

WE ARE PAUL MITCHELL SCHOOLS

2025 CATALOG

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MISSION STATEMENT

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

SCHOOL FACILITIES

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and, Paul Mitchell The School Dallas - Arlington is equipped to meet the demands of modern hair and skin care, while at the same time providing an atmosphere and attitude for progressive personal development. The facilities include a student lounge and lockers, restrooms, client reception and work areas, management offices, private classrooms, workstations, and equipment.

PARKING

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

ADMINISTRATION/OWNERSHIP

Turnage Beauty Institute, LLC, dba Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington are independently owned and operated franchisees of Paul Mitchell Advanced Education, LLC.

ADMINISTRATION

Ownership: Turnage Beauty Institute, LLC

President: John W. Turnage

Chief Financial Officer: Conor W. Turnage

Vice President: Conor Turnage

Member: Janet L. Turnage

Executive Director: Audra Turner

Executive Education Leader: Vannessa Torres

Executive Director of Financial Aid and Compliance: Chandra Couch

Executive Success Coach Advisor: Jessica Mosley

Council on Occupational Education Chief Administrative Officer: John W. Turnage

DALLAS CAMPUS INSTRUCTORS DEGREE HELD & INSTITUTION ATTENDED

Amy Hall - Instructor
Dale Jackson Career Center

Dorcas Jones - Instructor
BJ's Beauty & Barber College

Jessica Porcheddu - Instructor & Guest Service & Sales Leader
Paul Mitchell The School Dallas

Audra Turner - Instructor
Von Curtis Academy

Blanca Michelle Ames - Instructor
Paul Mitchell The School Dallas

Pamela Jackson - Instructor
Paul Mitchell The School Dallas

Whitney Standridge - Instructor & Education Leader
Paul Mitchell The School Dallas

Jerry Davis - Instructor
Paul Mitchell The School Cleveland

Brian Aranda - Instructor
Salon Boutique Academy

Teyauna Stephens -Instructor
Paul Mitchell The School Dallas

Michelle Burks - Instructor
Paul Mitchell The School Dallas

Kady DeMers - Instructor
Paul Mitchell The School Dallas

Yvette Duarte - Instructor
Paul Mitchell The School Dallas

Ashley Ferguson - Instructor
Paul Mitchell The School Dallas

Tanya Galloway - Instructor
Paul Mitchell The School Dallas

Camille Moody - Instructor
Paul Mitchell The School Dallas

Makenzie Taylor - Instructor
Paul Mitchell The School Dallas

SAN ANTONIO CAMPUS INSTRUCTORS DEGREE HELD & INSTITUTION ATTENDED

Angela Alvey - Instructor and Success Coach
Paul Mitchell The School Dallas - San Antonio

Vannessa Torres - Instructor
Burbank High School

Kayleigh Hite - Instructor & Sales/Clinic Floor Leader
Paul Mitchell The School Dallas - San Antonio

Cynthia Flores - Instructor & Education Leader & Campus Leader
Paul Mitchell The School Dallas - San Antonio

Norman Lopez - Instructor
Paul Mitchell The School Dallas - San Antonio

Carissa Nava - Instructor
Paul Mitchell The School Dallas - San Antonio

Sharitza Vega - Instructor
Paul Mitchell The School Dallas - San Antonio

Andrew Tran - Instructor
Paul Mitchell The School Dallas - San Antonio

Thomas Torres - Instructor
Paul Mitchell The School Dallas - San Antonio

Ashleigh Robinson - Instructor
Design School of Cosmetology

Christine Garza - Instructor
Paul Mitchell The School Dallas - San Antonio

Vogue Brooks - Instructor
Alamo City Barber College

Lauren Orsak - Instructor
Paul Mitchell The School Dallas - San Antonio

Shaden Gonzales - Instructor
Paul Mitchell The School Dallas - San Antonio

Dayna Garcia - Instructor
Sol Barber Academy

Nancy Thacker - Instructor
Paul Mitchell The School San Antonio

Johnathan Rivera-Rodriguez - Instructor
Paul Mitchell The School San Antonio

Melissa Fraire-Cedillo - Instructor
Paul Mitchell The School San Antonio

Zenyda Padilla - Instructor
Paul Mitchell The School San Antonio

Kelsey Peterson - Instructor
Paul Mitchell The School San Antonio

Rosa Ramirez - Instructor
Paul Mitchell The School San Antonio

ARLINGTON CAMPUS INSTRUCTORS DEGREE HELD & INSTITUTION ATTENDED

Justin Owens - Barber Instructor
State of New York

John Mosley - Instructor & Barber Campus Leader
Paul Mitchell The School Dallas - Arlington

Taylor Whitehouse - Instructor
Paul Mitchell The School Dallas - Arlington

Megan Arrington - Instructor
Duvall's School of Cosmetology

Sylvandrea Ashmore - Instructor & Education Leader
Delmar College

Beverly Grace Edwards - Instructor
Paul Mitchell The School Dallas - Arlington

Teresa Carnley - Instructor
Fort Worth Beauty School, Camp Bowie Campus

Star Whitaker - Instructor
Paul Mitchell The School Dallas - Arlington

Tira Bronner - Instructor
Paul Mitchell The School Arlington

Alexus Calhoun - Instructor
Paul Mitchell The School Arlington

Teresa Camlley - Instructor
Paul Mitchell The School Arlington

Thelma Crockett - Instructor
Paul Mitchell The School Arlington

Alyssa Gallegos - Instructor
Paul Mitchell The School Arlington

Jennifer Gaston - Instructor
Paul Mitchell The School Arlington

Jeannette Hernandez- Instructor
Paul Mitchell The School Arlington

Maria Sofia Juarez - Instructor
Paul Mitchell The School Arlington

Michelle McBride - Instructor
Paul Mitchell The School Arlington

Charly Robinson - Instructor
Paul Mitchell The School Arlington

Aliyah Wright - Instructor
Paul Mitchell The School Arlington

POLICY CHANGES

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and, Paul Mitchell The School Dallas - Arlington reserves the right to change its rules, policies and procedures. The school will notify students of any policy changes in writing.

SCHOOL FACULTY

Our instructors are licensed by the state of Texas and are successful professionals who may continue to work in salons and spas as time permits. A list of our faculty members is in each Campus' Supplemental Catalog.

ADMISSIONS

ADMISSION REQUIREMENTS - HIGH SCHOOL EDUCATION AND EQUIVALENTS

To qualify for admission to Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington, a prospective student must demonstrate that they are academically prepared to be successful. A prospective student must be able to provide verifiable documentation to support that they have a high school diploma, recognized equivalency and/or those who are beyond the age of compulsory school attendance in the State where the institution is located prior to being accepted. To meet that requirement, prospective students must:

i. have a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma); or
ii. Have a recognized equivalent of a high school diploma, such as a general educational development (GED) certificate or other state sanctioned test or diploma-equivalency certificate like HiSet; or
iii. Have completed homeschooling at the secondary level as defined by state law; or
iv. Have completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for their education; or
v. Have successfully completed at least a two-year college-level program that is acceptable for credit towards a bachelor's degree or completion of an associate degree.

The school does not accept ability to benefit (ATB) students.

VERIFICATION AND VALIDATION PROCEDURES

If the school or the Department of Education has any reason to believe that the diploma is not valid or was not obtained from an entity that provides secondary school education, the school will proceed with the two-step validity process. The validity process requires:

i. The school would to check with the high school to confirm the validity of the student's diploma by collecting documentation from the high school that confirms the validity of the high school diploma, including transcripts or other written descriptions of course requirements, or written and signed statements by principals or executive officers at the high school attesting to the rigor and quality of the coursework at the high school;

ii. If the high school is regulated or overseen by a state agency, Tribal agency, or Bureau of Indian Education, confirm with the relevant department or agency in the state in which the secondary school is located or obtain documentation from that agency that the secondary school is recognized or meets requirements established by that agency;

iii. If the Secretary has published a list of high schools that issued invalid high school diplomas, the school will confirm that the high school does not appear on that list.

A high school diploma is not valid if it:

i. Does not meet the applicable requirements established by the appropriate state agency, Tribal Agency, or Bureau of Indian Education in the state where the high school is located;

ii. Has been determined to be invalid by the Department of Education, the appropriate state agency in the state where the high school was located, or through a court proceeding; or

iii. Was obtained from an entity that requires little or no secondary instruction or coursework to obtain a high school diploma, including through a test that does not meet the requirements for a recognized equivalent of a high school diploma.

If the School is unable to determine validity of the high school diploma, the prospective student will not be accepted to the school.

ADMISSION PROCEDURE

1. **Complete an Application for Admission:** Complete and submit the application for admission. The application for admission may be obtained from an admissions advisor.
2. **Pay the Registration Fee:** There is a registration fee of $100 for enrollment into the school. Please submit the fee, payable to Paul Mitchell The School Dallas, Paul Mitchell The School San Antonio, or Paul Mitchell The School Arlington, in the form of cash, check, money order, credit card, and for those that qualify, Title IV. The fee is a refundable fee and is not included in the cost of tuition. Students enrolling in a school Workshop do not pay a registration fee. The school may opt to waive the registration fee for students who transfer from a school that has closed without notice.
3. **Interview:** All applicants must complete an interview with an admission's advisor.
4. **Provide Proof of Identity:** Applicants are required to provide proof of identification as part of the application of admission process. The school will maintain a copy of the identification presented as part of the student's admission file.

   Acceptable forms of photo identification include:

   - Government-issued driver's license
   - Government-issued non-driver ID card
   - Government-issued passport
   - National identification card (Consulate, Permanent Resident Card, Immigrant Visa Card, Employment Authorization Card)
   - Tribal Photo ID (no photocopies accepted)
   - Government-issued military ID – Acceptable military IDs:
     - The Veteran Health Identification Card (VHIC)
     - Veteran Identification Card (VIC)
     - Personal Identity Verification Card (PIV)

     **Photocopying of military identification cards for the purpose of receiving federal benefits other than military-related benefits is not authorized and therefore is unacceptable proof of identification. For this reason, any other form of military ID cards is unacceptable.*

     Photo IDs must contain:

     i. Applicant Students Full Name
     ii. Contain a photograph of the applicant
     iii. Be an original document
     iv. Be Current and valid: expired documents are not acceptable
     v. Match the name used in the application
        a. If name has changed, supporting documentation including but not limited to marriage certificate, court approval documentation or related documents are required.

5. **High School or Equivalent Verification Documents:** Applicants must demonstrate that they meet the High School requirements. The school considers a high school diploma, high school transcripts, GED certificate, GED transcript or high school equivalency certificate valid if granted by a high school or agency/program accredited or recognized by a state department of education (e.g. The State of Texas Department of Education).

   A student's self-certification is not sufficient to validate a high school diploma or high school equivalency

certificate or that they have completed secondary school through homeschooling as defined by state law.

If we determine that your diploma or high school equivalency diploma is not valid you will be denied admission to the school.

Students who are homeschooled must be able to demonstrate and document that they meet their states high school graduation requirements. Secondary school education at a homeschool is valid if their secondary school education was in a homeschool that state law treats as a home or private school (see https://hslda.org/legal for requirements for each state). Applicants who completed homeschooling must submit their high school transcripts for review and evaluation.

Applicants who received their high school diploma in another country are required to submit their high school transcripts to a foreign credentialing evaluation service.

Please note the document must be translated into English by a certified translator and accompanied by an evaluation of a credentialed evaluation service certifying it is equivalent to a U.S. high school diploma. We can accept credentials translated and evaluated by any agency under NACES. A list of approved agencies is located at NACES (National Association of Credential Evaluation Services) under: https://www.naces.org/members. We must receive a credential report directly from the evaluation services. Copies will not be accepted. Applicants are responsible for paying the costs of the translation and evaluation.

Applicants who have successfully completed at least a two-year college-level program that did not result in the awarding of an associate degree must submit college transcripts demonstrating successful completion of at least 60 semester or trimester credits hours or 72 quarter credit hours that is acceptable for full credit towards a bachelor's degree at an institution.

Applicants who have successfully completed an associate degree or bachelor's degree may show completion of the degree by providing the degree or transcripts.

Note that merely possessing a certificate of attendance and/or high school completion is not sufficient for a student to be Title IV aid eligible.

6. **Workshops**: Must be currently licensed, or working on completion of an esthetician or cosmetology license.

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington does not recruit students who are already enrolled in a similar program at another institution.

Admitted students who would like to request a reasonable accommodation under the Americans with Disabilities Act should contact the ADA Compliance Coordinator.

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington accepts re-entry students if they qualify. Please review the re-entry policy for specific requirements.

Once an applicant has completed the process to apply to the school, the admissions team and director reviews each applicant and their required application materials to determine if the applicant will be admitted.

The applicant will be notified of the decision in writing.

If the applicant is admitted, they will be notified of the next steps to enroll in their academic program.

If an applicant is not admitted and wishes to appeal the decision, they must write a letter/email to the Admissions Leader. Once the Director has evaluated the reasons for denial, the Director may either redo the personal interview for a second opinion or provide a response to the student. Appeals will not be considered if an applicant is not admitted because they do not meet the minimum education requirements to be admitted or if they have provided false information during the admission process.

RE-ENTRY STUDENT POLICY

Students who are withdrawn from the school (officially or unofficially) and wish to re-enter, must follow these steps:

1. Outstanding tuition, fee(s) must be paid in advance or the student must make satisfactory arrangements with Financial Services. The student must have their financial plan in place prior to starting classes.
2. Previous tuition payments will be credited to the student's balance if applicable.
3. Because tuition fees and costs are subject to change, students who reenter after 180 days will be contracted according to the current tuition costs at the location they are enrolling in and will be required to pay any additional fees, if applicable.
4. Pay a $200.00 in fees and sign a new contract to complete remaining hours.
5. Depending on the circumstances surrounding a student's withdrawal, he/she may be required to attend an orientation prior to re-starting the program.

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

Re-entry is reserved to the sole discretion of Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington and may require special conditions.

Re-entering students will be placed on 30-day probation, during which time they must meet the school's Institutional Attendance Policy regarding minimum attendance. Students will also be evaluated for satisfactory Institutional Attendance progress at the next scheduled evaluation period to determine their new status. Students who fail to meet the minimum attendance and academic requirements for the 30-day probationary period may be terminated. Students who re-enter the program are placed in the same Satisfactory Academic Progress standing as when they left. Re-entering students who have previously used all the excused absences provided under their original contract will not receive any additional excused absences under the new re-entry enrollment agreement.

All students who wish to re-enter after 180 days from the last day of attendance may be contracted and re-entered as a transfer student as outlined in the catalog.

TRANSFER OF CREDIT POLICIES

TRANSFER POLICY

STUDENTS TRANSFERRING FROM OTHER INSTITUTIONS

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington considers hours for transfers from other institutions into the school's Cosmetology, Cosmetology Operator, Class A Barber, Manicure and Esthetics programs on a case by case basis. Transfer students must provide a copy of their transcripts. If a student is transferring more than 100 clock hours they will be required to take a written and practical test overseen by an Education Leader. If a student is transferring 100 clock hours or less, all hours will be transferred without the need of a written or practical test. All transfer students must be approved by the school's Director. 100 clock hours and under will automatically be accepted as transfer hours after providing transcripts and will not need to meet with the Education Leader and Future Professional Advisor.

The cost for transfer students is based upon the current per hour tuition rate at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington. The per hour cost does not include the cost of a complete and current Paul Mitchell student kit if needed.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition.

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

STUDENTS TRANSFERRING TO OTHER INSTITUTIONS

Please note that students transferring to another school may not be able to transfer all the hours they earned at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington; the number of transferable hours depends on the policy of the receiving school. The transferability of hours you earn at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington is at the complete discretion of an institution to which you seek to transfer. If the hours or certificate that you do earn at Paul Mitchell The School are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution.

STUDENTS TRANSFERRING BETWEEN PROGRAMS

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington does not allow students to transfer between programs. If a student chooses to enroll in a different program within the school, they must first withdraw from the currently attending program, and then enroll in a different program as a new student. Prior credit will not be granted towards the new program. If transferring between Cosmetology and/or Class A Barber programs, credits will be evaluated. Students transferring from Paul Mitchell The School Dallas, Paul Mitchell The School Dallas-San Antonio, Paul Mitchell The School Dallas-Arlington, Paul Mitchell The School Denver, Paul Mitchell The School Phoenix, and Paul Mitchell The School Roanoke may not be required to take the transfer assessment. Assessments for students transferring from the above schools will be at the discretion of the education leadership at the campus they are transferring to.

TRANSFER OF CREDIT POLICY

Cosmetology and Cosmetology Operator

Cosmetology students transferring from a non-Paul Mitchell School and/or Paul Mitchell School. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board.

1. Pass a practical test with a minimum of 70% on three of the following criteria:
    - Demonstrate State Board Sanitation and Disinfection
    - Finger Wave with 6 pin-curls
    - Color and Lightener Applications (Must perform four)
    - Permanent Wave (10 rods)
    - Chemical relaxer applications (virgin, re-touch)
    - Marcel iron work demonstrating the three base curl placements
    - Haircut, style and finish of your choice (to complete on a doll head or model)
2. Pass a written exam with a minimum of 70% passing

Class A Barber

Class A Barber students transferring from a non-Paul Mitchell School and/or Paul Mitchell School. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board.

1. Pass a practical test with a minimum of 70% on three of the following criteria:
    - Demonstrate State Board Sanitation and Disinfection
    - Finger Wave with 6 pin-curls
    - Color and Lightener Applications (Must perform four)
    - Permanent Wave (10 rods)
    - Chemical relaxer applications (virgin, re-touch)
    - Marcel iron work demonstrating the three base curl placements
    - Haircut, style and finish of your choice (to complete on a doll head or model)
2. Pass a written exam with a minimum of 70% passing

Esthetics

Esthetic students transferring from a non-Paul Mitchell School and/or Paul Mitchell School. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board.

1. Pass a practical test with a minimum of 70% based on three of the following criteria:
    - Demonstrate State Board Sanitation and Disinfection
    - Basic Facial to include: Consultation, Cleanse, Skin Analysis, Exfoliation, Extractions, Mask, Moisturize and Protect
    - Wax: Brow Wax (hard wax or soft wax)
2. Pass a written exam with a minimum of 70% grade

Manicure

Manicure students transferring from a non-Paul Mitchell School and/or Paul Mitchell School. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board.

1. Pass a practical test with a minimum of 70% based on the following criteria:
    - Demonstrate State Board Sanitation and Disinfection
2. Pass a written exam with a minimum of 70% grade

TRANSFERABILITY OF CREDIT - CREDIT EARNED AT THE SCHOOL

The transferability of hours you earn at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in Cosmetology, Class A Barber, Manicure and/or Esthetics is also at the complete discretion of the institution to which you may seek to transfer.

If the hours or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Paul Mitchell Schools to determine if your hours or diploma will transfer.

The school will provide an Official Transcript and School Catalog to any student requesting to transfer credit to another school. The up-to-date catalog is also available online for public access. The school catalog contains course descriptions for each program at our school.

TRANSFER OF CREDIT - CREDIT EARNED AT ANOTHER INSTITUTION

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington may accept transfer clock hours or credits for courses completed at another institution.

A student must notify the Admissions team at the time of beginning the admissions process if requesting such credit. A transcript is required for each school a student attended the school will review course descriptions and any transcripts provided by the student to arrive at a final decision.

Courses taken at another institution must be accredited by an agency recognized by either the U.S. Department of Education or Council for Higher Education Accreditation (CHEA).

To transfer credit, the student must do the following:

1. Inform the Admissions Leader during the application process requesting to transfer credit
2. Provide transcripts from previous attended school 7 days prior to signing the enrollment agreement (exceptions may be granted for extenuating circumstances)

Acceptance of transfer credit is at the sole discretion of the school. In addition, the institution does not have articulation agreements and does not give credit for experiential learning.

STATE LICENSING DISCLAIMER

The state may refuse to grant a license if a student has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or committed any act that the Texas Department of Licensing and Regulation (“TDLR”) considers grounds to deny licensure. TDLR denies licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Students who are not U.S. citizens or who do not have documented authority to work in the United States will not be eligible to apply to take the state licensure examination. It is the student’s responsibility to contact TDLR and determine whether your criminal background will hinder your ability to become licensed in the state. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington is not responsible for students denied licensure. Paul Mitchell The School Dallas,

Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington’s programs only lead to licensure within the State of Texas.

DISCLOSURE FOR PROGRAMS LEADING TO LICENSURE

The following programs offered at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington lead to licensure in the state of Texas: Cosmetology, Class A Barber, Cosmetology Operator to Class A Barber and Esthetics. We have compiled a list of all states that require licensure for the program you are interested in enrolling. We have identified whether the institution’s program curriculum meets, does not meet, or a determination has not been made yet, for other state’s individual state educational requirements for professional licensure. This information can be located on the school’s paulmitchell.edu website, as well as you will receive a copy in the school’s admissions packet, prior to touring the school.

