS requires schools to list the outcome rates for the main campus and all additional campuses as a whole. In this case, there are no additional campuses. If you have any questions regarding our outcome rates, please see our Admissions Team for assistance.

Paul Mitchell The School Tulsa's performance statistics for the calendar year 2015:

Graduation	Placement	Licensure
63.00%	85.00%	90.00%

NACCAS' 2015 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2015. NACCAS' graduation, placement and licensure definitions are described below:

Graduation: Based on all students scheduled to graduate from the program in 2015. The scheduled graduation date is a student's most recent contract end date (i.e., the contract end date after all leaves of absence, schedule changes and re-enrollments have been accounted for). A student may count as a graduate if they have completed all applicable graduation requirements at the institution.

Licensure: Based on graduates from the graduation cohort who sat for all parts of their required licensure exam prior to November 30, 2016. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2016.

Placement: Based on graduates from the graduation cohort who are eligible for placement. A student may count as placed if they are employed in a field for which their training prepared them prior to November 30, 2016. Students may be excluded from the calculation if they fall into one of the categories listed. In 2015, the school excluded the following number of students* based on each of the following categories:

- ① The graduate is deceased 0
- ② The graduate is permanently disabled 0
- ③ The graduate is deployed for military service/duty 0
- ④ The graduate studied under a student visa and is ineligible for employment in the U.S. 0
- ⑤ The graduate continued his/her education at an institution under the same ownership (e.g., a graduate of your cosmetology program subsequently enrolled in the instructor program of an institution under the same ownership) 0

Total Excluded 0

*If fewer than ten students were excluded for any one category, the disclosure will only include the total of all excluded students if that total is at least ten. If the calculation excluded fewer than a total of ten students the institution will state that it excluded students on the basis of each condition, and note that the number of total exclusions were fewer than 10 and therefore cannot be disclosed.

PROGRAM INTEGRITY

Paul Mitchell The School Tulsa is accredited by NACCAS and uses its calculation for student placement based on each program offered. For the most recent annual reporting period, the school shows the following data for the full time day **cosmetology** program:

Placement rate	On-time graduation rate	Median Loan Debt
85.00%	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the part time day, part time night **cosmetology** program:

Placement rate	On-time graduation rate	Median Loan Debt
85.00%	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the full time day **master instructor (1000 hr.)** program:

Placement rate	On-time graduation rate	Median Loan Debt
100.00%	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the full time day **master instructor (300 hr.)** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the part time day **master instructor (300 hr.)** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A

** N/A Fewer than 10 students complete the program within normal time.*

On-time completion is deemed by the U.S. Department of Education is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog within the normal completion time. When a student completes their graduation requirements, including all theory and practical assignments, and the required number of clock hours contracted outside of the normal time to complete the program, that student is considered to have graduated on-time. If a student delays their graduation for any reason—such as family responsibilities, day care issues, and other life events—and that causes them to graduate after their outside of the normal time to complete the program, they are not considered an on-time graduate. Please note that our graduation rates that are provided in the school catalog are based on how many students started the program and how many completed within the reporting period.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our Web site at: tulsa.paulmitchell.edu/programs.

STUDENTS RIGHT-TO-KNOW - COMBINED DEPARTMENT OF EDUCATION RATES (IPEDS)

Graduation
62.90%

Paul Mitchell The School Tulsa must prepare the completion and graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate students each year. The rates will track the outcomes for students for whom 150% of the normal time for completion or graduation has elapsed. Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. These rates are generated from the school student record management system.

HOLIDAY AND SCHOOL CLOSURES

Students are required to be in attendance a minimum of seven (7) hours per day, 35 hours per week for the full-time schedule; 20 hours per week for part-time students. Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year. Students cannot bank hours and attend over 35 hours per week to make up for missing hours. If a student will miss hours during the week, arrangements must be made with the Future Professional Advisor to make up those hours within the same week, or the hours missed will count against the hours allowed to miss and overtime charges can occur.

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

All students must commit to and follow the Student Professional Development Guidelines during their enrollment at Paul Mitchell The School Tulsa. These guidelines were established to assist in creating a safe, focused, and enjoyable learning experience.

Attendance and Documentation of Time

- 1 The school records attendance in clock hours and gives appropriate attendance credit for all hours attended. The school does not add or deduct attendance hours as a penalty. Attendance is calculated using a computerized time clock and does not round hours. To ensure proper credit for clock hours, full-time students are required to clock in/out 4 times a day: when they arrive at school, when they leave for lunch, when they return from lunch, and when they leave at the end of the day. If a student fails to clock in or out for their schedule on the student time clock, the student will not receive hours. If the student wishes to dispute any hours they feel earned, the student must provide documentation to verify attendance on the missing time form. The documentation would include the student sign in sheet, the specialty class attendance role, and/or the guest service summary.
- 2 The school is open Tuesday-Saturday, from 9:30 AM to 5:00 PM for full time day students, Monday - Friday, from 9:00 AM to 2:00 PM for part time day students, and Monday - Thursday, from 5:00 PM to 10:00 PM for night students.
- 3 All courses require continuous attendance.
- 4 The prescribed attendance schedule must be maintained each week. Day students attend Core for 210 hours, Tuesday through Saturday. Alternate schedules are available to those students who qualify.
- 5 Day students may not miss Saturdays.
- 6 Students must be on time, as tardiness inhibits the learning process. Students who are late for theory class may not enter the classroom and will not receive theory credit. They may "clock in" and will be assigned special projects or assignments pertaining to their course of study. Students who are late for a specialty class or a guest artist class may attend the class, but must be accompanied into the classroom by an instructor. Students are never excused from mandatory theory class to work in the clinic.

- 7 During the contracted enrollment period, applicant student must maintain a 90% attendance average each month in order to complete the program by the contracted end date. The student is allowed to miss 10% of his or her scheduled hours before having to pay extra instructional charges. The student may use the 10% excused absences for vacation, doctor appointments, illness, etc.; however, the student may not be out of school 14 consecutive calendar days or he or she may be terminated. If the student must attend additional program hours beyond his or her contracted end date due to not meeting a 90% attendance average or to complete academic graduation requirements, the student will be charged an additional \$11.00 (Cosmetology) or \$11.00 (Master Instructor and Master Instructor with 2 years experience) for each hour scheduled to complete after the contracted end date is reached.
****Refer to the school enrollment contract for the Enrollment Contract Period definition.**
Please note that if a student misses more than 14 consecutive calendar days, the student may be terminated from the program.
- 8 The school offers makeup hours on set days. Students are not allowed to clock more than 8 hours per day.
- 9 Students who are late or cannot attend school must contact the school and talk to the school service desk immediately. Day students must call in by 9:00 AM.
- 10 Students must request time off from school from the Education Leader.
- 11 Lunches and breaks are scheduled for all students. Day students will take 30 minutes for lunch between 12:00 noon and 1:30 PM. Students should communicate with their instructor if they have not had lunch by 1:30 PM.
- 12 Documentation of time: Students may not leave the school premises during regular hours without an instructor's permission.
 - a. Students who leave school premises for more than 15 minutes or those who leave early must document their time by clocking out on the time clock, signing the sign-out sheet, and having an instructor book them out.
 - b. Students who leave school premises for less than 15 minutes must sign the sign-out sheet.
 - c. Day students must clock out on the time clock for lunch for 30 minutes every day. Students will not receive credit for the hour if they fail to clock in/out for lunch.
- 13 Students may not clock in or out for another student.
- 14 Students must keep a record of all services each day on the "service tracking sheet," which must be completed daily and turned in every month.
- 15 Students attend Core the first 6 weeks (210 clock hours) of enrollment. During this time the student must maintain a monthly attendance of 90%. If at the conclusion of the month, the student's progress report is not 90% attendance, the student may be dropped from the program and asked to re-enroll in the next class start date.

Professional Image: A professional image is a requirement for successful participation in school. Students must maintain the following professional dress code:

- 1 Core and Phase One students must wear all black.
- 2 Phase Two students must wear black or white in any combination.
- 3 A minimal print in clothing is acceptable only if it is a black and white print.
- 4 Clothing must be professional, clean, and free of stains and tears.
- 5 Shoes should be black, professional, and comfortable for all students.
- 6 Hair must be clean and styled prior to arriving at school. Ponytails are not accepted.
- 7 Cosmetics must be applied prior to arriving at school, using trend-appropriate makeup techniques.

- ⑧ The following is a list of unacceptable dress:
 - a. Tennis shoes, gym shoes, foot thongs, Crocs, or beach sandals
 - b. Jeans or clothing made of jeans material
 - c. Tank or sleeveless tops
 - d. Sweatpants and sweatshirts
 - e. Printed T-shirts other than those with a PAUL MITCHELL logo; acceptable T-shirts must be clean and professional, and you must dress them up
 - f. Short skirts that fall above fingertips
 - g. Hats, visors, bandanas, caps, or beanies
 - h. Shorts, spandex or biking shorts
 - i. Hooded sweatshirts, jackets, or tops
- ⑨ Students who fail to comply with the professional dress code will be asked to leave and return with appropriate attire.

