

BE Amazing

THE
TEMPLE
PAUL MITCHELL
PARTNER SCHOOL

2017

CATALOG

"CERTIFIED TRUE AND CORRECT AS TO CONTENT AND POLICY."

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22 west church street | tel: 301.682.7550 | web: www.pnthetemple.edu
frederick, maryland 21701 | fax: 301.682.7574 | email: admissions@pmthetemple.edu



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Approval and Disclosure

THE TEMPLE: A Paul Mitchell Partner School, also known in this catalog as THE TEMPLE or THE TEMPLE Frederick, at 22 West Church Street, Frederick, MD 21701, is an approved Private Career School facility, pursuant to the rules and regulations put forth by the Maryland Higher Education Commission (MHEC). These Policies and Procedures are set forth in the Code of Maryland Regulations (COMAR) and further outlined in the document labeled "Policies and Procedures for Maryland Private Career Schools". The most up-to-date copy of this document can be furnished at any point by **THE TEMPLE** upon request. The Commission's approval means that the institution and its operations comply with the standards established under the law for Private Career Schools. Our approval is subject to continuous and ongoing review by the MHEC. Approval will be for the programs:

Cosmetology 1500 hours (clock hours)

Instruction will occur ON SITE. The maximum number of Future Professionals receiving training in the facility AT ONE TIME is subject to many factors including our financial guarantee, facility size, and faculty size.

Maryland regulation requires that a Future Professional, once they have successfully completed a program of study as outlined in this catalog, be awarded an appropriate certificate verifying this fact.

In addition, **THE TEMPLE: A Paul Mitchell Partner School** is accredited the by the National Accrediting Commission of Career Arts and Sciences (NACCAS). NACCAS is recognized by the US. Department of Education as a national agency for the institutional accreditation of postsecondary schools and departments of cosmetology arts and sciences, including specialized schools.

According to NACCAS standards, accreditation means that a school has met national standards of educational performance which have been established by an impartial non-governmental agency. The accrediting of schools by professional, national and regional associations of like schools (schools with similar objectives and subject content), has long characterized the American educational scene.

While an accrediting agency is not part of the government, the U.S. Department of Education has officially recognized several agencies. NACCAS is such a nationally recognized accrediting agency under the provisions of Chapter 33, Title 38, U.S. Code and subsequent legislation.

Accreditation does not mean that all schools are the same. It does mean that they conform to a set of common minimum standards established by the NACCAS Commission. These standards demonstrate a wide range of acceptability. No attempt is made by the NACCAS Commission to determine relative excellence among accredited schools.

Schools are re-evaluated at least once every six years. Continuation of accreditation depends on maintenance of the established standards. If a school fails to maintain the prescribed requirements, an interval of time is allowed for it to correct its deficiencies. If these deficiencies are not remedied during this interval, accreditation is withdrawn.

The Maryland Higher Education Commission (MHEC), the Maryland Board of Cosmetology, and the National Accrediting Commission of Career Arts and Sciences (NACCAS) establish the MINIMUM standards for this program. **THE TEMPLE: A Paul Mitchell Partner School**, routinely sets a higher standard of performance. These requirements for class hours and the total clock hours are outlined in this catalog. These minimums **MUST** be met in order to qualify the Future Professional for licensure in Maryland. There are no guarantees, implied or otherwise, that THE TEMPLE will be able to prepare its Future Professionals for licensure in any State other than Maryland.

Unresolved complaints may be directed to:

Maryland Higher Education Commission

6 N. Liberty Street, 10th Floor Baltimore, Maryland 21201

800-974-0203 / 410-767-3301

www.mhec.state.md.us

All information in the content of this School Catalog is current and correct and is so certified as true by Charles R Riser JR, President.



Sharon T Riser
co-Director and co-Owner



Charles R Riser JR
co-Owner and Dean

Our Vision

At **THE TEMPLE: A Paul Mitchell Partner School**, we aggressively seek to provide the most up-to-date education available to new Future Professionals. Through our Paul Mitchell network and educational materials, as well as state and national seminars, we stay abreast of the latest trends in the cosmetology field; therefore, we impart to our Future Professionals a solid foundation with which to enter the beauty profession. It is our goal that every graduate from **THE TEMPLE** be an asset to themselves, their profession, and their community. It is our commitment to continue to provide an ethical managerial and instructional staff, and to continue to maintain the high standards by which we are known throughout the industry. Along the way, we will continue to promote goodwill between our Future Professionals, staff, governing bodies, and the community. By providing an adequate clientele for hands-on training to our Future Professionals we will ensure a smooth transition from the school to the work force. As the school grows, it will continue to be a high quality educational facility with which our Future Professionals, employees, alumni, and community is proud to be associated.

We strive to go beyond the “typical” cosmetology education by evoking all levels of the industry from business management skills, to retailing, to time management.

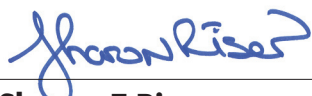
Our goal is to provide you with a career, not just another job.

We will accept nothing short of transforming the educational experience within the cosmetology industry.

We believe that achieving personal and professional success is within everyone’s grasp. We use proven educational techniques coupled with the successes of our team leaders and Learning Leaders.

All of our programs of study are centered on developing in our Future Professionals the highest degree possible of technical and professional competency. Our programs are designed to develop in each Future Professional the skills and techniques necessary for successful employment in a professional salon environment. In this process, Future Professionals are taught how to assume personal and professional responsibilities: including commitments to self, employers, colleagues, clients and the community. Our aim is to develop technical and professional competency through the integration of theory classes, practical work, group and individual instruction that will enable each Future Professional to reach his/her highest potential. We regard as a privilege our role as an educational institution in preparing our Future Professionals to make a meaningful contribution to the cosmetology profession.

At **THE TEMPLE: A Paul Mitchell Partner School**, you can expect an education far beyond the “how” and into the “why”. At **THE TEMPLE**, we offer more than the education necessary to pass the Maryland State Board. The programs incorporate classroom instruction with practical client application. When you attend a Paul Mitchell affiliated school, you gain from the prestige with being associated with an Industry Leader as well as being able to tap into a salon network that has over 70,000 members located all over the world.



Sharon T Riser
co-Director and co-Owner



Charles R Riser JR
President, The Riser Academies, Inc.

Our Mission

Our Mission is to provide a quality educational system to prepare Future Professionals to pass the Maryland cosmetology state board examination and to gain employment within the field of cosmetology. **THE TEMPLE: A Paul Mitchell Partner School**, is passionately committed to provide 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.

The School

THE TEMPLE: A Paul Mitchell Partner School, is in the first two stories of the original 30,000 sq/ft Masonic Temple located in the heart of Downtown Frederick, MD. Our mailing and physical address is:

THE TEMPLE: A Paul Mitchell Partner School
22 W Church Street
Frederick, MD 21701

HOURS OF OPERATION
Mon - Thursday: 9am to 10pm
Friday and Saturday: 9am to 5pm

These first two floors are divided into a core/theory classroom, a secondary classroom, a general classroom, a retail area, a color commissary/dispensary, laundry room, bathrooms and rest facilities for both the Future Professionals and customers, and a client clinic with forty-four stations.

The School is supported by six shampoo stations, twenty mobile dryer stations, individual styling equipment provided in the student kits, various audio/visual equipment (DVD players, TV monitors, Milady Instructional videos, wall posters, etc), complete laundry machines, mannequin stands and posts, nail workstations and implements, a fully networked computer system with student and guest WIFI, and an up-to-date reading and video library for both Future Professionals and Learning Leaders. We also supply iPads for use in the classrooms.

The Administration and Ownership

THE TEMPLE: A Paul Mitchell Partner School is a wholly owned subsidiary of The Riser Academies Inc, itself a Chapter S corporation in the State of Maryland. The Officers of The Riser Academies are:

Sharon T Riser is the Owner, Co-Director of THE TEMPLE and Sales Leader.

Charles R Riser JR is the Owner, School Dean and Operations Leader.

Trish Kaiser is the Co-Director of THE TEMPLE and Director of Education.

Jessica Higgins is the Sales Leader/Clinic Floor Manager.

Ingrid Nielsen is the Financial Assistant.

Christine Laurich is the Financial Aid Director.

Rita Hubbard is the Student Record Coordinator.

Katy Gant is the CFO and member of our Financial Aid Team.

Jennifer Gerlock is the Admissions Leader.

Kelly Hunt is Operations Support.

Bailey C Riser is our general Office Assistant.

Ashley Martinez Future Professional Advisor.

The Faculty

Sharon Riser: Employment and Career Specialist

Jennifer Gerlock: Admissions Leader

Cristian Bernal: Admissions Team, Placement Leader

Ingrid Fisher Nielsen: Financial Aid Leader

Christine Laurich: Financial Aid Team

Trish Kaiser: Education Leader

Ashlee Banzhoff: Learning Leader

Kaytlin Friia: Learning Leader

Cari Hoffmaster: Learning Leader

Elizabeth Kisas Rapalus: Learning Leader

Cynthia Long: Learning Leader

Katherin Miller: Learning Leader

Ashley Martinez: Learning Leader

Katherine Sturm: Learning Leader

Sharon Sanders: Learning Leader

Amanda Ward: Learning Leader

Kimberly Grubbs: Substitute Learning Leader

Mary Louise Riser: Substitute Learning Leader

Alice Ness: Substitute Learning Leader

Chi Cheng: Substitute Learning Leader

Shannon Kline: Service Desk

Lyndsay Toliver: Service Desk

Evelyn Bourler: Service Desk

Megan Herdering: Service Desk

Program Description

Cosmetology: Standard Occupational Classification (SOC 39-5012.00)

Classification of Instructional Program (CIP 12.0401)

The curriculum involves 1500 clock hours to satisfy Maryland state requirements. The program 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.

NOTE: training in licensing for Cosmetology allows for licensing and employment under two other Standard Occupational Classifications:

SOC 39-5092.00 Manicurists and Pedicurists

SOC 39-5094.00 Skincare Specialists

For further details please see the following links:

COSMETOLOGY: <http://www.onetonline.org/link/summary/39-5012.00>

SKIN CARE: <http://www.onetonline.org/link/summary/39-5094.00>

NAIL CARE: <http://www.onetonline.org/link/summary/39-5092.00>

The program breaks down as follows:

CORE: 0 to 300 clock hours

PROTÉGÉ: 301 to 350 clock hours

ADAPTIVE: 351 to 850 clock hours

CREATIVE: 851 to 1300 clock hours

FINAL PHASE: 1301 to 1500 clock hours

Program Goals: Cosmetology

Once you have successfully finished 1380 hours of the program, you can apply for permission to take the Maryland State Board of Cosmetology Exam, then sit for the THEORY portion of the exam. When you have successfully completed the program (1500 hours), and the Board of Cosmetology issues you your test date, you may sit for the Practical portion of the exam.

The program is taught in English. The program includes extensive instruction and practical experience in cutting, hair coloring, perming, nail care, skin care, customer service, personal appearance & hygiene, personal motivation & development, retail skills, client record keeping, business ethics, as well as sanitation, state laws & regulations, salon type administration, and job interviewing.

The primary purpose of the cosmetology program is to train Future Professionals in theory, practical and clinical experience which will prepare them for immediate employment in the field of cosmetology . The program is particularly directed toward developing desirable work ethics with respect to health, sanitation and safety and encourages self-reliance, readiness to assist others, and an ethical approach to this profession.

This program includes instruction in how to seek and obtain employment, outlines the various pay types and income methods, reviews the preparation of employment applications, and includes education into the laws and regulations governing salon operation and safety with respect to the cosmetologist.

Upon completion of 1500 clock hours of training, and meeting all criteria laid out under Graduation Requirements, the Future Professional will receive a certificate and be prepared to take the State Board Examination of Maryland . This enables the Future Professional to work as a cosmetologist, esthetician, nail technician, or makeup artist, in any salon in the State of Maryland.

Ultimately, the goal of the cosmetology program at **THE TEMPLE: A Paul Mitchell Partner School** is to successfully prepare our Future Professionals for a career in the cosmetology industry . To that extent, 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 a constantly 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.

All Future Professionals should fully expect a fair and open Learning Leader who is concerned about the Future Professional . The Future Professional is responsible to reach their fullest potential and to profit from the program of instruction . These goals are met with rules and regulations being kept to a minimum; Future Professionals sharing with the Learning Leaders; and an emphasis on teamwork.

In today's beauty conscious world, there is an increasing demand for the educated hairstylist. There are many wonderful career opportunities available within the beauty industry. Men and women have equal career opportunities, equal ability to earn an income, and are able to live and work wherever their heart desires. Career choices are plentiful, and growth potential is limited only by your desire to grow your knowledge and skill: depending on your individual interests and abilities. There is security in knowing that as a professional, educated in the art and science of beauty, your skills and knowledge are always in demand.

THE TEMPLE's internal market surveys came to the following summary:

The Maryland Workforce Investment Areas data for 2013 shows a need for approximately 120 additional graduates a year in the immediate, fifteen mile radius around our location.

The Maryland Department of Labor Licensing and Regulation data for 2013 shows a need for approximately six hundred graduates total in the entire state.

For the average cosmetology graduate, a cross section of possible career choices include:

Working for a cosmetology school in sales and admissions, paying it forward by being part of the education team, managing the back office as part of operations, guiding future graduates through their path as success coach and advisor, ensuring the school operates smoothly as a logistics coordinator, managing financial aid and compliance to keep the school on top of all regulatory changes, and becoming part of a national advanced academy team to teach continuing education.

When working in a salon, a graduate can work as a salon trainer, oversee the operation of the entire salon as a salon coordinator, of course they can remain salon professional in practicing in hair, nails and/or skin, take their skills to actually becoming salon manager, and ultimately even become a salon owner.

In addition some of our graduates have gone on to manage regional salons, worked for a product manufacturer as a regional coordinator and trainer, trained to be part of a platform artist team and done session work with photographers and video teams. Eventually, as their career progresses, graduates can become part of a business development team, as a regional sales director, be part of product testing, traveling nationally as a member of the sales team, working in house in marketing, education and show development, and becoming part of the platform artist team. Continuing their professional development, our graduates can also find roles in the distribution side of our industry. Working for a distributor they could be a sales manager, part of the marketing team marketing team, involved with the salon sales team, advance to the education manager, work the phones in customer service, travel as a show coordinator, get promoted onto the management team, be assigned their own retail establishment as a store management, and finally to join the warehouse and distribution team ensuring all the merchandise gets where it needs to.

Finally, as they continue to grow their skills over time, graduates can find a few other roles in our industry. They can work in a funeral home, doing hair in a hospital and senior living centers, working in front of the camera in television and film, traveling the world on cruise ships, being part of the trend setting in fashion and runway work, getting completely creative with theater teams, and rocking out with music production.

2013 data from the Maryland Department of Labor, Licensing and Regulation (DLLR) projects job growth of 6.5% in the field of cosmetology between 2012 and 2022. Although cosmetologist salaries in Maryland vary widely by region, the average salary was \$29,768 statewide as of 2014. Experienced cosmetologists earned \$36,155 on average, while those entering the workforce averaged \$16,994. In addition to their formal salaries, cosmetologists generally earn additional income in the form of tips. These can range from 10 to 25% of the bill.

The DLLR provides cosmetologist salaries in Maryland's Workforce Investment Areas (WIA) for 2013. In all categories of experience, those in Baltimore had by far the highest earnings among the cosmetologists working in Maryland:

Maryland Area	Entry-level	Average	Experienced
Baltimore City	\$29468	\$39303	\$44221
Montgomery County	\$19069	\$34006	\$41475
Upper Shore	\$22054	\$31882	\$36047
Anne Arundel	\$16889	\$31764	\$39201
Frederick County	\$19334	\$29408	\$34445
Southern Maryland	\$16901	\$28818	\$34775
Baltimore County	\$16977	\$28531	\$34308
Prince George's County	\$16870	\$28050	\$33641
Lower Shore	\$16919	\$27234	\$32526
Mid-Maryland	\$16882	\$26843	\$31823
Susquehanna	\$17131	\$26807	\$31645
Western Maryland	\$16887	\$26210	\$30872

The US Bureau of Labor Statistics provides cosmetologist and manicurist/pedicurist salary information for Maryland's metropolitan and nonmetropolitan areas as of 2013:

COSMETOLOGIST SALARIES IN MARYLAND									
Area name	Employment	Hourly mean wage	Annual mean wage	Hourly median wage	Hourly 75th percentile wage	Hourly 90th percentile wage	Annual median wage	Annual 75th percentile wage	Annual 90th percentile wage
Baltimore-Towson MD	5310	13.92	28960	11.73	17.98	23.82	24390	37390	49550
Bethesda-Rockville-Fred- erick MD Metropolitan Division	2100	15.95	33180	13.60	18.25	27.43	28280	37960	57050
Cumberland MD-WV	210	10.64	22130	9.46	12.82	15.81	19670	26660	32880
Hagerstown-Martinsburg MD-WV	420	13.04	27120	10.75	17.17	21.99	22360	35710	45740
Salisbury MD	290	14.09	29310	12.83	15.98	23.23	26700	33250	48310
Washington-Arlington- Alexandria DC-VA- MD-WV Metropolitan Division	6970	17.40	36200	13.97	19.43	30.57	29060	40410	63590
Wilmington DE-MD-NJ Metropolitan Division	1280	16.39	34090	13.92	19.72	25.47	28960	41020	52980
Upper Eastern Shore nonmetropolitan area	230	11.90	24750	10.85	13.90	18.00	22560	28920	37450
St. Marys County Maryland nonmetropoli- tan area	170	12.45	25890	9.73	14.35	22.77	20240	29840	47370

According to the 2012 Occupational Outlook Handbook published by the US Department of Labor, overall employment for cosmetologists is projected to grow thirteen percent from 2012 to 2022, about as fast as the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation and the increasing population, incomes and demands for cosmetology services. This will increase for most cosmetologists because their training actually prepares and licenses them to

provide a broad range of services beyond simple hair dressing . In fact, the same Labor survey noted that many in this industry go on to open their own Salons after several years in this business so the opportunities for self employment are always open along with the potential for a lucrative income.

A December 2014 industry study conducted by First Research showed that that over, nationwide, revenue growth for the entire cosmetology industry is expected to improve over the next five years, rising at an average annual rate of 3.2% to \$58.7 billion by 2019. This will be driven by increases in per capita disposable income and declining unemployment over the five-year period. Higher disposable incomes will also lead hair salon customers to spend more on higher-value services such as manicures, pedicures, facials, hair modification treatments, and massages.

In addition, the growing number of [salons] will drive employment growth. The improving job market will continue to contribute to higher enrollments at cosmetology schools. This continued trend, combined with the growth in new industry operators, has driven beauty salon employment upwards at an average annual rate of 3.8%, reaching 1.7 million employees in the five years to 2014.