Please note that the school you are planning on attending has only had their curriculum evaluated by the state that you are attending school in, which meets the state’s requirements for licensure and practice. In determining whether your program of study is acceptable in another state, each state board reviews the number of clock hours you attended in your home state, the subject areas and practical experiences you completed, as a part of the process of determining what, if any, additional requirements you may have to meet in order to be licensed in their state. We encourage all graduates who are considering becoming licensed in another state to first take the licensure exam in their home state, which will make it easier to transfer into another state. If you are not licensed by your home state, the

state you are considering getting licensed in may require you to take additional training to meet their state minimum hour requirements and/or take their state licensure exam. State boards do not evaluate the curriculum of schools located in other states, but do, in most cases, recognize training from other states in order to transfer their license.

If, at any time, the program you are enrolled in, ceases to meet the educational requirements for licensure in the state where the student is located, the school will provide written notice directly to the student in writing within 14 calendar days of making that determination.

ENROLLMENT INFORMATION

Enrollment periods: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington usually begins a new class about every ten (10) weeks for both full-time and part-time cosmetology and full-time and part-time esthetics and about every six (6) weeks for the cosmetology 3-day program, depending upon space availability. Please refer to the applicable campus schedule for exact course start dates or contact the Paul Mitchell The School campus you are interested in attending.

2025 Holidays and School closures:

Closures	**Date**
New Years Day	January 1, 2025
Martin Luther King Day	January 20, 2025
Spring Break	March 10-11, 2025 (San Antonio campus) March 17-18, 2025 (Dallas & Arlington campus)
Easter	April 20, 2025
Battle of the Flowers for Fiesta (San Antonio campus only)	May 2, 2025
Mother's Day	May 11, 2025
Memorial Day	May 26, 2025
Father's Day	June 15, 2025
Juneteenth	June 19, 2025
Independence Day	July 4, 2025
Labor Day	September 1, 2025
Halloween	October 31, 2025 - night school only
Thanksgiving	November 27- November 30, 2025
Winter Break	December 24, 2025 - January 1, 2026
Staff Training	January 13, February 10, March 10, April 14, May 12, June 9, July 14, August 11, September 8, October 13, November 10, December 8

The school is open for business unless there is a declared State of Emergency. Unexpected closures and snow days will be announced through student online platforms, on local television, radio stations, and media platforms.

Enrollment agreement: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington clearly outlines the obligation of both the school and the student in the enrollment agreement. A copy of the enrollment agreement and information covering costs and payment plans will be furnished to the student before the beginning of class attendance.

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected.

INCARCERATED APPLICANTS

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

VETERANS CREDIT FOR PREVIOUS EDUCATION OR TRAINING

Students must report all education and training. The school must evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified.

FUTURE PROFESSIONAL INFORMATION

CONSTITUTION DAY

Constitution Day was established by Congress in an effort to increase knowledge about the United States Constitution. The amendment, proposed by Senator Robert C. Byrd, was passed in December 2004, and requires all educational institutions to commemorate Constitution Day by offering education and programs each year on September 17 (or in the preceding or following week if the date falls on a Saturday, Sunday, or holiday).

Constitution Day commemorates September 17, 1787, the signing of the United States Constitution. The Constitution established America's national government and fundamental laws and guaranteed certain basic rights for its citizens.

Constitution Day also serves as a reminder to participate in the political process by exercising our right to vote.

The school celebrates Constitution Day with an event and promotes awareness of the U.S. Constitution and voter registration information to all present.

This year's Constitution Day will be celebrated September 17, 2025.

To view an interactive version of the U.S. Constitution, go to the National Constitution Center at https://constitutioncenter.org/.

For more information about voting, go to voter resources at https://www.eac.gov/.

EDUCATION GOALS

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

1. To educate students to be professional, knowledgeable, and skilled in their field.
2. To promote the continuing educational growth of our faculty and students, using current teaching methods and techniques.
3. To teach courtesy and professionalism as the foundation for a successful career in their chosen field of study.
4. To prepare students to successfully pass the Texas state licensing exam for entry-level employment.

INDUSTRY REQUIREMENTS

Students interested in pursuing a career in cosmetology should:

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

INSTITUTIONAL ATTENDANCE POLICY

As mentioned in our Mission Statement Paul Mitchell The School is committed to providing a solid educational foundation to empower our team and we strongly believe that when people come first, success will follow. Part of this success hinges on the ability to commit fully to an employer and can handle the rigors that this industry demands. Attendance is a part of the excellence and success that the Cosmetology Market looks for.

Paul Mitchell The School has a minimum attendance of 80%. This means future professionals can miss no more than 20% of their program's scheduled hours before being withdrawn from the program for failing to meet the contractual obligation to the school. Future Professionals are expected to utilize the 20% of their program's scheduled hours for normal challenges that come up in their lives; time off with family, sick time, unexpected personal challenges, etc.

Attendance is very important, especially at the very beginning of our programs, because this is where you are learning all the rules, there really is no way to "make up" hours that is as effective as being present during this extremely important time frame. Missing time here can have a severely detrimental impact on future skill development (see Core Guidelines contained in catalog).

Future Professionals are required to maintain a minimum Institutional Attendance of 80% for the program. Attendance will be posted into our computer system daily 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 Future Professional Advisor or a member of the Education Leadership team must approve ALL early dismissals.

Institutional Attendance Progress is checked as follows:

PROGRAM	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT
Cosmetology Operator	200	400	600	800	1000	
Cosmetology Operator	200	400	600	800	1000	1150
Cosmetology Operator continued	1300	1500				
Esthetics	150	600				
Manicure 600	150	300	375	450	600	
Class A Barber	200	400	600	800	1000	
Cosmetology Operator to Class A Barber 300	60	150	210			

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

A Future Professional who is NOT maintaining at least a 80% attendance rate will be placed on Institutional Warning status until the next Institutional Check Point. A schedule will be created for the Future Professional to attend makeup hours to improve their attendance. Any Future Professional who does not significantly improve their attendance rate by the following Scheduled Institutional Check Point will be given the right to appeal and may be withdrawn from the program.

INSTITUTIONAL ATTENDANCE PROGRESS APPEAL POLICY

If a student has failed to make satisfactory Institutional Attendance progress on two consecutive check points the student may be withdrawn with a right to appeal. To appeal the negative determination the student must submit a written appeal to the Future Professional Advisor within five (5) business days of the determination. The student must include any supporting documentation that will support the reversal of the decision to withdraw the student. If the student fails to appeal, the decision to withdraw the student will stand.

LOCKER POLICY

Purpose — The school makes lockers available to students to facilitate the daily storage of their learning materials and items related to their studies. Paul Mitchell The School manages lockers to ensure responsible use of property and for the health and safety of individuals.

Agreement — The school establishes rules, guidelines and procedures to ensure responsible use and to control the contents of its lockers. By utilizing the school's lockers, students acknowledge and agree that locker use is a privilege and subject to immediate termination without notice and to such rules, guidelines and procedures established by the school from time to time, at its discretion.

GUIDELINES

1. Lockers will be issued to all students during Core. A locker number will be provided during Core. Assigned lockers may not be traded or changed unless approved by the school's administration.
2. Locker assignments are valid from the beginning of enrollment until the day of graduation or withdrawal. At that time, all locker contents must be removed. After that time, any lockers that have not yet been vacated will be emptied, and the contents stored for 30 days, at which time they become the property of the school.
3. Lockers are for individual use only and are not to be shared. Locker content is the sole responsibility of the registered occupant of the locker. To reduce the risk of theft, students are encouraged to keep their lockers locked. Students should not store money, wallets, jewelry, credit or debit cards, or any other personal item of high value.
4. The school is not in any way responsible for a locker's contents or liable for the loss of or damage to items stored in lockers. Students are required to maintain their locker's interior and exterior in a clean, neat and undamaged condition. Marking, defacing or graffiti on lockers is not acceptable.
5. No person shall store in a locker: weapons of any kind, explosives, prohibited drugs, illegal or illicit items or substances or other items deemed by the school to be harmful, offensive or inappropriate.
6. The school may in its sole discretion carry out or authorize searches/inspections for any reason. The following is a partial listing of examples of when The school will exercise its discretion without notice:
    a. Locker abandonment.
    b. Suspected contents that may be illegal, illicit or deemed by the school to be harmful, offensive or inappropriate.
    c. At the request of or generally in cooperation with law enforcement authorities.
    d. Investigative purposes related to suspected or alleged criminal, illegal, or inappropriate activities.
    e. Risk to the general good of the school.
    f. Risk to the general good of the student or student population.
    g. Unregistered locker.
    h. Physical damage to or defacing of the locker.
    i. Odors (spoiled/rancid food, garbage or smelly contents).
    j. Locker maintenance.
7. The school works with the local law enforcement authorities and maintains the right in the school's sole discretion to allow law enforcement to carry out specific and random searches/inspections of locker contents. Such searches/inspections may be carried out with or without notice to or in the presence of the locker's occupant. Such police activity may include but is not limited to: random drug or weapon searches of lockers, backpacks, book bags, brief cases, containers, jackets and winter coats.

MAKE-UP WORK

Students must complete all required assignments and tests. To accommodate students, makeup test days and worksheet periods are scheduled. Students must complete makeup work at the scheduled time. See Future Professional Advisor, Theory Leader or Education Leader for makeup test dates.

MEASURABLE PERFORMANCE OBJECTIVES

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

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

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

1. Protect clients' clothing by appropriately draping them.
2. Ask clients to remove any jewelry, hair accessories, glasses, etc.
3. Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, follow the directions listed in the Material Safety Data Sheet (MSDS).
4. Wear gloves when dealing with chemicals.
5. Remember that anything containing chemically active ingredients must be used carefully to avoid injury to you and your client.

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

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

ATTENDANCE AND DOCUMENTATION OF TIME

1. The school records attendance in clock hours and gives appropriate attendance credit for all hours attended. The school does not add or deduct attendance hours as a penalty. Attendance is calculated using an online time clock. To ensure proper clock hours are credited, full-time students are required to clock in/out when they arrive at school, when they leave for lunch, when they return from lunch, and when they leave at the end of the day. Part-time students are required to clock in/out when they arrive at school and when they leave at the end of the day.
2. According to the Texas Department of Licensing and Regulation (TDLR), Paul Mitchell The School cannot adjust a Student's time clock activity. Future Professionals will only receive credit for written in adjustments if there is a time clock failure or other situation approved by the TDLR.
3. The school is open from 9:15 AM to 5:15 PM for day students and 5:15 PM to 10:15 PM for night students.
4. All courses require continuous attendance.
5. The prescribed attendance schedule must be maintained each week.

6. Students must be on time, as tardiness inhibits the learning process. Students who are more than 5 minutes late for a specialty class or a guest artist class may attend the class, but must be accompanied into the classroom by an instructor. Students are never excused from mandatory theory class to work in the clinic.
7. During the enrollment agreement period, students must maintain a 80% attendance average each month to complete the program within the scheduled program length. Students are allowed to miss 20% of their scheduled hours before being withdrawn from the program. A student will be dropped from the program once he/she meets their scheduled program length (defined below). If the student needs to complete remaining program hours in order to graduate, the student will be required to re-enroll in the program with a new contract and costs in order to complete their remaining hours.

   Scheduled Program Length is defined as:

Scheduled Program Length	
Cosmetology: Hours in program = 1000 hours 20% absent hours = 250 hours Scheduled Program Length = 1250 hours	Class A Barber: Hours in program = 1000 hours 20% absent hours = 250 hours Scheduled Program Length = 1250 hours
Esthetics: Hours in program = 750 hours 20% absent hours = 188 hours Scheduled Program Length = 938 hours	Cosmetology Operator to Class A Barber 300: Hours in program = 300 hours 20% absent hours = 75 hours Scheduled Program Length = 375 hours
Manicure 600: Hours in program = 600 hours 20% absent hours = 150 hours Scheduled Program Length = 750 hours	

   Please note that students who miss more than 10 or more school days, the student will be terminated from the program.
8. Students who are late or cannot attend school must contact the school and talk to the school service desk immediately. Day students must call in by 9:00 AM and night students must call in by 5:00 PM.
9. Students must request time off from school from the Future Professional Advisor.
10. Full-time students are required to be in attendance a minimum of seven (7) hours per day, 35 hours per week; 3-day schedule students are required to be in attendance a minimum of eleven (11) hours, 30 hours per week; Part-time students are required to be in attendance a minimum of four and one half (4.5) hours per day, 22.5 hours per week. Students cannot bank hours and attend over 48 hours per week to make up for missing hours. Makeup Hour Days are offered at the discretion of the Leadership Team and will be announced to Future Professionals accordingly. The School will hold a commencement ceremony to honor graduating students - if said ceremony falls on a school day it will be considered an excused absence for students.
11. Lunches and breaks are scheduled for all students. Students must take 30 minutes for lunch. Students should communicate with their instructor if they have not had lunch.
12. Documentation of time: Students may not leave the school premises during regular hours without an instructor's permission.
    a. Students who leave school premises or those who leave early must document their time by clocking out on the time clock and having an instructor book them out.
    b. Students must clock out for lunch for 30 minutes every day.
13. Students may not clock in or out for another student.
14. Students must keep a record of all services each day on the "service tracking sheet," which must be completed daily and turned in every month.

PROFESSIONAL IMAGE

All Future Professionals must adhere to the following professionals dress code while in attendance:

1. Future Professionals may wear color in any combination.
2. Clothing should be professional and clean.
3. Shoes should be professional, practical, clean, and comfortable (any color). They must be closed toe and closed heel.
4. Hair should be styled prior to arriving at the school.
5. Any cosmetics should be applied prior to arriving at the school.
6. **The following is a list of acceptable dress:**
    a. Jeans or clothing made of jean material. No rips in your jeans.
    b. Fashionable sneakers i.e. vans, Sperrys, converse.
    c. Sweatshirts, printed T-shirts, hooded sweatshirts and/or jackets with the Paul Mitchell logo or the school logo may be worn (hoods may not be worn in the building).
    d. Stylish hats and scarves.
7. Leggings are not pants, so when leggings are worn all skirts, dresses, or tops must fall below the fingertips when standing up.
8. Professional hooded cardigans, sweaters, or shirts without logos may be worn (hoods may not be worn in the building).
9. Appropriate undergarments must be worn.

The following is a list of unacceptable dress for all Future Professionals in attendance:

1. Gym workout shoes (Brooks, Asics, New Balance), basketball shoes, foot thongs, or beach sandals. Tank tops, spaghetti string tops, sleeveless tops or belly shirts. Sweatpants, yoga pants, spandex or biking shorts.
2. Leggings worn as pants.
3. Sweatshirts, hooded sweatshirts, jackets and printed T-shirts other than those with the Paul Mitchell logo or the school logo.
4. Dresses or skirts that fall above fingertips, when standing up.
5. Shorts or short rompers.
6. Baseball hats, visors, caps, beanies, or head wraps.
7. Headphones, headgear, and/or earphones are not permitted in the classroom or the clinic classroom.
8. Sunglasses.

All Class A Barber Future Professionals must also adhere to the following professional dress code while in attendance:

1. Class A Barber Future Professionals may wear color in any combination.
2. Accessories may be worn in any color.
3. A Class A Barber Future Professional may wear a smock.
4. Sweatshirts, printed T-shirts, hooded sweatshirts, and/or jackets with the Paul Mitchell logo or the school logo may be worn. (Hoods may not be worn in the building).
5. Fedoras, flat hats, or ascot caps may be worn.

Future Professionals who fail to comply with the Future Professional dress code may be coached and may receive an advisory.

SANITATION AND PERSONAL SERVICES

1. Students must keep workstations and classroom areas clean, sanitary, and clutter free at all times. Students must clean their stations, including the floor, after each service.
2. Hair must be swept up immediately after a service is completed, before blow drying.

3. Workstations must be cleaned at the end of the day, prior to clocking out for the day.
4. Students may have their hair or other services done on Monday and Thursday only. To receive a service, students 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 including perms, tints, bleaches, rinses, conditioning, treatments, manicures, nails, etc.
    d. If a service guest comes in and the service desk coordinator needs the student giving the personal service or the student receiving it to take care of the guest, then the students must reschedule their personal service and complete the assigned service guest appointment.
    e. School assignments and successful learning are the priority.

COMMUNICATION GUIDELINES AND PROFESSIONAL CONDUCT

1. Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic floor area.
2. Audio and/or visual recording is not permitted while on campus.
3. Only emergency calls are permitted on the business phone. Students may use the student phones for a limited time. Please keep your calls to three (3) minutes or less.
4. Cell phones are not permitted in the classrooms, clinic floor and/or hallways.
5. Students may not visit with another student who is servicing a client.
6. Students may not gather around the reception desk, reception area, or offices.
7. Food, drinks, and water bottles are allowed only in the lunchroom.
8. The school is a smoke-free campus. Students who fail to follow this policy will be suspended for a total of three (3) days. This policy extends to electronic cigarettes.
9. Stealing or taking school or another's personal property will lead to termination.

LEARNING PARTICIPATION GUIDELINES

1. Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
2. Students will be expected to maintain an average of 70% on all theory tests and assignments.
3. Students must take all appointments assigned to them. This includes last-minute walk-ins.
4. Students 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. Students are expected to be continuously working on school-related projects, assignments, reading, or test preparation during school hours.
8. Students will receive clock hours during the times they fully participate in their learning experience.
9. When students are not scheduled with service appointments or are not scheduled to attend theory or a specialty class, they may focus on the following:
    a. Completion of monthly worksheets
    b. Completion of theory review worksheets
    c. Performing a service on another student
    d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
10. Students must comply with school personnel and instructor's assignments and requests as required by the curriculum and student guidelines and rules.

11. Students may not perform hair, skin, or nail services outside of school unless authorized to do so by school administration. Conducting unauthorized hair, skin, or nail services outside of school will be reported to the state board and may result in your inability to receive a professional license.
12. Students are responsible for their own equipment and may use a station drawer only while working at that station. All equipment, tools, and personal items must be secured in their assigned locker. The school is not responsible for any lost or stolen articles.
13. Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
14. All worksheets are due the end of each month.
15. If a student fails to complete a worksheet 100%, the student will be placed on the Back on Track list and will remain on the list until the following month, as long he/she completes the worksheet.

STUDENT SERVICES

1. **Housing:** The school keeps a file of information about housing in the surrounding areas.
2. **Academic Advising:** Students are provided with academic advising and additional assistance as necessary. Information and advice on any financial assistance are accessible to students. The school also gives advice and information to students on these subjects:
    a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
    b. Assistance with resume and job search.
    c. Opportunities for continuing education following graduation.
    d. Assistance with the financial aid process.
3. **Mental Health Counseling:** If referral to professional assistance is necessary, the school maintains a record of such referral.
    a. Referrals to mental health counseling.
    b. Assistance for students with disabilities.

VOTER REGISTRATION

We encourage students to register to vote. You can go to the following website and follow the instructions to register votetexas.org. This webpage contains everything you need to know about the requirements to be allowed to vote and how to become a registered voter as well as deadlines for submission of that applications.

SUSPENSION POLICY

PURPOSE:

The purpose of this policy is to establish a framework for the suspension of students in order to maintain a safe and secure learning environment for all students and staff members.

This policy applies to all students enrolled at our school.

POLICY STATEMENT:

Our school has a zero-tolerance policy for certain behaviors that threaten the safety and well-being of our students and staff. If a student engages in any of the following behaviors, they will be subject to suspension/termination. The suspension can be up to 30 days. A suspension can also be used pending an investigation.