Sanitation and Personal Services

- ① Students must keep workstations and classroom areas clean, sanitary, and clutter-free at all times.
- ② Students must clean their stations, including the floor, after each service.
- ③ Hair must be swept up immediately after a service is completed, before blow-drying.
- ④ Workstations must be cleaned at the end of the day, prior to clocking out for the day.
- ⑤ Students may receive services on Tuesday through Thursday. To receive a service, students must do the following prior to starting the service:
 - a. Notify an instructor.
 - b. Be scheduled off the service books by a Learning Leader.
 - c. Pay for service supplies including perms, color, lightener, rinses, conditioning, treatments, manicures, nails, etc.
 - d. Personal services are considered rewards and scheduled for students who are up to date with all projects, exams, and worksheets. School assignments and successful learning are the priority.

Communication Guidelines and Professional Conduct

- ① Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic floor area.
- ② Only emergency calls are permitted on the business phone. Students may use the student phones for a limited time. Please keep your calls to three (3) minutes or less.
- ③ Cell phones are not permitted in the school.
- ④ Students may not visit with another student who is servicing a client.
- ⑤ Students may not gather around the reception desk, reception area, or offices.
- ⑥ Food, drinks, and water bottles are allowed only in the lunchroom.
- ⑦ Paul Mitchell The School Tulsa is a smoke-free campus.
- ⑧ Stealing or taking school or another's personal property is unacceptable.

LATE PAYMENTS

If a student fails to make a scheduled tuition payment, the student may receive a coaching session on the Future Professional Advisory Form. If a student consistently fails to make scheduled payments, the student may be terminated from the program.

SEARCH POLICY

Lockers and stations furnished for student use belong to the school and are subject to search by the school or police officials at any time for any reason. By entering onto the premises of the school, students agree that they and any items, including handbags, briefcases, purses, and personal belongings they bring with them, are subject to reasonable search by school personnel at any time for any reason.

Learning Participation Guidelines

- ① Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
- ② Students will be expected to maintain an average of 75% on all theory tests and assignments.
- ③ Students may not be released from required theory class to take a client.
- ④ Only desk personnel may schedule or change client service appointments.
- ⑤ All services must be checked and the service ticket initialed by an instructor.
- ⑥ Students are expected to be continuously working on school-related projects, assignments, reading, or test preparation during school hours.
- ⑦ Students will receive clock hours during the times they fully participate in their learning experience.
- ⑧ When students are not scheduled with service appointments or are not scheduled to attend theory or a specialty class, they may focus on the following:
 - a. Completion of clinic classroom worksheets
 - b. Completion of theory review worksheets
 - c. Performing a service on another student
 - d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
- ⑨ Students must comply with school personnel and instructor's assignments and requests as required by the curriculum and student guidelines and rules.
- ⑩ Students may not perform hair, skin, or nail services outside of school unless authorized to do so by school administration. Conducting unauthorized hair, skin, or nail services outside of school will be reported to the state board and may result in your inability to receive a professional license.
- ⑪ Students are responsible for their own equipment and may use a station drawer only while working at that station. All equipment, tools, and personal items must be secured in their assigned locker. Paul Mitchell The School Tulsa is not responsible for any lost or stolen articles.
- ⑫ Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
- ⑬ All clinic classroom worksheets are due by the end of school.
- ⑭ If a student fails to complete a worksheet 100%, the student will be placed on the Back on Track list and will remain on the list until the following month.
- ⑮ If a student fails to pass the Core written and/or practical exam on their second attempt, they may be asked to withdraw from the program and re-start in the next class start date.
- ⑯ Milady Theory: Students will not be allowed in theory once the door is closed. The student will not receive theory credit during this time. If a student chooses to leave theory class for any reason he/she will not be allowed to return to theory class. If there's a transition period during theory, a student will be allowed to enter to receive credit for the remaining scheduled time in theory. Theory is a class required to graduate. Refer to the graduation requirements.

COACHING AND CORRECTIVE ACTION

Part of your learning experience includes fine-tuning and mastering the skills and behaviors of a salon industry professional. The school team will coach all students to correct noncompliant or destructive behavior.

The following actions may be inspected for a coaching session:

- ➊ **Attendance and Documentation of Time Guidelines:** Attendance, promptness, and documentation of work are cornerstones of successful work practices. Students may be clocked out, released for the day, or receive a coaching session when they do not comply with guidelines.
- ➋ **Professional Image Standards:** Professional image standards were created to provide guidance and direction to students as they develop their professional image and persona. Students may be clocked out and released for the day when they do not meet professional image standards.
- ➌ **Sanitation and Personal Service Procedures:** Sanitation and personal service procedures have been established to comply with state laws and to provide a safe and clean service environment. Students may be clocked out and released for the day when they do not follow sanitation and personal service procedures.
- ➍ **Communication Guidelines and Professional Conduct:** It is the school's responsibility to provide a learning environment that is professional, positive, and conducive to learning. Staff and students all contribute to a mutually respectful learning environment that fosters effective communication and professional conduct. Students who fail to follow communication guidelines and who do not conduct themselves in a respectful and professional manner may experience a coaching session or termination.
- ➎ **Learning Participation Guidelines:** The learning participation guidelines have been established to provide a creative, fun, interactive, and collaborative learning environment that empowers students to act as "future salon industry professionals" and committed learners. Positive behavior is required to create a mutually beneficial learning environment for all students. Students who fail to meet the guidelines and create challenges for other students or staff may receive a coaching session or be terminated.

Corrective Action Steps

Once a student has received five (5) coaching sessions, the student may be suspended from school for five (5) days. Suspended students will be required to pay the administrative re-entry fee. If a student receives two (2) more coaching sessions after readmission from a five (5) day suspension, the student's attendance may be permanently terminated. A student may be terminated without prior coaching sessions for improper and/ or immoral conduct. Refer to the school Future Professional Advisory.

When monitoring students for unofficial withdrawals, the school is required to count any days that a student was out of school on suspension as a part of the 14 consecutive days of non-attendance used to determine whether the student will be returning to school.

We believe in providing a quality environment with an exceptional educational program. This framework gives everyone the opportunity to enjoy the experience! The entire staff appreciates the students' respect of these guidelines.

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

- ① **Accommodation Procedures for Students with Disabilities**
- ② **Grievance Procedures for Students who have Complaints on the Basis of Disability**

① **Accommodation Procedures for Students with Disabilities**

Non-Discrimination Policy — It is the policy of Paul Mitchell The School to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which are Federal laws that prohibit discrimination on the basis of disability. Paul Mitchell The School does not discriminate on the basis of disability against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or any other aspect related to a student's participation in a program of Paul Mitchell The School. This applies to all students and applicants for admission to The School. Paul Mitchell The School will provide reasonable accommodations to students with disabilities.

Definition of an Individual with a Disability — An *individual with a disability* is a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these Federal laws. The definition of "disability" in Section 504 and the ADA should be interpreted to allow for broad coverage.

The phrase *physical impairment* means a physiological disorder or condition, a cosmetic disfigurement, or an anatomical loss, that affects one or more of the following body systems: neurological; musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine. Examples include, but are not limited to, orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

The phrase *mental impairment* means any mental or psychological disorder, including but not limited to, mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bi-polar disorder. The phrase substantially limits must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person has a substantially limiting impairment. An impairment that is episodic or in remission is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with bipolar disorder would be covered if, during manic or depressive episodes, the student is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function).

The phrase *major life activities* means functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

The School's Responsibilities to Students with Disabilities

The School must provide *academic adjustments*, *auxiliary aids* and *reasonable accommodations* to students with disabilities, that are necessary to ensure students are not denied the benefits of, or excluded from participation in, The School's program. The School must make modifications to its academic requirements that are necessary to ensure that the requirements do not discriminate against students with disabilities. The School must ensure that it provides physical access to students with disabilities. It is also the responsibility of Paul Mitchell The School to permit students with disabilities to use service dogs on each campus.

The person responsible for implementing these responsibilities at Paul Mitchell The School Tulsa Campus is: Natashia Abbage; ADA Compliance Coordinator; 14002 E, 21st Street, Suite 1050, Tulsa, OK 74134; (918) 932-2779 x5900; natashiaa@tulsa.paulmitchell.edu.

When a student informs a School staff member that the student is disabled, or needs accommodations or assistance due to disability, the staff member will refer the Student to The School's ADA Compliance Coordinator.

Procedures for Students and The School

Documentation of disability by students — Students with disabilities who wish to request reasonable accommodations (including academic adjustments, auxiliary aids, or modifications) must contact the ADA Compliance Coordinator named above for their campus. Students must provide documentation of disability from an appropriate professional, which depends on the nature of the disability. For example, a student with a psychological disability should provide documentation from a psychologist, psychiatrist or social worker.

This documentation may be the student's existing medical records, or reports created by the student's medical provider or an appropriate professional who conducts an assessment of the student. It may be documentation from the student's past educational records such as reports from teachers or school psychologists, or records that show the student's educational history, disability assessment, and the accommodations the student previously received. It may be records from the state department of rehabilitation or the U.S. Department of Veterans Affairs. Documentation should be current and relevant, but that does not mean that a recent report or record is needed in all cases. Some disabilities are stable lifelong conditions and historic documentation will be sufficient. Some disabilities are readily apparent and observable and thus little or no documentation will be needed.

The documentation of disability is kept at all times in a locked, private file at The School. To protect privacy, direct access to this documentation is by written consent only. The ADA Compliance Coordinator will determine what information needs to be shared with Paul Mitchell The School staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services.