Although **THE TEMPLE: A Paul Mitchell Partner School does not guarantee employment upon graduation**, we do maintain an aggressive job placement program through our Alumni Leader and will inform students of job openings and opportunities on a weekly basis, both on campus and through our school "app". In addition, THE TEMPLE coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at our campus and by providing an exclusive tool called "Plugged In" that provides only Paul Mitchell graduates and Future Professionals with unique job listings and connections to local, national and global salons and employment opportunities.

Cosmetology Overview

Program Hours: 1500 clock hours

The program is divided into pre-clinical classroom instruction and clinical service learning experiences which are then combined with both classroom and practical specialty hands on learning.

Pre-clinical Classroom Instruction: The first 350 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices .

Clinic Learning Experience: The remaining 1150 hours are spent with half the day in the clinic area where practical experience is gained and the other half in specialty classes and theory bookwork. The exception is specific days set aside for "all day clinic" ... Monday's and Saturday's depending on your schedule.

Program Description

THE TEMPLE: A Paul Mitchell Partner School, breaks its curriculum into specific and distinctive phases based approximately on the amount of clock hours scheduled in the program.

CORE: 0 to 300 clock hours

CORE is designed to acclimate new students to our culture, policies, curriculum and learning styles. In CORE, our students begin to learn both the theory and the technical foundations of hair, skin,

and nails. Compared to ADAPTIVE and CREATIVE phases, the CORE phase is the most important. Essentially, our students will get a taste of every aspect of being a professional cosmetologist, allowing them to understand the path in front of them.

PROTÉGÉ: 301 to 350 clock hours

PROTÉGÉ is designed to allow our CORE students to start sharpening and honing their skills in preparation to working on live models/guests in our clinic classroom. This “buffer zone” between CORE and ADAPTIVE allows our student to get an additional seven days of hands-on practice while mentoring with CREATIVE students on the clinic floor.

ADAPTIVE: 351 to 850 clock hours

ADAPTIVE is designed to get you comfortable with working on guests and start to expand your basic knowledge of the industry and your skill sets. ADAPTIVE is about applying what you have learned in CORE until it becomes natural and instinctive. Our students spend their time in ADAPTIVE developing the habits that will help them be successful in our industry. Essentially they are still learning new things, applying that to their base knowledge, then repeating it again and again until they become comfortable in their skills.

CREATIVE: 851 to 1300 clock hours

CREATIVE is designed to start moving your speed and skill forward as you prepare for working in the cosmetology industry. Specific instructions on specialized skills sets (like extensions and waxing) are brought into play and our students begin to expand on the knowledge they acquired in ADAPTIVE and CORE. By layering onto their previous education, students can start to create new possibilities and ideas on how to layer the basic skills they have learned based on this own understanding of the work.

FINAL PHASE: 1301 to 1500 clock hours

FINAL PHASE is an extension of CREATIVE that refocuses attention on the skills and information necessary to pass the Maryland State Boards. While you still attend theory and work on live guests, a large portion of your time here is focusing on the realities of the board exams.

Safety Precautions for the Beauty Industry

In the State of Maryland, the Department of Labor Licensing and Regulation issues licenses. Their primary role is to “protect the public safety”. Because of this, all licensed cosmetologist in Maryland are expected to follow certain base line safety precautions.

By following these safety precautions Future Professionals contribute to the health, welfare, and safety of the community. The following are a list of important guidelines and precautions to follow ... presented with the understanding that this is simply a listing of the most basic safety precautions and not meant to be the only list in its entirety:

1. Always have good hygiene and be professionally dressed.
2. Keep a first aid kit on hand.
3. Follow safety regulations and keep equipment properly sanitized.
4. Protect the client’s clothing by appropriately draping them.
5. Ask the client to remove any jewelry, hair accessory, glasses, etc.
6. Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, thoroughly rinse eyes with cold water.
7. Wear gloves when dealing with chemicals.
8. Carefully use all chemically active products to avoid injury

In addition, the professional cosmetology industry can be a difficult and physically challenging profession to work in. You will spend long hours on your feet with very few breaks to rest. You will need finger dexterity and a sense of form and artistry and keep yourself aware of the latest fashions and beauty

techniques. You will need to be able to communicate clearly with strangers and the public. Some aromas and smells associated with our services can cause allergic responses or headaches to those that are specifically aroma sensitive. Finally, many of the products we utilize can be caustic and damaging to the skin during long-term exposure, which can cause dryness, and irritation to the skin upon repeated and prolonged exposure.

Finally, you need to understand that this is a very difficult journey: 1500 clock hours would take approximately four to five years to accomplish in a four year college. You will be doing this in twelve to twenty four months. Without a solid commitment to your education, this will be a difficult journey to embark on.

Admission Requirements

THE TEMPLE: A Paul Mitchell Partner School admits as regular Future Professionals those who are high school graduates or holders of high school graduation equivalency certificates (GED) and is at least eighteen (18) years old. In addition, applicants must provide two head/shoulder pictures, no smaller than a standard passport picture, (they can be two copies of the same picture. If the Future Professional is NOT a US Citizen, proof of status must be provided at Admissions. We will make copies of these and keep them with your permanent record.

Please note that in 2004, the State of Maryland changed the graduation requirements for high school students. Consequently, it is now possible for seniors in high school to complete their senior year while enrolled in a Private Career School. The decision as to whether to follow these guidelines has been left up to individual counties. Currently, **THE TEMPLE: A Paul Mitchell Partner School** does NOT participate in these programs and will not accept students who have not graduated from high school or achieved an equivalency certificate.

Foreign Diplomas or Transcripts

THE TEMPLE: A Paul Mitchell Partner 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. ***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 TEMPLE's** Financial Aid Leader .

If you have a disability and need an academic adjustment, please notify the Admissions Leader as soon as possible so the school can review your request. **THE TEMPLE** does not require a student to have immunizations or vaccinations to enroll in our 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 scheduled hours at the institution. ***Please refer to the school Transfer policy for additional information.***

Verification Documents for Non-Citizens

In addition to the above documents, noncitizen applicants must also provide an I-20 form and a copy of their visa. Noncitizen applicants cannot qualify for any type of financial aid. They must attend the full-time schedule and can only attend the program for 12 months.

Licensing Disclosures

The State of Maryland licensing requirements stipulate that an applicant must be at least seventeen (17) years of age and have completed the ninth (9th) grade or G.E.D. The applicant must submit proof of completion of 1500 hours of training in a cosmetology school or 24 months as a registered apprentice in a licensed beauty salon.

Potential Future Professionals are reminded that there is significant reading and studying in this program. The need to have a sufficient understanding of the English language in order to process the information, and recite it back during testing, is **IMPERATIVE** to the successful completion of the program. In addition, interpreters are not allowed to assist in State Board exams; therefore, they will not be allowed to assist in school programs.

THE TEMPLE: A Paul Mitchell Partner School is an equal opportunity school. We will not deny anyone an education that meets our Admissions Requirements and follows our Admissions Procedures. However we wish to advise any applicant that the licensing requirements for the State of Maryland do have many limitations. For instance, if you do not have residency in the United States, you are not allowed to be licensed. If you do not have a valid ID from your home country ... or one that is not recognized by the State of Maryland ... you can not get your license.

Finally, while a felony conviction will not prevent you from attending **THE TEMPLE**, please be aware that ***criminal convictions may affect your ability to be licensed***. The question is asked when you apply for your cosmetology license and you may be denied your licensure depending on the conviction.

THE TEMPLE: A Paul Mitchell Partner School is not responsible for students denied licensure.

Admissions Procedure

Interview: have an informational and instructive interview with one of our Admissions Representatives AND Financial Aid Representatives. During this interview we will be looking for commitment and interest in our program. We will be evaluating your ability to be on time ... to communicate clearly ... to dress professionally ... all things that speak to your ability to not only successfully complete our program, but also to succeed in the professional beauty industry.

Interviews must happen on campus and can be scheduled for any time that our campus is open (see campus operating hour under THE SCHOOL, page #8). While appointments will guarantee you a time spot that best meets your schedule, walk ins are always welcome if our team is available to conduct the interview. Otherwise an appointment will be made after you walk in.

Complete the Application Form and Questionnaire: complete and submit the application form to the school prior to registration. The questionnaire is completed during your tour and will guide you through the process of determining whether this is the career path for you. It will help outline your career path and educational goals while attending **THE TEMPLE**. All forms may be obtained by requesting them from **THE TEMPLE: A Paul Mitchell Partner School**.

Submit an Application Fee: action will not be taken on admission or a financial aid application until an Application Fee of \$100.00 is received. Please send the registration fee in the form of a check or money order, payable to **THE TEMPLE**. After seven (7) day from signing the Enrollment Agreement, this fee is non-refundable.

Submit two (2) picture: the pictures should be a recent head and shoulder of you. Digital shots are fine. Normally our Admission Team will take this during your Interview.

Provide Verification Documents: a copy of your high school diploma, GED, or any other proof that you have successfully completed your secondary education. This can include, but is not limited to, high school transcripts, college or post-secondary school transcripts showing at least two years toward a bachelor's degree, or home school certificate. We will be making copies of these documents and keeping them with your records. Please note that if you are NOT a US Citizen, proof of status MUST be provided.

Demonstration of Commitment: this will not be a simple, or easy, journey to undertake once you are enrolled at **THE TEMPLE**. Before you can successfully complete your Admissions process, you must demonstrate a commitment to successfully complete your education and succeed in a beauty industry career by keeping appointments and completing the admissions and financial aid application requirements on a timely basis during the enrollment process.

Acceptance: after a prospect has completed the enrollment application process, the enrollment team and director will review each applicant and his or her required admissions materials including the written entrance essay and/or your personal interview to determine acceptance. This is considered our enrollment panel review. Upon the decision of the enrollment panel, the applicant receives written notification of acceptance or denial.

NOTE: All applicants must go through the entire enrollment application process (detailed in the enrollment application) which includes re-entry students (withdrawals) and transfer students.

THE TEMPLE: A Paul Mitchell Partner School does not recruit Future Professionals who are already enrolled in a similar program at another institution. Such Future Professionals must first withdraw from that institution before conducting their INTERVIEW section of our Admissions Procedure. In addition, **THE TEMPLE** will expect ANY Future Professional transferring from another institution to first satisfy ALL contractual obligations to that institution and will not implement any enrollment processes until receive proof that their contract has been satisfied.

Transfer Students

The Paul Mitchell Future Professional is measured by much more than completion of "clock hours". We believe that the Paul Mitchell Systems are a unique and specialized education for our future professionals. By not participating in the process from the beginning, we feel that any applicant entering the program late will not be capable of truly being Paul Mitchell "trained" professionals. Of course, future professionals transferring in from other cosmetology schools, as well as Paul Mitchell Partner Schools or Paul Mitchell Corporate Schools, will be assessed based on recommendations from their previous schools, clock hours completed, and skills assessed. Assessments will be administered by the Education Team and consist of the standard Paul Mitchell School practical evaluations in cutting, color, texture and classroom theory. Once an applicant's skills are assessed, **THE TEMPLE: A Paul Mitchell Partner School** will grant the appropriate clock hours based on the assessment and tuition will be reduced accordingly based on our current "clock hour rate".

All transfer hours from other schools in the Paul Mitchell School network will be accepted provided they occurred within the last two years (24 months). However, any transfer coming from a cosmetology school outside of our network must have had their last date of instruction at that school within the previous twelve months. Any transfer student that has been out of training for more than twelve months, OTHER than future professionals from the Paul Mitchell School network, will need to start from the beginning of our program. Cost for all transfer professionals is \$12.00 per remaining hour for cosmetology, which does not include the cost of the future professional kit. Future professionals who have had prior training outside

the State of Maryland must furnish proof of the number of hours of training to **THE TEMPLE: A Paul Mitchell Partner School**. **THE TEMPLE** will evaluate the training, and assign the number of hours of credit to be granted. Future professionals with prior training in the State of Maryland must furnish proof of that training to the school. All future professionals transferring in from a school outside the Paul Mitchell network **MUST** complete at least 1150 hours of their total training at **THE TEMPLE** in order to receive a graduation certificate.

For the purposes of Satisfactory Academic Progress, all hours accepted from a transfer are immediately added to the hours accumulated at **THE TEMPLE**. These hours will be assumed to have 100% attendance for the calculations to determine the attendance portion of the Satisfactory Academic Progress check.

EXAMPLE: A future professional transfers in with 350 clock hours from another cosmetology institution. **THE TEMPLE** checks Satisfactory Academic Progress at “scheduled hours”. This transfer would then have their first progress check 100 scheduled hours after starting at **THE TEMPLE** (350 transfer hours + 100 scheduled hours = 450 scheduled hours). The first 350 hours would be at 100% attendance while the remaining would be based on normally clocked time. If the future professional were here for 85 of those 100 scheduled hours, they would only be making 85% attendance based on hours in OUR program, but for the purposes of this first Satisfactory Progress check point, they would be making 97%.

350 scheduled hours + 100 scheduled hours = 450 scheduled hours

350 actual hours + 85 actual hours = 435 actual hours

435 actual hours / 450 scheduled hours = 97% attendance

So in some circumstances, transfer future professionals may not be making Satisfactory Progress based on time in OUR program, but when combined with previous transfer hours, will meet the requirements for the first check point.

Re-Entry Students

Because **THE TEMPLE** does not offer Leave of Absences, all Future Professionals removed from the program must go through our Re-Entry Process upon returning.

Re-admittance for any future professional will require a renegotiation of any monies owed **THE TEMPLE**, the signing of a new Enrollment Agreement with **THE TEMPLE**, a personal interview with school administration, and probationary status for the first thirty days (school days) or 150 scheduled hours after re-entry. During this probationary period, future professionals are expected to maintain full institutional progress **REGARDLESS** if they pass a normal progress point. At the end of the probationary period, a Progress Report will be generated to check both attendance and grade status. Any re-entry future professional that fails to meet these standards at the end of the probation will be permanently dropped from the program.

1. All future professionals re-entering **THE TEMPLE** enter in the same Progress Status as when they left. This means that if a future professional was on Financial Warning when they were dropped, they remain on Financial Warning when they return.
2. All future professionals re-entering **THE TEMPLE** within six months will still have new Enrollment Agreements created, but all attendance and grade records and progress status remain the same as it was on their drop date.
3. Previous hours will be credited to the future professional's transcript.

4. Previous tuition payments will be credited to the future professional's balance.
5. Tuition fees and costs are subject to change. Re-entering future professionals will be contracted according to the current tuition costs, and will be required to pay any additional fees if applicable.
6. Any outstanding debt owed to **THE TEMPLE** will be adjusted to reflect the reentry of the future professional into our program. The future professional will be expected to fully fund any remaining monies owed.
7. **THE TEMPLE** does not have "program repetitions" or "non-credit remedial programs".

Future professionals wishing to transfer to another institution must pay all monies owed to **THE TEMPLE: A Paul Mitchell Partner School** in order for the hours to be released.

Non Discrimination

THE TEMPLE: A Paul Mitchell Partner School, 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 you are required to immediately report the matter to **THE TEMPLE's** co-Owner, Sharon T Riser, in person or at:

Sharon T Riser
c/o THE TEMPLE: A Paul Mitchell Partner School
22 W Church Street, Frederick, MD 21701
sharon@pmthetemple.edu
301.682.7550

Student Conduct Policy

Future Professionals are required to comply with all school regulations as outlined during the orientation session. Future Professionals are required to act in a manner that will reflect credit upon themselves, **THE TEMPLE**, and the profession for which they are being trained. Part of your learning experience includes fine-tuning and mastering the skills and behaviors of a salon professional.

The following actions may be inspected for noncompliance:

Attendance and Documentation of Time Guidelines: Attendance, promptness, and documentation of work are cornerstones of successful work practices. Future professionals may be clocked out, released for the day, or withdrawn when they do not comply with guidelines.

Professional Image Standards: Professional image standards were created to provide guidance and direction to students as they develop their professional image and persona. Future professionals may be clocked out and released for the day when they do not meet professional image standards.

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. Future professionals may be clocked out and released for the day when they do not follow sanitation and personal service procedures.

Communication Guidelines and Professional Conduct: It is **THE TEMPLE's** responsibility to provide a learning environment that is professional, positive, and conducive to learning. Staff and future professionals all contribute to a mutually respectful learning environment that fosters effective communication and professional conduct. Future professionals who fail to follow communication guidelines and who do not conduct themselves in a respectful and professional manner may experience suspension or termination.

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 professionals" and committed learners. Positive behavior is required to create a mutually beneficial learning environment for all future professionals. Those who fail to meet the guidelines and create challenges for other students or staff may be released from school, suspended, or terminated.

Failure to adhere to, and observe, school regulations will result in the future professional being coached and given the chance to adjust their behavior. We call these "coaching opportunities". Such coaching opportunities are documented in the Future Professional Advisory, an example of which is included in this text.

After a future professional receives five (5) coaching sessions, they may be withdrawn. On their fifth coaching session, the Future Professional Advisor will create a plan of action to be followed, which may include a being withdrawn from the program. After successfully completing this plan of action, the future professional will have two (2) more coaching sessions. On their seventh coaching session, they may be terminated from the school.

All future professionals dropped from the program have the right to appeal their termination with the specific exception of drug or alcohol violations: those are immediate dismissal with no opportunity to reenroll. All appeals must submit in writing to the school administration within five (5) business days of termination. Further information on the appeal process can be found in the section titled: **Appeal and Grievance Procedure.**

FUTURE PROFESSIONAL ADVISORY

Future Professional Name: _____ Future Professional ID Number: _____

I understand that The Temple reserves the right to modify the rules and regulations of the Student Professional Development Guidelines at any time, and that I will be advised of any and all modifications.

Initial: _____

I understand that I will be coached for noncompliance with any of the items listed below as coaching opportunities. I understand once I receive five (5) coaching sessions, I may receive a five-day suspension. On my fifth coaching session, the Future Professional Advisor will create a plan of action to be followed. After I have received a five-day suspension, I will have two (2) more coaching sessions. On my seventh coaching session, I may be terminated from the school.

Initial: _____

I understand I have the right to appeal my termination. **Note:** The Future Professional must submit a written appeal to the school administration within five (5) business days of termination. The Future Professional must include any supporting documentation of the reasons why the determination should be reversed. If the Future Professional fails to appeal the decision, it will stand. An appeal hearing will occur within 15 business days of the receipt of the written appeal. The Future Professional, parent/guardian (if the Future Professional is a dependent minor), Future Professional Advisor, Education Leader, and the School Director will attend this hearing. The School Director will make a decision on the Future Professional's appeal within three (3) business days and it will be communicated to the Future Professional in writing. This decision will be final. *Contact the Future Professional Advisor to access the Future Professional Advisory Termination Appeal Form.*

Initial: _____

COACHING OPPORTUNITIES:

Future Professionals may receive coaching sessions for the following items:

1. Lack of the correct uniform and/or dress code, which includes a name tag.
2. Malicious gossip.
3. Neglecting to call in when late or absent.
4. Failure to sign in on the attendance roll at the service desk.
5. Excessive tardiness to Theory and/or specialty class. 4 or more per month.
6. Not attending school on the required mandatory school days. (*Refer to the school attendance policy.*)
7. Leaving the school without permission and/or not signing out for a break.
8. Beginning a guest service without a Learning Leader's permission.
9. Refusing a service guest or unavailable for service guest.
10. Unfinished singles and/or the late submission of a practical clinic floor worksheet.
11. Being behind in theory attendance and/or theory exams.
12. Parking in an undesignated area.
13. Not abiding by city rules or ordinances.
14. Use of cell phones in non-permitted areas.
15. Smoking on the school campus. *The school is a smoke-free campus.*
16. Violation of the school's Internet and Social Networking Policy.
17. Violation of the standards in the Student Professional Development Guidelines. (*Refer to the school catalog.*)
18. 4 or more tardies per month to school.