- Physical assault or threat of physical assault
- Possession or use of weapons or illegal drugs
- Harassment or bullying

- Vandalism or destruction of school property
- Repeated and serious violation of school rules and policies
- Failure to follow dress code
- Malicious gossip
- Attendance
- Academics
- Parking violation
- Smoking on campus
- Vaping on campus
- Violation of internet/social media policy including the use of technology for noneducational purposes
- Violation of the Future Professional Advisory Policy or School Standards on-campus, at a school-sponsored event, externship, off-campus event, and/or field trip
- Disruptive behavior, which is defined as any behavior that a reasonable instructor believes substantially interferes with the teaching or learning process, whether in a classroom or other learning environment (such as an online platform, clinic classroom, field experience, in an office, or other setting whether it is an on-campus or off-campus location) and continues after an instructor or other school employee's request to cease. Examples of disruptive behavior include, but are not limited to:
    a. verbal abuse of or threatening the instructor or other students
    b. damaging classroom furniture or property
    c. damaging the property of another Future Professional or instructor
    d. creating excessive noise
    e. refusal to comply with instructor direction
    f. persistently speaking without being recognized or called upon
    g. refusing to be seated
    h. unauthorized use of cell phones, laptops, or other relevant technology; and disrupting the class by repeatedly leaving and entering the room without authorization
- The expression of disagreement with the instructor or classmates is not in itself disruptive behavior. Disruptive behavior also does not include appropriate demonstration of disagreements or differences of opinion, cultural differences, differing values or beliefs, or needing extra time or attention based on reasonable accommodation for disabilities.
- Sleeping in class is prohibited.
- Unprofessional communication
- Lying/Cheating/Stealing
- Failure to be actively engaged in school-related activities
- Time Clock Violations: Clocking in and out another student, Requesting another student clock you in and out. Leaving the school facility and/or premises without notifying a Learning Leader and/or signing out for a break and remaining clocked in on the time clock and receiving unearned hours; the school parking lot and surrounding businesses are not included as part of the school facility for educational time; this includes exceeding allotted break or lunch times.
- Tampering is the attempt to alter school records, grades, assignments, or other documents without authorization.
- Plagiarism
- Other academic misconduct

**In addition, there may be other behaviors or actions that warrant suspension based on the individual circumstances of each case. If a student is suspended, they will not be allowed to attend classes or participate in school activities for the duration of the suspension.*

SUSPENSION PROCEDURES:

1. When a student engages in behavior that warrants suspension, the Advisor/Director or designee will conduct an investigation to determine the facts of the situation.
2. The student will be given the opportunity to present their side of the story during the investigation.
3. If the investigation confirms that the student engaged in the behavior in question, the advisor or designee will notify the student and their parents or guardians of the decision to suspend.
4. The student will be given the opportunity to appeal the decision to the school board.
5. We may suspend all parties pending investigation

WRITTEN APPEALS:

Student may appeal a school determination imposed on Student to the Appeal Committee. A student may initiate an appeal within fourteen (14) days of receipt of the school's decision. The results of the appeal to the Appeal Committee shall be final. An appeal shall be limited to review of the record for one or more of the following purposes:

1. To determine whether the decision reached regarding the student was based on reasonable evidence.
2. To determine whether the sanction(s) imposed were reasonably appropriate for the violation of the student was found to have committed.
3. To consider new evidence sufficient to alter the decision or sanction which was not previously considered because such evidence was not known or available.

The student is required to submit a written appeal to the Appeal Committee, which includes the following:

- A full description of the student's basis for appeal;
- A statement of the remedy the student is seeking; and
- Any supporting documentation.

Written appeals can be submitted in-person, via mail or email at appeals@pmtssanantonio.com.

Certain Terminations Are Final and Are Not Appealable.

If a student is terminated for violations of the Protected Class Nondiscrimination Policy and Procedures; Anti-Bullying Policy; physical violence; physical altercations and threats of violence or threats of physical altercations; drug or alcohol violations; or weapons violations, if terminated after reinstatement from a termination appeal, such termination is final and may not be appealed separately pursuant to this section.

RETURN AFTER TERMINATION APPEAL:

A student returning after a termination appeal shall be on probation for thirty (30) days, during which an additional violation may result in termination. After returning from a termination appeal, if a student is terminated, this termination is not appealable.

ADVISORY PROCESS RETURN AFTER SUSPENSION:

Additional violations in the first thirty (30) days back from suspension may result in termination.

After the thirty-day (30) probationary period, the Future Professional will have two additional coaching sessions before being terminated again.

POLICY REVIEW:

This policy will be reviewed annually by the school to ensure that it remains relevant and effective.

SUSPENSION AND TERMINATION

Students may be suspended or terminated from enrollment in the School, at the School's discretion, for reasons which include, but are not limited, to failing to comply with School rules or general policies, leaving the School without permission during the scheduled hours of a Students' Program, failing to attend for 14 consecutive calendar days, failing to complete practical worksheets, failing to attend theory classes or take theory tests, failing to meet the School's policies regarding Satisfactory Academic Progress, failure to pay tuition and charges when due, and/or otherwise acting in a manner detrimental to the classroom environment, the well-being of fellow students, faculty, staff, visitors, or institutional facilities.

As outlined in the Catalog, Students may be required to receive coaching sessions for noncompliance with certain policies. Once a Student has received five (5) coaching sessions, the Student may be suspended from the School for five (5) days. If a Student receives two (2) additional coaching sessions after re-admission from a five (5) day suspension, the Student's enrollment may be permanently terminated by the School. A Student may be terminated by the School without prior coaching sessions for violating the Future Professional Advisory Policy.

CORE GUIDELINES

1. If a Future Professional misses any time during Core, it is his/her responsibility to arrange with the Learning Leader to receive the handouts, notes, assignments, etc. A Future Professional is only allowed to miss up to 21 hours of school while in the Core phase of the program. If the Future Professional misses more than the allowed 21 hours, he/she may be withdrawn and asked to restart in the next available Core program.
2. If a Future Professional miss any of the five (5) cutting days wherein all instruction is given to complete the five (5) haircuts taught in Core, it is the responsibility of the Future Professional to arrange a make-up date with the Core Specialist.
3. It is the Future Professional's responsibility to find and provide a practical test model and a male haircut model during his/her Core training. These models are scheduled at the end of the Core program and used for the purpose of testing out of the Core class. The Future Professional will be informed on his/her first day of Core of the date these models are needed.
4. If a Future Professional is to miss the practical test or does not pass the practical test, the Future Professional is responsible for arranging a make-up date with the Core Specialist.
5. In order to complete the Core program and move to the Protégé program, a Future Professional must:

   Complete six (6) weeks of class time if in day school and twelve (12) weeks of class time if in night school;

   - Finish the Core Worksheet;
   - Pass the Core written test;
   - Complete all haircuts; and
   - Pass the practical test.
6. A Core evaluation and interview with the Core Specialist will conclude your Core program.

Your locker will be cleaned out and your kit will be sanitized and disinfected.

EXCUSED ABSENCES

Future Professionals may receive a maximum of six (6) excused absences. Excused absences may include missing school due to the death of an immediate family member, a serious medical issue, or military service. To receive an excused absence, the Future Professional must provide sufficient documentation, such as an obituary or memorial announcement, doctor's note or military service paperwork. Additional absences may be excused for medical reasons

provided documentation from the medical provider is submitted to the Future Professional Advisor. The Future Professional must also inform their Future Professional Advisor that they are going to be absent due to one of the abovementioned reasons.

Individuals with a verified disability requiring occasional absences as a reasonable accommodation should seek approval via the School's ADA Coordinator, Section 504/ADA Disability Accommodation & Grievance Policy located in this catalog.

FUTURE PROFESSIONAL STATUS

Students of Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington are not employees and will not receive compensation for any aspect of their education, including but not limited to time spent providing beauty industry related services to members of the public, cleaning and sanitizing their stations in the Clinic Classroom, and similar activities.

IPAD USAGE POLICY

iPads are to be utilized for educational purposes when in use at Paul Mitchell The School. Future Professionals are not permitted to use their iPad for personal use during educational classes, including but not limited to: theory, specialty class, mini classes and on the clinic classroom.

Students may purchase the iPad as part of their technical kit for an additional fee.

Item	**Cost**
iPad	$297.51
Sales Tax	$24.54
Total	$322.05

MISCONDUCT

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

PROGRAM SEQUENCING

Once the Future Professional completes the Core Program, he/she becomes a protégé. The Future Professional must complete the protégé worksheet before becoming an Adaptive Future Professional.

STUDENT PRIVACY

Students understand the following limitations on their privacy apply while at school. Lockers furnished for student use belong to the school and are subject to search by school or police officials at any time for any reason. Students should not expect privacy in their use of school lockers.

By entering onto the premises of the school, students agree that they and any parcels, including handbags, briefcases and purses or other items and personal effects they may bring with them (including any vehicle parked on school property) are subject to reasonable search by school personnel.

STUDENT TEXTBOOKS AND KITS

Students may purchase the Paul Mitchell Technical kit in it's entirety from the school, or they may be purchased independently. If purchased independently, they must meet the criteria listed on the Student Technical Kit List. Refer to the catalog kit list. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the school or independently.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The school is not responsible for items that are lost or stolen. Published kit lists herein are subject to change.

All education apps will work on an Iphone.

Right to Independent Purchase of IPad, Textbooks and Technical Kit: Any student who desires to independently purchase their textbook or technical kit from a vendor other than Paul Mitchell The School has the right to do so. A student who chooses to do this should notify the school during contracting.

VETERAN'S ATTENDANCE POLICY

Early departures, class cuts, tardiness, etc. for any portion of a class period will be counted as an unexcused absence. Student's exceeding 10% total absence in a calendar month will be terminated from their VA benefits for unsatisfactory attendance.

To show that the case of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits.

The student's attendance record will be retained in the veteran's file for USDVA and SAA audit purposes.

COSMETOLOGY OPERATOR PROGRAM

COSMETOLOGY OPERATOR COURSE INFORMATION

COSMETOLOGY OPERATOR COURSE DESCRIPTION

Cosmetology: *Standard Occupational Classification (SOC) 39-5012.00*

Classification of Instructional Programs (CIP) Code 12.0401

The curriculum involves 1000 hours to satisfy Texas state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

**Students are prepared to be an entry level cosmetologist.*

COSMETOLOGY OPERATOR COURSE OVERVIEW

Course Hours: 1000 clock hours

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

1. **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
2. **Clinic Learning Experience:** The remaining 790 hours are spent in the clinic area where practical experience is gained.

COSMETOLOGY OPERATOR COURSE OUTLINE

Your time at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington for the cosmetology operator program will be divided into six designations:

1. **Core Curriculum:** A 210-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, coloring, permanent waving, and chemical texture services.
2. **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing you for the clinic classroom experience.
3. **Clinic Classroom Learning Experience:** Your clinic classroom time from 280 to 1000 hours will be guided with individual attention and group learning experiences using mini-classes, clinic practical worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
4. **Classroom Learning Experience:** Your classroom time from 280 to 1000 hours is divided into six (6) areas: cutting, coloring, texture, makeup, skin, and nails. Each area has an instructor who conducts the different specialty classes each week. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
5. **Adaptive Curriculum:** From 280 to 500 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident beauty industry professional.

6. **Creative Curriculum:** You will spend your last 500 hours at the school in “high gear” by dressing, acting, and working like a salon industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

COSMETOLOGY OPERATOR COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	Hours
Theory and related practice: anatomy and physiology; diseases and disorders of the skin, scalp, hair and nails; chemistry (haircoloring, chemical waving, and relaxing); bacteriology, sterilization and sanitation, health, safety, first aid, laws and rules; tools and equipment; hair care and related theory; business skills and establishment management; skin care and related theory; hair removal; nail care and related theory; electricity; haircutting; hairstyling; hair and scalp treatments, scalp massage; hairweaving, extensions; chemical textures and applications; face and neck massage and treatments; facial hair removal; manicuring; waxing and removing body hair; customer service and professional ethics; makeup; pedicuring; artificial nails	700
The standards for the operator curriculum must include Specialty Practice and related theory: eyelash semi-permanent extensions; advanced hair care and advanced chemical services; and related practices.	300
TOTAL CLOCK HOURS	**1000**

The institution offers employment assistance to help graduates’ efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume development, job interview preparation and job search skills.

COSMETOLOGY OPERATOR TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student’s 1000-hour course:

1. **Theory exams:** Students must receive a grade of 70% or higher on each assigned theory exam.
2. **Core written and practical skills evaluation:** Students must receive a grade of 70% or higher on each written exam and each practical skill exam in order to complete the Core program. The exams are an overview of instruction taught during the Core schedule. All Core written and practical skill exams must be passed with a 70% in order to transition to the Clinic Classroom. If students are unable to pass each exam after two attempts, the student may be asked to withdraw from the program and re-enroll in the next available Core class start date.
3. **Final exam:** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
4. **Clinic practical worksheets:** Students must complete all assigned practical clinic classroom worksheets.

COSMETOLOGY OPERATOR CLASS START DATES

2025 DALLAS CAMPUS	
DAY SCHOOL 5-DAY:	February 3, April 21, June 10, August 4, September 22
DAY SCHOOL 3-DAY:	January 14, February 25, April 8, May 20, July 8, August 19, September 30, November 11
NIGHT SCHOOL:	January 27, March 24, May 19, July 21, September 15, November 17

2025 SAN ANTONIO CAMPUS	
DAY SCHOOL 5-DAY:	August 18, October 20
DAY SCHOOL 3-DAY:	January 21, March 4, April 22, June 3, July 15, August 26, October 7
NIGHT SCHOOL:	January 27, March 24, May 13, July 7, August 25, October 14, November 17
DAY SCHOOL 3-Day to 5-DAY:	January 21, March 4, April 22, June 3, July 15, August 26, October 7

2025 ARLINGTON CAMPUS	
DAY SCHOOL 5-DAY:	January 21, March 3, April 15, May 19, July 7, August 12, September 22, November 3
DAY SCHOOL 3-DAY:	January 21, March 3, April 15, May 19, July 7, August 12, September 22, November 3
NIGHT SCHOOL:	January 27, March 24, May 19, July 21, September 15, November 17

COSMETOLOGY OPERATOR PROGRAM SCHEDULES

DALLAS COSMETOLOGY SCHEDULE			
5-Day	Monday - Friday	9:30 AM to 4:30 PM	32.5 hrs per week
3-Day	Tuesday-Thursday	9:30 AM to 6:00 PM	24 hrs per week
Night	Monday - Thursday	5:30 PM to 10:00 PM	18 hrs per week
Night (Core) (After Core)	Monday - Thursday Monday - Thursday Friday	5:30 PM to 10:00 PM 5:30 PM to 10:00 PM 9:30 AM to 4:30 PM	18 hrs per week 24.5 hrs per week

SAN ANTONIO COSMETOLOGY SCHEDULE			
5-Day	Monday - Friday	9:30 AM to 4:30 PM	32.5 hrs per week
3-Day	Tuesday-Thursday	9:30 AM to 6:00 PM	24 hrs per week
3-Day (Core) (After Core)	Tuesday-Thursday Monday - Friday	9:30 AM to 6:00 PM 9:30 AM to 4:30 PM	24 hrs per week 32.5 hrs per week
Night	Monday - Thursday	5:30 PM to 10:00 PM	18 hrs per week
Night (Core) (After Core)	Monday - Thursday Monday - Thursday Friday	5:30 PM to 10:00 PM 5:30 PM to 10:00 PM 9:30 AM to 4:30 PM	18 hrs per week 24.5 hrs per week

ARLINGTON COSMETOLOGY SCHEDULE			
5-Day (Core) (After Core)	Monday - Thursday Monday - Friday	9:30 AM to 4:30 PM 9:30 AM to 4:30 PM	26 hrs per week 32.5 hrs per week
3-Day (Core) (After Core)	Monday - Thursday Tuesday-Thursday	9:30 AM to 4:30 PM 9:30 AM to 6:00 PM	26 hrs per week 24 hrs per week
Night	Monday - Thursday	5:30 PM to 10:00 PM	18 hrs per week
Night (Core) (After Core)	Monday - Thursday Monday - Thursday Friday	5:30 PM to 10:00 PM 5:30 PM to 10:00 PM 9:30 AM to 4:30 PM	18 hrs per week 24.5 hrs per week

COSMETOLOGY OPERATOR COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

DALLAS CAMPUS	
TUITION – Cosmetology Operator	
Tuition	$14,025.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	2,349.14
Textbook *(non-refundable)*	411.13
Sales Tax *(non-refundable)*	227.72
TOTAL COSTS	**$17,137.99**

SAN ANTONIO CAMPUS

TUITION – Cosmetology Operator	DAY SCHOOL	NIGHT SCHOOL
Tuition	$14,835.00	$12,335.00
Registration Fee	100.00	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00	25.00
Technical Kit*	2,349.14	2,349.14
Textbook *(non-refundable)*	411.13	411.13
Sales Tax *(non-refundable)*	227.72	227.72
TOTAL COSTS	**$17,947.99**	**$15,447.99**

ARLINGTON CAMPUS

TUITION – Cosmetology Operator	DAY SCHOOL	NIGHT SCHOOL
Tuition	$14,835.00	$12,335.00
Registration Fee	100.00	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00	25.00
Technical Kit*	2,349.14	2,349.14
Textbook *(non-refundable)*	411.13	411.13
Sales Tax *(non-refundable)*	227.72	227.72
TOTAL COSTS	**$17,947.99**	**$15,447.99**

Students have the option to purchase the iPad for an additional $297.51 + $24.54 sales tax, for a total of $322.05.

Program	Per Clock Hour Rate (Transfer and Re-Entry Students Only)
Cosmetology Operator (Dallas location)	$14.03
Cosmetology Operator (Arlington & San Antonio location)	$14.84 Day School $12.34 Night School

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Beginning September 1, 2024, please be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

COSMETOLOGY OPERATOR KIT AND TEXTBOOKS

COSMETOLOGY OPERATOR STUDENT TEXTBOOK AND KITS

Students will only be allowed to use Paul Mitchell technical kits and equipment while enrolled at the School. Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or the individual contents may be purchased independently. Students are responsible to purchase a Paul Mitchell Technical Kit at an additional cost apart from the tuition. Please note that Students are responsible for the purchase of personal stationery supplies.

If purchased independently, the items must meet the criteria listed on the School's Technical Kit List. The most recent Technical Kit list can be requested from the School. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the School or independently. Technical kit contents and/or textbooks are subject to change.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

All education apps will work on a compatible IOS device. If a Student has access to a compatible IOS device, an iPad purchase may not be necessary.

Right to Independent Purchase of iPad, Textbooks and Technical Kit: Any Student who desires to independently purchase their iPad, textbook or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Technical Kit, Textbooks and Digital Kit are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

TEXTBOOK

1 Pivot Point Cosmetology eBook & Digital Set ISBN 978-1-948482-64-6 $338.65
1 Qnity $72.48
A digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

COSMETOLOGY OPERATOR EDUCATION KIT

The Cosmetology Operator Education Kit is included in the cost of tuition, for students who pay for the full program. Transfer students are responsible to purchase the education kit at an additional cost from the published tuition.

THE CUTTING SYSTEM APP

A revolutionary learning tool that combines 3D technology and legendary Paul Mitchell artistry ideal for new and seasoned stylists and barbers alike.

Filmed in HD from a hairdresser's perspective, features nine foundation haircutting exercises that demonstrate proper sectioning, elevation, over-direction, finger and cutting angles as well as men's haircutting using scissor-over- comb and clipper-over- comb techniques.

Each exercise includes cutting-edge 3D diagrams to enhance the learning experience. By mastering the nine foundation haircuts, you can create any other combination cut as demonstrated by Scott Cole, Takashi Kitamura, and DJ Muldoon.

Features Include:

- Complete instructional activities and take notes directly in the digital The Cutting workbook which is available in English or Spanish.
- Watch all videos from The Cutting System on your iPad.
- All videos available with English and Spanish subtitles.
- Create and share Headsheet Diagrams.

THE COLOR SYSTEM APP

Designed to reach the multiple intelligences of all viewers. THE COLOR SYSTEM is all you need to learn the true foundation of coloring hair. Once you master the content, you will easily be able to apply advanced color techniques to complement any haircut. Features include; 2 Ways to Color Hair, Placement and Effect, Color Theory, Light, Tone, and Depth, Single Process, Double Process and Platinum Card Weaving and Slicing for Horizontal, Diagonal, and Vertical Placements, 3-Dimensional Diagrams, proper preparation, rinsing and shampooing of color, interactive diagramming and a Interactive Color Map.

THE STYLE AND TEXTURE SYSTEM APP

Enhance your styling expertise with the Style and Texture System App by Paul Mitchell. This essential digital resource offers beauty professionals and students comprehensive techniques and knowledge for all hair types and textures.

Features:

- Hair Analysis: Use the DEPTHS method—Density, Elasticity, Porosity, Texture and Formation, Hair History, and Scalp condition—to understand your client's hair.
- Formation and Texture Identification: Identify and work with straight, wavy, curly, and coily hair, and fine, medium, and coarse textures.
- Techniques and Guidance: Access step-by-step instructions for pre-drying, finishing, wet and dry styling, chemical relaxing, and more.
- Product Selection: Learn to choose the right products for each hair type and style.
- Visual Tools: Utilize diagrams and skill cards to master professional techniques and achieve optimal results.

Whether you're a seasoned stylist or a student, the Style and Texture System App is your go-to guide for mastering hair styling.

THE BARBER AND SHORT HAIR SYSTEM APP

The Short Haircutting System is a revolutionary learning tool that combines three-dimensional technology and legendary Paul Mitchell artistry, ideal for new and seasoned barbers and cosmetologists alike.