Student requests for accommodations and interactive discussion with ADA Compliance Coordinator — Students who plan to request accommodations should contact the ADA Compliance Coordinator promptly, so there is time for the Coordinator to review the student's documentation and discuss accommodations with the student before the student begins the class or program for which the accommodation is being requested. When a student contacts the Coordinator, the Coordinator will keep a record of the dates and contacts with the student, including a record of the accommodations requested by the student. Students who have questions about the type of documentation they need to provide should contact the Coordinator to discuss this.

The student and the ADA Compliance Coordinator will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in The School's program, the types of accommodations the student has previously received (if any), and the accommodations being requested by the student from The School. The Coordinator and the student should discuss accommodations needed during all phases of the program (Core, Adaptive and Creative), and for classroom instruction, skills based instruction and skills practice.

The documentation (or observation) must show the nature of the student's disability and how it limits a major life activity. The accommodations requested by the student should be related to these limitations. There are no pre-set accommodations for specific disabilities. Instead, the Coordinator and the student must discuss and determine what the student's limitations are, and how they can be accommodated.

Here are some examples:

- A student with an orthopedic disability may need cushioned floor mats and scheduled times to sit down. These students may also need particular kinds of chairs.
- A student with a learning disability or attention deficit disorder may need extra time to take tests, such as ninety minutes to take a test instead of the sixty minutes allowed to other students. These students may need to take their tests in a location that is quiet and has no distractions, such as an office rather than the classroom.
- A student with a learning disability or psychological disability may need a note taker, a copy of the instructor's notes or presentation, or to use a tape recorder during instruction.
- A student with post-traumatic stress disorder or an anxiety disorder may need to take periodic leaves of absence, or may need to structure their program so that it is scheduled over a longer period of time than usual. These students may need to take breaks in a quiet room during skills practice.
- A student with a hearing impairment may need instructors to use voice amplification systems, or may need the School to provide a sign language interpreter.
- A student with diabetes may need periodic breaks to check his or her blood sugar level.

Decision about accommodations, and ensuring implementation of accommodations — The ADA Compliance Coordinator will decide the accommodations to be provided to the student. The Coordinator will consider any past accommodations that have been effective for the student, and will give primary consideration to the type of accommodation requested by the student. Alternate accommodations may be provided if there is an alternative accommodation that would be equally effective for the student.

The Coordinator will make a decision no later than two weeks after the student states the request for an accommodation. If the student does not submit documentation of a disability at the time the student requests an accommodation, the Coordinator will make a decision no later than two weeks after the student provides the documentation.

The Coordinator will list the approved accommodations in writing and provide this to the student. The Coordinator will inform the appropriate Learning Leaders and school staff of the accommodations they are responsible for providing to the student, how to provide the accommodations, and when to provide the accommodations. The Coordinator will keep a written record of these contacts about the student's accommodations. The Coordinator will verify that the accommodations are being implemented for the student through direct observation, report by the student, and/or documentation from The School staff. If the student informs the Coordinator that an accommodation is not being fully implemented, the Coordinator will immediately intervene with relevant staff members to ensure the accommodation is provided to the student.

After accommodations have been approved for a student, the Coordinator will make an appointment with the student for a time when the student's program is expected to change. The purpose of the appointment is to determine whether the student's accommodations should be changed when the student's program phase changes, or the type of instruction changes.

Additional factors — The School is not obligated to provide accommodations that would result in a fundamental alteration of The School’s program. In this case, the Coordinator will promptly search for an equally effective alternate accommodation for the student that would not fundamentally alter the program. The Coordinator will offer the alternate accommodation to the student.

The School is not obligated to provide accommodations that would result in an undue financial or administrative burden on The School. If the Coordinator decides that a requested accommodation might impose such a burden, the Coordinator will discuss the issue with The School owner, who will take into account the overall financial resources of The School. The School owner will make the final decision, in accord with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If The School owner determines that the requested accommodation would be an undue burden, the Coordinator will promptly search for an equally effective alternate accommodation for the student and offer the alternate accommodation to the student.

Appeals by Students

A student may appeal any accommodation decision made by the ADA Compliance Coordinator if the student disagrees with the decision. Here are some examples: A student may appeal the Coordinator’s decision to deny a requested accommodation. A student may appeal a decision by the Coordinator to provide an alternate accommodation rather than the specific accommodation requested by a student. A student may appeal a decision by the Coordinator that the student has not presented sufficient documentation to support the requested accommodation. A student may also file an appeal when a school staff member fails to provide an approved accommodation, and the Coordinator has not effectively addressed the situation.

When a student wishes to file an appeal, the student must notify Ed Safadi; Owner; 14002 E. 21st Street, Tulsa, OK 74134; (918) 932-2779; eds@tulsa.paulmitchell.edu. The student must explain his/her reasons for disagreeing with the Coordinator’s decision, or explain how the student’s accommodation is not being implemented, and submit any relevant documentation.

Within five calendar days of receiving a student’s appeal the Director will meet with the student and the Coordinator to discuss the issues presented by the student’s appeal. If appropriate, the Director will also discuss the issues with other School staff members.

When a student appeals a decision made by the Coordinator, the Director will determine whether the Coordinator’s decision should be revised or remain the same. If the decision is revised, the Director will ensure that the revised decision is implemented.

When a student files an appeal on the basis that an approved accommodation is not being implemented, the Director will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The Director will inform the student of the decision in writing no later than fourteen days after receiving the student’s appeal.

Training and Mediation Responsibilities of the ADA Compliance Coordinator

The ADA Compliance Coordinator at each campus will deliver disability training sessions for all campus staff members at least once each calendar year. In these training sessions the Coordinator will explain the basic requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as they apply to The School. The Coordinator will address: The School’s responsibility to provide accommodations to students with disabilities; how to appropriately interact with students with particular kinds of disabilities; how to go about implementing accommodations that the Coordinator has approved for students; how to support students with disabilities in The School’s programs; that students with disabilities cannot be penalized for using approved accommodations. The Coordinator will keep a record of each training session.

The Coordinator may also provide trainings for students who wish to learn about The School's process for providing accommodations, or about The School's grievance procedures.

To help ensure that future campus staff members and students are aware of The School's policies, the Coordinator will make sure that the Accommodations Procedures and the Grievance Procedures are continually posted at the campus.

The Coordinator will assist students with disabilities who have concerns about implementation of their accommodations or their treatment by The School staff members or other students. At the request of a student, the Coordinator will informally mediate or attempt to resolve issues related to the student's disability. If this informal process does not resolve the student's concerns, the student may file a grievance as described in Section II below.

② Grievance Procedures for Students who have Complaints on the Basis of Disability

Paul Mitchell The School is responsible for providing a grievance procedure to students who feel they have been discriminated against on the basis of disability. The grievance procedure provides students the opportunity to file a complaint. The School then has the responsibility to objectively investigate the allegations in the complaint and determine whether the student has been discriminated against. If The School determines that discrimination occurred, The School must take appropriate steps to correct the discrimination and prevent it from reoccurring.

Grievance complaints — A student may file a grievance if the student feels he or she has been discriminated against because the student is disabled, or because the student is regarded as being disabled, or because the student has a record of being disabled. A student may also file a grievance if the student feels that he or she has been retaliated against for advocacy based on disability. Here are some examples of discrimination:

- An instructor or other students refer to the student in a derogatory way related to the student's disability.
- An instructor generally refers to students with particular types of disability in a derogatory way.
- Other students refuse to work with the student because the student is disabled.
- A School staff member refuses to provide a service to the student that the staff member provides to other students.
- A school staff member takes a negative action toward the student after the student asked for accommodations for a disability.
- A guest presenter at The School makes derogatory statements about students with disabilities, or states that students with disabilities can never be employed in the presenter's field.
- A student's request for accommodation was denied by The School, or an instructor did not implement an accommodation for the student that was approved by The School.

A student must file a grievance complaint within 90 days of the date the discriminatory act occurred, or within 90 days of the end of an informal attempt to resolve the complaint, whichever is later. The complaint must be written. In the complaint, the student must describe what happened and the dates the acts took place, and state who was involved. The student should explain why the student believes the acts were taken based on disability. The student should describe or provide copies of any relevant documents or emails, if available.

A student may ask the Campus ADA Compliance Coordinator to try and informally resolve the student's complaint before the student files a written complaint. However, the student is not required to try informal resolution before filing a written complaint.

The complaint must be sent to Ed Safadi; Owner; 14002 E. 21st Street, Tulsa, OK 74134; (918) 932-2779; **eds@tulsa.paulmitchell.edu**.

Investigation of the Complaint — When the Director receives a written complaint, the Director will immediately begin an objective investigation. The School has the right to contract with an independent investigator to conduct any investigation. Within seven days, the Director will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The Director will obtain from the student the names of any persons the student believes will have relevant information. The Director will gather all information necessary to determine what took place. To do so, the Director will interview any School staff members or students who engaged in the actions or may have witnessed the actions that the student is complaining about. The Director will interview persons that the student stated may have relevant information. The Director will gather any relevant documents such as emails, student work or instructor's records. During the investigation, the Director will disclose the complaint, and confidential information about the student, only to the extent necessary to investigate the allegations of the complaint.