Coached by:

Date:

Reason:

Future Professional
Acknowledgement:

1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

My readmittance into the school after a five-day suspension will be based upon my review as follows:

- A. Be current with all tuition payments not relating to Title IV funds.
- B. Be current on all theory exams and academic assignments.
- C. Conduct a personal interview with the School Director and Future Professional Advisor to determine the compliance for re-entry.
- D. The Future Professional will be placed on probation for thirty (30) days, during which time he or she must strictly abide by all policies, rules, and regulations, and cannot receive Title IV funds until the satisfactory progress requirements are met.

Five-Day Suspension: Begins _____ **Ends** _____

** Attach the Five-Day Suspension/Re-entry Form to the Future Professional Advisory Form. Submit a copy to the financial aid team for the Enrollment Contract Addendum.*

Coached by:	Date:	Reason:	Future Professional Acknowledgement:
6. _____	_____	_____	_____
7. _____	_____	_____	_____

Termination Date: _____

Appeal Filed: ☐ Yes ☐ No **Date:** _____

TERMINATION:

Future Professionals may be terminated for the following and given no warnings or prior coaching sessions:

1. Use of drugs and/or alcohol, which includes prescription marijuana.
2. Possession of drugs and/or alcohol, which includes prescription marijuana.
3. Clocking in/out for another Future Professional.
4. Cheating or stealing.
5. Cheating on the time clock and/or receiving unearned hours.
6. Insubordination.
7. Lack of tuition payments.
8. Threatening statements made toward staff, service guests, or Future Professionals. No bullying.
9. Physical violence and/or altercations.
10. Paul Mitchell Schools, 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 toward staff, Future Professionals, and/or service guests.

Terminated by:	Date:	Reason:	Future Professional Acknowledgement:
1. _____	_____	_____	_____

Future Professional Signature: _____ Date: _____

Drug and Alcohol Policy

THE TEMPLE: A Paul Mitchell Partner School is a DRUG FREE ZONE. As such, we prohibit the use, distribution or possession of alcohol and/or drugs by any Future Professionals during school hours, on school property, within 300ft of the School, or at school functions held elsewhere. No illegal drugs, tobacco, or alcohol are permitted on school grounds at ANY time for ANY event, regardless of the sponsor, or host, of the event. Persons exhibiting evidence of abuse or intoxication are subject to disciplinary action, suspension, or termination.

The school staff will counsel any person having a drug and/or alcohol problem and refer them to any one of the many agencies for professional treatment or rehabilitation. If, after counseling, any person found using, possessing, or distributing alcohol and/or drugs will be turned over to local police officials and will be terminated from the school. All Future Professionals are required to sign and maintain **THE TEMPLE's Drug and Alcohol Policy**. This Policy will be provided to you and contains complete details to our stance on this subject. Any questions are expected to be asked BEFORE enrollment or your first day of class. **THE TEMPLE** has a ZERO TOLERANCE policy once you are enrolled.

THE TEMPLE: A Paul Mitchell Partner School's Administration and Leadership staff WILL testify against the Future Professional if necessary.

At this time, **THE TEMPLE: A Paul Mitchell Partner School**, does not conduct drug test on their future professionals.

See next page for form.

Copyright Material Policy

All material in the cosmetology program is, unless otherwise stated, the property of **THE TEMPLE: A Paul Mitchell Partner School** and **PAUL MITCHELL THE SCHOOL**. 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 **THE TEMPLE: A Paul Mitchell Partner School and PAUL MITCHELL THE SCHOOL** 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 TEMPLE' 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 THE TEMPLE, 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.

The consequences of copyright infringement also extend outside of the school. Copyright holders may assess civil liability and even criminal prosecution. The Recording Industry Association of America (RIAA) appears to have adopted the practice of sending schools pre-litigation settlement letters to be forwarded to individuals offering them "the opportunity to resolve copyright infringement claims against them at a discounted rate." Published reports indicate that the minimum settlement is \$3,000.00 per case.

DRUG AND ALCOHOL POLICY

Policy Information

The purpose of this document is to further expand the information found in the Catalogue, and informs you, The Future Professional, of the official Drug and Alcohol Policy of THE TEMPLE: A Paul Mitchell Partner School. This Policy is a requirement of the U.S. Department of Education and a copy will be retained in the School files to document that all Future Professionals and Employees are aware of it.

"The Drug Free Schools and Communities Act Amendments, P.L. 101-226 requires that State, as well as local, educational agencies, must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees."

Future Professionals are hereby notified that the use, possession, or distribution of illicit drugs and alcohol is wrong and harmful. Therefore, standards of conduct that are applicable to all Schools in the State of Maryland, prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by Future Professionals on school premises or as part of any institutional activities.

Disciplinary sanctions will be imposed on Future Professionals who violate standards of conduct required by this policy. Such sanctions will be consistent with local, state and federal laws, up to and including probation, suspension, and expulsion, as well as referral for prosecution. Completion of an appropriate rehabilitation program may also be recommended.

There are numerous legal sanctions under local, state, and federal laws, which can be used to punish violators. Penalties can also be applied. These penalties can range from suspension, revocation and denial of a driver's license to 20-50 years imprisonment at hard labor without benefit of parole. Property may be seized. Community service may be mandated.

Future Professionals could lose eligibility for financial aid, could be denied other federal benefits, such as Social Security, retirement, welfare, health, disability, and veterans benefits. The Department of Housing and Urban Development, which provides funds to states and communities for public housing, now has the authority to evict residents and members of their household who are involved in drug-related crimes on or near the public housing premises.

Here are a few legal facts of which you should be aware:

1. It is a crime to hold someone else's dope.
2. It is a crime to sell fake dope.
3. You can be arrested if you are in a house (or a school) where people are using drugs, even though you are not.
4. You are considered to possess, under legal terms of "constructive possession," dope that is in your locker, purse, car, or house.

Initial here

X _____

X _____

Drug abuse is the utilization of natural and/or synthetic chemical substances for non-medical reasons to affect the body and its processes, the mind and nervous system and behavior. This can include substances legally prescribed as well as those considered illegal. The abuse of drugs can affect a person's physical and emotional health and social life.

Alcohol and tobacco are the most abused drugs in the United States.

Drugs can be highly addictive and injurious to the body as well as one's self. People tend to lose their sense of responsibility and coordination. Restlessness, irritability, anxiety, paranoia, depression, acting slow moving, inattentiveness, loss of appetite, sexual indifference, comas, convulsions or even death can result from overuse of drugs. Not only does the person using the drug subject himself to all sorts of health risks, drug use can, and in many instances do, cause grief and discomfort to innocent people. A drug-dulled brain, for example, affects the wide range of skills needed for safe driving, such as thinking. Further, reflexes are slowed, making it hard for drivers to respond to sudden, unexpected events. Alcohol-related highway deaths are the top killer of 15-24 year olds.

There are drug or alcohol counseling, treatment, and rehabilitation facilities available in our area where you can seek advice and treatment. The yellow pages of the Frederick telephone book, is an excellent source. Look under the heading "Drug Abuse & Addiction - Information and Treatment." The Maryland State Drug and Alcohol Abuse Program (ADAA) has a web site at:

<http://maryland-adaa.org>

Alcohol and Drug Abuse Administration

55 Wade Avenue
Catonsville, MD 21228
Phone: (410) 402-8600
Fax: (410) 402-8601

There are also national organizations one can contact for help. The Alcoholism and Drug Abuse Hotline is open 24 hours, 1-800-252-6465. The Cocaine Hotline, 1-800-444-9999 is open 24 hours a day. The National Institute on Drug Abuse Hotline is available 8:00am-2:00am, Monday through Friday and 1 1:00am - 2:00am on weekends, 1-800-662-4357.

There are classic danger signals that could indicate the first sign of drug use. The primary ones that could call attention to one's use of drugs are:

1. Abrupt changes in mood or attitude
2. Continuing slump at work or school
3. Continuing resistance to discipline at home or school
4. Cannot get along with family and friends
5. Unusual temper flare-ups Increased borrowing of money Heightened secrecy
6. A complete new set of friends

We recommend that any person observing any of the above changes in either staff or Future Professionals, immediately notify THE TEMPLE: A Paul Mitchell Partner School Management Team. Caution must be observed not to wrongly accuse a person suspected of taking drugs as an improper accusation could lead to embarrassment both to the individual and the school.

Once it has been determined by management that assistance to overcome a drug problem is necessary, the individual and his/her family should be counseled on the need for assistance. Records must be maintained of any counseling provided the individual.

Initial here

x _____

x _____

There are clinics in the school's vicinity, which can render assistance. Treatment must be an expense borne by the Future Professional. The school can only offer advice in a limited manner. If the individual is in immediate danger of harming him/herself or others, local law authorities will be immediately contacted.

Statement of Understanding

I understand that the standards of conduct of THE TEMPLE: A PAUL MITCHELL PARTNER SCHOOL, clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by Future Professionals on the property, or as part of ANY of its activities.

I understand that possession, use, or distribution, as mentioned above, can result in prosecution by Local, State, or Federal authorities and conviction can result in a fine, imprisonment, or both.

I understand that in addition to being illegal, there is a substantial health risk associated with use of illicit drugs, as well as with the abuse of legal drugs such as alcohol and tobacco. Such risk can range from impairment of mental abilities to death. Consequently, all alcohol and tobacco product are PROHIBITED on the grounds of THE TEMPLE: A Paul Mitchell Partner School at all times, for ANY event.

I understand that violation of this policy occurs if there is REASONABLE evidence of the illegal activity and that THE TEMPLE will take action against me that can include suspension or termination. In addition, all evidence of the activity will be referred to all appropriate law enforcement agencies. Before a Future Professional who has been suspended or terminated under this policy can be reinstated, documented evidence of satisfactory participation, or completion, of a recognized rehabilitation program must be presented along with a written request for such reinstatement. Decision of the Owner is final on any action under this policy.

I am aware that the location and telephone number of the area counseling, treatment, or rehabilitation center is posted on the school bulletin board and that School Personnel will assist in making contact as appropriate.

I understand that ALL School lockers, closets, desks, cabinets, drawers, and other various storage locations, are the property of THE TEMPLE: A Paul Mitchell Partner School and may be opened and searched at any time.

Signature and Witness

Signature of Future Professional	
Name (printed)	
Date	
WITNESS for THE TEMPLE: A Paul Mitchell Partner School	
Name (printed)	
Date	

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, 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 or other personal electronic device.

#4: Spotify.com

Spotify allows unlimited streaming of your favorite songs with limited commercials completely for free.

#5: rokmobile.com

This service allows you to take any smart phone and subscribe to full cellular services for less than \$50/month from ANY carrier. They also allows unlimited streaming for free and up to 2000 downloads a year for their monthly rate. Music is free if you utilize their cell calling plans.

Social Networking Policy

THE TEMPLE: A Paul Mitchell Partner School, respects the rights of future professionals to use social media. 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, Snapchat, etc.). Future Professionals are personally responsible for the content they publish on social networking sites. They are expected to treat each other with fairness and respect, consistent with **THE TEMPLE's** culture.

THE TEMPLE: A Paul Mitchell Partner School 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. **THE TEMPLE** reserves the right to request the removal of any posts at its discretion and take necessary disciplinary action as appropriate.

Harassment, Intimidation, Bullying, and Discrimination Policy

THE TEMPLE: A Paul Mitchell Partner School 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 at **THE TEMPLE**.

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 TEMPLE**. 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 future professionals, 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 TEMPLE: A Paul Mitchell Partner 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**

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

The Temple 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, The Temple Annapolis prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and The Temple Annapolis has jurisdiction over Title IX complaints.

The Temple's anti-harassment policy applies to all persons involved in the operation of The Temple, and prohibits unlawful harassment by any employee of The Temple, as well as students, customers, third parties, vendors or anyone who does business with The Temple. 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 The Temple does business engages in unlawful harassment or discrimination, The Temple 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, The Temple, 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 The Temple's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to The Temple community through publications, The Temple website, new employee orientations, student orientations, and other appropriate channels of communication. The Temple will provide training to key staff members to enable The Temple to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. The Temple 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 The Temple 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 or any other legally protected basis if:

- i. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- ii. 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
- iii. 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 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.

GRIEVANCE PROCEDURES FOR TITLEIX COMPLAINTS

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, The Temple 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 The Temple 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 The Temple 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 7 days from the date of the alleged discriminatory incident. 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:

Jen Kusel- Director
2303 Forest Drive Suite C
Annapolis, MD
jenk@templeannapolis.com
240-674-3088

NEED FREDERICK INFO

The Temple 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 The Temple's grievance procedures operate. Because complaints can also be filed with an employee's supervisor or School Owner, these employees also receive training on The Temple's grievance procedures and any other procedures used for investigating reports of sexual harassment.

Investigation of Complaints

In response to all complaints, The Temple 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, The Temple 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, The Temple will inform the complainant that its ability to respond may be limited.

The preponderance of the evidence standard will apply to investigations, meaning The Temple 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. Written notice will include:

- i. Whether The Temple found that the alleged conduct occurred, and whether it constituted discrimination
- ii. Any individual remedies offered or provided to the complainant or any sanctions imposed on the respondent that directly relate to the complainant
- iii. Any other steps The Temple took to eliminate the hostile environment, if The Temple found one to exist, and prevent recurrence; and
- iv. Any appeal opportunities

During the investigation, The Temple will provide interim measures, as necessary, to protect the safety and wellbeing of students and/or employees involved.

If The Temple determines that unlawful harassment or sexual violence has occurred, immediate appropriate corrective action will be taken in accordance with the circumstances involved, and The Temple will take steps to prevent the recurrence of any harassment or discrimination. Any employee determined by The Temple 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 The Temple's disciplinary process. To the extent that an employee or contract worker is not satisfied with The Temple's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

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

The Temple will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation.

Retaliation Prohibited

The Temple 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. The Temple 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. The Temple reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, or a change in student status.

Additional Information

Employees should contact The Temple 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 unlawful 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/>.

Cosmetology Curriculum

THE TEMPLE: A Paul Mitchell Partner School, has developed a set of lesson plans and curriculum in conjunction with Paul Mitchell Schools, Milady, Ultimate Face Cosmetics, and Multiple Intelligences to create a unique learning environment. While we follow a specific outline in our curriculum, it would be difficult to say specifically what is covered "day by day" as different classes move at slightly different speeds.

In total, the curriculum clock hours breaks down as follows:

CORE:	300 clock hours total
CORE THEORY:	60 clock hours
CORE LAB:	240 clock hours

PROTÉGÉ:	50 clock hours total
PROTÉGÉ THEORY:	10 clock hours
PROTÉGÉ LAB:	40 clock hours

ADAPTIVE:	500 clock hours total
ADAPTIVE THEORY:	86 clock hours
ADAPTIVE LAB:	142 clock hours
ADAPTIVE CLINIC:	272 clock hours

CREATIVE:	450 clock hours total
CREATIVE THEORY:	77 clock hours
CREATIVE LAB:	77 clock hours
CREATIVE CLINIC:	296 clock hours

FINAL PHASE:	200 clock hours total
FINAL PHASE THEORY:	22 clock hours
FINAL PHASE LAB:	70 clock hours
FINAL PHASE CLINIC:	108 clock hours

TOTAL CLOCK HOURS:	1500
TOTAL THEORY:	255 clock hours
TOTAL LAB:	569 clock hours
TOTAL CLINIC:	676 clock hours

The outline of our curriculum is as follows:

NOTE: CORE is for the CORE lesson plans. "A" is for the Adaptive Lesson Plans. "C" is for the Creative Lesson Plans. So a reference to A3 is Adaptive Lesson Plan #3.

CORE – 0 to 300 scheduled clock hours

CORE is designed to acclimate new students to our culture, policies, curriculum and learning styles. In CORE, our students begin to learn both the theory and the technical foundations of hair, skin, and nails. Compared to ADAPTIVE and CREATIVE phases, the CORE phase is the most important. Essentially, our students will get a taste of every aspect of being a professional cosmetologist, allowing them to understand the path in front of them.

Color Specialty Classes:

Hair Structure
ABCDs of Hair Color
Play-Doh Color Wheel
Paul Mitchell the color Map
Formulation and Mixing
Color Classifications for Traditional Hair Color and Paul Mitchell the color
Diagramming for Color
2 Ways to Color Hair
Single-Process Application — Going Darker and Going Darker & Lighter
The Blending System
Double-Process and Retouch Applications
Virgin High lift and Retouch Application
Foil Preparation
Horizontal Weave
Diagonal Slice
Color Consultation

Cutting Specialty Classes:

Haircutting Tools
Diagramming
Haircutting Objectives
Square One Length
Triangular Graduation
Round Layers
Uniform 90° Haircuts
Scissor Over Comb
Clipper Over Comb

Texture Specialty Classes:

Style and Finish Tools
Permanent Wave Overview, Part 1
Permanent Wave Overview, Part 2
Perm Procedure/Basic Perm Wrap
Perm Solution Application
Weave Perm Wrap
Spiral Perm Wrap
Chemical Relaxer — Wavy
Style Curly Hair — Diffuser
Pre-Dry: Flat Wrap and Finish: Leafing and Beveling
Pre-Dry: Round Wrap and Finish: Round Brush
Pre-Dry: Directional and Finish: Directional
Marcel Irons
Smoothing Iron

Makeup Specialty Classes:

Face Shapes
5-Minute Mini Makeover
Makeup Tools/Supplies Sanitation

PROTEGE – 301 to 350 scheduled clock hours

PROTÉGÉ is designed to allow our CORE students to start sharpening and honing their skills in preparation to working on live models/guests in our clinic classroom. This “buffer zone” between CORE and ADAPTIVE allows our student to get an additional seven days of hands-on practice while mentoring with CREATIVE students on the clinic floor.