Filmed in high definition (HD) from a barber's perspective, these videos teach short haircutting theory and scissor-over-comb and clipper-over-comb techniques. Learn how to execute fades, tapers, and layered shapes on various hair

textures and formations; how the head shape affects the approach to cutting and blending shorter hair; and which tools will create the final desired end result for the service guests. The learners will also discover five short hair-coloring techniques to enhance the look or cover unwanted grays.

The Short Haircutting System includes over 20 videos and a fundamental workbook designed to teach how to master the full grooming experience to include face shaving, beard and mustache grooming, and how to perfect cutting and coloring short hair with the best methods and techniques.

Both barbers and cosmetologists benefit from offering the expertise of short haircutting and coloring.

The features include:

- All videos are available with English and Spanish subtitles.
- Complete the instructional activities and note-take directly in the Barbering Fundamentals digital workbook, available in English and Spanish.
- Create and share the short haircutting diagrams.
- View all videos on an iPad or mobile device.

THE SKILL CARDS APP

The Cutting System, The Men's Cutting System, The Color System, and The Texture System skill cards are designed to help the learner build good habits, a clear understanding of practical theories, and a strong foundation of kinesthetic skills.

These skill cards are a quick reference for reviewing the fundamental principles of technical skills. Included are valuable key points, diagrams, step-by-step directions, technical adaptations, color formulas, product information, details on texture and formation, and much, much more. For practical work, these skill cards may be used in the classroom and the clinic classroom and as a study guide.

The Skill Cards are also available as an app in English and Spanish.

THE MAKEUP SYSTEM APP

This app has all you need to draw and create any makeup design, including high-fashion, runway, avant-garde, photo shoot, or everyday looks. The Makeup System app is a must for all who love makeup, including new makeup artists and seasoned professionals.

Special features of the app include:

- View video tutorials on cheek, eye, and lip application.
- Build your own face chart by selecting from various face sizes, skin tones, eye shapes, and lip shapes.
- Utilize the large color palette to include pastel, neutral, bold, and shimmer shade; all colors can be layered, blended, and smudged.
- The seven makeup brushes include a thin liner, lip, fan, angled liner, blush, and two shadow brushes.
- Utilize various tools, including a pencil eraser to erase or clean unwanted lines; two different sponges for blending; and a pencil to be used as an eye, lip, or brow liner.
- A special "layer" option allows you to better "draw within the lines" in the foreground or background of the face chart.
- A zoom feature allows drawing details on the eyes, lips, or any area of the face chart.
- Create and label multiple collections of face charts that can be saved and e-mailed to others.

PLUGGED IN APP

Plugged In is an enhanced educational and resource tool, exclusive to Paul Mitchell Schools, that enables our Future Professionals to stay connected with their education inside and outside of the classroom.

Features and Access Includes:

- Paul Mitchell Schools System Apps – Future Professionals will have access to The Color System, The Cutting System, and The Makeup System apps from within the Plugged In app.
- My Profile Access – Future Professionals will have access to view and update their profile information within the Plugged In app.
- Plugged In – Future Professionals will have access to all content found on our Plugged In educational and resource website. This content includes:
- Multiple Intelligence, MASTERS, Careers, Professional Development, Mentors, Education, Giving Back, Caper, Media, Contests, Product, and The Buzz.
- Messages – Future Professionals will have the ability to view and receive individual or group messages from their school leaders.

CONNECTING TO MY FUTURE APP

Connecting to My Future is a professional development app designed to help transform yourself into your new role as a successful, confident, and knowledgeable salon, spa, or barbering professional. Having this strong foundation is key to success in the beauty and barbering industries.

This book focuses on the following:

- Essential skills — Also known as “soft skills,” and include communication, empathy, mindfulness, social and emotional IQ, the Be Nice culture, being a team player, and more.
- Career services — Teaches professional career preparedness skills and provides the hiring opportunity connections for school graduates with salon, spa, and barbershop owners and managers.
- Financial literacy — This is how students gain a financial education and the confidence to properly manage and understand their money.

Each chapter of the app connects the reader with inspirational and experienced mentors, along with activities, videos, and MASTERS Podcast interviews.

BE NICE OR ELSE IBOOK

ISBN-13: 978-0-974-993-99-7

MAKEUP PORTFOLIO

The Makeup Portfolio is a comprehensive workbook designed for students and professionals in the makeup industry. It guides users through various makeup techniques, from foundational skills to advanced applications, while also emphasizing the importance of building a professional portfolio.

THE MINI-COLOR SWATCH BOOK

This Mini Swatch Book includes hair color swatch references, color education and usage guidelines for Paul Mitchell color brands.

COURSEKEY SKILLS TRACKER

CourseKey is a student success platform purpose-built for vocational education programs. It’s student-driven, mobile-first approach improves the entire student lifecycle—helping more students get from day one to graduation day. CourseKey collects timely and accurate data from every learning environment, visualizes it into accessible dashboards, and automatically acts on it to intervene with at-risk students and celebrate student wins. Students input completed skills into the CourseKey student app. Depending on your program requirements, they can submit files

including pictures, PDFs, and short videos alongside their skills. Instructors have a queue of skills that they can approve/reject with the touch of a button, or grade the skill depending on your program requirements. If skills need review by an external party like a site preceptor, you trigger competency evaluations after every skill, a set of skills, or a certain period of time.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $688.47.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,
5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

Once the student has met all these requirements, he/she will receive a CERTIFICATE of COMPLETION.

A student cannot graduate without meeting the above graduation requirements.

The graduation requirements do not apply to the Makeup Application Workshop, the Classic Lashes Workshop, the Brow Lift Workshop, Volume Lash Workshop or the Lash Lift Workshop. Students are required to complete the required hours and fulfill all financial obligations owed to the school. Once complete they will receive a certificate of completion.

TRANSCRIPT REQUEST PROCEDURE

You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell the School Dallas, Paul Mitchell the School Dallas- San Antonio, and Paul Mitchell the School Dallas-Arlington do not release transcripts if a student has a financial hold.

CAREER SERVICES

There are many wonderful career opportunities available within the beauty industry. In addition to hair design, this industry also offers opportunities in areas such as skin care, makeup, aromatherapy, nail artistry, product education, platform artistry, and salon management.

Although the school ***does not guarantee employment upon graduation***, Paul Mitchell The School does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington.

ESTHETICS PROGRAM

ESTHETICS COURSE INFORMATION

ESTHETICS COURSE DESCRIPTION

Esthetics: *Standard Occupational Classification (SOC) 39-5094.00*

Classification of Instructional Programs (CIP) Code 12.0409

The curriculum involves 750 hours to satisfy Texas state requirements. The course includes extensive instruction and practical experience in facials, hair removal, makeup application, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, state laws and regulations, salon-type administration, and job interviewing.

**Students are prepared to be an entry level esthetician.*

ESTHETICS COURSE OVERVIEW

Course Hours: 750 clock hours

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

1. **Pre-clinical Classroom Instruction:** The first 300 hours are devoted to classroom workshops, demonstration, and practical experience. You will learn esthetics principles, technical information, and professional practices.
2. **Clinic Learning Experience:** The remaining 450 hours are spent in the clinic area, gaining practical experience.

ESTHETICS COURSE OUTLINE

Your time in the Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington esthetics program will be divided into two designations:

1. **Core Curriculum:** A 300-hour time period is dedicated to exploring foundational knowledge and basic esthetics facial and waxing procedures. You will receive individual attention in practical workshops, and you will complete monthly worksheets and periodic tests throughout the course. This is an intense and exciting portion of your experience.
2. **Mentor Learning Experience:** Your remaining 450 hours will be spent in a clinic environment. You will dress, act, and work like a true professional. You will use your own technical and therapeutic abilities, coupled with the assistance of Learning Leaders, to provide service to guests. You will make discoveries and learn relationship-building skills that will ensure your success in this exciting, diverse field.

ESTHETICS COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	Hours
Theory and related practice: anatomy and physiology; skin diseases and disorders; skin analysis; machines and related equipment; basic facials; chemistry; care of client; superfluous hair removal and related theory; sanitation law and rules; business management; facial treatments, cleansing, masking, and therapy; chemistry machines and related equipment; superfluous hair removal; sanitation, first aid, health and safety; makeup.	450
Specialty Practice and related theory: advanced facial treatments and superfluous hair removal using devices or preparations; makeup; semi-permanent eyelash extension applications; and related practices.	300
TOTAL CLOCK HOURS	**750**

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

ESTHETICS PROGRAM TESTING AND GRADING PROCEDURES

The following tests and grading procedures are incorporated during the student's 750-hour course:

1. **Theory exams:** Students must receive a grade of 70% or higher on each assigned theory exam.
2. **Core written and practical skills evaluation:** Students must receive a grade of 70% or higher on each written exam and each practical skill exam in order to complete the Core program. The exams are an overview of instruction taught during the Core schedule. All Core written and practical skill exams must be passed with a 70% in order to transition to the Clinic Classroom. If students are unable to pass each exam after two attempts, the student may be asked to withdraw from the program and re-enroll in the next available Core class start date.
3. **Final exam:** This test covers an overview of all related esthetics subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
4. **Clinic practical worksheets:** Students must complete all assigned practical clinic classroom worksheets.

ESTHETICS CLASS START DATES

2025 DALLAS	
DAY SCHOOL:	January 14, February 25, April 8, May 20, July 8, August 19, September 30, November 11
NIGHT SCHOOL:	January 27, March 24, May 19, July 21, September 15, November 17

2025 SAN ANTONIO	
DAY SCHOOL:	January 14, February 25, April 8, May 20, July 8, August 19, September 30, November 11
NIGHT SCHOOL:	January 27, March 24, May 13, July 7, August 25, October 14, November 18

2025 ARLINGTON	
DAY SCHOOL:	To be determined
NIGHT SCHOOL:	To be determined

ESTHETICS PROGRAM SCHEDULES

DALLAS ESTHETICS SCHEDULE			
5- Day (Core)	Tuesday - Friday	9:30 AM to 4:30 PM	26 hrs per week
5-Day (After Core)	Monday - Friday	9:30 AM to 4:30 PM	32.5 hrs per week
4- Day	Tuesday - Friday	9:30 AM to 4:30 PM	26 hrs per week
Night	Monday - Thursday	5:30 PM to 10:00 PM	18 hrs per week
Night (Core) (After Core)	Monday - Thursday Monday - Thursday Friday	5:30 PM to 10:00 PM 5:30 PM to 10:00 PM 9:30 AM to 4:30 PM	18 hrs per week 24 hrs per week

SAN ANTONIO ESTHETICS SCHEDULE			
5- Day (Core)	Tuesday - Friday	9:30 AM to 4:30 PM	26 hrs per week
5-Day (After Core)	Monday - Friday	9:30 AM to 4:30 PM	32.5 hrs per week
4- Day (Core)	Tuesday - Friday	9:30 AM to 4:30 PM	26 hrs per week

SAN ANTONIO ESTHETICS SCHEDULE			
4-Day (After Core)	Monday - Thursday	9:30 AM to 4:30 PM	26 hrs per week
Night	Monday - Thursday	5:30 PM to 10:00 PM	18 hrs per week
Night (Core) (After Core)	Monday - Thursday Monday - Thursday Friday	5:30 PM to 10:00 PM 5:30 PM to 10:00 PM 9:30 AM to 4:30 PM	18 hrs per week 24 hrs per week

ARLINGTON ESTHETICS SCHEDULE			
5- Day (Core)	Tuesday - Friday	9:30 AM to 4:30 PM	26 hrs per week
5-Day (After Core)	Monday - Friday	9:30 AM to 4:30 PM	32.5 hrs per week
4- Day (Core)	Tuesday - Friday	9:30 AM to 4:30 PM	26 hrs per week
4-Day (After Core)	Monday - Thursday	9:30 AM to 4:30 PM	26 hrs per week
Night	Monday - Thursday	5:30 PM to 10:00 PM	18 hrs per week
Night (Core) (After Core)	Monday - Thursday Monday - Thursday Friday	5:30 PM to 10:00 PM 5:30 PM to 10:00 PM 9:30 AM to 4:30 PM	18 hrs per week 24 hrs per week

ESTHETICS COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

DALLAS CAMPUS	
TUITION – Esthetics	
Tuition	$11,400.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,253.02
Textbook *(non-refundable)*	399.60
Sales Tax *(non-refundable)*	136.34
TOTAL COSTS	**$13,313.96**

SAN ANTONIO CAMPUS

TUITION – Esthetics	DAY SCHOOL	NIGHT SCHOOL
Tuition	$13,857.00	$11,357.00
Registration Fee	100.00	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00	25.00
Technical Kit*	1,253.02	1,253.02
Textbook *(non-refundable)*	399.60	399.60
Sales Tax *(non-refundable)*	136.34	136.34
TOTAL COSTS	**$15,770.96**	**$13,270.96**

ARLINGTON CAMPUS

TUITION – Esthetics	DAY SCHOOL	NIGHT SCHOOL
Tuition	$13,857.00	$11,357.00
Registration Fee	100.00	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00	25.00
Technical Kit*	1,253.02	1,253.02
Textbook *(non-refundable)*	399.60	399.60
Sales Tax *(non-refundable)*	136.34	136.34
TOTAL COSTS	**$15,770.96**	**$13,270.96**

Students have the option to purchase the iPad for an additional $297.51 + $24.54 sales tax, for a total of $322.05.

Program	Per Clock Hour Rate (Transfer and Re-Entry Students Only)
Esthetics (Dallas campus)	$15.20
Esthetics (San Antonio & Arlington campus)	$18.48 Day School $15.14 Night School

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Beginning September 1, 2024, please be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

ESTHETICS KIT AND TEXTBOOKS

ESTHETICS STUDENT TEXTBOOK AND KITS

Students will only be allowed to use Paul Mitchell technical kits and equipment while enrolled at the School. Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or the individual contents may be purchased independently. Students are responsible to purchase a Paul Mitchell Technical Kit at an additional cost apart from the tuition. Please note that Students are responsible for the purchase of personal stationery supplies.

If purchased independently, the items must meet the criteria listed on the School's Technical Kit List. The most recent Technical Kit list can be requested from the School. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the School or independently. Technical kit contents and/or textbooks are subject to change.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

All education apps will work on a compatible IOS device. If a Student has access to a compatible IOS device, an iPad purchase may not be necessary.

Right to Independent Purchase of iPad, Textbooks and Technical Kit: Any Student who desires to independently purchase their iPad, textbook or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Technical Kit, Textbooks and Digital Kit are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

TEXTBOOK

1 Pivot Point Esthetics eBook & Digital Set ISBN 978-1-951862-51-0 $330.00
1 Qnity $69.60
A digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

ESTHETICS EDUCATION KIT

The Esthetics Education Kit is included in the cost of tuition, for students who pay for the full program. Transfer students are responsible to purchase the education kit at an additional cost from the published tuition.

THE MAKEUP SYSTEM APP

This app has all you need to draw and create any makeup design, including high-fashion, runway, avant-garde, photo shoot, or everyday looks. The Makeup System app is a must for all who love makeup, including new makeup artists and seasoned professionals.

Special features of the app include:

- View video tutorials on cheek, eye, and lip application.
- Build your own face chart by selecting from various face sizes, skin tones, eye shapes, and lip shapes.
- Utilize the large color palette to include pastel, neutral, bold, and shimmer shade; all colors can be layered, blended, and smudged.
- The seven makeup brushes include a thin liner, lip, fan, angled liner, blush, and two shadow brushes.
- Utilize various tools, including a pencil eraser to erase or clean unwanted lines; two different sponges for blending; and a pencil to be used as an eye, lip, or brow liner.
- A special “layer” option allows you to better “draw within the lines” in the foreground or background of the face chart.
- A zoom feature allows drawing details on the eyes, lips, or any area of the face chart.
- Create and label multiple collections of face charts that can be saved and e-mailed to others.

PLUGGED IN APP

Plugged In is an enhanced educational and resource tool, exclusive to Paul Mitchell Schools, that enables our Future Professionals to stay connected with their education inside and outside of the classroom.

Features and Access Includes:

- Paul Mitchell Schools System Apps – Future Professionals will have access to The Color System, The Cutting System, and The Makeup System apps from within the Plugged In app.

- My Profile Access – Future Professionals will have access to view and update their profile information within the Plugged In app.
- Plugged In – Future Professionals will have access to all content found on our Plugged In educational and resource website. This content includes:
- Multiple Intelligence, MASTERS, Careers, Professional Development, Mentors, Education, Giving Back, Caper, Media, Contests, Product, and The Buzz.
- Messages – Future Professionals will have the ability to view and receive individual or group messages from their school leaders.

CONNECTING TO MY FUTURE APP

Connecting to My Future is a professional development app designed to help transform yourself into your new role as a successful, confident, and knowledgeable salon, spa, or barbering professional. Having this strong foundation is key to success in the beauty and barbering industries.

This book focuses on the following:

- Essential skills — Also known as “soft skills,” and include communication, empathy, mindfulness, social and emotional IQ, the Be Nice culture, being a team player, and more.
- Career services — Teaches professional career preparedness skills and provides the hiring opportunity connections for school graduates with salon, spa, and barbershop owners and managers.
- Financial literacy — This is how students gain a financial education and the confidence to properly manage and understand their money.

Each chapter of the app connects the reader with inspirational and experienced mentors, along with activities, videos, and MASTERS Podcast interviews.

BE NICE OR ELSE IBOOK

ISBN-13: 978-0-974-993-99-7

MAKEUP PORTFOLIO

The Makeup Portfolio is a comprehensive workbook designed for students and professionals in the makeup industry. It guides users through various makeup techniques, from foundational skills to advanced applications, while also emphasizing the importance of building a professional portfolio.

COURSEKEY SKILLS TRACKER

CourseKey is a student success platform purpose-built for vocational education programs. It’s student-driven, mobile-first approach improves the entire student lifecycle—helping more students get from day one to graduation day. CourseKey collects timely and accurate data from every learning environment, visualizes it into accessible dashboards, and automatically acts on it to intervene with at-risk students and celebrate student wins. Students input completed skills into the CourseKey student app. Depending on your program requirements, they can submit files including pictures, PDFs, and short videos alongside their skills. Instructors have a queue of skills that they can approve/reject with the touch of a button, or grade the skill depending on your program requirements. If skills need review by an external party like a site preceptor, you trigger competency evaluations after every skill, a set of skills, or a certain period of time.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $290.98.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,
5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

Once the student has met all these requirements, he/she will receive a CERTIFICATE of COMPLETION.

A student cannot graduate without meeting the above graduation requirements.

The graduation requirements do not apply to the Makeup Application Workshop, the Classic Lashes Workshop, the Brow Lift Workshop, Volume Lash Workshop or the Lash Lift Workshop. Students are required to complete the required hours and fulfill all financial obligations owed to the school. Once complete they will receive a certificate of completion.

TRANSCRIPT REQUEST PROCEDURE

You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell the School Dallas, Paul Mitchell the School Dallas- San Antonio, and Paul Mitchell the School Dallas-Arlington do not release transcripts if a student has a financial hold.

CAREER SERVICES

There are many wonderful career opportunities available within the beauty industry. In addition to hair design, this industry also offers opportunities in areas such as skin care, makeup, aromatherapy, nail artistry, product education, platform artistry, and salon management.

Although the school ***does not guarantee employment upon graduation***, Paul Mitchell The School does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington.

MANICURE 600 PROGRAM

MANICURE 600 COURSE INFORMATION

MANICURE 600 COURSE DESCRIPTION

Manicure 600: ***Standard Occupational Classification (SOC) 39-5092.00***

Classification of Instructional Programs (CIP) Code 12.0410

The curriculum involves 600 hours to satisfy Texas state requirements. The course includes extensive instruction and practical experience in manicures, pedicures, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, state laws and regulations, salon-type administration, and job interviewing.

The state of Texas requires 600 hours of education to become a licensed manicurist. Within CORE part of our curriculum will ensure that you receive all the manicuring principles, technical information and professional practices The remaining 500 hours will be the CREATIVE phase which is the final phase of the program that focuses on state board, challenging practical services, clinic floor, and reinforcing the core skills, making sure you are confident to pass there state board licensing test and leaving with all the job ready skills

**Students are prepared to be an entry level manicurist.*

MANICURE 600 COURSE OVERVIEW

Course Hours: 600 clock hours

The course is divided into Core/Protege and Specialty classes concurrent with clinical service-learning experiences.

1. **Core/Protege Classroom Instruction:** The first 105 hours are devoted to classroom workshops and demonstration. You will learn manicure principles, technical information, and professional practices.
2. **Specialty/Clinic Learning Experience:** The remaining 495 hours are spent in the clinic area, gaining practical experience.