After reviewing all the evidence gathered, the Director will determine whether the student was treated differently from other students based on disability; or whether the student was harassed based on disability; or whether the student was retaliated against because the student advocated on the basis of disability; or whether the student was denied an accommodation that The School should have provided to the student.

Written Decision — The Director will provide the student with a written decision no later than sixty days after the date the student filed the complaint. The decision will state the determination reached by the Director at the conclusion of the investigation, and the reasons the Director reached that determination. If the Director concludes that the student was discriminated against on the basis of disability, the decision will state the types of remedial action that The School has taken or will take to correct the discrimination. The decision will also state how The School will prevent the discriminatory acts from occurring again.

Appeals by Students — If the student who filed the complaint disagrees with the decision made by the Director, or disagrees with the remedial action specified, the student may appeal the decision to The School Owner. The appeal must be written and sent to Ed Safadi; Owner; 14002 E. 21st Street, Tulsa, OK 74134; (918) 932-2779; eds@tulsa.paulmitchell.edu. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the Director.

The Owner will review all the information provided by the student in the appeal, the decision by the Director, the interview records made by the Director and the documents gathered by the Director. The Owner will issue a written decision to the student within fourteen days after receiving the student's appeal. The Owner will determine whether the decision should be revised or remain the same. If the Owner determines that the decision should be revised, the Owner will ensure that any necessary changes in the remedies are implemented.

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

Paul Mitchell The School Tulsa is committed to providing a work and school environment free of unlawful harassment or discrimination. In furtherance of this commitment, all students and employees are required to take our mandatory Sexual Harassment and Prevention Training upon starting in school and then in January of each year. School policy prohibits harassment or discrimination based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by the federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, Paul Mitchell The School Tulsa prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and Paul Mitchell The School Tulsa has jurisdiction over Title IX complaints.

Paul Mitchell The School Tulsa's anti-harassment policy applies to all persons involved in the operation of Paul Mitchell The School Tulsa, and prohibits unlawful harassment by any employee of Paul Mitchell The School Tulsa, as well as students, customers, third parties, vendors or anyone who does business with Paul Mitchell The School Tulsa. It further extends to prohibit unlawful harassment by or against students. Any employee, student or contract worker who violates this policy will be subject to disciplinary action. To the extent a customer, vendor or other person with whom Paul Mitchell The School Tulsa does business engages in unlawful harassment or discrimination, Paul Mitchell The School Tulsa will take appropriate corrective action. The grievance procedure will provide that complaints may be filed about discrimination in any academic, educational, extracurricular, athletic or other programs operated or sponsored by, or related to, Paul Mitchell The School Tulsa, whether the programs take place on the campus of a school, during a school-sponsored field trip, or other off-campus events.

As part of Paul Mitchell The School Tulsa's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to Paul Mitchell The School Tulsa community through publications, Paul Mitchell The School Tulsa website, new employee orientations, student orientations, and other appropriate channels of communication. Paul Mitchell The School Tulsa will provide training to key staff members to enable Paul Mitchell The School Tulsa to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. Paul Mitchell The School Tulsa will respond quickly to all reports, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.

Definitions

Sex Discrimination is defined as treating individuals differently on the basis of sex with regard to any aspect of services, benefits, or opportunities Paul Mitchell The School Tulsa provides such as:

- ① Treat a person differently in determining whether he or she satisfies any requirement or condition for the provision of an aid, benefit, or service;
- ② Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- ③ Deny any person an aid, benefit, or service
- ④ Subject any person to separate or different rules of behavior, sanctions, or other treatment in providing an aid, benefit, or service
- ⑤ Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- ⑥ Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Sexual Harassment is defined as unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile or offensive.

Sexual Violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

Domestic Violence is defined as abuse committed against an adult or a minor who is a spouse or former spouse, cohabitant or former cohabitant, or someone with whom the abuser has a child, has an existing dating or engagement relationship, or has had a former dating or engagement relationship.

Dating Violence is defined as abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Sexual Assault occurs when a physical sexual activity is engaged in without the consent of the other person or when the other person is unable to consent to the activity. The activity or conduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, and taking advantage of the other person's incapacitation (including voluntary intoxication).

Stalking is behavior in which a person repeatedly engages in conduct directed at a specific person that places that person in reasonable fear of his or her safety or the safety of others.

Consent is informed, voluntary and revocable. Consent is an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity. It must be given without coercion, force, threats or intimidation. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Once consent is withdrawn, the sexual activity must stop immediately.

Prohibited Conduct

This policy strictly prohibits sexual or other unlawful harassment or discrimination as well as sexual violence, as defined above. Sexual or other unlawful harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability, color or any other legally protected basis if:

- ① submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- ② submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's education or employment; or
- ③ it creates a hostile or offensive environment, which means the alleged conduct is sufficiently serious to limit or deny a student's or ability to participate or benefit from the student's education program.

Unlawful harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status, sex or other legally protected categories.

Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", practical jokes, jokes about or displays of obscene printed or visual material, questions about sexual fantasies, preferences or history, and physical contact such as patting, pinching, or intentionally brushing against another person's body.

Gender-based harassment, including acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping are strictly prohibited, even if those acts do not involve conduct of a sexual nature.

Complaint/Grievance Procedure

The following grievance procedures shall be used to address sex discrimination complaints filed by students/employees or complaints filed on their behalf against employees, other students, or third parties.

If you believe that you have experienced or witnessed harassment or sexual violence, notify your Learning Leader, supervisor, Paul Mitchell The School Tulsa Owner, or the Title IX Coordinator as soon as possible after the incident. Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, student, vendor or other person who does business with Paul Mitchell The School Tulsa is exempt from the prohibitions in this policy. Supervisors will refer all harassment complaints to the Title IX Coordinator for student-related complaints and to Paul Mitchell The School Tulsa Owner if the complaint involves an employee. In order to facilitate the investigation, your complaint should include details of the incident or incidents, names of the individuals involved and names of any witnesses. A sex discrimination complaint should be filed within 180 days from the date of the alleged discriminatory incident. Upon receiving any report of discrimination, including harassment, regardless of the filing date or when the school receives notice, the school will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the student, and on others, if appropriate. All documentation pertaining to the complaint/grievance will be confidential. The complaint/grievance once received will be maintained in the student's and/or employee's permanent file, which has limited staff access, this includes verbal complaints.

All complaints involving a student will be referred to the campus's Title IX Coordinator. The Title IX Coordinator is listed below and has the responsibility of overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

The Grievant/Complainant may use the Title IX Grievance Form, but it is not required, to file a Title IX discrimination complaint.

Title IX Coordinator: Natasha Abbage - Director 14002 E. 21st St., Suite 1050 Tulsa, OK 74137 natashia@tulsa.paulmitchell.edu 918-932-2779	School Owner: (for complaints involving employees) Annie Safadi 14002 E. 21st St., Suite 1050 Tulsa, OK 74137 annie@lasvegas.paulmitchell.edu 918-932-2779
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Paul Mitchell The School Tulsa ensures that its employee(s) designated to serve as Title IX Coordinator(s) have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how Paul Mitchell The School Tulsa's grievance procedures operate. Because complaints can also be filed with the School Owner, these employees also receive training on Paul Mitchell The School Tulsa's grievance procedures.

Investigation of Complaints

In response to all complaints, Paul Mitchell The School Tulsa promises prompt and equitable resolution through a reliable and impartial investigation of complaints, including the opportunity for both parties to present witnesses or other evidence. The time necessary to conduct an investigation will vary based on complexity but will generally be completed within sixty (60) days of receipt of the complaint. If a complainant requests confidentiality, Paul Mitchell The School Tulsa will take all reasonable steps to investigate and respond to the complaint consistent with the request. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, Paul Mitchell The School Tulsa will inform the complainant that its ability to respond may be limited.

The preponderance of the evidence standard will apply to investigations, meaning Paul Mitchell The School Tulsa will evaluate whether it is more likely than not that the alleged conduct occurred. Both parties will receive written notice of the outcome of the complaint within 60 days of receipt of complaint. Written notice will include:

- ① Whether Paul Mitchell The School Tulsa found that the alleged conduct occurred, and whether it constituted discrimination.
- ② Any individual remedies offered or provided to the complainant or any sanctions imposed on the respondent that directly relate to the complainant. The respondent's version will not include individual remedies offered or provided to the complainant unless the remedy directly involves the respondent.
- ③ Any other steps Paul Mitchell The School Tulsa took to eliminate the hostile environment, if Paul Mitchell The School Tulsa found one to exist, and prevent recurrence.

During the investigation, Paul Mitchell The School Tulsa will provide interim measures, as necessary, to protect the safety and wellbeing of students and/or employees involved. Examples of temporary and permanent measures to protect the complainant as necessary are:

- ① No contact order
- ② Change academic situations as appropriate with minimum burden on the complainant
- ③ Counseling
- ④ Health and mental services
- ⑤ Escort services
- ⑥ Academic support
- ⑦ Retake a program or withdraw without penalty

If Paul Mitchell The School Tulsa determines that unlawful harassment or sexual violence has occurred, immediate appropriate corrective action will be taken in accordance with the circumstances involved, and Paul Mitchell The School Tulsa will take steps to prevent the recurrence of any harassment or discrimination. Any employee determined by Paul Mitchell The School Tulsa to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination.

Remedies for student-related claims may include, but are not limited to, an order to stay away, suspension or expulsion.