Protégé Color

Horizontal Weave
Vertical Slice
Block Color “Braids”

Protégé Cutting

Triangular One Length
Triangular Layers
Square Graduation
Razor Cutting

Protégé Texture

Pre-Dry: Round Wrap and Finish: Round Brush
Pre-Dry: Flat Wrap and Finish: Leafing and Beveling
Pre-Dry: Directional and Finish: Directional

ADAPTIVE – 351 to 850 scheduled clock hours

ADAPTIVE is designed to get you comfortable with working on guests and start to expand your basic knowledge of the industry and your skill sets. ADAPTIVE is about applying what you have learned in CORE until it becomes natural and instinctive. Our students spend their time in ADAPTIVE instilling the habits that will help them be successful in our industry. Essentially they are still learning new things, applying that to their base knowledge, then repeating it again and again until they become comfortable in their skills.

Color Specialty

A1 Color Consultation and Take Home
A2 Light Theory, Tone, and Depth
A3 Hair Structure and pH
A4 Color Chemistry and Developers
A5 Product Knowledge and Color Classifications
A6 The Blonding System
A7 Weaving
A8 Slicing
A9 Formulation and Gray Coverage
A10 Formulation
A11 Color Exploration

Cutting Specialty

A1 Preparing for the Service and Consultation
A2 Take Home Tools and Style
A3 Haircutting Objectives, Terminology, and Diagramming
A4 Square, Round, and Triangular One Length
A5 Square Graduation
A6 Round Graduation
A7 Triangular Graduation
A8 Square Layers
A9 Round Layers

A10 Triangular Layers

A11 Identifying Geometric Shapes and Techniques

Texture Specialty

A1 Style Consultation for Texture
A2 Pre-Dry: Flat Wrap and Finish: Leafing and Beveling Option
A3 Pre-Dry: Round Wrap and Finish: Round Brush
A4 Pre-Dry: Directional and Finish: Directional
A5 Thermal Pressing
A6 Chemical Relaxer (Chemical and Physical Process)
A7 Acid vs. Alkaline (Chemical & Physical Process)
A8 Alternate Perm Wraps
A9 Specialty and Fun Wraps

Makeup Specialty

Facial — Part 1
Facial — Part 2
Foundation — Mix and Match
Brow Wow
Eyes — The Basic Five
Color Theory, Contrast, and Temperature

CREATIVE – 851 to 1300 scheduled clock hours

CREATIVE is designed to start moving your speed and skill forward as you prepare for working in the cosmetology industry. Specific instructions on specialized skills sets (like extensions and waxing) are brought into play and our students begin to expand on the knowledge they acquired in ADAPTIVE and CORE. By layering onto their previous education, students can start to create new possibilities and ideas on how to layer the basic skills they have learned based on this own understanding of the work.

Color Specialty

- C1 Color Correction
- C2 Color Removers
- C3 Troubleshooting
- C4 Placement and Effect
- C5 Dimensional and Block Coloring
- C6 State Board Color
- C7 Men's Color — Flash Back
- C8 Men's Color Placement
- C9 Hair Structure and Color Chemistry
- C10 Color and Texture
- C11 Creative Thought Process

Cutting Specialty:

- C1 Men's Cutting Theory
- C2 Clipper Over Comb
- C3 Scissor Over Comb
- C4 Uniform 90° Haircut
- C5 Razor Cutting
- C6 Detailing and Freehand Cutting
- C7 Disconnection
- C8 Combination Haircuts

C9 Combination Haircuts

C10 Advanced Style and Finish

C11 Creative Thought Process

Texture Specialty:

- C1 Pre-Dry: Flat Wrap and Finish: Directional
- C2 Pre-Dry: Directional and Finish: Round Brush
- C3 Pre-Dry: Round Wrap and Finish: Leafing and Beveling Option
- C4 Classic Hairstyles
- C5 Natural Hairstyles
- C6 Thermal Curling
- C7 Style and Finish Texture
- C8 Thermal Barrel Curls, Finger Waves, and Pocket

Makeup Specialty:

- Photo Shoot Makeup
- Eyes — Enhance and Define
- Eyes — Beyond the Basics
- Lips — Pucker Up
- Here Comes the Bride

FINAL PHASE -1300 to 1500 clock hours

FINAL PHASE is an extension of CREATIVE that refocuses attention on the skills and information necessary to pass the Maryland State Boards. While you still attend theory and work on live guests, a large portion of your time here is focusing on the realities of the board exams.

In addition to online comprehensive theory testing and reviews from **miladyonline.com** our students will receive the following State Board practical lessons:

- | | |
|--|--|
| State Board Sculptured Nail | State Board 1st Time Lightener Application |
| State Board Eyebrow Waxing | State Board Tint Retouch |
| State Board Thermal Curling | State Board Sanitation |
| State Board 90 degree Haircut | State Board Blood Spill Procedure |
| State Board Permanent Wave Procedure | |
| State Board Chemical Hair Relaxer Procedure (1st time and retouch) | |

Graduation Requirements

Future Professionals will be expected to complete the cosmetology program within a designated period of time. In general, the MAXIMUM TIME a Future Professional can take is 1500 contracted clock hours plus 150 clock hours missed, for a total of 1650 SCHEDULED (see COMPLETION OF PROGRAM BY THE CONTRACTED END DATE). In addition, the following requirements will be expected of all Future Professionals before they are successfully graduated:

1. Future Professionals MUST complete, and have recorded, all 1500 clock hours of training.
2. Have a CUMULATIVE GRADE of at **LEAST 75%** on all practical graduation requirements and projects to include examinations, both practical and theoretical.
3. **100%** completion of all monthly worksheets.
4. A cumulative attendance rate of at **LEAST 90%**.
5. Successful completion of all steps on the Graduation Exit Worksheet.
6. Make satisfactory arrangements for payment of all debts owed to **THE TEMPLE: A Paul Mitchell Partner School**.

Upon successfully completing all graduation requirements, Future Professionals will receive a Certificate of Graduation to show they have met all our graduation requirements.

If a future professional's progress is not satisfactory as determined by **THE TEMPLE's** administration and/or the future professional fails to complete all listed requirements for graduation by the time the future professional completes 1500 clock hours, the future professional will be withdrawn from the program. In order to complete the graduation requirements, **THE TEMPLE** will require that the future professional reenroll with in the program, under a new contract, for a time frame necessary for them to accomplish this. The future professional will enter into a new contract with **THE TEMPLE: A Paul Mitchell Partner School** for this duration.

For the purposed of transfer or graduation, hours will not be released by **THE TEMPLE** until all monies owed to the institution have been paid and all academic requirements pertaining to those hours have been completed.

On Time Completion

THE TEMPLE: A Paul Mitchell Partner School is required to measure and collect data on all our Future Professionals who complete our programs "on time as scheduled". Because we maintain such high standards for attendance, for the purposes of this metric, we define "normal time" and "on time" as having completed the program with at least a 90% attendance rate or higher. At this time, "normal time" is also our minimum attendance requirements.

Make up Work

THE TEMPLE: A Paul Mitchell Partner School has a minimum attendance of 90%. This means future professionals can miss no more than 150 clock hours before being dropped from the program for failing to meet their contractual obligation to the school.

Future professionals are expected to utilize these 150 hours for normal challenges that come up in their lives: time off with family, sick time, unexpected personal challenges, etc.

If a future professional is aware of the event ahead of time, or follows **THE TEMPLE's** "time off request" policy correctly, they are expected to work with our Future Professional Advisor to reschedule their time so they can have the exact same training they are expected to miss. To accommodate this, make up test days and worksheet periods are scheduled during program times the future professional is not normally in the program. For instance, if a future professional is normally on all day clinic on a Saturday and needs to take that day off, they can move their schedule to our second all day clinic which is Monday. In this case, the future professional receives exactly the same educational content, just on a different day. This time is not considered "missed" ... simply "rescheduled".

For all other times, a future professional can make up the time coming in and doing other activities however those hours do NOT count toward their attendance percentage for the purposes of their contract. They simply allow the future professional to graduate sooner. Hours missed and not rescheduled with the Future Professional Advisor are considered "absent hours". During the course of their contract, a future professional can not have more than 150 absent hours without violating their contract and being dropped from the program with the option to reenroll immediately.

Cost of Tuition and Supplies

Application Fee (due with Application):	\$100.00
Enrollment Fee (due after acceptance):	\$50.00
Books, supplies, and materials (student kit):	\$3,000.00
Tuition:	<u>\$17,000.00</u>
TOTAL:	\$20,150.00

Application Fee is non-refundable after a seven day cancellation period, and due upon presentation of the enrollment forms.

Books/Supplies fees are used to purchase the future professional's kits, supplies, scissors, books, and other miscellaneous necessities for use in the cosmetology program. This is fully refundable up to the point where the kit is ordered. After the kit has been issued to the future professional, the Books/Supplies fees will NOT be refunded if the items are marked. Items that can be reused or redistributed MAY have a refund issued if they are found to be in "like new" condition. After thirty days, there is NO REFUND on the kit or supplies. **Payment for this kit is necessary by the first day of class.**

The student kit is of the highest quality and tailored to **THE TEMPLE's** unique needs and high standards and is usually purchased from the School. However, the future professional may use ANY supplier on the open market providing the resulting kit is of the same kind, items and quality used at **THE TEMPLE** and meets the same high standards.

THE TEMPLE: A Paul Mitchell Partner School, adapts and improves upon their student learning kit on a consistent basis, improving the items as higher quality ones become available and adding to them as our curriculum grows. The following is a MINIMUM list of what is included in our student kits. **THE TEMPLE** will occasionally add and expand on this minimum amount at no additional cost to the future professional if we deem an item necessary to the learning process:

STUDENT EDUCATIONAL MATERIALS

1. Cutting System DVD Box Set, ISBN 978-0-9743205-2-6
2. Cutting System Cutting Cards, ISBN N/A
3. The Cutting Book, ISBN 978-0-9743205-4-0
4. Color System DVD Box Set, ISBN 978-0-9743205-1-9
5. The Coloring Book, ISBN 978-0-9743205-3-3
6. Color System Skill Cards, ISBN N/A
7. Paul Mitchell Product Guide Workbook, ISBN N/A
8. Connecting to My Future Book, ISBN 0-9743205-0-1
9. Be Nice (Or Else!) Book, ISBN-13: 978-0-974-993-99-7
13. Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year), ISBN N/A
14. 1 Color paper swatch chart
15. 1 PM Shines paper swatch chart
16. 1 Blonding Brochure 2012
17. Paul Mitchell Mini Swatch Chart
18. In House Custom Financial education system

REQUIRED TEXTBOOKS and MATERIALS

- Cutting System DVD Box Set, ISBN 978-0-9743205-2-6
- Cutting System Cutting Cards, ISBN N/A
- The Cutting Book, ISBN 978-0-9743205-4-0
- Color System DVD Box Set, ISBN 978-0-9743205-1-9
- The Coloring Book, ISBN 978-0-9743205-3-3
- Color System Skill Cards, ISBN N/A
- Paul Mitchell Product Guide Workbook, ISBN N/A
- Connecting to My Future Book, ISBN 0-9743205-0-1
- Be Nice (Or Else!) Book, ISBN-13: 978-0-974-993-99-7
- Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year), ISBN N/A
- 1 Color paper swatch chart
- 1 PM Shines paper swatch chart
- 1 Blonding Brochure 2012
- Milady's Standard Cosmetology 2012 Textbook, ISBN-13: 978-1-4390-5930-2
- Milady's Standard Cosmetology 2012 On-Line Prep, ISBN-13: 978-1-4390-5899-2
- Milady's Standard Cosmetology 2012 Theory Workbook

STUDENT PERSON KIT ITEMS

- 1 – Taper Comb
- 1 – Metal Tail
- 1 – Metal Pick Teasing Comb
- 6 – Standard Cutting Combs
- 1 – Rat Tail Comb
- 2 – Color Applicator Brushes
- 1 – 408 Comb
- 1 – 416 Comb
- 1 – 424 Comb
- 1 – Paul Mitchell Detangler Comb
- 1 – 427 brush
- 1 – 407 brush
- 1 – 413 brush
- 1 – Express Ion medium round brush
- 1 – Scalp brush
- 1 – Chemical cape
- 1 – Cloth cutting cape
- 1 – Cutting/Color apron
- 10 – Paul Mitchell hair clips
- 1 – Paul Mitchell spray bottle
- 1 – Metal case
- 4 – Mannequin heads
- 1 – Paul Mitchell Ionic dryer
- 1 – Paul Mitchell $\frac{3}{4}$ inch curling iron
- 1 – Paul Mitchell Smoothing iron
- 1 – Paul Mitchell smoothing iron case
- 1 – Paul Mitchell tripod and cover
- 1 – Paul Mitchell classic razor
- 1 – Paul Mitchell Carving Comb
- 1 – Paul Mitchell 6" scissor
- 1 – Paul Mitchell 6" thinner
- 1 – Paul Mitchell 5.5" scissor
- 1 – Paul Mitchell scissor case
- 1 – Paul Mitchell clipper w/ guards
- 1 – Paul Mitchell neck trimmer
- 1 – Paul Mitchell black hand mirror
- 1 – Paul Mitchell tote/book bag
- 1 – Ultimate Face Makeup kit

Suggested suppliers of Student Kits include:

MILADY

Thomson/Delmar Learning
www.milady.com
5 Maxwell Drive
Clifton Park, NY 12065-2919
800-824-5179

NOTE: Davidson's Beauty Supply does NOT supply a wholly packaged kit. Future Professionals who chose to purchase their "kits" through this company much receive a list of all items expected in our Kits and purchase them individually from Davidson.

Davidson Beauty Supply/Beauty Systems Group

5732 Buckeystown Pike, Suite #6
Frederick, MD 21704
301-228-3813

Please note that most suppliers will not sell directly to the general public unless you are affiliated with a Salon or Cosmetology School.

Tuition is refundable based on a Refund Schedule listed later in the Catalog.

Program Start and End Dates

2016 DAY:

March 15, 2016
April 26, 2016
June 28, 2016
July 25, 2016
August 23, 2016
October 4, 2016
November 15, 2016

2016 NIGHT:

February 22, 2016
May 9, 2016
July 11

2017 DAY:

January 24
March 7
April 24
June 20
August 22
September 25
November 7
December 11

2017 NIGHT:

February 27
May 22
July 24
October 30

Student/Instructor Ratio

State of Maryland requirements say the ratio of Learning Leader to Future Professionals “be educationally sound”.

At **THE TEMPLE: A Paul Mitchell Partner School**, we do not exceed a ratio of one Learning Leader for every twenty-five future professionals in lecture portions of the curriculum and one Learning Leader for every seventeen future professionals while on the clinic floor. This will drop even lower during times we have Guest Instructors on the cutting floor. Lab instruction will fluctuate depending on the level of the class and the instruction being given.

We feel this is the maximum number of Future Professionals that any one person can monitor while on the clinic floor and still keep a good handle on things.

Externships and Internships

There is NO externship or internships available with this program. There are currently no plans to offer such programs in the future. Future Professionals will be notified of any changes to this policy through inserts and updates to this Catalog.

Completion of Program by the Contracted End Time

Currently, there are three schedules at **THE TEMPLE: A Paul Mitchell Partner School**:

35 HOURS DAY:

Tues - Fri: 9am till 4:30pm 7hrs with 1/2hr break
Saturday: 9am till 5pm 7hrs with 1hr break
TOTAL: 35hrs per week
WEEKS: 43 weeks of instructional time/1500 hours

20 HOURS DAY (this is a restricted schedule that requires Director's approval to enroll):

Because of the intense book work and the need to be in class continuously, for the first three hundred and fifty (350) hours, or ten weeks (CORE), the 20 HOUR DAY schedule is the same as the FULL TIME schedule. Once a Future Professional has moved into ADAPTIVE and CREATIVE, they can switch to a 20 HOUR DAY schedule.

Tues - Sat: 9am till 1pm 4hrs with NO BREAK
TOTAL: 35hrs per week for ten weeks, then 20hrs per week
WEEKS: 68 weeks of instructional time/1500 hours

20 HOURS NIGHT:

Mon - Thurs: 5pm till 10pm 5hrs
TOTAL: 20hrs per week
WEEKS: 75 weeks of instructional time/1500 hours

The State of Maryland requires 1500 clock hours for cosmetology licensure. At **THE TEMPLE**, Future Professionals are expected to complete their program of cosmetology with a MINIMUM attendance rate of **90%**. This is the ratio between PROGRAM CLOCK HOURS and ACTUAL CLOCK HOUR ATTENDED AS SCHEDULED.

Future Professionals who are never absent will complete our 1500 clock hour program with a 100% attendance rate in the minimum amount of time under their contracted schedules.

Future Professionals who are absent for 150 clock hours will complete our 1500 clock hour program with a 90% attendance rate in the maximum amount of time under their contracted schedules."

It is important to note that 1500 scheduled clock hours, plus making up 150 missed clock hours, is the MAXIMUM amount of time a Future Professional can take to finish our program NO MATTER WHICH schedule s/he is enrolled in. Scheduled hours are NOT impacted by School Closings (such as additional snow days beyond what we build into the schedule). If Future Professionals are impacted by any of these occurrences, their ACTUAL program end date will be adjusted according to the contract since they are "off the schedule" during those times.

If your maximum amount of time under a contracted schedule has expired and the Future Professional has not achieved their required 1500 clock hours, they will be withdrawn from the program and required to restart the program for the remaining clock hours under a new contract and additional costs.

For our FULL TIME 35 HOUR WEEK program, **1650** scheduled hours equals **236** day, or **47** weeks. THE TEMPLE is closed for short Winter and Spring Breaks, all major holidays, staff trainings, and an additional five miscellaneous days to cover things like SNOW DAYS. This gives the Future Professionals an additional THIRTY ONE (31) DAYS (or 6 weeks at five days a week) to complete their hours. Add this to Completion of Program by

the Contracted End Time the SCHEDULED HOURS (which would equal the CALENDER HOURS if the school never closed) and the Future Professional will have a total of 53 weeks to finish.

Therefore, a Future Professional has a MAXIMUM of a little over TWELVE MONTHS months to finish the 35 HOUR DAY program here at THE TEMPLE. The 20 HOUR DAY and 20 HOUR NIGHT programs will, of course, take longer as noted below. However, please note that the 20 HOUR NIGHT program is not impacted by Staff Training. THE TEMPLE Team trains during the day, so our school remains open for the night program on staff training days.

Cosmetology - 35 HOUR DAY:

100% Attendance = 49weeks (1500hrs / 35hrs a week = 43 weeks ... add in the six weeks closed)
Maximum Attendance = 53weeks (at 90% attendance ... or four additional weeks at 35hrs a week)

Cosmetology - 20 HOUR DAY:

100% Attendance = 76 weeks (350hrs / 35hrs a week = 10 weeks ... can't miss time ... then
1150hrs / 20hrs a week = 58 weeks ... plus 6 weeks additional time closed
for the first year and 2 for the additional third of a year)
Maximum Attendance = 85 weeks (at 90% attendance ... or nine weeks at 20hrs a week)

Cosmetology - 20 HOUR NIGHT:

100% Attendance = 82 weeks (1500hrs / 20hrs a week = 75 weeks ... add in the 19 days
closed which is another four weeks for the first year + three for the second)
Maximum Attendance = 91 weeks (at 90% attendance ... or nine weeks at 20hrs a week)

Enrollment Information

Enrollment Periods

THE TEMPLE: A Paul Mitchell Partner School usually begins a new class about every seven to ten weeks, depending upon space availability. Please refer to the catalog section "Program Start Dates" or contact THE TEMPLE's Enrollment Team for exact starting dates.