MANICURE 600 COURSE OUTLINE

Your time at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington Manicure 600 program will be divided into two designations:

1. **Core/Protégé' Curriculum:** A 105-hour time period is dedicated to exploring foundational knowledge and basic nails procedures. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending Protégé, which produces a smooth transition from Core student to Adaptive student.
2. **Theory/Specialty Classroom:** Your classroom time from 106 to 600 hours is divided into Theory and Specialty Classes will include manicures, nail extensions, nail diseases and disorders. Classroom Learning Experiences may also include retail, motivation, self-improvement, and professional development, which may be conducted by an instructor, non-licensed staff member or guest artist.
3. **Clinic Classroom Learning Experience:** Your clinic classroom time from 106 to 600 hours will be spent in a clinic environment. will be guided with individual attention and group learning experiences using mini-classes, clinic practical worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on guest services and relationship-building skills that will ensure your success in this exciting, diverse field.

MANICURE 600 COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	Hours
Theory and related practice: anatomy and physiology; nail structure and growth; equipment and implements; bacteriology, sanitation and safety; hazardous chemicals and ventilation; basic manicures and pedicures; business management; laws and rules; nail and skin diseases and disorders; artificial nails; product chemistry; repair work, massage, buffing and application of polish and artificial nails; cosmetic fingernails, extensions, sculptured nails, tips, wraps, fiberglass/gels and odorless products; basic manicuring and pedicuring; nail art; electric filing	300
Specialty Practice and related theory: professional practices; advanced manicuring and pedicuring; advanced techniques, preparations and applications.	300
TOTAL CLOCK HOURS	**600**

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

MANICURE 600 PROGRAM TESTING AND GRADING PROCEDURES

The following tests and grading procedures are incorporated during the student's 600-hour course:

1. **Theory exams:** Students must receive a grade of 70% or higher on each assigned theory exam.
2. **Core written and practical skills evaluation:** Students must receive a grade of 70% or higher on each written exam and each practical skill exam in order to complete the Core program. The exams are an overview of instruction taught during the Core schedule. All Core written and practical skill exams must be passed with a 70% in order to transition to the Clinic Classroom. If students are unable to pass each exam after two attempts, the student may be asked to withdraw from the program and re-enroll in the next available Core class start date.
3. **Final exam:** This test covers an overview of all related esthetics subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
4. **Clinic practical worksheets:** Students must complete all assigned practical clinic classroom worksheets.

MANICURE 600 CLASS START DATES

2025 DALLAS CAMPUS	
DAY SCHOOL:	May 15, July 24, September 18

2025 SAN ANTONIO CAMPUS	
DAY SCHOOL:	January 21, March 4, April 22, June 3, July 15, August 26, October 7, November 11

2025 ARLINGTON CAMPUS	
DAY SCHOOL:	February 3, April 7, June 10, August 18, October 20

MANICURE 600 PROGRAM SCHEDULE

DALLAS MANICURE 600 PROGRAM SCHEDULE			
3- Day	Thursday - Saturday	9:30 AM to 4:30 PM	19.5 hrs per week

SAN ANTONIO MANICURE 600 PROGRAM SCHEDULE			
4- Day	Tuesday - Friday	9:30 AM to 4:30 PM	28 hrs per week

SAN ANTONIO MANICURE 600 PROGRAM SCHEDULE			
4- Day	Tuesday - Friday Tuesday - Friday	9:30 AM to 4:30 PM (Week 1-4) 9:30 AM to 2:30 PM (Week 4-End of Program)	28 hrs per week 20 hrs per week

ARLINGTON MANICURE 600 PROGRAM SCHEDULE			
4- Day	Monday - Thursday	9:30 AM to 4:30 PM	28 hrs per week

MANICURE 600 COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

ALL CAMPUSES	
TUITION – Manicure 600	
Tuition	$5,500.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,407.88
Textbook *(non-refundable)*	445.20
Sales Tax *(non-refundable)*	152.88
TOTAL COSTS	**$7,630.96**

Students have the option to purchase the iPad for an additional $297.51 + $24.54 sales tax, for a total of $322.05.

Program	Per Clock Hour Rate (Transfer and Re-Entry Students Only)
Manicure 600	$9.17

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Beginning September 1, 2024, please be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

MANICURE 600 KIT AND TEXTBOOKS

MANICURE 600 STUDENT TEXTBOOK AND KITS

Students will only be allowed to use Paul Mitchell technical kits and equipment while enrolled at the School. Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or the individual contents may be purchased independently. Students are responsible to purchase a Paul Mitchell Technical Kit at an additional cost apart from the tuition. Please note that Students are responsible for the purchase of personal stationery supplies.

If purchased independently, the items must meet the criteria listed on the School's Technical Kit List. The most recent Technical Kit list can be requested from the School. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the School or independently. Technical kit contents and/or textbooks are subject to change.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

All education apps will work on a compatible IOS device. If a Student has access to a compatible IOS device, an iPad purchase may not be necessary.

Right to Independent Purchase of iPad, Textbooks and Technical Kit: Any Student who desires to independently purchase their iPad, textbook or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Technical Kit, Textbooks and Digital Kit are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

TEXTBOOK

1 Pivot Point Nail Technology eBook & Digital Set $364.00
1 Qnity $81.20
A digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

MANICURE 600 EDUCATION KIT

The Manicure 600 Education Kit is included in the cost of tuition, for students who pay for the full program. Transfer students are responsible to purchase the education kit at an additional cost from the published tuition.

PLUGGED IN APP

Plugged In is an enhanced educational and resource tool, exclusive to Paul Mitchell Schools, that enables our Future Professionals to stay connected with their education inside and outside of the classroom.

Features and Access Includes:

- Paul Mitchell Schools System Apps – Future Professionals will have access to The Color System, The Cutting System, and The Makeup System apps from within the Plugged In app.
- My Profile Access – Future Professionals will have access to view and update their profile information within the Plugged In app.
- Plugged In – Future Professionals will have access to all content found on our Plugged In educational and resource website. This content includes:

- Multiple Intelligence, MASTERS, Careers, Professional Development, Mentors, Education, Giving Back, Caper, Media, Contests, Product, and The Buzz.
- Messages – Future Professionals will have the ability to view and receive individual or group messages from their school leaders.

CONNECTING TO MY FUTURE APP

Connecting to My Future is a professional development app designed to help transform yourself into your new role as a successful, confident, and knowledgeable salon, spa, or barbering professional. Having this strong foundation is key to success in the beauty and barbering industries.

This book focuses on the following:

- Essential skills — Also known as "soft skills," and include communication, empathy, mindfulness, social and emotional IQ, the Be Nice culture, being a team player, and more.
- Career services — Teaches professional career preparedness skills and provides the hiring opportunity connections for school graduates with salon, spa, and barbershop owners and managers.
- Financial literacy — This is how students gain a financial education and the confidence to properly manage and understand their money.

Each chapter of the app connects the reader with inspirational and experienced mentors, along with activities, videos, and MASTERS Podcast interviews.

BE NICE OR ELSE IBOOK ISBN-13: 978-0-974-993-99-7

COURSEKEY SKILLS TRACKER

CourseKey is a student success platform purpose-built for vocational education programs. It's student-driven, mobile-first approach improves the entire student lifecycle—helping more students get from day one to graduation day. CourseKey collects timely and accurate data from every learning environment, visualizes it into accessible dashboards, and automatically acts on it to intervene with at-risk students and celebrate student wins. Students input completed skills into the CourseKey student app. Depending on your program requirements, they can submit files including pictures, PDFs, and short videos alongside their skills. Instructors have a queue of skills that they can approve/reject with the touch of a button, or grade the skill depending on your program requirements. If skills need review by an external party like a site preceptor, you trigger competency evaluations after every skill, a set of skills, or a certain period of time.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $281.88.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,

5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

Once the student has met all these requirements, he/she will receive a CERTIFICATE of COMPLETION.

A student cannot graduate without meeting the above graduation requirements.

The graduation requirements do not apply to the Makeup Application Workshop, the Classic Lashes Workshop, the Brow Lift Workshop, Volume Lash Workshop or the Lash Lift Workshop. Students are required to complete the required hours and fulfill all financial obligations owed to the school. Once complete they will receive a certificate of completion.

TRANSCRIPT REQUEST PROCEDURE

You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell the School Dallas, Paul Mitchell the School Dallas- San Antonio, and Paul Mitchell the School Dallas-Arlington do not release transcripts if a student has a financial hold.

CAREER SERVICES

There are many wonderful career opportunities available within the beauty industry. In addition to hair design, this industry also offers opportunities in areas such as skin care, makeup, aromatherapy, nail artistry, product education, platform artistry, and salon management.

Although the school ***does not guarantee employment upon graduation***, Paul Mitchell The School does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington.

CLASS A BARBER PROGRAM

CLASS A BARBER COURSE INFORMATION

CLASS A BARBER COURSE DESCRIPTIONS

Class A Barber: *Standard Occupational Classification (SOC) 39-5011.00*

Classification of Instructional Programs (CIP) Code 12.0402

The curriculum involves 1000 hours to satisfy State of Texas state requirements. The program includes extensive instruction and practical experience in men's cutting, hair coloring, perming, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing.

**Students are prepared to be an entry level barber.*

CLASS A BARBER COURSE OVERVIEW

Course Hours: 1000 clock hours

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

1. **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
2. **Clinic Classroom Learning Experience:** The remaining 790 hours are spent in the clinic floor area where practical experience is gained.

CLASS A BARBER COURSE OUTLINE

Your time at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington for the Class A Barber program will be divided into six designations:

1. **Core Curriculum:** A 210-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, color, permanent waving, and chemical texture services.
2. **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing for the clinic classroom.
3. **Clinic Classroom Learning Experience:** Your clinic classroom time from 280 to 1000 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
4. **Classroom Learning Experience:** Your classroom time from 280 to 1000 hours is divided into three (3) areas: cutting, coloring, and texture. Each area has an instructor who conducts the different specialty classes each week; Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
5. **Adaptive Curriculum:** From 280 to 500 hours, you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building your skills as a future beauty industry professional.

6. **Creative Curriculum:** You will spend your last 500 hours in Paul Mitchell The School in “high gear” by dressing, acting, and working like a true beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

CLASS A BARBER COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	Hours
Theory and related practice: anatomy and physiology; diseases and disorders of the skin, scalp, hair and nails; chemistry (haircoloring, chemical waving, and relaxing); bacteriology, sterilization and sanitation, health, safety, first aid, laws and rules; tools and equipment; hair care and related theory; business skills and establishment management; skin care and related theory; hair removal; nail care and related theory; electricity; haircutting; hairstyling; hair and scalp treatments, scalp massage; hairweaving, extensions; chemical textures and applications; face and neck massage and treatments; facial hair removal; manicuring; waxing and removing body hair; customer service and professional ethics; makeup; pedicuring; artificial nails.	700
The standards for the class A barber curriculum must include Specialty Practice and related theory: shaving with any razor type and razor techniques; mustache and beard care; advanced hair care and men's haircutting; and related practices.	300
TOTAL CLOCK HOURS	**1000**

The institution offers employment assistance to help graduates’ efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume’ development, job interview preparation and job search skills.

CLASS A BARBER PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student’s 1000-hour course:

1. **Theory exams:** Students must receive a grade of 70% or higher on each assigned theory exam.
2. **Core written and practical skills evaluation:** Students must receive a grade of 70% or higher on each written exam and each practical skill exam in order to complete the Core program. The exams are an overview of instruction taught during the Core schedule. All Core written and practical skill exams must be passed with a 70% in order to transition to the Clinic Classroom. If students are unable to pass each exam after two attempts, the student may be asked to withdraw from the program and re-enroll in the next available Core class start date.
3. **Final exam:** This test covers an overview of all related barbering subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
4. **Clinic classroom practical worksheets:** Students must complete each Clinic Classroom Practical worksheet.

CLASS A BARBER CLASS START DATES

2025 DALLAS	
NIGHT SCHOOL:	March 24, May 19, July 21, September 15, November 17

2025 SAN ANTONIO	
DAY SCHOOL:	January 14, February 24, April 7, May 19, July 7, August 18, September 29, November 11
NIGHT SCHOOL:	January 27, March 24, May 13, July 7, August 25, October 14, November 18

2025 ARLINGTON	
DAY SCHOOL :	February 3, March 24, May 13, July 15, September 9, October 27
NIGHT SCHOOL:	January 27, March 24, May 19, July 21, September 15, November 17

CLASS A BARBER PROGRAM SCHEDULES

DALLAS CLASS A BARBER SCHEDULE			
Night	Monday-Thursday	5:30 pm to 10:00 pm	18 hrs per week

SAN ANTONIO CLASS A BARBER SCHEDULE			
5- Day	Monday - Friday	9:30 AM to 4:30 PM	32.5 hrs per week
Night	Monday-Thursday	5:30 pm to 10:00 pm	18 hrs per week
Night (Core) (After Core)	Monday-Thursday Monday-Thursday Friday	5:30 pm to 10:00 pm 5:30 pm to 10:00 pm 9:30 AM to 4:30 PM	18 hrs per week 24.5 hrs per week

ARLINGTON CLASS A BARBER SCHEDULE			
5- Day	Monday - Friday	9:30 AM to 4:30 PM	32.5 hrs per week
5- Day (Core) 4-Day (After Core)	Monday - Friday Thursday-Friday Saturday-Sunday	9:30 AM to 4:30 PM 9:30 AM to 4:30 PM 8:00 AM to 3:00 PM	32.5 hrs per week 27.5 hrs per week
5- Day (Core) 3-Day (After Core)	Monday - Friday Friday Saturday-Sunday	9:30 AM to 4:30 PM 9:30 AM to 4:30 PM 8:00 AM to 3:00 PM	32.5 hrs per week 19 hrs per week
5- Day (Core) 2-Day (After Core)	Monday - Friday Saturday-Sunday	9:30 AM to 4:30 PM	32.5 hrs per week 13 hrs per week

CLASS A BARBER COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

TUITION – Class A Barber	**Day School**	**Night School**
Tuition	$14,835.00	$12,335.00
Registration Fee	100.00	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00	25.00
Technical Kit*	2,216.86	2,216.86
Textbook *(non-refundable)*	461.70	461.70
Sales Tax *(non-refundable)*	220.98	220.98
TOTAL COSTS	**$17,859.54**	**$15,359.54**

Students have the option to purchase the iPad for an additional $297.51 + $24.54 sales tax, for a total of $322.05.

Program	**Per Clock Hour Rate (Transfer and Re-Entry Students Only)**
Class A Barber	$14.84

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Beginning September 1, 2024, please be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

CLASS A BARBER KIT AND TEXTBOOKS

CLASS A BARBER STUDENT TEXTBOOK AND KITS

Students will only be allowed to use Paul Mitchell technical kits and equipment while enrolled at the School. Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or the individual contents may be purchased independently. Students are responsible to purchase a Paul Mitchell Technical Kit at an additional cost apart from the tuition. Please note that Students are responsible for the purchase of personal stationery supplies.

If purchased independently, the items must meet the criteria listed on the School's Technical Kit List. The most recent Technical Kit list can be requested from the School. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the School or independently. Technical kit contents and/or textbooks are subject to change.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

All education apps will work on a compatible IOS device. If a Student has access to a compatible IOS device, an iPad purchase may not be necessary.

Right to Independent Purchase of iPad, Textbooks and Technical Kit: Any Student who desires to independently purchase their iPad, textbook or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Technical Kit, Textbooks and Digital Kit are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

TEXTBOOK

1 Pivot Point Barber eBook & Digital Set ISBN 978-1-948482-68-4 $383.40
1 Qnity $78.30
A digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

CLASS A BARBER EDUCATION KIT

The Class A Barber Education Kit is included in the cost of tuition, for students who pay for the full program. Transfer students are responsible to purchase the education kit at an additional cost from the published tuition.

THE CUTTING SYSTEM APP

A revolutionary learning tool that combines 3D technology and legendary Paul Mitchell artistry ideal for new and seasoned stylists and barbers alike.

Filmed in HD from a hairdresser's perspective, features nine foundation haircutting exercises that demonstrate proper sectioning, elevation, over-direction, finger and cutting angles as well as men's haircutting using scissor-over- comb and clipper-over- comb techniques.

Each exercise includes cutting-edge 3D diagrams to enhance the learning experience. By mastering the nine foundation haircuts, you can create any other combination cut as demonstrated by Scott Cole, Takashi Kitamura, and DJ Muldoon.

Features Include:

- Complete instructional activities and take notes directly in the digital The Cutting workbook which is available in English or Spanish.
- Watch all videos from The Cutting System on your iPad.
- All videos available with English and Spanish subtitles.
- Create and share Headsheet Diagrams.

THE COLOR SYSTEM APP

Designed to reach the multiple intelligences of all viewers. THE COLOR SYSTEM is all you need to learn the true foundation of coloring hair. Once you master the content, you will easily be able to apply advanced color techniques to complement any haircut. Features include; 2 Ways to Color Hair, Placement and Effect, Color Theory, Light, Tone, and Depth, Single Process, Double Process and Platinum Card Weaving and Slicing for Horizontal, Diagonal, and Vertical Placements, 3-Dimensional Diagrams, proper preparation, rinsing and shampooing of color, interactive diagramming and a Interactive Color Map.

THE STYLE AND TEXTURE SYSTEM APP

Enhance your styling expertise with the Style and Texture System App by Paul Mitchell. This essential digital resource offers beauty professionals and students comprehensive techniques and knowledge for all hair types and textures.

Features:

- Hair Analysis: Use the DEPTHS method—Density, Elasticity, Porosity, Texture and Formation, Hair History, and Scalp condition—to understand your client's hair.
- Formation and Texture Identification: Identify and work with straight, wavy, curly, and coily hair, and fine, medium, and coarse textures.
- Techniques and Guidance: Access step-by-step instructions for pre-drying, finishing, wet and dry styling, chemical relaxing, and more.
- Product Selection: Learn to choose the right products for each hair type and style.

- Visual Tools: Utilize diagrams and skill cards to master professional techniques and achieve optimal results.

Whether you're a seasoned stylist or a student, the Style and Texture System App is your go-to guide for mastering hair styling.

THE BARBER AND SHORT HAIR SYSTEM APP

The Short Haircutting System is a revolutionary learning tool that combines three-dimensional technology and legendary Paul Mitchell artistry, ideal for new and seasoned barbers and cosmetologists alike.

Filmed in high definition (HD) from a barber's perspective, these videos teach short haircutting theory and scissor-over-comb and clipper-over-comb techniques. Learn how to execute fades, tapers, and layered shapes on various hair textures and formations; how the head shape affects the approach to cutting and blending shorter hair; and which tools will create the final desired end result for the service guests. The learners will also discover five short hair-coloring techniques to enhance the look or cover unwanted grays.

The Short Haircutting System includes over 20 videos and a fundamental workbook designed to teach how to master the full grooming experience to include face shaving, beard and mustache grooming, and how to perfect cutting and coloring short hair with the best methods and techniques.

Both barbers and cosmetologists benefit from offering the expertise of short haircutting and coloring.

The features include:

- All videos are available with English and Spanish subtitles.
- Complete the instructional activities and note-take directly in the Barbering Fundamentals digital workbook, available in English and Spanish.
- Create and share the short haircutting diagrams.
- View all videos on an iPad or mobile device.

THE SKILL CARDS APP

The Cutting System, The Men's Cutting System, The Color System, and The Texture System skill cards are designed to help the learner build good habits, a clear understanding of practical theories, and a strong foundation of kinesthetic skills.

These skill cards are a quick reference for reviewing the fundamental principles of technical skills. Included are valuable key points, diagrams, step-by-step directions, technical adaptations, color formulas, product information, details on texture and formation, and much, much more. For practical work, these skill cards may be used in the classroom and the clinic classroom and as a study guide.

The Skill Cards are also available as an app in English and Spanish.

PLUGGED IN APP

Plugged In is an enhanced educational and resource tool, exclusive to Paul Mitchell Schools, that enables our Future Professionals to stay connected with their education inside and outside of the classroom.

Features and Access Includes:

- Paul Mitchell Schools System Apps – Future Professionals will have access to The Color System, The Cutting System, and The Makeup System apps from within the Plugged In app.
- My Profile Access – Future Professionals will have access to view and update their profile information within the Plugged In app.
- Plugged In – Future Professionals will have access to all content found on our Plugged In educational and resource website. This content includes:

- Multiple Intelligence, MASTERS, Careers, Professional Development, Mentors, Education, Giving Back, Caper, Media, Contests, Product, and The Buzz.
- Messages – Future Professionals will have the ability to view and receive individual or group messages from their school leaders.

CONNECTING TO MY FUTURE APP

Connecting to My Future is a professional development app designed to help transform yourself into your new role as a successful, confident, and knowledgeable salon, spa, or barbering professional. Having this strong foundation is key to success in the beauty and barbering industries.