To initiate a criminal investigation, reports of sexual violence should be made to "911" or local law enforcement. The criminal process is separate from Paul Mitchell The School Tulsa's disciplinary process. To the extent that an employee or contract worker is not satisfied with Paul Mitchell The School Tulsa's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

Paul Mitchell The School Tulsa should make appropriate referrals to law enforcement. Paul Mitchell The School Tulsa will also notify complainants of the right to proceed with a criminal investigation and a Title IX complaint simultaneously.

Paul Mitchell The School Tulsa will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation.

Retaliation Prohibited

Paul Mitchell The School Tulsa prohibits any form of retaliation, intimidation or harassment against any individual who filed or otherwise participated in the filing or investigation of a complaint of discrimination. Any individual who believes he/she has been subjected to retaliation may file a separate complaint under this procedure.

Reporting Requirements

Victims of sexual misconduct should be aware that School administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to other members of the campus community. Paul Mitchell The School Tulsa will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. Paul Mitchell The School Tulsa reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, or a change in student status.

Additional Information

Paul Mitchell The School Tulsa does not allow conflicts of interest (real or perceived) by those handling the procedures. The school does maintain all documentation of any proceeding. The school will inform the students at regular intervals of the status of the investigation. The school will disallow evidence of past relationships.

Employees should contact Paul Mitchell The School Tulsa Director for more information or any questions related to this policy. Students may contact the Title IX Coordinator with any questions related to this policy. In addition, the U.S. Department of Education Office for Civil Rights ("OCR") investigates complaints of discrimination, including harassment of students in educational programs or activities. This agency may serve as a neutral fact finder and will attempt to facilitate the voluntary resolution of disputes with the parties. For more information, visit the OCR website at: <http://www.hhs.gov/ocr/>.

U.S. Department of Education

Students or The School staff who have questions or concerns about disability issues may contact the Office for Civil Rights (OCR), U.S. Department of Education. OCR enforces Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as they apply to post-secondary educational institutions.

The OCR National Headquarters is located at:

U.S. Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: (800) 421-3481

FAX: (202) 453-6012; TDD: (877) 521-2172

Email: OCR@ed.gov

OCR has regional offices located throughout the country. To find the office for our state, you can check the OCR website at: <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>, or call the telephone number above.

FINANCIAL AID CONSUMER INFORMATION - RIGHT TO KNOW

In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, Paul Mitchell Schools provides the student catalog as means to disseminate required student consumer and "Right-To-Know" Act information. The school's financial aid office offers assistance to students seeking financial aid for their educational costs while complying with all federal, state, and institutional regulations. Anyone seeking financial aid information or assistance or seeking consumer information at the school will be provided with access to the required financial aid forms and disclosures and the school catalog, which provides a brief description of the financial aid process and explains how financial aid information and assistance may be obtained.

Financial Aid Office — The financial aid office's mission is to provide optimal customer service while helping students secure financial assistance to cover as much of their educational expenses as possible. The school's Financial Aid Leader is available in person or by telephone during normal business operating hours to help students determine an affordable way to pay for school.

National Student Loan Data System (NSLDS) — Paul Mitchell the School Tulsa informs potential students, students, or parent of a student that enters into an agreement regarding a Title IV, HEA loan that the loan will be submitted to the National Student Loan Data Systems (NSLDS), and will be accessible, by guaranty agencies, lenders, and institutions determined to be authorized users of the data system. To access the site, visit www.nsls.ed.gov.

Student Financing Options — Paul Mitchell Schools offers a variety of financing options and payment terms to help students finance their education. Financing options consist of federal grants, loans, cash pay options, and assistance through VA and other programs (if applicable).

Primary Financing Options

- ➊ **Cash Payment** — The cash option allows students to either pay their program costs in full prior to the start date of the program or make monthly payment until the balance is paid in full.
Documents required for full cash-paying students are: ➤ Enrollment Agreement and ➤ Disclosure Statements.
- ➋ **VA Contract Billing Program (if applicable)** — Students who are eligible to receive tuition assistance from the Veteran's Administration must submit the military form to the school's financial aid office prior to the first class session in order for the school's financial aid office to bill the VA for the student's program costs.
- ➌ **Tribal Funding (if applicable)** — Students who are eligible to receive tuition assistance from a tribe must submit the required paperwork to the tribe prior to the first class session.

Financial Aid Programs — Financial aid consists of funding provided through federal sources to help cover educational expenses. This funding consists of Pell Grants that do not have to be repaid and loans that have a variety of repayment options. Financial Aid is available for those who qualify, and there are different types of financial aid programs. The school Financial Aid Leader can assist students in determining if they qualify for any of the following types of financial aid:

- ➊ **Federal Pell Grant:** The Federal Pell Grant is a need-based federal grant for undergraduate students, and it does not require repayment.
- ➋ **William D. Ford Direct Loan Program:** The William D. Ford Direct Loan Program offers low-interest, government-funded loans that include Direct Stafford Loans (subsidized and unsubsidized), Direct Parent Loans for Undergraduate Students (PLUS), and Direct Consolidation Loans. These long-term loans are available to students who are enrolled at least half-time in school.

Direct Subsidized Stafford Loan: The Direct Subsidized Stafford Loan is a need-based loan. The interest rate varies annually and is paid by the government while students are in school at least half-time and during any periods of deferment. Loan repayment begins six months after students graduate, leave school, or drop below half-time enrollment status. Recipients must complete entrance and exit counseling.

Direct Unsubsidized Stafford Loan: The Direct Unsubsidized Stafford Loan is a non-need-based loan available to all eligible students regardless of income. The interest rate varies annually and begins to accrue at the time of disbursement. Students are responsible for paying accrued interest but may choose to defer and capitalize interest payments. Loan repayment begins six months after students graduate, leave school, or drop below half-time status.

Direct Parent Loans for Undergraduate Students (PLUS): For students who qualify as a dependent, parents may choose to use the Direct Parent Loans for Undergraduate Students to borrow up to the total cost of their child's education, minus any other aid the child may be eligible for. The loan is credit based, the interest rate varies annually and loan interest begins to accrue at the time of disbursement. Loan repayment typically begins within 60 days after the loan has been fully disbursed.

Documents required for students applying for any type of federal financial aid are:

- ❶ Enrollment Agreement and Disclosure Statements
- ❷ Free Application for Federal Student Aid (FAFSA)
- ❸ Federal Student Loan Entrance Counseling Confirmation Page
- ❹ Direct Loan Master Promissory Note
- ❺ Title IV Credit Balance Authorization
- ❻ Other documents as required

Note: *Students whose parents are applying for a PLUS Loan will require additional documents such as credit approval and a PLUS Master Promissory Note. Students who are selected for verification will require additional documents upon the school's request. Paul Mitchell The School Tulsa does not offer private loans.*

Admissions Disclosure Statement (Only for Recipients of Stafford Student Loans) — The school is required by federal law to advise you that, except in the case of a loan made or originated by the institution, your dissatisfaction with or non-receipt of the educational services being offered by this institution does not excuse you (the borrower) from repayment of any Stafford Loan made to you (the borrower) for enrollment at this institution.

Veterans Assistance (VA) and Loans — Veterans, active duty service persons, reservists, or otherwise eligible members (such as spouses and dependents) may be eligible to qualify for various VA educational assistance programs. Eligibility criteria for military educational assistance and benefits vary by state and school. Applicants must first check with the Veterans Affairs administration office to see if they qualify for benefits.

Students who receive VA educational benefits are still required to select one of the school's primary financing options (e.g., financial aid, cash) to cover educational costs and related expenses not covered directly by the VA. All payments must be made in accordance with the school's financial policies and procedures.

Students who have questions about these benefits should contact the U.S. Department of Veterans Affairs. VA point of contact: Joseph Culver, Joseph.culver@va.gov.

ENTRANCE COUNSELING FOR STUDENT LOAN BORROWERS

Student loans are a serious obligation; therefore, it is important that you understand your rights and responsibilities involved in this transaction. Your responsibilities are summarized below:

- ▶ You may be subject to prosecution under the provisions of the United States Criminal Code if you deliberately make false statements on your loan application or use the loan proceeds for purposes other than approved educational expenses.
- ▶ You must sign a Selective Service Registration Compliance Statement at the school you are attending.
- ▶ Loan amounts may differ according to the program of study.
- ▶ You must return to your original lender to apply for additional loans.
- ▶ All borrowers, regardless of personal or family income, are subject to a Needs Analysis.
- ▶ Your lender may deduct non-refundable fees from the proceeds of my loan such as a federal origination fee.
- ▶ Proceeds may be receive in more than one installment if loans are greater than \$1,000 and cover an enrollment period greater than six months.
- ▶ Your signature on the application/promissory note establishes personal responsibility for repayment of this loan.
- ▶ You must without exception, notify your lender if you fail to enroll, cease to be enrolled, transfer to another school, change enrollment status, name, or permanent address.
- ▶ After grace period of 6 months of not being enrolled at an eligible institution, repayment will begin. (Students who borrow at 7% are entitled to a grace period of 9 mos.).
- ▶ Your lender will provide you a repayment schedule before the repayment period begins.
- ▶ You must make monthly payments of no less than \$50 over a repayment period between 5 – 10 years at the lenders option.
- ▶ Your payments may be made to other than my original lender if my loan(s) are sold to a secondary market.
- ▶ Making scheduled payments promptly will help establish a favorable credit rating, but if you fail to repay your loan as scheduled:
 - ▶ You may get adverse credit ratings and jeopardize your future ability to borrow.
 - ▶ You may face default and other legal action deemed necessary.
 - ▶ Your loan obligation will be cancelled only if you die or become permanently and totally disabled.
- ▶ You must go online to: <http://studentloans.gov> to complete and satisfy the entrance counseling requirement needed for loan disbursement.