Holidays & Closings - THE TEMPLE: A Paul Mitchell Partner School allows the following holidays off:

	2016	2017
New Years Day	January 1 and 2	January 2
Spring Break	April 4 and 5	April 17 and 18
Memorial Day	May 30	May 29
Independence Day	July 4 and 5	July 4 and 5
Labor Day	September 5	September 4
Thanksgiving and day after	November 24 and 25	November 23 and 24
Christmas and Christmas Eve	December 24, 26 and 31	December 25 and 26

THE TEMPLE also closes our doors on the first Tuesday of each month to train our team. These closings are built into your contract end time and do not affect your attendance in any way. If THE TEMPLE must close on an unscheduled day do to unforeseen emergencies, we will update your contracts to reflect a new contract end date. Any other dates, including EXTENSIONS of the dates listed above, are at the discretion of the School Management Team and will be published well in advance for the Future Professional information and planning.

Weather Emergency or Disaster

THE TEMPLE: A Paul Mitchell Partner School, is an institution of higher education. As such, our future professionals usually require their own means of transportation to and from our campus. In the event of a weather emergency, or disaster, the leadership team will be monitoring all possible weather announcements to determine whether to close the school or not. **THE TEMPLE** will do is best to follow the lead of Frederick County. However we will always reserve the right to make our decision on what is happening, "on the ground" at our campus. All future professionals and faculty will be notified by a staff member as to the closing and subsequent re-opening of the school no later than 6am on the days we are going to close. The general rule to follow is that IF THE SCHOOL IS OPEN, YOU ARE REQUIRED TO BE HERE. A message will be placed on the school answering service, our Facebook page, the main page of our web site (www.pmthetemple.edu), through our school "app" and via text service to those that subscribe, notifying both future professionals and clients of the closing.

The Enrollment Agreement: THE TEMPLE: A Paul Mitchell Partner School clearly outlines the obligation of both THE TEMPLE and the Future Professional in this Agreement. A copy of the Enrollment Agreement and information covering costs and payment plans will be furnished to the Future Professional before the beginning of class attendance.

Payment Schedule: THE TEMPLE: A Paul Mitchell Partner School offers a variety of monthly financial payment schedules. See the Admission Leader or the Financial Aid Officer for details.

Catalog: THE TEMPLE: A Paul Mitchell Partner School clearly outlines the rules, regulations, and expectations of both THE TEMPLE and the Future Professional in our Catalog. A copy of the Catalog will be given to, and reviewed by, the Future Professional BEFORE the signing of the Enrollment Agreement.

Program Performance

All future professionals, and prospective future professionals, and any member of the public, may obtain, at their discretion, complete performance information and data concerning the cosmetology program at **THE TEMPLE: A Paul Mitchell Partner School**. The performance information can include our Enrollment, Completion Rate, Placement Rate (for jobs after graduation), and pass rate of all of our graduates on any, and all, licensure examinations.

All applicants are provided with this information prior to signing their enrollment agreement.

This information can be garnered by writing to:

Maryland Higher Education Commission

6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201
800-974-0203 / 410-767-3301
www.mhec.state.md.us

NATIONAL ACCREDITING COMMISSION OF CAREER ARTS & SCIENCES (#030039-00)

4401 Ford Avenue Suite 1300
Alexandria, VA 22302
703-600-7600
www.naccas.org

You may also visit our web site at:
www.pmthetemple.edu

Attendance and Maintaining Institutional Satisfactory Progress

As mentioned in the beginning of this catalog, **THE TEMPLE: A Paul Mitchell Partner School** seeks to not only prepare our future professionals for achieving their professional licensure, we are also committed to fully preparing them for success in the cosmetology industry. Part of this success hinges on their ability to commit fully to their employers and to be able to handle the rigors that this industry demands. In today's cosmetology market, employees are expected to come to work **ON TIME** and ready to work. A typical workday usually consists of eight continuous hours of work, with little to no breaks. And being a "service" business, an employee is expected to be present and working when the clients wish to come in. Typically, this means that salons are open on Saturday's and most holidays.

Attendance takes on a very serious role in very beginning of our program, which we call **CORE** and **PROTEGE**. These two sections represent the time in our curriculum where you are learning all the rules. As importantly, there really is no way to "make up" hours during this extremely important time frame. Every day brings new instruction and new techniques. So missing time here can have a severely detrimental impact on future skill development.

Because of all this, THE TEMPLE allows a future professional to miss a total of thirty five (35) hours during the first 350 hours (CORE and PROTEGE) of our curriculum. Once a future professional passes this threshold, they are put onto immediate probation and meet with our Future Professional Advisor and Education Leader to plan out a course of action to bring themselves "Back on Track". They remain on academic/attendance probation until finishing PROTEGE. If the future professional misses fourteen (14) more hours before completing PROTEGE they must restart the program with the next incoming class.

Again, a future professional can not miss more than thirty five (35) hours between CORE and PROTEGE without being withdrawn and having to start the program under a new contract with the next incoming class.

Our role as an educational facility is to present "best practices" of our industry and to hold our future professionals to them. With that expectation, future professionals are required to achieve a minimum of 90% attendance rate for the program. Attendance will be posted into our computer system on a weekly basis and recorded on each future professional's permanent record. Future professionals are required to be on time and remain in school for the entire scheduled day. The Management Team must approve ALL early dismissals.

NOTE: Institutional Progress is checked, and noted on a future professional's Permanent Record card, at 150, 300, 450, 600, 750, 900, 1050, 1200, 1350, and 1500 SCHEDULED clock hours. A Future Professional who is NOT maintaining at least a 90% attendance rate standard will be placed on Institutional Probationary status until the first of the next institutional satisfactory academic progress check and a schedule will be drawn up for them to attend makeup hours to improve their attendance. Any Future Professional on Institutional Probation who does not bring their attendance above 90% by the next month will be dropped from our program with an automatic right to appeal.

Future professionals must **NOT BE LATE** as it inhibits the learning process. If you are late or cannot attend school you must contact **THE TEMPLE** and talk to the school receptionist immediately OR leave a message in the general voicemail box. Future professionals must call in by 9:00 a.m. Future professionals who are late for theory class may not enter the classroom until the next scheduled break, but may "clock in" and

be assigned special projects or assignments pertaining to their program study. Future professionals are responsible to work with **THE TEMPLE** Team to make up all clock hours they have missed (see section MAKE UP WORK) . Future Professionals who are late for any cutting, coloring, perm, texture, or special class, may attend the class, but must be accompanied into the classroom by a team member. Future professionals are never excused from mandatory theory class to work in the clinic.

A Future professional who does not call in by 9:00am, either to announce their lateness, or to excuse themselves from school for that day, will have a “write up” put into the Advisory Binder. In addition, a Future Professional who calls in late, but then does not come in when they noted they would or does not come it all, will be written up. After five write ups, the Future Professional may be withdrawn. Two more write ups (for any reason) and a Future professional may be DROPPED from the program.

Please note that you may not continuously call out to be late. While we appreciate the effort to let us know you are delayed, it is your responsibility to ensure you have given yourselves enough travel time to ensure you arrive to THE TEMPLE in time to start your day properly. THE TEMPLE understands that things can create challenges in your lives so we allow THREE (3) late calls each month. After that you are written up for each late arrival EVEN IF YOU CALL IN.

In order to closely facilitate a normal salon work environment, **THE TEMPLE: A Paul Mitchell Partner School** has designated specific “all day clinic” days. The purpose of these days is to get future professionals use to the rigors of the “real world” salon environment. All Day Clinic days are always on Saturday and Monday. However, from time to time, other days during the week may be designated as All Day Clinic days.

All Day Clinic days are MANDATORY.

Future Professionals who do not put in for a request off, or have a proven medical challenge or emergency, and miss an All Day Clinic day will be written up (see STUDENT CONDUCT POLICY).

In the event of a weather emergency, or disaster, all future professionals and faculty will be notified by a staff member as to the closing and subsequent re-opening of the school. The general rule to follow is that IF THE SCHOOL IS OPEN, YOU ARE REQUIRED TO BE HERE. This is not high school. A message will be placed on both the school answering service, our Facebook page, the main page of our web site (www.pmthetemple.edu), through our school “app” and via text service to those that subscribe, notifying both future professionals and clients of the closing. Again, as an institution of higher education, our role is to help you understand the exception of the professional beauty industry. Most service businesses remain open during inclement weather so we do as well. Just because it may be snowing at your home does not mean it isn’t clear at the school. At the same time, **THE TEMPLE** recognizes that we do not want to put our future professionals in danger. So if the school is open and you don’t feel you can make it in, you may use the time allocated under our Attendance Policy and minimum attendance guidelines and stay home with the understanding that it will lower your total attendance percentage.

You have a responsibility to plan your day accordingly if you know inclement weather is imminent.

The thing to remember is that **THE TEMPLE: A Paul Mitchell Partner School** is a “clock hour” institution. One of your graduation requirements is to complete your clock hours within a certain period of

time and a specific attendance. Failure to do so will result in a withdraw and you will need to reenroll to finish your remaining hours. At that time, you will be subject to the fees and requirements outlined in the section RE-ENTRY AND TRANSFER STUDENTS. There are no “excused absences”.

If you cannot commit to maintaining good attendance standard and the schedule you are contracted for, please give serious thought to whether you really should be enrolling in the program.

Instructions for Absences and Tardiness

Same Day:

A Future Professional needs to call 301-682-7550 and either leave a message in our general voicemail box, or with our receptionist by 9:00am. You must CLEARLY state:

- **Your full name**
- **The current Date and Time**
- **The hours and dates you will be absent**

Example: *“Hello, this is Charles Riser, student #999, its Wednesday, June 9th at 6:45am. I will not be in today until 11am. Thank You.”*

In Advance:

A future professional that knows they will be gone specific days must fill out a Time Off Request Form. This form must be filled out and turned in at least ONE WEEK before the requested time off. This form is turned into the Education Leader and will be approved, or denied, by them.

Satisfactory Academic Progress Policy

It is the requirement of **THE TEMPLE: A Paul Mitchell Partner School** that all future professionals must maintain Satisfactory Academic Progress whether they receive Federal funding or not. This policy, as part of our Catalog, is provided to future professionals prior to enrollment, and consistently applied to all future professionals once they enroll in our programs.

The evaluation of Satisfactory Academic Progress will occur at the following intervals: 450, 900, 1200, and 1500 SCHEDULED clock hours and the student will be notified how the evaluation will affect their eligibility for financial aid. A copy of the evaluation will be provided to the future professional and another placed in their student file. This evaluation will be conducted by a member of the Operations or Education Department and occurs at the moment the future professional passes each of the scheduled marks listed. Please note that while THE TEMPLE: A Paul Mitchell Partner School check our Satisfactory Academic Progress on scheduled hours, funds are disbursed to the school when a future professional actually reaches specific disbursement points (or hours) provided they are maintaining Satisfactory Academic Progress. Those hours are 0/30days, 450, 900, and 1200 clock hours. Satisfactory Academic Progress Evaluations are maintained the future professional’s file and a copy is given to the future professional.

The MAXIMUM TIME that a future professional has to finish the program at **THE TEMPLE: A Paul Mitchell Partner School** is stipulated under the section Completion of Program By Contracted

End Time. During their time at **THE TEMPLE**, all future professionals **MUST** maintain attendance rates as stipulated in the Attendance section, which is currently 90%. If a future professional's attendance does not meet these requirements at the FA Satisfactory Progress evaluation point listed above, the future professional will be counseled and put on Financial Aid Warning for a time and manner determined in the section Probation and Re-Establishment of Satisfactory Progress.

Future professionals **MUST** maintain a C average, as defined in the section Evaluation Procedures and Required Level of Achievement, when at a Satisfactory Progress evaluation period in order to be considered making Satisfactory Progress. If a future professional is determined to be not meeting these requirements, they will be counseled and put on probation for a time and manner determined in the section Probation and Re-Establishment of Satisfactory Progress. Future professionals who miss either written exams, or practical exams, will receive an immediate zero percent for that exam and have that grade be factored into their grade point average. Future professionals always have the opportunity to retake a failed, or missed, exam, either written or practical, to try and get a passing grade.

At **THE TEMPLE: A Paul Mitchell Partner School**, a future professional may be put on Financial Aid Warning status, or moved into Unsatisfactory Progress status based on EITHER the "quantitative" measure (an attendance rate that falls below 90%) or the "qualitative" measure (grade point averages fall below 75%).

Withdraws

You have the right to withdraw from a program of instruction at any time. If you withdraw from the program of instruction after the period allowed for cancellation of the agreement, the school will remit a refund that, as a MINIMUM, will be as specified under the section entitled Refund Policy.

IF THE AMOUNT THAT YOU HAVE PAID IS MORE THAN THE AMOUNT THAT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN SIXTY CALENDAR DAYS OF WITHDRAW. IF THE AMOUNT THAT YOU OWE IS MORE THAN THE AMOUNT THAT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENTS TO PAY IT.

Future professionals who withdraw prior to completion of the program of study and wish to re-enter into THE TEMPLE will be required to follow procedures as dictated by the policy stipulated under the section Re-Entry Students and a new Enrollment Agreement will be entered into. All future professionals re-entering THE TEMPLE will enter in the same Progress Status as when they left.

THE TEMPLE: A Paul Mitchell Partner School, requests that all notice of cancellation be handled in writing. But remember, YOU DO NOT HAVE TO CANCEL IN WRITING. You do have the right to cancel by just telephoning the school or by not coming to class.

After TWO WEEKS (ten scheduled days of classes) of absence, whether you have been in contact with THE TEMPLE or not, a future professional will be considered WITHDRAWN from the program and a refund will be calculated from the last date of Attendance.

If you have any complaints, questions, or problems which you cannot work out with the school, write or call:

Maryland Higher Education Commission

6 N. Liberty Street, 10th Floor Baltimore, Maryland 21201

800-974-0203 / 410-767-3301

www.mhec.state.md.us

Future professionals wishing to transfer to another institution must pay all monies owed to **THE TEMPLE: A Paul Mitchell Partner School** in order for the hours to be released.

Future professionals who withdraw from the program are required to empty their locker and gather all personal items. Any items left behind by the future professional will be stored for thirty (30) days, at which time the items become the property of **THE TEMPLE**.

Leave of Absence

THE TEMPLE: A Paul Mitchell Partner School does not offer any type of Leave of Absence. We believe that if "life" has become so complicated, or an illness so severe, that you need to interrupt your education, then it is best to simply WITHDRAW from the program, allow **THE TEMPLE** to suspend all your files, then have you re-enter the program when you are ready. We consider this an Administrative Leave and depending on the time frame will dictate on exactly how your file is handled, but all withdraw and reentries will require a new Enrollment Agreement to be executed.

Evaluation Procedures and Required Level of Achievement

A standard of progress will be accomplished by students being evaluated on their academic achievement at regular monthly intervals. A future professional can not advance to the next phase without maintaining satisfactory achievement on these practical exams. Theory exams are given every Friday with exam grades with results known immediately to the student and posted within one week to their permanent record.

The following system of grading is to be used for the evaluation of a Future Professional's academic ability. **Grade Point Averages will be distributed in writing, to all Future Professionals at the beginning of each month.** Examinations are given in all subjects. Records are kept of grades and attendance. The following grading scale is used for theory progress:

A = 90 to 100% **B** = 80 to 89% **C** = 75 to 79% **Below 75% = Failing**

Practical and clinical work is graded by a signature on their worksheet or client ticket. A signature from a Learning Leader 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. Future professionals are required to continue and/or repeat the practical application until they receive a signature from a Learning Leader.

The assessment progress through our program is as follows:

In order to progress from the CORE phase a student must achieve a passing assessment on:

- CORE Worksheet
- CORE written exam
- CORE Cutting evaluation
- CORE Color evaluation
- Maintain a minimum of 75% on all Milady theory exams

In order to progress from PROTÉGÉ phase a student must achieve a passing assessment on:

- PROTÉGÉ classroom worksheet
- PROTÉGÉ clinic worksheet
- Maintain a minimum of 75% on all Milady theory exams

NOTE: at this point in the program, all students participate a CORE survey and provide feedback and assessment to the TEMPLE Management Team. We review this survey to ensure that all educational and facility needs are being met.

In order to progress from ADAPTIVE phase a student must achieve a passing assessment on:

- Complete clinic worksheets #1 through #4 with passing assessments
- Pass the Adaptive Color evaluation
- Pass the Adaptive Cutting evaluation
- Maintain a minimum of 75% on all Milady theory exams

NOTE: at this point in the program, all students participate a ADAPTIVE survey and provide feedback and assessment to the TEMPLE Management Team. We review this survey to ensure that all educational and facility needs are being met.

In order to progress from CREATIVE phase a student must achieve a passing assessment on:

- Complete clinic worksheets #5 through #8 with passing assessments
- Maintain a minimum of 75% on all Milady theory exams

In order to progress from FINAL PHASE phase a student must achieve a passing assessment on:

- Complete Final Phase worksheet
- Maintain a minimum of 75% on all Milady theory exams

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.

Transfer Hours

Transfer hours accepted by THE TEMPLE: A Paul Mitchell Partner 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

Future Professionals 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, Appeals, Probation and Re-Establishment of Financial Aid Satisfactory Progress (FA SAP)

Future professionals failing to meet minimum requirements at the Satisfactory Progress evaluations will be placed on Financial Aid Warning until the next Satisfactory Progress evaluation period. The future professional will be counseled regarding actions required to attain Satisfactory Progress by the next evaluation point. During the Financial Aid Warning period, and the Probationary Period, students are eligible, if applicable, to receive financial aid funds. If, at the end of the Financial Aid Warning period, the Future Professional has still not met minimum progress requirements, he/she will be determined as not making Satisfactory Progress and will be placed on a Unsatisfactory/Financial Aid Ineligible status. At this point, all Title IV funding is suspended.

All future professionals may appeal their Unsatisfactory Status/FA Ineligible status if they have a compelling reason as to why they did not make satisfactory progress and if they can document that the circumstances that caused them to have an unsatisfactory progress determination have in some way changed. 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. The future professional may obtain an Appeal Form from the Future Professional Advisor (please see Appeal and Grievance Procedures). The appeal filing must occur within five days of the unsatisfactory determination and **THE TEMPLE** may take up to five additional days to make a determination. If no appeal is filed, the future professional will be determined to be making unsatisfactory progress and lose all eligibility for Title IV funding. Before an appeal can be filed, **THE TEMPLE** will determine if there is a reasonable possibility that the future professional will be able to correct their grades or attendance before the next evaluation period. If **THE TEMPLE** chooses to grant the appeal we MAY impose conditions for the future professional's continued eligibility to receive Title IV, such as, but not limited to, changing schedules or special monitoring time frames. If such an appeal is granted the future professional will be placed on Financial Aid Probation for one evaluation period and will continue to be eligible, if applicable, to receive Title IV funds. If at the end of the Financial Aid Probation the student has not met both academic and attendance requirements all Federal aid will be suspended until such time that the student re-establishes satisfactory progress.