This book focuses on the following:

- Essential skills — Also known as "soft skills," and include communication, empathy, mindfulness, social and emotional IQ, the Be Nice culture, being a team player, and more.
- Career services — Teaches professional career preparedness skills and provides the hiring opportunity connections for school graduates with salon, spa, and barbershop owners and managers.
- Financial literacy — This is how students gain a financial education and the confidence to properly manage and understand their money.

Each chapter of the app connects the reader with inspirational and experienced mentors, along with activities, videos, and MASTERS Podcast interviews.

BE NICE OR ELSE IBOOK

ISBN-13: 978-0-974-993-99-7

COURSEKEY SKILLS TRACKER

CourseKey is a student success platform purpose-built for vocational education programs. It's student-driven, mobile-first approach improves the entire student lifecycle—helping more students get from day one to graduation day. CourseKey collects timely and accurate data from every learning environment, visualizes it into accessible dashboards, and automatically acts on it to intervene with at-risk students and celebrate student wins. Students input completed skills into the CourseKey student app. Depending on your program requirements, they can submit files including pictures, PDFs, and short videos alongside their skills. Instructors have a queue of skills that they can approve/reject with the touch of a button, or grade the skill depending on your program requirements. If skills need review by an external party like a site preceptor, you trigger competency evaluations after every skill, a set of skills, or a certain period of time.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $688.47.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,

5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

Once the student has met all these requirements, he/she will receive a CERTIFICATE of COMPLETION.

A student cannot graduate without meeting the above graduation requirements.

The graduation requirements do not apply to the Makeup Application Workshop, the Classic Lashes Workshop, the Brow Lift Workshop, Volume Lash Workshop or the Lash Lift Workshop. Students are required to complete the required hours and fulfill all financial obligations owed to the school. Once complete they will receive a certificate of completion.

TRANSCRIPT REQUEST PROCEDURE

You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell the School Dallas, Paul Mitchell the School Dallas- San Antonio, and Paul Mitchell the School Dallas-Arlington do not release transcripts if a student has a financial hold.

CAREER SERVICES

There are many wonderful career opportunities available within the beauty industry. In addition to hair design, this industry also offers opportunities in areas such as skin care, makeup, aromatherapy, nail artistry, product education, platform artistry, and salon management.

Although the school ***does not guarantee employment upon graduation***, Paul Mitchell The School does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington.

COSMETOLOGY OPERATOR TO CLASS A BARBER PROGRAM 300

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 COURSE INFORMATION

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 COURSE DESCRIPTIONS

Cosmetology Operator to Class A Barber 300: ***Standard Occupational Classification (SOC) 39-5011.00***
Classification of Instructional Programs (CIP) Code 12.0402

The curriculum involves 300 hours (with a cosmetology license) to satisfy Texas state requirements. The program includes extensive instruction and practical experience in men's cutting, hair coloring, perming, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing.

**Students will be prepared for an entry level barber.*

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 COURSE OVERVIEW

Course Hours: 300 clock hours

1. **Pre-clinical Classroom Instruction:** The first 100 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
2. **Clinic Classroom Learning Experience:** The remaining 200 hours are spent in the clinic classroom where practical experience is gained.

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 COURSE OUTLINE

Your time at the Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington Cosmetology Operator to Class A Barber 300 course will be divided into three designations:

1. **Clinic Classroom Learning Experience:** Your clinic classroom time will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
2. **Classroom Learning Experience:** Your classroom time areas: cutting, coloring, and texture. Each area has an instructor who conducts the different specialty classes each week; Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	**Hours**
The standards for the class A barber curriculum must include Specialty Practice and related theory: shaving with any razor type and razor techniques; mustache and beard care; advanced hair care and men's haircutting; and related practices.	300
TOTAL CLOCK HOURS	**300**

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 300-hour course:

1. **Theory exams:** Students must receive a grade of 70% or higher on each theory exam.
2. **Final exam:** The written exam covers an overview of all theory instruction, Texas state law, and other items covered on the state Class A Barber exam. Students must receive a grade of 70% or higher on all final exams.
3. **Clinic classroom practical worksheets:** Students must complete all Clinic Classroom Practical worksheet.

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 CLASS START DATES

2025 DALLAS	
DAY SCHOOL:	To be determined

2025 ARLINGTON	
DAY SCHOOL:	February 3, March 24, May 13, July 15, September 9, October 27

2025 SAN ANTONIO	
DAY SCHOOL:	February 3, March 24, May 13, July 15, September 9, October 27

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 PROGRAM SCHEDULES

DALLAS COSMETOLOGY OPERATOR TO CLASS A BARBER 300 SCHEDULE			
3- Day	Monday - Wednesday	9:30 AM to 4:30 PM	19.5 hrs per week

SAN ANTONIO COSMETOLOGY OPERATOR TO CLASS A BARBER 300 SCHEDULE			
3- Day	Monday - Wednesday	9:30 AM to 4:30 PM	19.5 hrs per week

ARLINGTON COSMETOLOGY OPERATOR TO CLASS A BARBER			
3- Day	Monday - Wednesday	9:30 AM to 4:30 PM	19.5 hrs per week

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

ALL CAMPUSES

TUITION – Cosmetology Operator to Class A Barber 300		**ALUMNI**
Tuition	$4,452.00	$3,788.00
Registration Fee	100.00	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00	25.00

Technical Kit*	662.37	662.37
Textbook *(non-refundable)*	568.00	568.00
Sales Tax *(non-refundable)*	101.51	101.51
TOTAL COSTS	**$5,908.88**	**$5,244.88**

Students have the option to purchase the iPad for an additional $297.51 + $24.54 sales tax, for a total of $322.05.

Program	Per Clock Hour Rate (Transfer and Re-Entry Students Only)
Cosmetology Operator to Class A Barber 300	$12.63

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Beginning September 1, 2024, please be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 KIT AND TEXTBOOKS

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 STUDENT TEXTBOOK AND KITS

Students will only be allowed to use Paul Mitchell technical kits and equipment while enrolled at the School. Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or the individual contents may be purchased independently. Students are responsible to purchase a Paul Mitchell Technical Kit at an additional cost apart from the tuition. Please note that Students are responsible for the purchase of personal stationery supplies.

If purchased independently, the items must meet the criteria listed on the School's Technical Kit List. The most recent Technical Kit list can be requested from the School. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the School or independently. Technical kit contents and/or textbooks are subject to change.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

All education apps will work on a compatible IOS device. If a Student has access to a compatible IOS device, an iPad purchase may not be necessary.

Right to Independent Purchase of iPad, Textbooks and Technical Kit: Any Student who desires to independently purchase their iPad, textbook or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Technical Kit, Textbooks and Digital Kit are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

TEXTBOOK

1 Pivot Point eBook & Digital Set ISBN 978-1-948482-68-4 $568.00

COSMETOLOGY OPERATOR TO CLASS A BARBER 300 EDUCATION KIT

The Cosmetology Operator to Class A Barber 300 Education Kit is included in the cost of tuition, for students who pay for the full program. Transfer students are responsible to purchase the education kit at an additional cost from the published tuition.

THE BARBER AND SHORT HAIR SYSTEM APP

The Short Haircutting System is a revolutionary learning tool that combines three-dimensional technology and legendary Paul Mitchell artistry, ideal for new and seasoned barbers and cosmetologists alike.

Filmed in high definition (HD) from a barber's perspective, these videos teach short haircutting theory and scissor-over-comb and clipper-over-comb techniques. Learn how to execute fades, tapers, and layered shapes on various hair textures and formations; how the head shape affects the approach to cutting and blending shorter hair; and which tools will create the final desired end result for the service guests. The learners will also discover five short hair-coloring techniques to enhance the look or cover unwanted grays.

The Short Haircutting System includes over 20 videos and a fundamental workbook designed to teach how to master the full grooming experience to include face shaving, beard and mustache grooming, and how to perfect cutting and coloring short hair with the best methods and techniques.

Both barbers and cosmetologists benefit from offering the expertise of short haircutting and coloring.

The features include:

- All videos are available with English and Spanish subtitles.
- Complete the instructional activities and note-take directly in the Barbering Fundamentals digital workbook, available in English and Spanish.
- Create and share the short haircutting diagrams.
- View all videos on an iPad or mobile device.

COURSEKEY SKILLS TRACKER

CourseKey is a student success platform purpose-built for vocational education programs. It's student-driven, mobile-first approach improves the entire student lifecycle—helping more students get from day one to graduation day. CourseKey collects timely and accurate data from every learning environment, visualizes it into accessible dashboards, and automatically acts on it to intervene with at-risk students and celebrate student wins. Students input completed skills into the CourseKey student app. Depending on your program requirements, they can submit files including pictures, PDFs, and short videos alongside their skills. Instructors have a queue of skills that they can approve/reject with the touch of a button, or grade the skill depending on your program requirements. If skills need review by an external party like a site preceptor, you trigger competency evaluations after every skill, a set of skills, or a certain period of time.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $95.48.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,
5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

Once the student has met all these requirements, he/she will receive a CERTIFICATE of COMPLETION.

A student cannot graduate without meeting the above graduation requirements.

The graduation requirements do not apply to the Makeup Application Workshop, the Classic Lashes Workshop, the Brow Lift Workshop, Volume Lash Workshop or the Lash Lift Workshop. Students are required to complete the required hours and fulfill all financial obligations owed to the school. Once complete they will receive a certificate of completion.

TRANSCRIPT REQUEST PROCEDURE

You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell the School Dallas, Paul Mitchell the School Dallas- San Antonio, and Paul Mitchell the School Dallas-Arlington do not release transcripts if a student has a financial hold.

CAREER SERVICES

There are many wonderful career opportunities available within the beauty industry. In addition to hair design, this industry also offers opportunities in areas such as skin care, makeup, aromatherapy, nail artistry, product education, platform artistry, and salon management.

Although the school ***does not guarantee employment upon graduation***, Paul Mitchell The School does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington.

WORKSHOPS

WORKSHOPS

CLASSIC LASHES WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. The curriculum involves two days of mandatory workshop. The workshop includes extensive instruction and practical experience in lash extension application. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

VOLUME LASH WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. The class teaches the Volume Technique, traditionally known as Russian Volume and otherwise referred to as 2D, 3D, etc. Our Volume Certification teaches the art of applying 2 or more lash extensions to 1 natural lash safely and masterfully. You must have completed the Classic Lashes Workshop in order to enroll in this workshop. This is a two day workshop. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

MAKEUP APPLICATION WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. The curriculum involves 100 hours with classes on Monday and Tuesday for six weeks. The workshop includes extensive instruction and practical experience in bridal, everyday, photo, as well as other make up applications. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

LASH LIFT WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. Learn the fundamentals of the lash lift service. This course includes steps to providing a proper client consultation, addressing client questions and expectations, service steps and processing times, and proper aftercare for retaining results. Additionally, the course provides information about advanced practices such as how hair texture affects lash lift results and how to relax lash lifts. This is a four hour workshop. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

BROW LIFT WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. Learn the fundamentals of the brow lift service. This course includes steps to providing a proper client consultation, addressing client questions and expectations, service steps and processing times, and proper aftercare for retaining results.

Additionally, the course provides information about advanced practices such as hair texture and styling a wide range of brow types. You must have taken the Lash Lift Workshop or have Lash experience in order to take this workshop. This is a four hour workshop. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

FINANCIAL INFORMATION

FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

1. Students who receive loans are responsible for repaying the loan amount, plus any interest, less the amount of any credit balances, and if those students have received federal student financial aid funds, they are entitled to a credit of the monies not paid to the federal student financial aid program fund.
2. For students who have received Title IV financial assistance, the Federal Return of Title IV Funds calculation will be completed first and applicable funds returned. Returned funds will be reduced from the payments received on behalf of the student before applying the institutional refund policy to determine whether the student is owed a credit or if a balance is owed to the school.
3. If a student has received less aid than the student earned, he/she may be eligible for a post-withdrawal disbursement. If a student is eligible for this disbursement, the school will notify the student in writing of the amount he/she is eligible. The student will have to accept or decline the disbursement within 14 days. If an acceptance is not received within this time frame, the school will not make the post-withdrawal disbursement to the student.
4. The Federal Return of Title IV Funds formula dictates the amount of federal Title IV aid that must be returned to the federal government or the lending institution by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the 60 percent point in time in the payment period.

WITHDRAWAL BEFORE 60%

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

WITHDRAWAL AFTER 60%

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, the school will still calculate the Institutional Refund and R2T4 for financial aid recipients.

5. The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of Stafford loans, Pell Grants, or Plus loans and withdraws on or before completing 60% of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time. The percentage that has not been earned is calculated by determining the complement of the percentage earned (e.g., if 40% was earned, 60% was unearned).
6. The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of the Title IV aid that was or could have been disbursed as of the withdrawal date. The percentage of the payment period scheduled to complete is calculated by dividing the total number of clock hours scheduled to complete by the payment period as of the last date of attendance.
7. If a student withdraws (officially or unofficially) and has received federal loans, the loans will go into repayment.

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

ORDER OF RETURN

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 worksheet performed on your behalf is available through the Financial Aid office upon student request.

Federal regulations and Institutional policy require that the following aid programs be subject to the repayment calculation:

1. Federal Direct Loans: Unsubsidized
2. Federal Direct Loans: Subsidized
3. Federal PLUS Loans (received on behalf of the student)
4. Federal Direct Parent PLUS Loans (received on behalf of the student)
5. Federal Pell Grant
6. Iraq Afghanistan Service Grant for which a return is required

STUDENT NOTIFICATION OF REPAYMENT

A notification letter outlining the amount and type of funds returned to the appropriate federal program(s) will be sent to the student upon withdrawal. The student may request a copy of the federal government's repayment worksheet (R2T4 form) and a copy will be kept in the student file for future reference.

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

SCHOOL AND STUDENT RESPONSIBILITIES REGARDING THE R2T4 POLICY & PROCESS

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

STUDENT'S RESPONSIBILITIES REGARDING THE RETURN OF TITLE IV FUNDS

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

POST WITHDRAWAL

If you did not receive all the funds that you have earned, you may be due a post-withdrawal disbursement. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington may use a portion or all your post-withdrawal disbursement for tuition and fees (as contracted with Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas -

Arlington). For all other school charges, Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington needs your permission to use a post-withdrawal disbursement of direct loans. If you do not give permission, you will not be offered the direct loan funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

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

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

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

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

The school must cease all attempts to disburse the funds and return them no later than 240 days after the date it issued the first check. For further information, please contact the Financial Aid Office.

OR

For questions about the Title IV program funds, call the Federal Student Aid Information Center at:

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

Information is also available on Student Aid on the Web at https://studentaid.gov/

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

INSTITUTIONAL REFUND POLICY

A refund is based on the period of the student's enrollment, computed on the basis of course time expressed in scheduled hours, as specified by the enrollment agreement. This policy follows the requirements set forth by the Texas Department of Licensing and Regulation. This refund policy provides for the refund of any unused part of tuition, fees, and other charges paid by a student who, at the expiration of the cancellation period (within three (3) days of signing the enrollment agreement, excluding Saturdays, Sundays, and legal holidays): (1) fails to enter the course of training; (2) withdraws from the course of training; or (3) is terminated from the course of training before completion of the course.

1. Student who have not visited the school facility prior to enrollment will have the opportunity to withdraw without penalty within three (3) days following either attendance at a regularly scheduled orientation or following a tour of the facilities and inspection of the equipment.
2. A Full refund of money paid by the student will be made if the student: (1) Entered into the enrollment agreement because of a misrepresentation in advertising/promotional materials of the school or by an owner or representative of the school or (2) was enrolled in a course of instruction that is cancelled by Paul Mitchell The School.
3. Any monies due the applicant or student shall be refunded within 30 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
    a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school.
    b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract, within three (3) days of signing the enrollment agreement, excluding Saturdays, Sundays and legal holidays. In this case all monies collected by the school shall be refunded. This policy applies regardless of whether the student has started training.

c. A student who cancels his/her contract after three (3) days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school.
d. The effective date of the withdrawal for refund purposes is the earliest of: (a) the last date of attendance, if the student is terminated by the school; (b) the date the school receives student's written notice of withdrawal; or (c) 10 school days after the last date of attendance.
e. For official cancellations (paragraphs b and c) and official withdrawals, the cancellation/withdrawal date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person.
f. Money paid for student kits is nonrefundable. However, if a student withdraws from the program within the first 30 days and returns the kit unopened and in new condition, the amount charged for the kit will be refunded.

4. Any monies due a student who unofficially withdraws from the institution shall be refunded within 30 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored and a determination is made to withdraw a student who has been absent from school for 10 consecutive school days; the withdrawal date that will be used in this calculation is the student's actual last date of attendance. If a student unofficially withdraws and they received Federal Loans, the loans will go into repayment.
5. When situations involve mitigating circumstances, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
6. All extra costs, such as books, equipment, graduation fees, registration fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment agreement. Monies paid for supplies and equipment are nonrefundable after three (3) days of signing the enrollment agreement but prior to entering classes.
7. If a course is cancelled subsequent to a student's enrollment, and before instruction in the course has begun, the school shall either provide a full refund of all monies paid or provide completion of the course.
8. For students who terminate prior to completion, an administration fee in the amount of $100.00 will be assessed.
9. A student's account may be sent to collections for nonpayment.
10. If the school closes permanently and no longer offer instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student.

If a student begins a course of training at a private beauty culture school that is scheduled to run not more than 12 months and, during the last 50% of the course, withdraws from the course or is terminated by the school, the school:

1. may retain 100% of the tuition and fees paid by the student; and
2. is not obligated to refund any additional outstanding tuition.

If a student begins a course of training at a private beauty culture school that is scheduled to run not more than 12 months and, before the last 50% of the course, withdraws from the course or is terminated by the school, the school shall refund:

1. 90% of any outstanding tuition for a withdrawal or termination that occurs during the first week or first one-tenth of the course, whichever period is shorter,
2. 80% of any outstanding tuition for a withdrawal or termination that occurs after the first week or first one-tenth of the course, whichever period is shorter, but within the first three weeks of the course;
3. 75% of any outstanding tuition for a withdrawal or termination that occurs after the first three weeks but no later than the completion of the 25% of the course, and
4. 50% of any outstanding tuition for a withdrawal or termination that occurs no later than the completion of the first 50 percent of the course.

A refund owed under this section must be paid not later than the 30th day after the date the student becomes eligible for the refund.

If tuition is not refunded within 30 days, the School shall pay interest on the amount of the refund for the period beginning the first day after the date the refund period expires and ending the day proceeding the date the refund is made. If tuition is refunded to a lending institution, the interest shall be paid to that institution and applied against the student loan.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

A student no longer faces penalties or suspension of Title IV aid due to a drug conviction that occurred while the student was enrolled and receiving Title IV aid; and while information of such conviction must still be provided, the loss of federal student aid for drug convictions no longer applies.

MAJORS, DEGREES, SECOND DEGREE, OR SUMMER TERMS

Majors, degrees, second degrees, or summer terms does not apply to Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

SCHOLARSHIPS

PAUL MITCHELL THE SCHOOL MERIT BASED SCHOLARSHIP (DALLAS LOCATION)

Offered to those who begin Cosmetology classes September through November of 2022.

Paul Mitchell The School Dallas is offering Merit Based scholarships for those who start the cosmetology program between September 2022 through November 2022. Recipients must meet all admissions requirements and be accepted by Paul Mitchell the Schools and cannot be enrolled in another Cosmetology School at the time of applying for this scholarship. Each recipient may receive only one (1) Paul Mitchell the School Scholarship for the Cosmetology program and cannot be combined with the Institutional Grant. Applications and guidelines may be requested from the school's admissions representative.

Application for all outside funding, Federal Financial Aid, Tribal Benefits, VA Benefits, etc. must be completed and evaluated prior to receiving this scholarship.

The recipient must:

- Be a U.S. Citizen or eligible non-citizen.
- Be at least seventeen (17) years old.
- Possess a high school diploma or its equivalent prior to the enrollment date.
- Meet all the admissions criteria as listed in the current student catalog.
- Adhere to all the policies and procedures of Paul Mitchell the Schools

Scholarship recipients must adhere to the following requirements:

- Maintain at least an 80% attendance rate at eight of the nine scheduled institutional progress checkpoints for the 1,500 clock hour cosmetology program or five of the six in the 1,000 clock hour cosmetology program.
- Maintain at least an 80% academic rate at eight of the nine scheduled institutional progress checkpoints or five of the six in the 1,000 clock hour cosmetology program.
- There are nine (9) institutional progress checkpoints in the 1,500 clock hour cosmetology program where a Recipient's eligibility to retain the scholarship will be evaluated. The checkpoints are as follows: 200 clock hours, 400 clock hours, 450 clock hours, 600 clock hours, 800 clock hours, 1,000 clock hours, 1,150 clock hours, 1,300 clock hours, and 1,500 clock hours.
- There are six (6) institutional progress checkpoints in the 1,000 clock hour cosmetology program where a Recipient's eligibility to retain the scholarship will be evaluated. The checkpoints are as follows: 200 clock hours, 400 clock hours, 450 clock hours, 600 clock hours, 800 clock hours, and 1,000 clock hours

PAUL MITCHELL THE SCHOOL MERIT BASED SCHOLARSHIP (DALLAS AND SAN ANTONIO LOCATIONS)

Offered to those who begin Esthetics classes August through December of 2022.