EXIT COUNSELING FOR STUDENT LOAN BORROWERS

Paul Mitchell the School Tulsa provides every student borrower of loans under the Federal Direct Loan program, exit counseling information whenever the student ceases enrollment. If the student does not appear for exit counseling, we will mail the Exit Counseling Guide for Direct Loan borrowers.

After you graduate or withdraw from Paul Mitchell the School Tulsa, it is your responsibility to adhere to the following regarding your loans:

- ▶ Notify the Lender within 10 days of any changes to your name/address.
- ▶ If certain requirements are met, you have the right to defer payments on your loan(s). These deferment provisions are set forth under the section titled Deferment in your Promissory Note. If you default on your loan(s), you may lose these rights.
- ▶ If you are temporarily unable to make payments, you may request a forbearance from your lender. If granted, the forbearance may offer:
 - ▶ No payments for a short period of time, or
 - ▶ A longer period of time to make payments, or
 - ▶ A different repayment schedule than originally offered.
- ▶ It is up to the Lender whether to grant this request and you recognize the importance of requesting forbearance before payments are overdue.
- ▶ If you borrowed student loans from more than one lender, you may explore loan consolidation or refinancing.
- ▶ Acknowledge that all of the material covered on the acknowledgement form has been explained. You are responsible for repaying your student loans and must go online to: <http://studentloans.gov> for further exit counseling, <https://studentaid.ed.gov/es/sites/default/files/loan-exit-counseling.pdf>. Additionally, borrowers can find additional information: https://www.nsls.ed.gov/nslds_SA/ and <https://studentaid.ed.gov/repay-loans>

Financial Aid Process and Information

Applying for Financial Aid — Students who are interested in applying for federal financial aid assistance are required to complete and sign the Free Application for Federal Student Aid (FAFSA) and several forms (electronic and/or hard copy) to begin the process. All documents must be submitted in a timely manner to allow the financial aid office adequate time to process an application for financial aid. To apply for financial aid, the student must complete the following steps 1-4 by accessing the website <https://studentloans.gov>.

- ① Apply for and obtain a federal student aid PIN.
- ② Complete and submit the Free Application for Federal Student Aid (FAFSA).
- ③ Complete a federal student loan entrance counseling session (studentloans.gov).
- ④ Complete and submit the Direct Loan Master Promissory Note (studentloans.gov).

In addition, the student must complete and submit other required forms or documentation as requested by the school's financial aid office.

Compliance Statement — The Federal Privacy Act of 1974 requires that students be notified in the event the disclosure of their Social Security number is mandatory. Students' Social Security numbers are used to verify students' identities and to process the awarding of funds, collection of funds, and tracing of individuals who have borrowed funds from federal, state, or private programs.

Student Eligibility for Financial Aid — The Free Application for Federal Student Aid includes a series of questions that will determine a student's eligibility and dependency status. If a student is considered a dependent, the student will need to provide his or her parents' information as well.

Federal eligibility requirements to apply for financial aid include:

- Being a U.S. citizen or eligible noncitizen, such as a permanent resident, or in the United States for other than temporary purposes.
- Having a valid Social Security number.
- Having a valid form of identification.
- Being registered for the draft with the Selective Service, for males who are between 18 years of age and 25 years of age.
- Having a high school diploma, GED, or equivalent.
- Not owing a refund on a federal grant or being in default on a federal educational loan.
- Being enrolled or accepted for enrollment as a regular student in an eligible program.
- Making satisfactory academic progress (refer to the school catalog for the definition of satisfactory progress).
- Not having previously received a bachelor’s degree for Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Pell Grant Programs.
- Criteria making a student ineligible includes students who are in federal loan default; students who receive grant overpayments; or male students who meet Selective Service registration criteria, but are not registered.

Note: For the purposes of applying for financial aid, a dependent student is an undergraduate who is under the age of 24, not married, has no legal dependents, is not an orphan or ward of the court, and is not a veteran of the U.S. Armed Forces.

Submitting the FAFSA — Once a student completes and submits a FAFSA, the information contained on the FAFSA is reviewed by the Department of Education’s Central Processing System (CPS). An estimated family contribution (EFC) will be calculated using a formula approved by Congress, which is based on the student’s (and/or spouse or parent’s) income and asset information. The student’s EFC will determine the amount of Federal Pell Grant funds the student may be eligible to receive. In certain cases, verification of information submitted may be required. If the student’s FAFSA is selected by the Department of Education’s CPS, the school will be required to complete additional steps to ensure the information the student provided on the FAFSA is correct.

Determining Financial Need — The student’s financial need is the difference between the actual cost of their education and the amount that the student (or parents) will contribute (the EFC). Financial aid is then used to cover the gap between these contributions and the total cost of the student’s education.

Here’s how it works:

<p>Cost of attendance (COA) including tuition, fees, books, supplies, room and board, transportation, and miscellaneous personal expenses</p> <p>– The student’s Expected Family Contribution (EFC)</p> <p>= The student’s financial need</p>
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Sample Student Expense Budget		
<i>Based on 6 months/26 weeks of instructional time</i>		
	Student Expense Budgets <i>(with parents)</i>	Student Expense Budgets <i>(without parent or off campus)</i>
Room and Board	\$3,012	\$7,512
Personal Expenses	\$2,064	\$1,896
Transportation	\$786	\$882

Note: These amounts are used in the determination of a student’s need only. The need calculation estimates total living costs for an academic year. This amount does not represent the amount a student will need to pay the school or the amount of financial aid that can be awarded to a student.

Verifying FAFSA Information — A student applying for financial aid may be required to verify the information submitted on their Free Application for Federal Student Aid (FAFSA). This inquiry is known as verification and is required by the Department of Education. If a student's application is selected for verification, the school will require the student to submit any or several of the following items within a specified time frame in order to continue processing financial aid:

- ▶ Adjusted gross income (AGI) for the base year
- ▶ U.S. income taxes paid for the base year
- ▶ Number of family members in the household
- ▶ Number of family members attending postsecondary education as at least half-time students
- ▶ Any child support received
- ▶ Any food stamps received
- ▶ Other untaxed income and benefits
- ▶ High school completion status
- ▶ Identity/statement of educational purpose

All of the required information must be submitted by the due date in order for the student applying for financial aid to be eligible for federal assistance. In cases where this is not possible, the student will be required to pay cash or set up a satisfactory payment arrangement to maintain his or her regular enrollment status.

Receiving an Award Notification — After careful evaluation of a student's financial aid application, the student's eligibility for financial aid is determined and the school issues the Financial Aid Possible Form detailing the student's estimated cost of attendance and the financial aid awards by fund type. The school's Financial Aid Leader will discuss the contents of the Financial Aid Possible Form with the student, and the student will acknowledge the receipt of the Financial Aid Possible Form.

Maintaining Regular Enrollment Status and Satisfactory Academic Progress — After the student's eligibility is determined, the amount of financial aid and the receipt of funds are contingent upon the student's (a) enrollment status and (b) ability to meeting satisfactory academic progress.

A. Maintaining Enrollment Status

- To receive the benefit of a grant, a student must be enrolled as a full-time student, as defined by the school for financial aid purposes.
- To receive Federal Direct Loan funds, a student must be enrolled at least half-time, as defined by the school for financial aid purposes.
- The amount of certain federal grants and loans may be adjusted or prorated, depending on the student's enrollment status. The school must administer federal aid in accordance with federal regulations.
- A student's financial aid award may be adjusted up through the last day of attendance for tuition adjustment due to enrollment changes.
- A student who registers for classes but does not attend at least one class session is not eligible to receive federal, state, or institutional funds.

B. Meeting Satisfactory Academic Progress

- A student receiving financial aid must maintain certain standards of academic progress toward graduation, and the school is required to have and enforce a policy to check academic progress throughout the course of the student's program of study. Therefore, an eligible student applying for financial aid must maintain the school's standards of academic progress in order to be eligible to receive financial aid funds.

Disbursing Financial Aid Funds — Financial aid is disbursed in increments throughout the student’s payment periods or period of enrollment. A payment period is the length of time the student takes to earn a specific number of hours of attendance in school. Upon a student meeting eligibility, a student’s financial aid funds are disbursed at the beginning of each payment period. The following is an example of how funds are scheduled to disburse for an eligible student in a 1500-hour program:

Academic Grade Level Year 1 (900 Hours)		Academic Grade Level Year 2 (600 Hours)	
Payment Period	Payment Period	Payment Period	Payment Period
450 hours	450 hours	300 hours	300 hours

Receiving a Disbursement Notification — The school must notify a student (or parent) when financial aid funds are disbursed and credited to the student’s account by issuing the Dear Borrower Letter and student ledger card.

Note: The ledger card indicates the net disbursement amount received by the school. The actual loan disbursements received may differ slightly from the amount expected to be received due to loan fees and rounding differences.