All documentation on any Appeal determination will be inserted into the future professional's student file.

Institutional Refund Policy

THE TEMPLE: A Paul Mitchell Partner School incurs expenses and plans according to the hours CONTRACTED by our future professionals. Therefore our Institutional Refund Policy is based on **"scheduled hours"** (the hours taught by the school regardless if the future professional chose to come to school the entire time).

THE TEMPLE: A Paul Mitchell Partner School Institutional Refund policy is outlined as such:

13B.01.01.12 Tuition, Fees, Enrollment Contracts, Refunds.

- I. If a school closes or discontinues a program, the school shall refund to each currently enrolled student monies paid by the student for tuitions and fees and monies for which the student is liable for tuitions and fees.
- J. With the approval of the Secretary, a school which closes or discontinues a program, instead of refunding monies to a student, may arrange for that student to complete his or her educational program at another approved school offering a similar program. It is the student's option to receive the refund or to accept the transfer to another school.
- K. Seven-Day Cancellation Period.
 - 1. All fees paid by a student shall be refunded if the student chooses not to enroll in or to withdraw from a school within 7 calendar days after having signed a contract. If the student chooses not to enroll after the 7-day cancellation period, but before the first day of instruction, the school may retain the application fee or registration fee, or both. After the 7-day cancellation period, the refund policy given in §L(1) of this regulation shall be followed.
 - 2. The availability of a 7-day cancellation period shall be published in the catalog, on the school's application forms, and in the enrollment contract.
- L. If, after the 7-day cancellation period expires, a student withdraws after instruction begins, refunds shall be based on the total contract price for the program and shall include all fees, except the registration, application, or enrollment fee and any charges for materials, supplies, or books which have been purchased by, and are the property of, the student.
- M. Minimum Refund.
 - 1. The minimum refund that a school shall pay a student who withdraws or is terminated after the 7-day cancellation period has expired and after instruction has begun, is as follows:

<u>PROPORTION OF TOTAL COURSE OR PROGRAM TAUGHT BY DATE OF WITHDRAWAL</u>	<u>TUITION REFUND</u>	<u>SCHOOL RETAINS</u>
Less than 10%	90% refund	10% tuition
10% up to but not including 20%	80% refund	20% tuition
20% up to but not including 30%	60% refund	40% tuition
30% up to but not including 40%	40% refund	60% tuition
40% up to 50%	20% refund	80% tuition
More than 50%	NO REFUND	100% tuition

- 2. A refund due a student shall be based on the date of withdrawal or termination. If a student is terminated due to lack of attendance after ten days, then the date of withdraw or termination will be the last date of attendance. The refund will be paid within sixty (60) days of the date of withdrawal or termination.

All institutional refunds are verified using the worksheet on the following page.

REFUND CALCULATION WORKSHEET

Personal Information

Name	
Mailing Address	
City/State/ZIP	
Phone	
E-Mail Address	
Program	

Refund Calculation

- #1: Total Program Hours SCHEDULED Through the Last Date of Attendance
- #2: Total ACTUAL Hours in the Program
- #3: Percent of Program Completed by Last Date of Attendance (divide #1 by #2)
- #4: Percentage a school May RETAIN (per Institutional Refund Policy)
- #5: Total Amount for Which the Student Contracted
- #6: Total Amount of Nonrefundable Items (per Institutional Refund Policy)
- #7: Portion Subject to Refund (subtract #6 from #5)
- #8: Total Received on Account From/For Student
- #9: Total Returned to Student (excess cash) and/or Title IV (R2T4)
- #10: Amount That School May RETAIN (multiply #7 with #4, then add #6)
- #11: Subtract #9 from #8 then subtract #10

If LINE #11 is positive, this is what the School must refund the Student or appropriate payer(s).
If LINE #11 is negative (indicated by parenthesis), this is what the Student owes the School.

Verification of REFUND (if the School was shown to owe the Student and/or Payer)

Date Refund was Paid:	
Check Made Payable To:	
Copy of Cancelled Check (both sides) Attached?	

Completed for THE TEMPLE:	
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Program Incompletes and Incomplete Graduate

Future professionals who get to the end of their CONTRACTED SCHEDULED TIME, but have not completed all their required clock hours (1500) will be considered withdrawn. Under current Academic Policy standards, **THE TEMPLE** requires a minimum of 90% attendance. This means that the MAXIMUM length of time a student can be in our program is 1650 scheduled hours ($1500 * 10\% = 150 \dots 1500 + 150 = 1650$). In these cases, future professionals must reenroll as a NEW Enrollment and complete the remaining hours of their contract in order to change their status to GRADUATE. For the purposes of an WITHDRAWN, the future professional is considered a TRANSFER STUDENT and falls under the rules listed in the Transfer Student

EXAMPLE: A future professional gets to 1650 SCHEDULED hours, but due to a drop off in attendance during the final weeks the program, they only have 1400 ACTUAL clock hours. This Future Professional is now classified as withdrawn and has completed their first Enrollment Agreement with **THE TEMPLE**. However, they do not have enough hours take the Maryland State Boards. They will have to come back to school for another 100 clock hours ($1500 \text{ necessary} - 1400 \text{ achieved} = 100 \text{ remaining}$). In this case, the future professional would reenroll back into **THE TEMPLE** under a new Enrollment Agreement for the remaining 100 clock hours. The price and acceptance of these hours are covered under the Transfer Student section.

Financial Aid - Consumer Information

In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, **THE TEMPLE: A Paul Mitchell Partner School**, provides the School Catalog as means to disseminate required student consumer and "Right-To-Know" Act information. The school's Financial Aid Office offers assistance to future professionals 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 TEMPLE** will be provided with access to the required financial aid forms and disclosures, 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 future professionals secure financial assistance to cover as much of their educational expenses as possible. The school's Financial Aid Representative is available in person or by telephone during normal business operating hours to help future professionals determine an affordable way to pay for school.

Student Financing Options — **THE TEMPLE: A Paul Mitchell Partner School** offers a variety of financing options and payment terms to help students finance their education. Financing options consist of federal grants, loans and cash pay options.

Primary Funding Options

#1: 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.

#2: Private student loan programs either through third parties or directly through **THE TEMPLE: A Paul Mitchell Partner School** and administered by our partner TFC.

#3: Financial Aid Programs — Financial aid consists of funding provided through federal sources to help cover educational expenses. This funding consists of Pell Grant which does 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 Representative can assist students in determining if they qualify for any of the following types of Financial Aid:

- a. Federal Pell Grant:** The Federal Pell Grant is a need-based federal grant for undergraduate students and it does not require repayment.
- b. 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 (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.

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:

- #1:** Enrollment Agreement and Disclosure Statements
- #2:** Free Application for Federal Student Aid (FAFSA)
- #3:** Federal Student Loan Entrance Counseling Confirmation Page
- #4:** Direct Loan Master Promissory Note
- #5:** Title IV Credit Balance Authorization (aka Hold Authorization Form)
- #6:** Other Documents as Required

Note: Future professionals whose parents are applying for a PLUS loan will require additional documents such as credit approval and a PLUS Master Promissory Note. Future professionals who are selected for verification will require additional documents upon the school's request.

Admissions Disclosure Statement (Only for Recipients of Stafford Student Loans) — THE TEMPLE: A Paul Mitchell Partner 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.

Financial Aid Process and Information

DISCLAIMER

Future professionals are reminded that some Title IV funding will be in the form of loans. Upon leaving the program, either through successfully graduating, voluntarily leaving or being involuntarily dropped, these loans will begin accruing interest. Student loans through the Title IV lending programs currently CANNOT be dismissed through bankruptcy. Future professionals understand that the U.S. Government will lend these funds with the full expectation they will be repaid promptly and in full. If not, additional charges will increase both the principal and the cost of the loans.

Furthermore, THE TEMPLE: A Paul Mitchell Partner School 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 TEMPLE 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 future professional/applicant to make sure all forms are accurate and complete.

Applying for Financial Aid — Future professionals who are interested in applying for Federal Financial Aid assistance are required to complete and sign a 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://fafsa.ed.gov>:

- #1:** Apply and obtain a FSA ID
- #2:** Complete and submit the Free Application for Federal Student Aid (FAFSA)
- #3:** Complete a Federal Student Loan Entrance Counseling Session
- #4:** Complete and submit the Direct Loan Master Promissory Note

In addition, the future professional must complete and submit other required forms or documentation as requested by the school's Financial Aid Office. For additional information and resources of applying for TitleIV financial aid, please visit: <https://studentloans.gov>

Compliance Statement — The Federal Privacy Act of 1974 requires that future professionals be notified in the event that the disclosure of their social security number is mandatory: **all applicants on the FAFSA are required to disclose their social security number in order to process the request. Future professional's social security numbers are used to verify their 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. They are never used solely as a means of identification.**

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

Federal eligibility requirements to apply for Financial Aid include:

1. Being a U.S. citizen or eligible non-citizen such as a permanent resident, or in the United States for other than temporary purposes .
2. Having a valid social security number.
3. Having a valid form of identification.
4. Being registered for the draft with the Selective Service, for males who are at least 18 years old and born after December 31, 1959.
5. Having a high school diploma, GED or equivalent.
6. Not owing a refund on a federal grant or being in default on a federal educational loan.
7. Being enrolled or accepted for enrollment as a regular student in an eligible program.
8. Making satisfactory academic progress (refer to THE TEMPLE catalog for the definition of satisfactory progress).
9. Not having previously received a Bachelor's degree for Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Pell Programs.

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. The actual status of their living arrangements, or income status, has nothing to do with it.

Submitting the FAFSA — Once a future professional 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 future professional's (and/or spouse or parent's) income and asset information. The future professional's EFC will determine the amount of Federal Pell Grant funds the future professional may be eligible to receive. In certain cases, verification of information submitted may be required. If the applicant's FAFSA is selected by the Department of Education's CPS, **THE TEMPLE** will be required to complete additional steps to ensure the information the future professional provided on the FAFSA is correct.

Determining Financial Need —

THE TEMPLE: A Paul Mitchell Partner School determines the financial needs of our applicants using the following worksheet:

BE Amazing



TITLE IV WORKSHEET

STUDENT NAME and LAST FOUR OF SOCIAL SECURITY NUMBER

DATE

Academic Year Definitions and Allowances

THE TEMPLE: A Paul Mitchell Partner School is a "clock hour" institution. What this means for the purpose of the Title IV awards is that our "academic years" are calculated based on actual "clock hours". Whereas in a traditional two or four year college, the academic year is pretty standard (freshman, sophomore, junior, senior) and each year is broken into semesters, at **THE TEMPLE**, along with all other "clock hour" institutions, our academic year is defined as:

Nine Hundred (900) actual clock hours

Since Maryland mandates fifteen hundred (1500) clock hours for completion, we have one full academic year, and a second that is sixty-seven percent (67%) of a full year, or six hundred (600) hours.

Academic Year ONE: 900 hours
Academic Year TWO: 600 hours

Essentially, for the purposes of awarding any funds from the Title IV program, be it PELL Grants, Direct Loans, or Parent PLUS loans, it is possible for a student to get 100% of their eligible awards for the first academic year and 67% of their eligible awards for the second academic year.

NOTE: The maximum eligible awards that a Future Professional can be awarded can change based on many criteria. These criteria can range from personal income, to parental income, to changes in our cost of attendance, as well as changes in policy by Congress or the Department of Education.

Institutional Charges by Academic Year

THE TEMPLE: A Paul Mitchell Partner School charges a total of \$20,000 for its tuition. The cost of the Future Professional's supplies, books, and kit are charged during the first academic year.

The breakdown of institutional charges per academic year at **THE TEMPLE: A Paul Mitchell Partner School** is as follows:

ACADEMIC YEAR #1		ACADEMIC YEAR #2	
HOURS:	900	HOURS:	600
BOOKS, KIT, AND SUPPLIES:	\$3,000	BOOKS, KIT, AND SUPPLIES:	NO CHARGE
TUITION:	\$10,200	TUITION:	\$6,800
TOTAL:	\$13,200	TOTAL:	\$6,800

Cost of Attendance

For the purposes of awarding ALL FUNDING for our program, the Department of Education has determined a specific amount of money that someone would spend in the course of completing our curriculum. This includes all institutional costs along with the estimated "cost of living" for a Future Professional while they are coming to school.

This amount is called the Cost of Attendance.

For the purpose of Title IV funding, or utilizing ANY amount of the Title IV funding, you may not exceed the total Cost of Attendance for all money awarded to a Future Professional, either through federally backed programs, or private programs.

NOTE: Even a Future Professional's own money, or money contributed by their family comes into play. The REQUIRED contribution towards the Cost of Attendance by the Future Professional of their family is called the Expected Family Contribution (or EFC). Your EFC determines your PELL.

Estimated Award Calculations

Dependency Status	DEPENDENT	INDEPENDENT
Have you been awarded Title IV funds before?	YES	NO
Have you defaulted on any Title IV loans?	YES	NO
Are you transferring from another Cosmetology School?	YES	NO
Have you received Title IV funds in THIS award year?	YES	NO
If YES, how much?		SUBSIDIZED
		UNSUBSIDIZED

EFC		Degree?	YES	NO	PELL Estimate per Academic Year:	
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ACADEMIC YEAR #1

PELL:	<input type="text"/>
STAFFORD:	<input type="text"/>
PRIOR AWARDS (deduct):	<input type="text"/>
Total Award:	<input type="text"/>
School Charge:	<input type="text"/>

NEED	EXCESS	<input type="text"/>
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ACADEMIC YEAR #2

PELL:	<input type="text"/>
STAFFORD:	<input type="text"/>
PRIOR AWARDS (deduct):	<input type="text"/>
Total Award:	<input type="text"/>
School Charge:	<input type="text"/>

NEED	EXCESS	<input type="text"/>
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NOTE: The purpose of this worksheet is to give you a **ROUGH ESTIMATE** of either your "need" or your "excess cash" for the purposes of attending **THE TEMPLE: A Paul Mitchell Partner School**. It is NOT intended to be final nor necessarily 100% accurate. Many factors can change the final number, including, but not limited to checks on NSLDS, updated student records, credit worthiness, changes in the FAFSA data during "verification", and changes in prior distributions.

This is for INFORMATIONAL and PLANNING purposes only.

By signing below, you are stating you understand these terms and that your final award letter may reflect different data than you see here.

NEED means we will have to find additional sources of funding called "GAP Funding" (see the GAP funding document included in your package).

EXCESS CASH means there MAY be fund left over and available for living expenses. All "excess cash" situations are subject to the rules and regulations of both THE TEMPLE and the Department of Education and can only be used for "school related expenses". See our EXCESS CASH guidelines and policies.

SIGNATURE

DATE

Note: These amounts are used in the determination of a future professional's need only. This amount does not represent the amount of Financial Aid that can be awarded to a student.

Verifying FAFSA Information — A future professional applying for Financial Aid may be RANDOMLY CHOSEN 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 an application is selected for verification, **THE TEMPLE** will provide the necessary form to collect the information asked for in the verification process. **THE TEMPLE** then requires the future professional to submit any or several of the following items within thirty days in order to continue processing Financial Aid:

1. Adjusted gross income (AGI) for the base year
2. U.S. income taxes paid for the base year
3. Number of family members in the household
4. Number of family members attending postsecondary education as at least half-time students
5. Any child support received
6. Any food stamps received
7. Other untaxed income and benefits
8. High school completion status
9. Identity/Statement of Educational Purpose

All of the required information must be submitted by the due date in order for the future professional applying for Financial Aid to be eligible for federal assistance. ***In cases where this is not possible, the applicant will be required to pay cash or set up a satisfactory payment arrangement to maintain their regular enrollment status.***

If the Verification process results in a change in the Expected Family Contribution (EFC) an updated form will be provided for the future professional to sign. Our third party servicer, FAME, handles any updates and changes in the Title IV process, including possible overpayments resulting from changes in applicant data. FAME will alert **THE TEMPLE** so it may make changes to the award packet, if applicable. FAME will then report the changes to Common Origination and Disbursement (COD) for the Department of Education and the applicant's file will be updated with the U.S. Government.

Receiving an Award Notification — After careful evaluation of a future professional's Financial Aid application, the applicant's eligibility for Financial Aid is determined and **THE TEMPLE: A Paul Mitchell Partner School** issues an Award Letter detailing the student's estimated Cost of Attendance, the Financial Aid awards by fund type, the estimated disbursement dates and estimated disbursement amounts of aid.

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 benefit of a grant, a future professional must be enrolled as a full time student, as defined by **THE TEMPLE**, for financial aid purposes.
- To receive Federal Direct Loan funds, a future professional must be enrolled in at least half-time, as defined by **THE TEMPLE** 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 TEMPLE** must administer federal aid in accordance with federal

regulations.

- A future professional's financial aid award may be adjusted up through the last day of attendance for tuition adjustment due to enrollment changes.
- An applicant who registers for the program 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 future professional receiving Financial Aid must maintain certain standards of academic progress toward graduation, and **THE TEMPLE** is required to have and enforce a policy to check academic progress throughout the course of the future professional'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. Further details can be found in this catalog's FA SAP section.

Disbursing Financial Aid Funds — Financial Aid is disbursed in increments throughout the future professional's payment periods or period of enrollment. A payment period is the length of time the future professional takes to earn a specific number of hours of attendance in school. Upon meeting eligibility, a future professional'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 YEAR 1 (0 – 900 clock hours)

Payment Period 1 = 450 clock hours

Payment Period 2 = 450 clock hours

ACADEMIC YEAR 2 (901 – 1500 clock hours)

Payment Period 1 = 300 clock hours

Payment Period 2 = 300 clock hours

Receiving a Disbursement Notification — **THE TEMPLE** must notify a future professional (or parent) of when Financial Aid funds are disbursed and credited to the student's account by issuing a notification of disbursement and updating the student ledger card. The future professional (or parent) will be notified when funds are being credited to the student account.

Note: *The Ledger Card indicates the net disbursement amount received by **THE TEMPLE**. 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 future professional'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 TEMPLE's** Director and the Financial Aid Office. Changing program schedules, missing scheduled assignments, and withdrawing from school has implications for student eligibility of Financial Aid funds and after the Return of Title IV Funds is calculated, may result in a balance owed to the school.

Returning Title IV Funds (R2T4) — This calculation is clearly outlined under the RETURN OF TITLE IV section of this catalog.

If a future professional withdraws, **THE TEMPLE** 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 TEMPLE** must:

- (a) Complete the refund calculation in a timely manner,
- (b) Adjust the awards,
- (c) Refund/repay the unearned aid, and
- (d) Notify the future professional in writing of the refund calculation results.