Paul Mitchell The School Dallas is offering Merit Based scholarships for those who start the esthetics program between August 2022 through December 2022. Recipients must meet all admissions requirements and be accepted by Paul Mitchell the Schools and cannot be enrolled in another Cosmetology School at the time of applying for this scholarship. Each recipient may receive only one (1) Paul Mitchell the School Scholarship for the Cosmetology program and cannot be combined with the Institutional Grant. Applications and guidelines may be requested from the school's admissions representative.

Application for all outside funding, Federal Financial Aid, Tribal Benefits, VA Benefits, etc. must be completed and evaluated prior to receiving this scholarship.

The recipient must:

- Be a U.S. Citizen or eligible non-citizen.
- Be at least seventeen (17) years old.
- Possess a high school diploma or its equivalent prior to the enrollment date.
- Meet all the admissions criteria as listed in the current student catalog.
- Adhere to all the policies and procedures of Paul Mitchell the Schools

Scholarship recipients must adhere to the following requirements:

- Maintain at least an 80% attendance rate at five of the six scheduled institutional progress checkpoints for the 750 clock hour esthetics program.
- Maintain at least an 80% academic rate at five of the six scheduled institutional progress checkpoints. There are six (6) institutional progress checkpoints in the 750 clock hour esthetics program where a recipient's eligibility to retain the scholarship will be evaluated.
- The checkpoints are as follows: 150 clock hours, 300 clock hours, 375 clock hours, 450 clock hours, 600 clock hours, and 750 clock hours.

CANCELLATION, WITHDRAWAL AND REFUND POLICIES

CANCELLATION

A student has the right to cancel this enrollment agreement until midnight of the third business day after Applicant has started classes, excluding Saturdays, Sundays and legal holidays. A Cancellation notification must be made in writing. It need not take any particular form, however expressed; it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement. The cancellation will be determined by the postmark on the written notification, or the date the notice is delivered to the school. A student who cancels his/her enrollment agreement will be refunded all tuition charges collected by the School.

"OFFICIAL" VOLUNTARY WITHDRAWAL

A student is considered to be "Officially" withdrawn on the date the student notifies the Financial Aid Leader or the Future Professional Advisor in writing, of notice to withdraw. The date of withdrawal for return and refund purposes will be the earliest of the following for official withdrawal:

1. Date student provided official notification of notice to withdraw.
2. The date the student began the withdrawal process from Paul Mitchell The School records. A student is allowed to rescind his/her notification in writing and continue the program. If the student subsequently drops, the student's withdrawal date is the date of notification to withdraw
3. Upon receipt of the withdrawal information, Paul Mitchell The School will complete the following:

a. Determine the student's last date of attendance as of the last recorded date of academic attendance on the school's attendance record (date of determination).
b. Review the student's ledger card and attendance record to determine if a refund is due by applying the school's refund policy and completing a Return to Title IV Funds calculation. Refunds due under this institutional refund policy will be made within 45 days of the last day of attendance if the student officially withdraws. Title IV refunds will be made within 45 days of the date the withdrawal determination was made, and recorded on student's ledger card.

4. Paul Mitchell The School will provide the student with a letter explaining the Title IV requirements. See the Return of Title IV Funds Policy for additional information regarding the return of Title IV funds.
    a. The amount of Title IV assistance the student has earned and will be responsible for repaying. This amount is based upon the length of time the student was scheduled to be in attendance and the amount of funds received.
    b. Any returns that will be made to the Federal program on the student's behalf as a result of withdrawing from the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period and no refund will be made.
    c. Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
    d. Supply the student with ledger card record noting outstanding balance due to the school and the available methods of payment. A copy of the completed worksheet, check, letter and final ledger card will be kept in the student's file.

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

Students will not be charged for the kit if they withdraw from the program within the first 30 days of the first scheduled class date and return their kit un-opened and in new condition. (Please refer to the Return of Title IV Funds Policy for treatment of these items per Federal regulations)

UNOFFICIAL WITHDRAWAL

Any student that does not provide official notification of his or her intent to withdraw and is absent for 10 consecutive school days, fails to maintain satisfactory academic progress, fails to comply with the school's Institutional Attendance Policy or conduct policy, does not meet financial obligations to the school, or violates conditions mentioned in the school contractual agreement, will be subject to termination and considered to have unofficially withdrawn. The date of determination is the date the school withdraws the student or the date the school has determined that the student has unofficially withdrawn.

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

1. The education office will make three attempts to notify the student regarding his/her enrollment status.
2. Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record.
3. The student's withdrawal date is determined after being absent for 10 consecutive school days.
4. Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment.
5. Review the student's ledger card and attendance record to determine if a refund is due by applying the school's refund policy and completing a Return to Title IV Funds calculation.

Please see the institutional refund policy for additional information. Refunds due under the institutional refund policy will be made within 45 days from the date of determination. Title IV refunds will be made within 45 days of the date of determination.

1. If applicable, the school will provide the student with a refund letter explaining Title IV requirements.
2. The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
3. Advise the student in writing of the amount of unearned Title IV aid and tuition and fees that he/she must return, if applicable.
4. Supply the student with a final student ledger card showing outstanding balance due the school and the available methods of payment.
5. A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

Students are required to purchase books, supplies and equipment at the beginning of the program. According to Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington's refund policy, once these materials are purchased, no refund will be made. However, students will not be charged for the kit if they withdraw within the first 3 days of the first scheduled class date and return their kit un-opened and in new condition.

(Please refer to the Return of Title IV Funds Policy for treatment of these items per Federal regulations)

ELIGIBILITY UNDER TITLE IV AND THE HIGHER EDUCATION ACT (HEA)

To be Eligible to receive Federal Student Aid, you will need to:

- Qualify to obtain a college or career school education, either by having a high school diploma or General Educational Development (GED) certificate, or by completing a high school education in a home school setting approved under state law.
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
- Apply for financial aid using the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov and demonstrate a financial need. The school must have a current FAFSA on file to start the initial eligibility process.
- Sign certifying statements on the FAFSA stating that:
    - you are not in default on a federal student loan
    - do not owe a refund on a federal grant
    - you will use federal student aid only for educational purposes
- Maintain Satisfactory Academic Progress (SAP). More detailed information regarding the school's SAP policy contained in this catalog.
- Be enrolled at least halftime to receive assistance from the Direct Loan Program.
- The Pell Grant program does not require half time enrollment, but the student enrollment status does affect the amount of Pell a student may receive. A student may receive Pell for a total of 12 payment periods or 600% Maximum Lifetime Eligibility. Once the student has obtained either a Bachelor's Degree or reached their Maximum Lifetime Eligibility limit, students are no longer eligible to receive Pell Grants.

In addition, you must meet one of the following:

1. Be a U.S. CITIZEN, an Eligible Non-Citizen or a U.S. NATIONAL
   You are a U.S. citizen if you were born in the United States or certain U.S. territories, if you were born abroad to parents who are U.S. citizens, or if you have obtained citizenship status through naturalization. If you were born in American Samoa or Swains Island, then you are a U.S. national.
2. Have a GREEN CARD
   You are eligible if you have a Form I-551, I-151, or I-551C, also known as a green card, showing you are a U.S. permanent resident.

3. Have an ARRIVAL-DEPARTURE RECORD
4. Your Arrival-Departure Record (I-94) from U.S. Citizenship and Immigration Services must show one of the following:
    - Refugee
    - Asylum Granted
    - Cuban-Haitian Entrant (Status Pending)
    - Conditional Entrant (valid only if issued before April 1, 1980)
    - Parolee
5. Have BATTERED IMMIGRANT STATUS
   You are designated as a "battered immigrant-qualified alien" if you are a victim of abuse by your citizen or permanent resident spouse, or you are the child of a person designated as such under the Violence Against Women Act.
6. Have a T-VISA
   You are eligible if you have a T-visa or a parent with a T-1 visa.

PARENT PLUS LOAN APPROVAL RELEASE

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington 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 can pass a credit check when the loan is certified. The school has no control over the approval or decline of a parent's credit history. Nor does the school assume any responsibility for mistakes on any Department of Education financial aid forms. It is up to the student to make sure all forms are accurate and complete.

POLICY FOR VERIFICATION OF TITLE IV FUNDING

Each year some financial aid recipients are randomly selected for verification by the U.S. Department of Education. The Department of Education has policies and procedures that the school follows for verification of Title IV funding. If a student is selected for Federal FAFSA Verification, they will be asked to complete a Verification Worksheet (provided by the Financial Aid Office) and must submit any additional documentation, required by the Department of Education, before financial aid can be disbursed to the student's account. This documentation may include, but is not limited to, signed federal income tax returns or tax transcript(s) from the Internal Revenue Service, W-2 forms (student's, spouse and/or parents/guardians), proof of untaxed income, housing allowances, etc. The student will be notified of all documents required so they can collect the necessary information to fulfill this federal requirement. The financial aid office will give the student a deadline to return the forms and required documentation to the financial office with verification items attached. If after review by the Financial Aid Office, there are any changes to the financial aid package the student will be notified in writing.

If verification documents are not submitted by the due date, the student may be placed on a monthly cash pay status until verification is completed.

Financial Aid Management for Education, Inc. (FAME) handles our student overpayments and alerts the school so it can make changes to the award packet, which is reported to Common Origination and Disbursement (COD) for the Department of Education.

RETURN OF TITLE IV, HEA POLICY

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

This policy applies to students who withdraw officially, withdraw unofficially or are terminated from Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington. It is separate and distinct from Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington's Institutional Refund Policy.

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

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

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

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

The school must advise the student or parent that they have 14 calendar days from the date that the school sent the notification to accept a direct loan post-withdrawal disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV, HEA programs. Pell post-withdrawal disbursements do not require student or parent authorization and are made as needed to cover tuition cost.

The school will send notification of a loan post-withdrawal disbursements as soon as possible, but no later than 30 days after the date that the student withdrew.

SATISFACTORY ACADEMIC PROGRESS POLICY

SATISFACTORY ACADEMIC PROGRESS POLICY

To remain eligible for Federal Financial Aid a student must make Satisfactory Progress in both Academic and Attendance. The Department of Education considers a student to be meeting Satisfactory Academic Progress (SAP) by meeting both qualitative and quantitative criteria.

Evaluations are maintained in the student file. The school will develop an academic and/or attendance plan to address the specific needs of those students who fail to meet the academic and/or attendance requirements at specific SAP evaluation points. A leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

The institution requires its students to maintain Satisfactory Academic Progress (SAP) as established by the Department of Education, to continue to matriculate at the school and to continue to be eligible to participate in the federal government's Title IV, HEA financial aid programs. These standards apply to all students, regardless of the source of the student's funding, and to all students, regardless if their status (full-time, 3-day program or part-time).

QUANTITATIVE AND QUALITATIVE FACTORS

Factors for measuring the student's progress toward Satisfactory Academic Progress of the program include maintaining:

1. A minimum cumulative theory grade level of 70% or higher.
2. A minimum cumulative academic level of 70% or higher on practical worksheet completion for.*
3. To determine whether a student meets the academic requirements theory and practical grades are averaged together to give a minimum cumulative academic grade.

*To meet the Paul Mitchell The School's practical requirements for graduation, students must eventually complete 100% of monthly practical worksheets. See LEARNING PARTICIPATION GUIDELINES.

MAXIMUM TIME FRAME

The state of Texas requires 1000 clock hours for the Cosmetology Operator course and the Class A Barber course, 750 hours for the Esthetics course, 600 hours for the Manicure course. Students are expected to complete their course in no more than 143% of the program length. Students must complete the educational program within the maximum time frame, which is based on attending at least 70% of the scheduled hours. The school is required to measure and collect data on all our student who complete our programs "on time". We define "normal time" and "on time" as having completed the program with at least 70% attendance or higher. At this time, "normal time" is also our minimum attendance requirement.

COURSE	LENGTH	MAXIMUM TIME FRAME
Cosmetology Operator – 32.5 hours	31 Weeks	44 Weeks
Cosmetology Operator – 24 hours	42 Weeks	60 Weeks
Cosmetology Operator – 18 hours	56 Weeks	80 Weeks
Cosmetology Operator - 26/32.5 hours	32 Weeks	46 Weeks
Cosmetology Operator - 26/24 hours	42 Weeks	59 Weeks
Cosmetology Operator - 24/32.5 hours	33 Weeks	46 Weeks
Cosmetology Operator - 18/24.5 hours	43 Weeks	61 Weeks
Esthetic – 26 hours	29 Weeks	42 Weeks

COURSE	LENGTH	MAXIMUM TIME FRAME
Esthetic – 18 hours	42 Weeks	60 Weeks
Esthetic - 26/32.5 hours	25 Weeks	35 Weeks
Esthetic - 18/24.5 hours	33 Weeks	46 Weeks
Manicure 600 - 28 hours	23 Weeks	33 Weeks
Manicure 600 - 28/20 hours	29 Weeks	42 Weeks
Class A Barber - 32.5 hours	31 Weeks	44 Weeks
Class A Barber - 18 hours	56 Weeks	80 Weeks
Class A Barber - 18/24.5 hours	43 Weeks	61 Weeks
Class A Barber - 18 hours	56 Weeks	80 Weeks
Class A Barber - 18/24.5 hours	43 Weeks	61 Weeks
Class A Barber - 32.5/13 hours	68 Weeks	101 Weeks
Class A Barber - 32.5/19 hours	49 Weeks	71 Weeks
Class A Barber - 32.5/27.5 hours	36 Weeks	51 Weeks
Class A Barber - 18/13 hours	75 Weeks	108 Weeks
Class A Barber - 18/19 hours	53 Weeks	76 Weeks
Class A Barber - 18/27.5 hours	39 Weeks	55 Weeks
Cosmetology Operator to Class A Barber 300 - 19.5 hours	16 Weeks	22 Weeks

It is important to note that the MAXIMUM SCHEDULED HOURS shown is the MAXIMUM number of scheduled hours that a Future Professional can take to finish the program NO MATTER WHICH schedule they are enrolled in. Scheduled hours are NOT impacted by Suspensions or School Closings (such as additional snow days beyond what we build into the schedule already). If a Future Professional is impacted by any of these occurrences, their ACTUAL graduation calendar date will be pushed forward by the amount of time the occurrence takes place since they are "off the schedule" during those times.

When the MAXIMUM SCHEDULED HOURS are up, a Future Professional's contract is over. If a Future Professional has not completed their ACTUAL HOURS required for graduation, they will be WITHDRAWN and required to re-enroll in the program with a new contract and costs to complete their remaining hours.

NONCREDIT, REMEDIAL COURSE, AND REPETITIONS

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

LEAVE OF ABSENCE POLICY, INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

A Leave of Absence (LOA) is a temporary interruption in a Future Professional's program of study. LOA refers to the specific time during an ongoing program, when a Future Professional is not in academic attendance.

A Leave of Absence (LOA) may be granted in documented cases of emergency, documented medical reasons, or documented extenuating personal circumstances. Leaves of Absence will be granted in the case of maternity/paternity, a letter from their doctor would be required. If a Future professional is called into Active Duty for the Military, the school will grant a leave of absence, back up documentation would be required. A Leave of Absence will be granted for Death of an immediate family member. Immediate family is limited to the spouse, parents, stepparents, foster parents, father-in-law, mother-in-law, children, stepchildren, foster children, sons-in-law, daughters-in-law, grandparents, grandchildren, brothers, sisters, brothers-in-law, sisters-in-law, aunts, uncles, nieces, and/or nephews.

Future Professionals may not arbitrarily decide to “take” a leave of absence.

Future Professionals must request an LOA in writing, either via email or paper format, stating the reason for the leave, provide applicable back up documentation and receive approval from the Future Professional Success Coach and Financial Aid prior to taking the Leave. The Future Professional will be notified, in writing, by the Future Professional Success Coach using the Leave of Absence Acknowledgment form of the decision. The Leave of absence, if approved, will be effective the day the Future Professional Success Coach approved the request. Any absences that occur during the time it takes to approve the request, must be made up and will not be excused, unless they fall under our Excused Absence policy in the catalog.

The following criteria must be met in order to take a leave of absence:

1. The Future Professional submitted a written request, with the reason for the leave of absence and applicable back up documentation. (Unless unforeseen circumstances prevent the Future Professional from doing so.)
2. The leave of absence was reviewed/approved by the school’s Future Professional Success Coach and Financial Aid Department. (Please see the Coaching and Corrective Action Policy and the Corrective Action Steps policy located in the catalog for additional information.)
3. The leave of absence must be a minimum of 14 calendar days and must not exceed a total of 180 calendar days in a 12-month period.

In special circumstances, the school may grant a leave of absence to a Future Professional, such as (but not limited to) a car accident or other medical emergency that would prevent the Future Professional from requesting a leave of absence in advance. In these cases, the school will document the reason for granting a leave of absence from the documented date of the incident, after the incident has occurred.

If enrollment is temporarily interrupted for an LOA, the student will return to school in the same progress status as prior to the LOA. The hours elapsed during an LOA will not be included in the student’s cumulative attendance percentage calculation. Students may be granted one LOA in a twelve-month period. However, in the case of unforeseen circumstances and at the school’s discretion, the student may be granted a subsequent LOA. The total time for the LOA must be a minimum of 14 calendar days and may not exceed 180 calendar days in a twelve-month period. An approved LOA will extend the student’s contract period by the same number of days taken in the leave and will result in no additional charges to the student.

For Title IV aid recipients, the Future Professional’s payment period is suspended during the LOA and no Title IV aid will be disbursed for a Future Professional while on leave. Upon the Future Professional’s return, the Future professional will resume the same payment period and coursework and will not be eligible for additional Title IV aid until the payment period has been completed.

During an approved Leave of Absence (LOA), should the Future Professional find themselves unable to return on the original approved return date, the Future Professional is responsible for reaching out to their Future Professional Success Coach prior to their scheduled return date. If the Future Professional needs to request additional time, they must follow the LOA process and request an additional LOA, in advance. The subsequent request must be approved.

A contract addendum will be completed upon return from the LOA to extend the contract end date by the applicable number of days. If a Future Professional does not return to their program of study at the end of the scheduled LOA, the Future Professional will be withdrawn from the program. Title IV loan recipients who do not return from LOA and are withdrawn from their program of study, will enter their loan grace period as of their last date of attendance. Future professionals who withdraw prior to completing the course of study and who wish to re-enter within 180 days will re-enter at the same progress status as applicable at the time of withdrawal.

EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

Formal Satisfactory Progress Evaluations in both attendance and academics will occur when students reach:

These criteria require a student to maintain a cumulative minimum of 70% or higher in academics and 70% or higher in actual hours attended. These SAP requirements will be evaluated at the Federal SAP Check Points listed below:

PROGRAM	ACTUAL HOURS CHECK POINT	ACTUAL HOURS CHECK POINT
Cosmetology Operator	450	900
Esthetics	375	
Manicure 600	300	
Class A Barber	450	900
Cosmetology Operator to Class A Barber 300	150	

A Future Professional who at a Federal SAP Check Point has not achieved the minimum cumulative GPA of 70% and/or who has not successfully completed at least a cumulative rate of attendance of 70% will be placed on Federal Warning status until the next Federal SAP Check Point. Any Future Professional who does not improve their attendance and/or academic rate by the following Federal SAP Check Point will be dropped from the program with an automatic right to appeal (see Appeal Procedure).

The following grading system is used to evaluate a student's academic ability:

1. Practical grade reports are issued monthly to each student, to make them aware of their progress toward meeting satisfactory progress.
2. Examinations are given in all subjects.
3. Grades and attendance/SAP records are reviewed and signed by the student and maintained in the student's file. Students may request to review their financial aid files from the Financial Aid Leader or their academic files from the Future Professional Advisor.

Grading Policy:

A = 90 – 100% B = 80 – 89% C = 70 – 79% Failing = Below 70%

Grades for practical and clinical work are indicated by a signature on the student's worksheet or client ticket. A signature from an instructor represents a grade of 70% or higher. No signature indicates a score of less than 70% and the student has not met minimum satisfactory standards on the practical application. Students are required to continue the practical application until they receive a signature from an instructor.