Changing Enrollment Status after Receipt of Financial Aid — A student’s decision to drop or change a program of study is based on academic and personal considerations and should be made in consultation with the School Director and the financial aid office. Changing program schedules, dropping coursework, or withdrawing from the school has implications for student eligibility of financial aid funds and may result in a balance owed to the school.

Returning Title IV Funds (R2T4) — A student earns his or her financial aid (Title IV) funds on a prorated basis over the first 60 percent of the scheduled hours for each payment period. After attending 60 percent of the scheduled hours of the payment period, the student is eligible to retain 100 percent of the Title IV funds scheduled for that payment period.

As a result, the school is required to return financial aid (Title IV) funds, if a student receiving financial aid withdraws during the first 60 percent of the scheduled hours for that payment period. The refund calculation and process is governed by federal regulation, and the school is required (a) to determine the portion of aid earned by the student up until the date of withdrawal and (b) to refund or repay the amount of unearned aid.

Note: For the purposes of the Title IV refund policy, the student’s official withdrawal is the date the student initiated the withdrawal process or notified the school of his or her intention to withdraw. In the event of an unofficial withdrawal, the school determines the student’s last date of attendance that is documented in the school’s records and uses that date as the withdrawal date. The U.S. federal government determines the amount of Title IV funds a student has earned, as of the withdrawal date.

If a student withdraws, the school is required to calculate and return all unearned financial aid for that payment period and is subject to the Return of Title IV policy. As a result, the school must (a) complete the refund calculation in a timely manner, (b) adjust the awards, (c) refund/repay the unearned aid, and (d) notify the student in writing of the refund calculation results. If a refund of Title IV funds is required, funds are returned to the appropriate federal aid program(s) in the following order:

- ① Federal Unsubsidized Direct Loan Program
- ② Federal Subsidized Direct Loan Program
- ③ Federal Direct PLUS Program
- ④ Federal Pell Grant Program
- ⑤ Federal SEOG Program
- ⑥ Other Title IV Programs
- ⑦ Other federal, state, private, and institutional programs
- ⑧ Student **Institutional Refund Calculation** — Refer to the Institutional Refund Calculation section in your individual school’s catalog.

Reapplying for Financial Aid — A student must submit a new Free Application for Federal Student Aid (FAFSA) for each award year of his or her enrollment. If the student does not complete his or her term or payment period by June 30 of each award year, financial assistance may change and the student will need to reapply for financial aid by submitting a new Free Application for Federal Student Aid (FAFSA).

Seeking Additional Information — Students (and/or parents) who wish to seek additional information about financial aid and the financial aid process can refer to:

- ▶ The school's financial aid page located online on the school home page
- ▶ Department of Education's Funding Your Education: The Guide to Federal Student Aid, which can be downloaded from the websites www.studentloans.gov or www.fafsa.ed.gov
- ▶ School Enrollment Agreement
- ▶ School catalog
- ▶ Federal Student Aid Information Center: 1-800-4-FED-AID (1-800-433-3243)
- ▶ Department of Education websites: www.studentaid.ed.gov, <https://studentloans.gov> or www.fafsa.gov.
- ▶ Financial Aid Leader(s) listed on the staff list for the specific campus

SEXUAL HARASSMENT POLICY

Paul Mitchell The School Tulsa is committed to maintaining a working and learning environment that provides for fair and equitable treatment, including freedom from sexual harassment. This policy covers anyone who engages in sexual harassment on school property or at school activities.

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

- 1 Submission to the conduct or communication is either explicitly or implicitly made a term or condition of an individual's employment, work opportunity, education, or other benefit;
- 2 Submission to or rejection of the conduct or communication is used as a factor for employment decisions or other school-related decisions affecting an individual; and/or
- 3 Such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance or creates an intimidating, hostile, or offensive work or school environment.

Sexual harassment can occur between staff to student, student to staff, student to student, staff to staff, female to male, male to female, female to female, and male to male. Administration will take prompt, equitable, and remedial action on reports and complaints that come to the attention of school personnel, either formally or informally. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency.

Sexual harassment may include but is not limited to:

- 1 Verbal harassment or abuse of a sexual nature
- 2 Subtle pressure for sexual activity
- 3 Inappropriate or unwelcome touching, patting, or pinching of a sexual nature
- 4 Intentional brushing against a student's or an employee's body
- 5 Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status
- 6 Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status
- 7 Use of sexually or gender-degrading words or comments, verbal or written (e.g., graffiti)
- 8 Display in the school, on school grounds, or at school-sponsored events of sexually suggestive pictures
- 9 Leering of a sexual nature
- 10 Spreading of sexual rumors

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone else engaging in sexual harassment on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations and the necessity to investigate the allegations and take disciplinary action when the conduct has occurred.

Retaliation is prohibited against any person who makes a complaint or is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary action.

Each staff member is responsible to immediately report alleged discrimination and/or harassment to his/her supervisor or other appropriate school personnel. Staff members who fail to take prompt action to report allegations or violation(s) of this policy may be subject to disciplinary action up to and including termination.

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

Paul Mitchell The School Tulsa is committed to maintaining a working and learning environment that provides for fair and equitable treatment, including freedom from bullying, harassment, intimidation, and discrimination of any kind. This policy includes anyone who engages in such behavior on school property, at school activities, or an electronic act through the use of cell phones, computers, personal communication devices, or other electronic gaming devices.

Harassment, intimidation, bullying, and discrimination may take many forms, including verbal aggression and name calling; physical aggression; relational aggression; graphic and written statements, which may include use of cell phones, computers, or gaming systems; and other conduct that may be physically threatening, harmful, or humiliating. Harassment, intimidation, bullying, and discrimination include intent to harm, they are directed at a specific target, and typically involve repeated incidents. Harassment, intimidation, bullying, and discrimination create a hostile environment and will not be tolerated in Paul Mitchell Schools.

Such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance and creates an intimidating, hostile, or offensive work or school environment. Harassment, intimidation, bullying and discrimination can interfere and limit a person's ability to participate in or benefit from the services, activities, or opportunities offered by the Paul Mitchell School. Administration will take prompt, equitable, and remedial action on all reports and complaints that come to the attention of school personnel, either formally or informally. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency.

Engaging in harassment, intimidation, bullying or discrimination will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone engaging in these behaviors on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations, state laws and policies, and the necessity to investigate the allegations and take disciplinary and/or restorative action to resolve the problem.

Retaliation is prohibited against any person who makes a complaint or who is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary and /or restorative action. Each staff member is responsible for immediately reporting alleged harassment, intimidation, bullying or discrimination to his/her supervisor or other appropriate school personnel. Staff members who fail to take prompt action to report allegations or violation(s) of this policy may be subject to disciplinary and/or restorative action up to and including termination.

For a list of state anti-bullying laws and policies please go to: www.stopbullying.gov.

ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY

The School is concerned about the use of alcohol and drugs in the educational facility. This concern is based upon the effect that those substances have on a person's judgment, performance, safety, and health.

The School prohibits the possession, use, or being under the influence of alcohol or an illegal substance on School premises or at a School activity.

This prohibition includes drugs which (a) are not legally obtainable or (b) are legally obtainable but have not been legally obtained. The prohibition also includes prescribed drugs not legally obtained and prescribed drugs not being used for the prescribed purposes.

In order to enforce this policy, the School reserves the right to search all School premises, including classrooms, administrative offices, corridors, storage rooms, and parking lots. The School also reserves the right to search all employee and student property on School premises or at School activities, including but not limited to backpacks, purses, handbags, lockers, and vehicles parked on School property. The School also reserves the right to implement other measures necessary to deter abuse of this policy. Failure or refusal to cooperate may be grounds for disciplinary action, including expulsion from the School or termination for employees.

The School also will not object to law enforcement seeking to search School premises or employees and students, and employee and student property on School property or at School activities.

COPYRIGHT MATERIAL POLICY FOR PAUL MITCHELL THE SCHOOL

All material in this program is, unless otherwise stated, the property of Paul Mitchell The School Tulsa. Reproduction or retransmission of the materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law.

At Paul Mitchell The School Tulsa we abide by the provisions of the federal Digital Millennium Copyright Act (DMCA), which requires prompt response to claims of copyright infringement by copyright holders or their agents. If the school receives an allegation of copyright infringement based on your use of the school's computers, the matter will be referred to the school director for further investigation. If you are found responsible after meeting with the school director, you are subject to disciplinary action including loss of network access, suspension or termination from school, and/or restitution or community service.

The Internet is an essential tool in everyone's lives for both academic and everyday pursuits. Along with these benefits come responsibilities. One of the most critical is conforming to the copyright laws governing music, movies, games, and software over the Internet. You must have the consent of the copyright holder to make copies.

"Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

Another reason to be careful with file-sharing programs is that the installation procedures for most of them enable default open access worldwide to information on your system; thus, the integrity of your computer and personal information can be compromised through illegal file sharing, (peer to peer), including making you vulnerable to identity theft.