Institutional Refund Calculation — This calculation is clearly outlined under the Institutional Refund section of this catalog. **THE TEMPLE** is bound by the Maryland law COMAR, Section 13B.01.01.12

NOTE: The Return of Title IV calculation is always done FIRST. Because of this, **THE TEMPLE** will send back any money paid on behalf of the future professional that has not be deemed “earned” by the future professional. After all funds required (if any) have been returned to the U.S. Government, the Institutional Refund Calculation is done. It is possible that before the R2T4 calculation was run, the future professional may not have owed **THE TEMPLE** any further money. However once funds were returned to the U.S. Government, they did.

Return of Title IV determines how much money the government will allow a future professional to keep to pay for their education.

Institutional Refund Calculation determines how much money a future professional owes **THE TEMPLE** for that education.

Reapplying for Financial Aid — As eligibility for Financial Aid is evaluated at the beginning of each academic year, a future professional must submit a new financial aid application for each academic year of their enrollment at **THE TEMPLE**. If the future professional does not complete their term or payment period by June 30 of each award year, financial assistance may change and they will need to reapply for Financial Aid by submitting a new financial aid application.

Eligibility of Financial Aid After a Drug Conviction — Future professionals will be given written notice advising them that a conviction of illegal drugs, of any offense, during an enrollment period for which the future professional was receiving Title IV financial aid will result in the loss of eligibility for any Title IV per:

HEA Sec. 484(r)(1) and 20 U.S.C. 1091(r)(1)

Future professionals whose eligibility has been suspended due to a drug conviction may resume eligibility if they successfully pass two (2) unannounced drug tests conducted by a drug rehabilitation program that complies with criteria established under:

HEA Sec. 484(r)(2) (20 U.S.C. 1091(r)(2))

Seeking Additional Information — Future Professionals (and/or parents) who wish to seek additional information about Financial Aid and the Financial Aid process can refer to:

1. The school's Financial Aid page located on the school home page via the internet
2. The Department of Education's guide to Funding Your Education, which can be downloaded from the websites www.studentloans.gov or www.fafsa.ed.gov
3. The School's Enrollment Agreement
4. The School's Catalog
5. The Federal Student Aid Information Center: 1-800-4-FED-AID (1-800-433-3243)
6. The Department of Education websites: www.studentaid.ed.gov, <https://studentloans.gov> or www.fafsa.ed.gov
7. The FA Representative listed on the Staff List for the specific campus.

Federal Student Aid: Find the Information You Need Online		
	TOPIC	RESOURCE
FAFSA	Filling out the FAFSA	www.fafsa.gov
	Basic FAFSA info: what is it and how do you fill it out	www.StudentAid.gov/fafsa www.StudentAid.gov/complete
	Dependency status for FAFSA purposes	www.StudentAid.gov/fafsa/filling-out/dependency
	How aid is calculated (including link to detailed EFC info)	www.StudentAid.gov/how-calculated
Types of Aid/ Getting Aid	Types of financial aid	www.StudentAid.gov/types
	Who can get federal student aid	www.StudentAid.gov/eligibility
	Pell Lifetime Eligibility Used	www.StudentAid.gov/pell-limit
	Finding and applying for scholarships	www.StudentAid.gov/scholarships
	Loan interest rates and fees	www.StudentAid.gov/interest
	Avoiding financial aid scams	www.StudentAid.gov/scams
Repaying Loans	Loan repayment	www.StudentAid.gov/repay
	Income-Based Repayment	www.StudentAid.gov/ibr
	Pay As You Earn	www.StudentAid.gov/PayAsYouEarn
	Public Service Loan Forgiveness	www.StudentAid.gov/publicservice
	Loan forgiveness in general	www.StudentAid.gov/forgiveness
	Loan forgiveness for teachers	www.StudentAid.gov/teach-forgive
College Prep	College Preparation Checklist: checklists for academic and financial preparation, for elementary school through adult students	www.StudentAid.gov/checklist
	Why go to college (education and pay/unemployment rates)	www.StudentAid.gov/whycollege
	Middle school preparation	www.StudentAid.gov/early
Special Audiences	Info for parents (tax benefits, support your child, college costs)	www.StudentAid.gov/parent
	Graduate school funding	www.StudentAid.gov/grad
	Financial aid for adult students	www.StudentAid.gov/resources#adult-students
	Aid for military families	www.StudentAid.gov/military
	Going to college in another country	www.StudentAid.gov/international
Social Media	@FAFSA Twitter feed	www.Twitter.com/FAFSA
	Federal Student Aid YouTube channel	www.YouTube.com/FederalStudentAid
	Federal Student Aid Facebook page	www.Facebook.com/FederalStudentAid

Major Federal Student Aid Resources for Students and Parents

RESOURCE			AUDIENCE(S)							
			Elementary School Student and Parent	Middle School Student and Parent	High School Student (9th-11th)	High School Senior	High School Parent	College Student	Borrower - Student or Parent	Adult Student
SUMMARY AND URL Note: Most of these items are also available in Spanish, and several in Braille.										
Core Publications*	College Prep Checklist	How to get ready academically and financially (www.StudentAid.gov/checklist)	✓	✓	✓	✓	✓			✓
	Do You Need Money for College? Federal Student Aid at a Glance	Basic overview of aid and application process (www.StudentAid.gov/needmoney)			✓	✓	✓	✓		✓
	Funding Your Education: The Guide to Federal Student Aid	Understanding the financial aid process and maximizing resources on our website (www.StudentAid.gov/funding)			✓	✓	✓	✓	✓	✓
	Your Federal Student Loans	Federal loan and debt management info (www.StudentAid.gov/yourloans)			11th	✓	✓	✓	✓	✓
	FAFSA on the Web Worksheet	Preview of some of the FAFSA questions (www.StudentAid.gov/resources#worksheet)				✓	✓	✓		✓
	Paper FAFSA and PDF FAFSA	Free application for federal student aid (www.fafsa.gov)				✓	✓	✓		✓
Videos	<ul style="list-style-type: none"> Overview of the Financial Aid Process Types of Federal Student Aid FAFSA Overview 	Videos of one to two minutes in length, introducing viewers to the concepts of federal student aid: more videos coming soon—including videos on loan repayment (www.YouTube.com/FederalStudentAid and www.StudentAid.gov/resources)			✓	✓	✓	✓	✓	✓
Infographics	<ul style="list-style-type: none"> Financial Aid Process Eligibility for Federal Student Aid 	Images explaining financial aid concepts in a visual way; more infographics coming soon (www.visual.ly/users/FederalStudentAid and www.StudentAid.gov/resources)			✓	✓	✓	✓	✓	✓

*View the full selection of publications you can order from Federal Student Aid at www.FAFSAPubs.gov. Students and parents may order at www.edpubs.gov.

Return of Title IV Funds

In addition, the following guides list many web sites are resources you may find useful:

The Federal Return of Title IV funds formula (also referred in this section as R2T4) dictates the amount of Federal Title IV aid that must be returned to the federal government or the lending institution by **THE TEMPLE: A Paul Mitchell Partner School** and/or the future professional. This policy applies to future professionals who complete 60% or less of the enrollment period (i.e., 900 clock hours) for which they received Federal Title IV aid. For Future Professionals that withdraw AFTER the 60% mark during the enrollment period, this policy is used to determine any Post Drop Disbursement if the future professional is eligible. The term "Title IV aid" refers to the following Federal financial aid programs: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS (Parent) loans, Federal Pell Grants, and Federal SEOG (Supplemental Educational Opportunity Grant).

To conform to the policy, **THE TEMPLE: A Paul Mitchell Partner School** must determine the future professional's withdrawal date. The withdrawal date is defined as:

For official withdrawals a future professional's withdrawal date is the last day of physical attendance, determined once the school received notice from the future professional that they are withdrawing.

For unofficial withdrawals a future professional's withdrawal date is their last day of physical attendance. The school's determination that a Future Professional is no longer in school for unofficial withdrawals is determined after 14 days of non-attendance.

The calculation required determines a future professional's earned and unearned Title IV aid based on the percentage of the enrollment period completed by the future professional. **The percentage of the period that the future professional remained enrolled is derived by dividing the number scheduled hours the Future Professional could have attended by the number of hours in the period.**

Until a future professional has passed the 60% point of an enrollment period, only a portion of the Future Professional's aid has been earned. A future professional who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period.

Earned aid is not related in any way to institutional charges. In addition, **THE TEMPLE's** Institutional Refund Policy and Return of Title IV Funds procedures are independent of one another. A future professional who withdraws may be required to return unearned aid and still owe funds to **THE TEMPLE**. The reverse is also possible: a future professional who withdraws may have no requirement to return aid, but still qualify for a refund under **THE TEMPLE's** refund policy. In this case, the future professional must inform **THE TEMPLE** in writing how they want the additional funds dispersed. For more information on **THE TEMPLE: A Paul Mitchell Partner School's** Refund Policy, please consult that section of our Catalog.

The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was, or could have been, disbursed as of the withdrawal date. If a future professional receives less Title IV funds than the amount earned, **THE TEMPLE** will offer the future professional a disbursement of the earned aid that was not received at the time of their withdrawal. This is called a post withdrawal disbursement. Post withdrawal disbursements will be made from Pell grant funds first if eligible. If there are current educational costs still due the school at the time of withdrawal, a Pell

grant post withdrawal disbursement will be credited to the future professional's account. Any Pell grant funds in excess of current educational costs will be offered to the future professional. Any federal loan program funds due in a post withdrawal disbursement must be offered to the future professional and **THE TEMPLE** must receive the future professional's permission before crediting their account.

The following rules apply when **THE TEMPLE: A Paul Mitchell Partner School** is completing a R2T4 calculation:

1. A school must always return any unearned Title IV funds it is responsible for returning within forty-five (45) days of the date the school determined the future professional withdrew, and offer any post-withdrawal disbursement of loan funds within thirty days of that date.
2. A school must disburse any Title IV grant funds a future professional is due as part of a post-withdrawal disbursement within forty-five (45) days of the date the school determined the Future Professional withdrew, and disburse any loan funds a future professional accepts within one hundred and eighty (180) days of that date.
3. Unless a future professional subject to verification has provided all required verification documents in time for the school to meet the R2T4 deadlines, the school includes as Aid Disbursed or Aid That Could Have Been Disbursed in the Return calculation only those Title IV funds not subject to verification. If a future professional who failed to provide all required verification documents in time for the school to meet the return deadline later provides those documents prior to the applicable verification deadline, the school must perform a new return calculation on all of the aid the future professional qualified for based on the completed verification documents and make the appropriate adjustments.

The return of Federal aid is 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

EXAMPLE OF RETURN OF TITLE IV CALCULATION WORKSHEET

Treatment of Title IV Funds When a Student Withdraws From a Clock-Hour Program

Student's Name: John Doe Social Security #: 123-45-6789
 Date of school's determination that student withdrew: 1/6/11
 Period used for calculation (check one): ☒ 1st Payment Period ☐ Period of Enrollment

*Monetary amounts should be in dollars and cents (rounded to the nearest penny).
 When calculating percentages, round to three decimal places. (for example, .4486 = .449 = 44.9%)*

STEP 1: Students Title IV Aid Information

Title IV Grant Programs:

1. Pell Grant
2. Academic Competitiveness Grant
3. National SMART Grant
4. FSEOG
5. TEACH Grant

Amount Disbursed	Amount that Could Have Been Disbursed
2,775.00	
A. 2,775.00 (sub-total)	C. 0.00 (sub-total)

E. Total Title IV Aid Disbursed for the Period
 A. 2,775.00
 + B. 6,727.00
 = E. 9,502.00

F. Total Title IV grant aid disbursed and that could have been disbursed for the period
 A. 2,775.00
 + C. 0.00
 = F. 2,775.00

Title IV Loan Programs:

6. Unsubsidized FDLP / FFELP
7. Subsidized FDLP / FFELP
8. Perkins Loan
9. PLUS FDLP / FFELP (Grad Student)
10. PLUS FDLP / FFELP (Parent)

Net Amount Disbursed	Net Amount that Could Have Been Disbursed
2,985.00	
1,742.00	
2,000.00	
B. 6,727.00 (sub-total)	D. 0.00 (sub-total)

G. Total Title IV aid disbursed and aid that could have been disbursed for the period
 A. 2,775.00
 B. 6,727.00
 C. 0.00
 + D. 0.00
 = G. 9,502.00

STEP 2: Percentage of Title IV Aid Earned

Last Day Attended: 12/30/11

H. Determine the percentage of the period completed:

Divide the clock hours scheduled to have been completed as of the last day of attendance in the period by the total clock hours in the period.

$$\frac{271.00}{450.00} = 60.2\%$$

Hours scheduled to complete Total hour in period

- ▶ If this percentage is greater than 60%, enter 100% in Box H and proceed to Step 3.
- ▶ If this percentage is less than or equal to 60%, enter that percentage in Box H and proceed to Step 3.

H. 100.0%

STEP 3: Amount of Title IV Aid Earned by the Student

Multiply the percentage of Title IV aid earned (Box H) by the Total Title IV aid disbursed and that could have been disbursed for the period (Box G).

$$100.0\% \times 9,502.00 = 9,502.00$$

Box H Box G Box I

STEP 4: Title IV Aid to be Disbursed or Returned

- ▶ If the amount in Box I is greater than the amount in Box E, go to Post-withdrawal disbursement (Item J).
- ▶ If the amount in Box I is less than the amount in Box E, go to Title IV aid to be returned (Item K).
- ▶ If the amounts in Box I and Box E are equal, **STOP**. No further action is necessary.

J. Post-withdrawal disbursement

From the amount of Title IV aid earned by the student (Box I) subtract the Total Title IV aid disbursed for the period (Box E). This is the amount of the post-withdrawal disbursement.

$$9,502.00 - 9,502.00 = 0.00$$

Box I Box E Box J

K. Title IV aid to be returned

From the Total Title IV aid disbursed for the period (Box E) subtract the Amount of Title IV aid earned by the student (Box I). This is the amount of Title IV aid that must be returned.

$$9,502.00 - 9,502.00 = 0.00$$

Box E Box I Box K

STEP 5: Amount of Unearned Title IV Aid Due from the School**L. Institutional Charges for the Period.**

Tuition	4,500.00
Room	
Board	
Other	
Other	

Total Institutional Charges
(Add all the charges together)

L. 4,500.00

M. Percentage of unearned Title IV aid

100.0% - 100.0% = 0.0%
Box H Box M

N. Amount of unearned charges

Multiply institutional charges for the period (Box L) by the Percentage of unearned Title IV aid (Box M).

4,500.00 x 0.0% = 0.00
Box L Box M Box N

O. Amount for school to return

Compare the amount of Title IV aid to be returned (Box K) to Amount of unearned charges (Box N), and enter the lesser amount.

O. 0.00

STEP 6: Return of Funds by the School

The school must return the unearned aid for which the school is responsible (Box O) by repaying funds to the following sources, in order, up to the total net amount disbursed for each source.

Title IV Programs	Amount for School to Return
1. Unsubsidized FDLF / FFELP	0.00
2. Subsidized FDLF / FFELP	0.00
3. Perkins Loan	0.00
4. PLUS FDLF / FFELP (Grad Student)	0.00
5. PLUS FDLF / FFELP (Parent)	0.00
Total loans the school must return =	P. 0.00
6. Pell Grant	0.00
7. Academic Competitiveness Grant	0.00
8. National SMART Grant	0.00
9. FSEOG	0.00
10. TEACH Grant	0.00

STEP 7: Initial Amount of Unearned Title IV Aid Due from the Student

From the amount of Title IV aid to be returned (Box K) subtract the Amount for the school to return (Box O).

0.00 - 0.00 = 0.00
Box K Box O Box Q

► If Box Q is < or = zero, **STOP**. If > zero, go to Step 8.

STEP 8: Repayment of the Student's loans

From the Net loans disbursed to the student (Box B) subtract the Total loans the school must return (Box P) to find the amount of Title IV loans the student is still responsible for repaying (Box R).

These outstanding loans consist either of loan funds that student has earned, or unearned loan funds that the school is not responsible for repaying, or both; and they are repaid to the loan holders according to the terms of the borrower's promissory note.

6,727.00 - 0.00 = 6,727.00
Box B Box P Box R

► If Box Q is less than or equal to Box R, **STOP**.

The only action a school must take is to notify the holders of the loans of the student's withdrawal date.

► If Box Q is greater than Box R, Proceed to Step 9.

STEP 9: Grant Funds to be Returned**S. Initial amount of Title IV grants for student to return**

From the initial amount of unearned Title IV aid due from the student (Box Q) subtract the amount of loans to be repaid by the student (Box R).

0.00 - 6,727.00 = 0.00
Box Q Box R Box S

T. Amount of Title IV grant protection

Multiply the total of Title IV grant aid that was disbursed and that could have been disbursed for the period (Box F) by 50%.

2,775.00 - 50.00% = 0.00
Box F Box T

U. Title IV grant

From the initial amount of unearned Title IV aid due from the student (Box S) subtract the amount of loans to be repaid by the student (Box T).

0.00 - 0.00 = 0.00
Box S Box T Box U

► If Box U is less than or equal to zero, **STOP**.
If not, go to step 10.

STEP 10: Return of Grants Funds by the Student

Except as noted below, the student must return the unearned grant funds for which he/she is responsible (Box U). The grant funds returned by the student are applied to the following sources in the order indicated, up to the total amount disbursed from that grant program minus any grant funds that school is responsible for returning to that program in Step 6.

Note that the student is not responsible for returning funds to any program to which the student owes \$50.00 or less.

Title IV Grant Programs:

- Pell Grant
- Academic Competitiveness Grant
- National SMART Grant
- FSEOG
- TEACH Grant

Amount to Return

0.00

Appeal and Grievance Procedure

If a future professional is determined to be failing satisfactory progress or is terminated for not making satisfactory progress, the future professional may appeal the negative determination. The future professional must submit a written appeal to the school administration within five (5) business days of not making satisfactory progress or termination. The future professional must include any supporting documentation of reasons why the determination should be reversed. If the future professional fails to appeal the decision, it will stand.

An appeal hearing will take place within fifteen (15) business days of receipt of the written appeal. This hearing will be attended by the future professional, the Future Professional Advisor, the school Director, and any other person deemed necessary to comment on the appeal. A decision on the future professional's appeal will be made within three (3) business days by the Director and will be communicated to the future professional in writing. This decision will be final.

Appeal documentation will be kept in the future professional's permanent file.

Should a student prevail on his or her appeal and be determined as making satisfactory progress, the student will be automatically reentered in the program, and financial aid funds will be reinstated to eligible students.

If a future professional 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.

Appealing Financial Aid Satisfactory Progress (FA SAP) decisions are documented in the section on Title IV financial aid and have a different set of requirements as set down by the U.S. Department of Education.