To facilitate student access to legal sources of music and video online, we have listed a couple of sites below:

- 1 **iTunes:** This Apple store works with both Windows and Mac operating systems. Currently, over 99% of their song catalog is "unlocked," meaning you can transfer the songs to any device or computer you own.
- 2 **eMusic.com:** This site features mostly independent and jazz/blues music. They offer low prices for signing up (up to 45 songs for free), and a good portion of their catalog can be purchased for about \$0.50 to \$0.89/song.
- 3 **Netflix.com:** For about \$7.99/month, you can set up an online list of over 20,000 movies that can be streamed directly to your computer.

SOCIAL NETWORKING POLICY

Paul Mitchell School respects the rights of students to use social media during their personal time. Social media includes all forms of publicly accessible communications which include, but are not limited to, written and verbal communications (including podcast and video uploads) and all forms of electronic communication including discussion groups, forums, news groups, e-mail distribution, blog postings, and or social networking sites (such as Facebook, MySpace, Twitter, You Tube, Friendster, etc.) . Students are personally responsible for the content they publish on social networking sites. Students are expected to treat each other with fairness and respect, consistent with the Paul Mitchell Schools culture.

Paul Mitchell Schools does not permit ethnic slurs, personal insults, obscenity, and intimidation, cyber bullying or engaging in conduct that would be unbecoming of a Paul Mitchell Future Professional and misrepresent Paul Mitchell culture. Paul Mitchell Schools reserves the right to request the removal of any posts at its discretion and take necessary disciplinary action as appropriate.

GRIEVANCE POLICY

In the event a student has a concern or grievance that cannot be resolved with the student's immediate Learning Leader or Education Leader, the student must file the concern in written form. The complaint will then be referred to the school's Management Team, which consists of the director, the school owners, sales leader, and Future Professional Advisor. The team will receive and attempt to resolve each complaint or concern within 21 days of receiving the written complaint. If more information is needed, a letter requesting the additional information will be sent to the student. If no further information is needed, the team will determine a resolution and notify the student in writing within 15 calendar days of the steps taken to correct the concern or an explanation as to why no action was required. The school will maintain records of the complaint and response in accordance with the published record retention policy.

Students will not be subject to adverse actions by any school official as a result of initiating a complaint.

Students should follow the above process; however, the student may, at any time, file a complaint with the school's accrediting agency, or the U.S. Department of Education.

Students will not be subject to retribution upon filing a complaint.

Upon request, the school will provide its annual Campus Security Safety Policy and Fire Safety Report or a prospective student or prospective employee can visit the schools website at:

tulsa.paulmitchell.edu/programs/helpful links

SCHOOL ADMINISTRATION AS OF JANUARY 2017

Owners: PM Tulsa, LLC.

Director: Natasha Abbage

Operation Leader: Tami Buttry

Financial Aid Leader: Megan Kephart

Admissions Leader: Melissa Metzger

Admissions Assistant: Erin Coleman

Education Leader: Kelsey Klein

Service Desk Leader: Bethany Covey

Service Desk Coordinator: Trey Martin

School Faculty:

Learning Leaders:

Natasha Lawson

Learning Leader/Future Professional Advisor, Full Time

Master Cosmetology Instructor

Clary Sage College, Cosmetology/Master Instructor Certificate

Cosmetology Instructor License # 135886, Expires 2/28/2018.

Natasha is our current Future Professional Advisor as well as Theory Specialist. Natasha uses her behind the chair experience to guide our Future Professionals through their education process.

Claire Parrish

Learning Leader, Full Time

Master Cosmetology Instructor

Cosmetology Education Center, Cosmetology Certificate

Clary Sage College, Master Instructor Certificate

Cosmetology Instructor License # 130019, Expires 4/30/2017

Claire is our current Day Core Specialist and serves as our Take Home Team Leader. Claire uses her behind the chair experience to guide our Future Professionals through their education process.

Melina Jones

Learning Leader, Full Time

Master Cosmetology Instructor

Tulsa Technology Center, Cosmetology Certificate

Paul Mitchell the School Tulsa, Master Instructor Certificate

Cosmetology Instructor License # 134745, Expires 4/30/2017

Melina is our current Clinic Classroom Leader, Specialty Class Learning Leader, and Inventory Specialist. Melina shares her salon stylist experience to inspire the Future Professionals learning and growth.

Cara Henderson

Learning Leader, Full Time

Licensed Cosmetologist and Master Cosmetology Instructor

Four States Academy College, Cosmetology Certificate

Jenks Beauty College, Master Cosmetology Instructor Certificate

Cosmetology License # 143551, Expires 11/30/2017

Cara is our current Cutting Specialist and Clinic Classroom Learning Leader. Cara uses her knowledge from as a salon stylist and salon owner to guide the Future Professionals through their technical skills and cutting education.

Mackenzie Hancock

Learning Leader, Full Time

Licensed Cosmetologist and Master Cosmetology Instructor

Paul Mitchell the School Tulsa, Cosmetology and Master Instructor Certificate

Cosmetology License # 146722, Expires 3/31/2018

Mackenzie is one of our Clinic Floor Classroom Learning Leader's and Specialty Class Learning Leader.

Mackenzie uses her Paul Mitchell education experience and her salon stylist experience to strengthen the Future Professional's education.

Crystal Gordon

Learning Leader, Full Time

Licensed Cosmetologist and Master Cosmetology Instructor

Cosmetology Education Center, Cosmetology and Cosmetology Master Instructor Certificate

Master Cosmetology License # 126075, Expires on 8/31/2017

Crystal is our evening Core Specialist and Specialty Class Learning Leader. Crystal utilizes her knowledge from being a salon stylist and business owner to help our Future Professionals become more confident in their technical and practical skills.

Christina Guevara

Learning Leader, Full Time

Licensed Cosmetologist and Master Cosmetology Instructor

Four States Academy College, Cosmetology Certificate

Paul Mitchell the School Tulsa, Cosmetology Master Instructor Certificate

Master Cosmetology Instructor License #128420, Expires on 9/30/2017

Christina is our current Color Specialist and Clinic Floor Classroom Learning Leader. Christina utilizes her salon stylist experience to inspire the Future Professionals learning and growth.

Jade McNeil

Learning Leader, Full Time

Licensed Cosmetologist and Master Cosmetology Instructor

Paul Mitchell the School Tulsa, Cosmetology and Master Cosmetology Certificate

Master Cosmetology Instructor License # 149569, Expires on 6/30/2017

Jade is our current Phase II Learning Leader Final Phase Specialist, and Worksheet Specialist. Jade uses her behind the chair knowledge to inspire and further our Future Professionals learning and growth.

Lindsey Garrison

Learning Leader, Full Time

Cosmetology and Master Cosmetology License

Owasso Beauty College, Cosmetology Certificate

Paul Mitchell the School Tulsa, Master Cosmetology Certificate

Master Cosmetology License # 148579, Expires on 9/30/2017

Lindsey is our current evening Clinic Floor Classroom Learning Leader. Lindsey utilizes her salon stylist experience and previous teaching experiences to further the education of our Future Professionals.

VETERANS ADDENDUM TO THE CATALOG

VA Attendance Policy

For VA students, program attendance will be reviewed at the beginning of every calendar month. VA students failing to attend the 80% of the will be put on Academic Probation for the next calendar month and the VA will be notified of this action. VA education benefits will be terminated if the student does not meet the 80% minimum attendance requirement at the end of the probationary period. VA education benefits can be reinstated at the end of any month in which the VA student's attendance is 80% or higher.

Tardy or late arrivals to class will be monitored and recorded. Two tardy or late arrivals will count as an absent day.

Any VA student not maintaining the 80% attendance standard will be placed on Academic Probation for 30 days, during which time every effort will be made to help the student meet the attendance requirements. The VA will be notified of all Academic Probation periods.

Paul Mitchell The School Normal is accredited by the National Accrediting Commission of Cosmetology Arts and Sciences.

Satisfactory Progress Policy for Veterans (SAP)

VA students are expected to maintain satisfactory academic progress consistent with their abilities and to maintain a grade average of 75%. Any VA student not maintaining an average of 75% will be placed on Academic Probation for 30 days and the VA will be notified of this action. While on Academic Probation every effort will be made to help the student meet the minimum grade requirements. If satisfactory progress cannot be achieved after this period the student will be suspended and VA education benefits terminated.

A VA student may be put on Academic Probation for other than falling grades (conduct and attendance). Continued abuse of school policies, regulations, conduct or attendance, may result in the student being suspended and VA education benefits will be immediately terminated. Program re-enrollment will be at the discretion of the school administration and per school policies.

Progress Checks and VA Reporting Policies

For VA students, academic progress will be reviewed at the beginning of every calendar month. VA students who do not maintain satisfactory academic progress will be placed on Academic Probation for 30 days and the VA will be notified of this action. While on Academic Probation every effort will be made to help the student meet the minimum grade requirements. VA education benefits will be terminated if the student does not meet minimum academic progress standards at the end of the probationary period.

Leave of Absence

VA education benefits will be terminated while VA student are on any leave of absence period.

Prior Credit Evaluations

Due to the nature of the training at this school, it is unlikely that any previous education or training will be granted. However, the school will evaluate and grant all previous education and training of all VA beneficiaries and will clearly indicate if appropriate credit has been granted after the evaluation. Both previous education and training transcripts from previously attended schools and veteran military transcripts (JST's, CCAF transcripts, VMET's, etc.) must be provided for evaluation within 30 days of program enrollment. VA student certifications will be terminated if these documents are not provided within 30 days of enrollment.