Future professionals who have concerns are encouraged to resolve them with their Learning Leader, the Education Leader or the Future Professional Advisor. In the event a student has a concern or grievance that cannot be resolved to the future professional's satisfaction, the future professional must file the concern in written form. The complaint will then be referred to **THE TEMPLE's** Management Team, which consists of the Director, the Future Professional Advisor, the Operations Leader, and the Education Leader. The team will receive and attempt to resolve each complaint or concern within fifteen (15) days of receiving the written complaint. If more information is needed, a letter requesting the additional information will be sent to the future professional. If no further information is needed, the team will determine a resolution and notify the future professional in writing within ten (10) calendar days of the steps taken to correct the concern or an explanation as to why no action was required. **THE TEMPLE: A Paul Mitchell Partner School**, will maintain records of the complaint and response in accordance with the published record retention policy.

FUTURE PROFESSIONAL ADVISORY TERMINATION APPEAL FORM

RETURN TO:

Sharon Riser

22 W Church Street
 Frederick, MD 21701

Office: 301-682-7550

Fax: 301-682-7574

Complete this form in its entirety, attach all relevant documentation to support your appeal, and return it to the School Director within five (5) calendar days of your termination.

Future Professional Name: _____ Future Professional ID Number: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone Number: _____

Note: Your address and telephone number should reflect where to reach you during the appeal process.

APPEAL PROCEDURE

A Future Professional who has been terminated as a result of a Future Professional advisory violation has the right to appeal the decision in certain circumstances. If the Future Professional decides to appeal the decision, he or she must complete this form, submit a written explanation that outlines the reason(s) why the appeal should be granted, and include any supporting documentation. The Future Professional must file a written appeal including all documentation within five (5) calendar days of the date he or she was terminated. If the Future Professional fails to appeal the decision, the decision will stand.

An appeal hearing will occur within fifteen (15) calendar days of receipt of the written appeal. The Future Professional, parent/guardian (if the Future Professional is a dependent minor), the Future Professional Advisor, and Education Leader attend this hearing. The Future Professional will be notified of the decision in writing. The decision on the appeal will be final.

If the Future Professional prevails on the appeal, he or she will be allowed to re-enter the course.

If a Future Professional is terminated for gross misconduct, which includes but is not limited to reporting to the 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.

Termination Date: _____

Reason for Termination: _____

List the supporting documentation included as part of the appeal:

I certify that all information and documentation I have submitted pertaining to this appeal is true and accurate. I understand that the decision of the Appeal Committee is final.

Future Professional Signature: _____ Date: _____

For Office Use Only

Appeal Committee Meeting Date: _____ Letter Sent to the Future Professional: ☐ Yes ☐ No

Appeal Granted Date: _____ Appeal Denied Date: _____

Upon request, THE TEMPLE will provide its annual campus security report to a prospective student or prospective employee.

If direct appeals to the Administration of **THE TEMPLE** are not successful, the future professional has the right to appeal directly to the Secretary of Higher Education at the Maryland Higher Education Commission:

Maryland Higher Education Commission

6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201
800-974-0203 / 410-767-3301
www.mhec.state.md.us

The future professional has EVERY RIGHT to by-pass THE TEMPLE: A Paul Mitchell Partner School Administration and appeal directly to the Secretary of the Maryland Higher Education Commission. Commission procedures advise students to make every effort to resolve complaints at the School level before bringing them to the Secretary. However, complaints will be considered even if they have not previously been submitted to **THE TEMPLE**.

Further regulator agencies you may contact in order to resolve concerns with **THE TEMPLE: A Paul Mitchell Partner School** include:

**NATIONAL ACCREDITING COMMISSION OF
CAREER ARTS & SCIENCES (#030039-00)**

4401 Ford Avenue
Suite 1300
Alexandria, VA 22302
703-600-7600

Maryland Office of the Attorney General

Consumer Affairs
200 St. Paul Place
Baltimore, MD 21202
888-743-0023
410-528-8662

United States Department of Education

Elizabeth Williamson, Noreast HUB Leader
The Wanamaker Building
100 Penn Square East-Suite 505
Philadelphia, PA 19107
215-656-6010

Department of Labor, Licensing and Regulation

Division of Occupational and Professional Licensing
State Board of Cosmetologists
500 N. Calvert Street
Room 201
Baltimore, Maryland 21202-3651
(410) 230-6320
cos@dllr.state.md.us
NOTE: The Maryland Board of Cosmetology ONLY
regulates sanitation and curriculum for cosmetology schools

Student Services

Housing: **THE TEMPLE: A Paul Mitchell Partner School** keeps a file of information about housing in the surrounding areas.

Counseling: Counseling for Future Professionals is available. Designated faculty advisors are assigned to offer counseling services, and referral agencies are available upon request if professional services are required. Counseling is provided for Future Professionals whose academic and/or attendance progress in the program is unsatisfactory and are provided with academic counseling and additional assistance if necessary. Information and advice on any financial assistance are accessible to Future Professionals. **THE TEMPLE: A Paul Mitchell Partner School** also gives advice and information to Future Professionals on these subjects:

- Regulations governing licensure to practice, including reciprocity among jurisdictions.
- Employment opportunities.

Student Right of Access and Record Retention Policy

- Opportunities for continuing education following graduation.

The Family Educational Rights and Privacy Act (FERPA) sets a limit on the disclosure of personally identifiable information from **THE TEMPLE: A Paul Mitchell Partner School's** records and defines the rights of future professionals to review and request changes to their records. FERPA generally gives postsecondary students the rights to:

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 (or parents or guardians, if the student is a dependent minor) are guaranteed access to their school records, with a staff member present, within forty-five days from the date of the request. Copies of all records can be requested at \$0.25 per page.

General Release of Information

Except under the special conditions described in this policy, a future professional must provide written consent each time in response to a third party, before the school may disclose personally identifiable information from the future professional'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.

FERPA Disclosures to Parents

While the rights under FERPA have transferred from a student's parents to the student when the student attends a postsecondary institution, FERPA does permit a school to disclose a student'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.

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

THE TEMPLE's team members 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 future professional has received or applied for. Such a disclosure may only be made if the future professional's information is needed to determine the amount of the aid, the conditions for the aid, or the future professional's eligibility for the aid, or to enforce the terms or conditions of the aid.

THE TEMPLE: A Paul Mitchell Partner School 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

THE TEMPLE: A Paul Mitchell Partner School does not publish "directory information" on any future professional.

Record Maintenance

All requests for releases of information are maintained in the future professional's file as long as the educational records themselves are kept. Under Maryland Law, student records, including transcripts, are maintained and kept permanently.

Amendment to Student Records

Future professionals have the right to seek an amendment to their school records. To seek an amendment, future professionals must meet with **THE TEMPLE's** director and bring any supporting documentation to show that the record is incorrect. It is the future professional's responsibility to show **THE TEMPLE** has made an error in its records by supplying supporting documentation for their amendment request.

Notice of Student Rights

If you have any complaints, questions, or problems that you cannot work out with **THE TEMPLE: A Paul Mitchell Partner School**, write or call:

Maryland Higher Education Commission

6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201
800-974-0203 / 410-767-3301

Student Professional Development Guidelines

www.mhec.state.md.us

The following are the guidelines that ALL Future Professionals must commit to and follow during their enrollment at **THE TEMPLE: A PAUL MITCHELL PARTNER SCHOOL**. These guidelines were established to assist in creating a safe, focused, and enjoyable learning experience.

A. Attendance and Documentation of Time

1. **THE TEMPLE: A Paul Mitchell Partner School** records attendance in clock hours and gives appropriate attendance credit for all hours attended. Attendance is calculated using a computerized time.
2. The prescribed attendance schedule must be maintained each week. Future Professionals attend Core for ten weeks (350 hours) then move onto the Clinic floor for Adaptive and Creative Phases. Future Professionals may not miss Saturdays (or Mondays if on the Monday schedule).
3. Future Professionals must NOT BE LATE as it inhibits the learning process. If you are late or cannot attend school you must contact **THE TEMPLE** and talk to the school receptionist immediately. Future Professionals must call in by 9:00a.m. Future Professionals who are late for theory class may not enter the classroom until the next scheduled break. They may "clock in" and will be assigned special projects or assignments pertaining to their program study. Future Professionals are responsible to make up all clock hours they have missed. Future Professionals who are late for any cutting, coloring, perming, texture, or special class, may attend the class, but must be accompanied into the classroom by a Learning Leader. Future Professionals are never excused from mandatory theory class to work in the clinic.
4. Future Professionals must request time off from school from the Future Professional Advisor.
5. Future Professionals are required to be in attendance a minimum of: seven (7) hours per day, thirty-five (35) hours per week for the full time schedule. Holidays such as Thanksgiving, Christmas and New Year's Day will be set according to the calendar each year.
6. Lunches and breaks are scheduled for all Future Professionals. Future Professionals will take a thirty (30) minute lunch between 12:00 noon and 1:30 p.m., if possible, according to their booking. Future Professionals should communicate with their Learning Leader if they have not had lunch by 1:30 p.m.

7. Documentation of Time:

Future Professionals may not leave **THE TEMPLE** premises during regular hours without the permission of a Learning Leader. Future Professionals who will be leaving **THE TEMPLE** premises for more than fifteen (15) minutes or leaving early must document their time by:

- a. Clocking out on the time clock.
- b. Signing the sign out sheet.
- c. Having a Learning Leader book them out.

If it is less than fifteen (15) minutes, the Future Professional must sign out on the sign out sheet.

Future Professionals must check out for lunch for thirty (30) minutes every day.

8. Future Professionals may **NOT** clock in or out for another Future Professional.

B. Professional Image

A Professional Image is a requirement for successful participation in **THE TEMPLE: A Paul Mitchell Partner School**. Future Professionals must maintain the following professional dress code:

1. Future Professionals in Core, Adaptive and Creative Phases must wear black or white in any combination.
2. A minimal print in clothing is acceptable only if it is in black and white print.
3. Clothing must be professional, clean, and free of stains and tears.
4. Shoes should be professional and comfortable for all Future Professionals.
5. Hair must be clean and styled prior to arriving at school.
6. Cosmetics must be applied using trend appropriate make up techniques and applied prior to arriving at school.
7. The following is a suggested list of unacceptable dress. It should NOT be construed as an exhaustive List. Ultimately, dress will be subject to the approval of **THE TEMPLE** Instructor Team:
Tennis shoes, gym shoes, foot thongs or beach sandals.
Jeans or clothing made of jean material.
Tank or sleeveless tops.
Sweatpants and shirts.
Printed t-shirts other than those with a PAUL MITCHELL logo.
The t shirt must be clean and professional, and you must dress it up!
Short skirts that fall above fingertips.
Shorts, spandex or biking shorts.
8. Future Professionals who fail to comply with this professional dress code will be asked to leave and return with appropriate attire.

C. Sanitation and Personal Services

1. Future Professionals must keep workstations and classroom areas clean, sanitary and clutter free at all times.
2. Future Professionals must clean their station, 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 receiving a time card to clock out for the day.
5. Future Professionals may have their hair or other services done Tuesday through Friday. To receive a service Future Professionals must do the following prior to starting the service:
 - a. Notify a Learning Leader
 - b. Be scheduled off the service books by a Learning Leader
 - c. Pay for service supplies for personal including perms, tints, bleaches, rinses, conditioning treatments, manicures, nails, etc.
 - d. Personal services must be rescheduled when the service desk personnel has a regularly schedule service client. Future Professionals must reschedule their personal service and complete the service appointment assigned to them.

- e. Personal services are considered rewards and scheduled for Future Professionals who are up to date with all projects, tests and worksheets. School assignments and successful learning are the priority.

D. Communication Guidelines and Professional Conduct

1. Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, Future Professional lounge or work floor area.
2. Only emergency calls are permitted on the business phone.
3. Cell phones, or other electronic communication devices, such as pagers or IM devices, are not permitted in **THE TEMPLE** during classroom or clinic time.
4. Future Professionals may not visit with another Future Professional who is servicing a client.
5. Future Professionals may not gather around the reception desk, the reception area, or the offices.
6. Food, drink, or water bottles are allowed only in the lunchroom or other designated areas.
7. Smoking is NOT allowed ANYWHERE on the premise of **THE TEMPLE**.
8. Stealing or taking school or another's personal property is unacceptable.

E. Learning Participation Guidelines

1. Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
2. Future Professionals will be expected to maintain a minimum average of 75% on all theory tests and assignments.
3. Future Professionals must take all appointments assigned to them. This includes last minute walk-ins.
4. Future Professionals may not be released from required theory class to take a client.
5. Only Desk Personnel may schedule or change client service appointments.
6. All services must be checked, and the service ticket initialed, by a Learning Leader.
7. Future Professionals are expected to be continuously working on school related projects, assignments, reading or test preparation during school hours.
8. Future Professionals will receive clock hours during the times they fully participate in their learning experience.
9. When Future Professionals are not scheduled with service appointments or are not scheduled to attend theory or a guest presentation, the following may be focused on:
 - a. Completion of monthly worksheets.
 - b. Completion theory review worksheets.
 - c. Performing a service on another Future Professional.
 - d. Listening or reading school resource center materials to include educational videos, audiotapes and books.

10. Future Professionals must comply with school personnel's and Learning Leader's assignments and requests as required by the curriculum and Future Professional guidelines and rules.
11. Future Professionals may not perform hair services outside of **THE TEMPLE** unless authorized to do so by school Administration. All such services **MUST** adhere to the Board of Cosmetology Regulations, 5-302:
 1. Subject to the provisions of this subsection, a student who has completed at least 1,000 hours of training at a school of cosmetology may practice cosmetology, without a license, in a hospital, nursing home, or correctional facility.
 2. A student may practice cosmetology under this subsection only:
 - i. in the program of the practical work required as part of the training of the student;
 - ii. while the student is under the direct supervision of a teacher who meets the requirements established by the Department of Education for public school programs or the Maryland Higher Education Commission for private school programs; and
 - iii. if the individual to whom a service is to be provided:
 1. *is confined to the hospital, nursing home, or correctional facility; and*
 2. *agrees to provision of the service after being informed that a student in training is to provide the service.*
12. Future Professionals are responsible for his/her 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. **THE TEMPLE** is not responsible for any articles that are lost or stolen.
13. Parking is allowed in assigned parking areas only or cars will be towed at their owner's expense.
14. All worksheets are due the end of each month by 4:30 PM for day school future professionals and 10:00 PM for night school future professionals.
15. If a future professional fails to complete 100% of a worksheet, the future professional will be placed on the Back on Track list and will remain on the list until the following month, as long as he/she completes the worksheet.

Policies and Procedures for Students with Disabilities

Accommodation Procedures for Students with Disabilities

Non-Discrimination Policy — It is the policy of **THE TEMPLE: A Paul Mitchell Partner 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. **THE TEMPLE** 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 **THE TEMPLE: A Paul Mitchell Partner School**. This applies to all students and applicants for admission to **THE TEMPLE. THE TEMPLE: A Paul Mitchell Partner 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 TEMPLE: A Paul Mitchell Partner 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 TEMPLE’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 **THE TEMPLE: A Paul Mitchell Partner School** to permit students with disabilities to use service dogs on each campus.

The person responsible for implementing these responsibilities at **THE TEMPLE** is:

Ashley Martinez, Future Professional Advisor, ADA Compliance Coordinator
22 W Church Street
Frederick, MD 21701
ashleym@pmthetemple.edu

When a future professional informs a staff member that the future professional is disabled, or needs accommodations or assistance due to disability, the staff member will refer the future professional 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 r\ 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 TEMPLE. 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 THE TEMPLE's 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 TEMPLE' 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:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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 TEMPLE: A Paul Mitchell Partner 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:

1. A student may appeal the Coordinator's decision to deny a requested accommodation.
2. A student may appeal a decision by the Coordinator to provide an alternate accommodation rather than the specific accommodation requested by a student.
3. A student may appeal a decision by the Coordinator that the student has not presented sufficient documentation to support the requested accommodation.
4. 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:

Sharon T Riser, Director
22 W Church Street, Frederick, MD 21701
301.682.7550
sharon@pmthetemple.com

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 TEMPLE**. The Coordinator will address:

1. the school's responsibility to provide accommodations to students with disabilities;
2. how to appropriately interact with students with particular kinds of disabilities;
3. how to go about implementing accommodations that the Coordinator has approved for students;
4. how to support students with disabilities in the school's programs;
5. 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.

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

THE TEMPLE: A Paul Mitchell Partner 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:

1. An instructor or other students refer to the student in a derogatory way related to the student's disability.
2. An instructor generally refers to students with particular types of disability in a derogatory way.
3. Other students refuse to work with the student because the student is disabled.
4. A school staff member refuses to provide a service to the student that the staff member provides to other students.
5. A school staff member takes a negative action toward the student after the student asked for accommodations for a disability.
6. 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.
7. 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:

Sharon T Riser, Director
22 W Church Street, Frederick, MD 21701
301.682.7550
sharon@pmthetemple.com

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:

Charles and Sharon Riser
c/o THE TEMPLE: A Paul Mitchell Partner School
22 W Church Street
Frederick, MD 21701
risers@pmthetemple.com

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.

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.

Parking

Future professionals must abide by local (city and/or landlord) parking rules, which are announced during orientation. **THE TEMPLE: A Paul Mitchell Partner School** will not be responsible for parking violations and/or towing fees. No future professional will be allowed to park in the spaces immediately in front of **THE TEMPLE**. Any future professional caught parking here will have their vehicle towed at their expense and will be written up for violating school policy.

The City of Frederick offers many FREE parking options that are within one block of the school. In addition, Future Professionals may register with the City of Frederick Parking Department for a monthly pass to one of the four parking decks downtown. All decks are within three blocks of **THE TEMPLE**.

Regulatory and Accreditation Agencies

THE TEMPLE: A Paul Mitchell Partner School has approval from the following agencies:

Maryland **H**igher **E**ducation **C**ommission (#1303)
6 North Liberty Street
10th Floor
Baltimore, MD 21201
800-974-0203

NATIONAL **A**CCREDITING **C**OMMISSION OF **C**AREER **A**RTS & **S**CIENCES (#030039-00)
4401 Ford Avenue
Suite 1300
Alexandria, VA 22302
703-600-7600

Nationally 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 TEMPLE's** state certificate of 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 future professional prior to enrollment. The Campus Crime Statistics are updated annually (October). If you are interested in reviewing or receiving a copy of **THE TEMPLE's** Campus Crime Report, please see the school director and/or the Financial Aid Office.

Agreement and Signature

By Signing this Catalog Cut Sheet, I assert that I have received a copy the Pre Enrollment data, including, but not limited to, Completion Rates, Licensure Rates, Placement Rates, Compensation a successful graduate may reasonably expect, the physical demands of the profession, some safety requirements of the profession, and our State licensing requirements. In addition, I assert that I have received a complete copy of the Catalog for **THE TEMPLE: A Paul Mitchell Partner School** and agree to abide by the Rules and Regulations contain therein.

Signature _____

Name (printed) _____

Date _____