TRANSFER HOURS

Transfer hours from another institution that are accepted towards the student's educational program are counted as both attempted and completed hours for the purpose of determining when the allowable maximum time-frame has been exhausted. SAP evaluation periods are based on actual contracted hours at the School.

DETERMINATION OF PROGRESS STATUS

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

RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS

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

PROBATION

If the school grants the appeal, it may impose conditions for the student's continued eligibility to receive Title IV, HEA, such as changing schedules, or creating an independent development plan. If such an appeal is granted, the student will remain on Financial Aid Probation for one evaluation period. If the student has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, and does not prevail on appeal the student will be determined as not making satisfactory progress, however, the student will be able to complete their program on a cash pay basis.

REINSTATEMENT OF FINANCIAL AID (FOR THOSE WHO QUALIFY)

If applicable, Title IV, HEA financial aid will be reinstated to qualified Students who have prevailed upon appeal or who have reestablished satisfactory progress by meeting the minimum cumulative attendance and academic requirements.

ACADEMIC YEAR DEFINITION

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

FINANCIAL AID WARNING

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

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

A student may appeal the Title IV, HEA decision if he/she has a reason for the inability to make satisfactory progress and if he/she can document that the circumstances that caused the unsatisfactory progress determination have changed. The basis for filing an appeal, such as the death of a relative, injury or illness of the student, or other special circumstances, must be documented.

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

SATISFACTORY ACADEMIC PROGRESS APPEAL PROCEDURE

A student may appeal the Financial Aid ineligible decision if he/she has a reason for not making satisfactory progress and if he/she can document that the circumstances that caused the unsatisfactory academic progress determination have in some way changed and that satisfactory academic progress standard can be met by the end of the next evaluation period. A student has five (5) calendar days from the date of notification that they are not meeting the second consecutive satisfactory progress determination to appeal the unsatisfactory academic progress determination. The student must submit a written appeal to the school's future professional advisor on the designated school's Satisfactory Academic Progress (SAP) Appeal Form describing why they failed to meet satisfactory academic

progress standards, along with supporting documentation of the reason why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to achieve satisfactory academic progress by the next evaluation point.

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

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

This policy applies to all students regardless of whether they are eligible for Title IV funding programs. To comply with USDE requirements the terminology financial aid warning or financial aid probation will be used for both Title IV and non-Title IV students.

If a future professional's appeal is denied, the future professional will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis, regardless of their Satisfactory Academic Progress. The school must maintain the documentation for the future professional's appeal in the future professional's financial file. The school must also maintain documentation as to why the appeal was denied.

VETERANS STANDARD OF ACADEMIC PROGRESS POLICY

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) of 70% each month.

A VA student, whose CGPA falls below 70% at the end of any month, will be placed on academic probation for a maximum of two consecutive months. If the VA student's CGPA is still below 70% at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA of 70%.

STUDENT CONSUMER INFORMATION

STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY

The Family Educational Rights and Privacy Act (FERPA) sets a limit on the disclosure of personally identifiable information from school records and defines the rights of students to review and request changes to the records. FERPA 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 30 days from the date of the request.

GENERAL RELEASE OF INFORMATION

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

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

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, without needing the student's consent.

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

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

RELEASE OF INFORMATION TO REGULATORY AGENCIES

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

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

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington provides and permits access to student and other school records as required for any accreditation process initiated by the school or by the Council on Occupational Education (COE), or in response to a directive of said Commission.

DISCLOSURES IN RESPONSE TO SUBPOENAS OR COURT ORDERS

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

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

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

DISCLOSURES FOR OTHER REASONS

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

DIRECTORY INFORMATION

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington does not publish "directory information" on any student.

RECORD MAINTENANCE

All requests for releases of information are maintained in the student's file as long as the educational records themselves are kept. Student records are maintained for a minimum of six (6) years for withdrawal students; transcripts of graduates are kept indefinitely.

AMENDMENT TO STUDENT RECORDS

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

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

VETERAN OR ELIGIBLE PERSON

The school maintains a written record of the previous education and training of the veteran or eligible person and clearly indicates that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person and the Department of Veterans Affairs so notified.

PERFORMANCE STATISTICS/JOB OUTLOOK DALLAS CAMPUS

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington is accredited by the Council on Occupational Education (COE), recognized by the U.S. Department of Education and licensed by the Texas Department of Licensing and Regulation. Each agency requires schools to provide important information regarding outcome rates in the areas of completion, placement, and licensure; however, each agency requires that we provide outcome rates differently. COE requires schools to list the outcome rates for each program. The U.S. Department of Education, requires outcome rates be provided for the individual location. Outcome rates have also been provided for the individual school you are interested in attending. If you have any questions regarding our outcome rates, please see our Career Services Leader for assistance.

Paul Mitchell The School Dallas Performance Statistics for the Calendar Year 2022:

Institution:

Completion	Placement	Licensure
77%	72%	100%

Cosmetology:

Completion	Placement	Licensure
78%	72%	100%

Esthetics:

Completion	Placement	Licensure
83%	72%	100%

Opportunities will be better for those licensed to provide a broad range of services. Additional information is available at www.council.org.

COE's 2023 Annual Report is derived from a single cohort of students – those that completed the program in 2022.

PERFORMANCE STATISTICS/JOB OUTLOOK SAN ANTONIO CAMPUS

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington is accredited by the Council on Occupational Education (COE), recognized by the U.S. Department of Education and licensed by the Texas Department of Licensing and Regulation. Each agency requires schools to provide important information regarding outcome rates in the areas of completion, placement, and licensure; however, each agency requires that we provide outcome rates differently. COE requires schools to list the outcome rates for each program. The U.S. Department of Education, requires outcome rates be provided for the individual location. Outcome rates have also been provided for the individual school you are interested in attending. If you have any questions regarding our outcome rates, please see our Career Services Leader for assistance.

Paul Mitchell The School Dallas - San Antonio Performance Statistics for the Calendar Year 2022

Institution:

Completion	Placement	Licensure
76%	75%	87%

Cosmetology:

Completion	Placement	Licensure
75%	73%	76%

Esthetics:

Completion	Placement	Licensure
80%	71%	96%

Class A Barber:

Completion	Placement	Licensure
64%	94%	94%

Cosmetology Operator to Class A Barber 300:

Completion	Placement	Licensure
80%	100%	100%

Opportunities will be better for those licensed to provide a broad range of services. Additional information is available at www.council.org.

COE's 2023 Annual Report is derived from a single cohort of students – those that completed the program in 2022.

PERFORMANCE STATISTICS/JOB OUTLOOK ARLINGTON CAMPUS

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington is accredited by the Council on Occupational Education (COE), recognized by the U.S. Department of Education and licensed by the Texas Department of Licensing and Regulation. Each agency requires schools to provide important information regarding outcome rates in the areas of completion, placement, and licensure; however, each agency requires that we provide outcome rates differently. COE requires schools to list the outcome rates for each program. The U.S. Department of Education, requires outcome rates be provided for the individual location. Outcome rates have also been provided for the individual school you are interested in attending. If you have any questions regarding our outcome rates, please see our Career Services Leader for assistance.

Paul Mitchell The School Dallas - Arlington Performance Statistics for the Calendar Year 2022:

Institution:

Completion	Placement	Licensure
66%	73%	98%

Cosmetology:

Completion	Placement	Licensure
73%	71%	98%

Class A Barber:

Completion	Placement	Licensure
60%	71%	100%

Cosmetology Operator to Class A Barber 300:

Completion	Placement	Licensure
90%	88%	100%

Manicure 600:

Completion	Placement	Licensure
N/A	N/A	N/A

Opportunities will be better for those licensed to provide a broad range of services. Additional information is available at www.council.org.

COE's 2023 Annual Report is derived from a single cohort of students – those that completed the program in 2022.

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

DALLAS CAMPUS:

2020-21 Graduation
71%

SAN ANTONIO CAMPUS:

2020-21 Graduation
88%

ARLINGTON CAMPUS:

2020-21 Graduation
79%

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

REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

Texas Department of Licensing and Regulation
P.O. Box 12157
Austin, TX 78711
(512) 463-6599

Council On Occupational Education (COE)
7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350
(770) 396-3898
http://council.org/

Through the U.S. Department of Education, each of the campuses are eligible to participate in student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended.

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

SCHOOL STANDARDS & POLICIES

DISABILITY ACCOMMODATION & GRIEVANCE POLICY

STATEMENT OF NON-DISCRIMINATION AND ACCOMMODATION

Paul Mitchell The School does not discriminate on the basis of disability. Individuals with disabilities are entitled to a reasonable accommodation to ensure that they have full and equal access to the School's educational resources, consistent with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and the Americans with Disabilities Act (42 U.S.C. § 12182) ("ADA"), their related statutes and regulations, and corresponding state and local laws.

Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating on the basis of disability. The applicable law and regulations may be examined in the office of the ADA Compliance Coordinator, or his/her trained designee who has been designated to coordinate the efforts of the school to comply with Section 504 and ADA.

ADA COMPLIANCE COORDINATORS

Dallas Campus	**Arlington Campus**	**San Antonio Campus**
Francesca Puerner 2389 Midway Road Carrollton, TX 75006 (972) 669-0494 francesca@pmtsdallas.com	Megan Arrington 309 Curtis Mathes Way Arlington, TX 76018 (817) 865-6963 megan@pmtsarlington.com	Angela Alvey 18402 US Highway 281 N San Antonio, TX 78259 (210) 523-8333 angela@pmtssanantonio.com

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 a year. In these training sessions the Coordinator will explain the basic requirements of Section 504 and the ADA as they apply to The School. The Coordinator will address: the School's responsibility to provide accommodations to students with disabilities; how to implement accommodations that the Coordinator has approved for students; how to support students with disabilities in the School's programs; and 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 policy, the Coordinator will make sure that the Accommodations Procedures and the Grievance Procedures are 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 below.

REQUESTS FOR ACCOMMODATION

Individuals with disabilities wishing to request an accommodation must contact the ADA Compliance Coordinator at their campus. A disclosure of a disability or a request for accommodation made to any staff, faculty, or personnel other than the ADA Compliance Coordinator will not be treated as a request for an accommodation. However, if a student

discloses a disability to such an individual, he or she is required to direct the student to the ADA Compliance Coordinator. Upon request, the ADA Compliance Coordinator (or his/her trained designee) will provide a student or applicant with a Request for Accommodations Form, which is also available on the School's website under the Helpful Links tab. To help ensure timely consideration and implementation, individuals making a request for an accommodation are asked to contact the ADA Compliance Coordinator and/or submit a Request for Accommodations form at least two weeks prior to when the accommodation is needed.

Individuals requesting reasonable accommodation may be asked to provide medical documentation substantiating his/her physical and/or mental impairment(s) and/or the need for the requested accommodation(s), including but not limited to when the limitation or impairment is not readily apparent and/or a requested accommodation does not clearly relate to the impairment(s). Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. In general, the supporting documentation must be dated less than three years from the date a student requests a reasonable accommodation, and must be completed by a qualified professional in the area of the student's disability, as enumerated below:

Disability	**Qualified Professional**
Physical disability	MD, DO
Visual impairment	MD, ophthalmologist, optometrist
Mobility, orthopedic impairment	MD, DO
Hearing impairment	MD, Audiologist (Au.D) *audiology exam should not be more than a year old
Speech and language impairment	Licensed speech professional
Learning disability	PhD Psychologist, college learning disability specialist, other appropriate professional
Acquired brain impairment	MD neurologist, neuropsychologist
Psychological disability	Psychiatrist, PhD Psychologist, LMFT or LCSW
ADD/ADHD	Psychiatrist; PhD Psychologist, LMFT or LCSW
Other disabilities	MD who practices or specializes within the field of the disability.

Documentation used to evaluate the need and reasonableness of potential accommodations may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotion diagnostic tests, functional effects or limitations of the disability, and/or medications and recommendations to ameliorate the effects or limitations. Documentation may be the student's existing medical records, or reports created by the student's medical provider, the state department of rehabilitation, the U.S. Department of Veteran's Affairs, or an appropriate professional who conducts an assessment of the student (see chart above). Supporting medical documentation is not necessary for an obvious disability (for example a student in a wheel chair or a missing limb). The School may request additional documentation or testing as needed.

The documentation of disability is kept at all times in a locked, private file at the School, separate from the student's educational record. The ADA Compliance Coordinator will determine what information needs to be shared with School staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services.

After the ADA Compliance Coordinator receives the Request Form and the required documentation, he/she (or his/her trained designee) will engage the student or applicant in an interactive process to determine what accommodations may be appropriate.

INTERACTIVE PROCESS

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.

The student and the ADA Compliance Coordinator will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in the School's program, 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 reasonably accommodated.

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.

ADDITIONAL FACTORS

The School does not provide accommodations that would result in a fundamental alteration of the School's program or would cause an undue financial burden. However, the Coordinator will continue the interactive process with the student to determine if an alternative accommodation is available.

If the student or applicant is denied any requested accommodation, he/she may file a grievance using the Grievance Process below or he/she may file a complaint with the U.S. Department of Education's Office for Civil Rights or a similar state entity. The School will make appropriate arrangements to ensure that a person with a disability is provided other accommodations, if needed, to participate in this grievance process. The ADA Compliance Coordinator will be responsible for such arrangements.

GRIEVANCE POLICY RELATING TO COMPLAINTS OF DISABILITY DISCRIMINATION

The School has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and/or the ADA. Any person who believes she/he has been subjected to discrimination on the basis of disability, including disagreements regarding requested accommodations, may file a grievance with:

ADA GRIEVANCE COORDINATORS

Dallas Campus	**Arlington Campus**	**San Antonio Campus**
Whitney Standridge 2389 Midway Road Carrollton, TX 75006 (972) 669-0494 whitney@pmtsdallas.com	Vonne Ashmore 309 Curtis Mathes Way Arlington, TX 76018 (817) 865-6963 vonne@pmtsarlington.com	Cynthia Flores 18402 US Highway 281 N San Antonio, TX 78259 (210) 523-8333 cynthia@pmtssanantonio.com

Grievances must be in writing, contain the name and address of the person filing it, state the problem or action alleged to be discriminatory (including dates and individuals involved), and the remedy or relief sought. The student should explain why he/she believes the acts were taken based on disability. The student should describe or provide copies of any relevant documents or emails, if available.

The School will investigate each complaint filed, and will not retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days after its filing. If a written determination cannot be made within 30 days of the complaint's filing, the student will be advised and provided an update as to the status of the investigation. The student may also inquire as to the status of the investigation at reasonable intervals. The student will be provided with a written decision stating the determination and any remedial action (if applicable). Based on the results of the investigation, the School will take all appropriate actions to prevent any recurrence of discrimination and/or to correct any discriminatory effects.

If the student disagrees with the decision made by the ADA Grievance Coordinator, or disagrees with the remedial action specified, the student may appeal the decision to the School Executive Team. The appeal must be in writing and sent to Chandra Couch; Assistant Executive Director of Financial Aid and Compliance; 18402 US Highway 281 N, Suite 124, San Antonio, TX 78259; (210) 523-8333; Chandra@pmtssanantonio.com. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than 30 days after the student receives the written decision from the ADA Grievance Coordinator. The Executive Director and Director of Compliance will issue a written decision to the student within 14 days after receiving the student's appeal. The Executive Director and Director of Compliance will determine whether the decision should be revised or remain the same. If the Executive Director and Director of Compliance 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

The availability of the School's grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Education's Office for Civil Rights and/or a similar state agency.

Students or 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 and the ADA as applied 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.

SERVICE ANIMAL POLICY

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington does not allow animals in the school; however, an individual with a disability may request a reasonable accommodation under the Americans with Disabilities Act to bring a service animal to school when medically necessary. Procedures for requesting a reasonable accommodation are described in the ADA policy which can be found on the school's website:

https://paulmitchell.edu/dallas
https://paulmitchell.edu/sanantonio
https://paulmitchell.edu/arlington.

SERVICE ANIMALS

A service animal (dog or miniature horse only) is an animal that is trained to provide a service to an individual with a disability, such as guiding individuals with impaired vision, alerting individuals to an impending seizure, or pulling a wheelchair and fetching dropped items.

Paul Mitchell The School Dallas - Arlington will evaluate all requests to bring a service animal into the workplace to determine if the accommodation is reasonable and can be provided without undue hardship. Handlers may be asked to bring the service animal to demonstrate the animal's training and ability to be in the school without disruption.

If an accommodation is granted to allow a service animal in the school, the arrangement may be permitted on a temporary or trial basis. Reasonable behavior is expected from service animals while on school property. Disruptive and aggressive service animals must be removed from the premises immediately and permission to bring the animal to the school will be revoked.

All animals need to be immunized against rabies and other diseases common to that type of animal. All vaccinations must be current, and animals must be in good health. For future professionals and/or staff members, current immunization records must be on file with the school. Service animals must wear an owner identification tag (which includes the name and phone number of the owner) at all times.

Animals must be on a leash, harness or other type of restraint at all times, unless the handler is unable to retain an animal on leash due to a disability.

The handler must be in full control of the animal at all times. The care and supervision of the animal is solely the responsibility of the handler. The handler is expected to clean and dispose of all animal waste appropriately.

Handler agrees to assume all liability for the service animal's behaviors. Handler agrees to comply with all laws, regulations, and ordinances regarding such service animals. Handler shall be personally liable for any damage or loss caused by the service animal's actions or reactions, including, but not limited to property damage.

SOCIAL NETWORKING POLICY

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

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

DRUG-FREE CAMPUS

In accordance with the Drug-Free Schools and Communities Act (DFSCA), Paul Mitchell The School is a drug and alcohol-free school and workplace. The school strictly forbids the possession, distribution, use or sale of alcoholic beverages and/or illegal drugs by students and employees anywhere on school property including grounds, parking lots, within the building/s or while participating in school-related activities.

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington will impose disciplinary sanctions on students and employees who violate this policy. The sanctions may include anything up to and including termination. In addition, those who violate public law may be subject to criminal prosecution from local, state and federal law enforcement. Conviction of drug and alcohol violations can lead to imprisonment, fines and community service. Convictions may also prevent individuals from entering many fields of employment and make them ineligible for federal student grants and loans.

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

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

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

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

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

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

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

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

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington 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 the mandatory sexual harassment and prevention training upon starting in school and again in January of each year. The school's 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 school prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and the school has jurisdiction over the investigation of Title IX complaints.

Title IX applies to all of the school's educational programs or activities, whether such programs or activities occur on-campus or at an off-campus event. The school's anti-harassment and discrimination policy applies to all persons involved in the operation of the school and prohibits unlawful harassment and discrimination by any employee of the school, as well as students, customers or service guests, third parties, vendors, or anyone who does business with the school. 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 or service guest, vendor, or other person with whom the school does business engages in unlawful harassment or discrimination, the school will take appropriate corrective action. The grievance procedure will provide that grievances may be filed about discrimination in any academic, educational, extracurricular, athletic, or other programs operated or sponsored by, or related to, the school, whether the programs take place on the campus of the school, during a school-sponsored field trip, or during other off-campus events.

As part of the school's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to the school community through publications such as the school's catalog, the school's website, new employee orientations, student orientations, and other appropriate channels of communication. The school will provide training to key staff members to enable them to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. The school 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 REGARDING SEX DISCRIMINATION

Dating violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

Domestic violence the definition of "domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Sex discrimination is defined as treating individuals differently on the basis of sex with regard to any aspect of services, benefits, or opportunities the school provides, such as:

- Treating a person differently in determining whether he or she satisfies any requirement or condition for the provision of an aid, benefit, or service.
- Providing different aid, benefits, or services, or providing aid, benefits, or services in a different manner.

- Denying any person an aid, benefit, or service.
- Subjecting any person to separate or different rules of behavior, sanctions, or other treatment in providing an aid, benefit, or service.
- Aiding or perpetuating 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.
- Otherwise limiting any person in the enjoyment of any right, privilege, advantage, or opportunity.

Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a **reasonable person** to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the recipient's **education program or activity**; or
3. ''Sexual assault'' as defined in 20 U.S.C. 1092(f)(6)(A)(v), ''dating violence'' as defined in 34 U.S.C. 12291(a)(10), ''domestic violence'' as defined in 34 U.S.C. 12291(a)(8), or ''stalking'' as defined in 34 U.S.C. 12291(a)(30). The federal definitions identified in this paragraph are included as a part of the school's policy.

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.

Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

GENERAL DEFINITIONS

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to a recipient's Title IX Coordinator or any official of the recipient who has authority to institute corrective measures on behalf of the recipient.

Campus is defined as any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and property within the same reasonably contiguous geographic area of the institution that is owned by the institution but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor).

Complainant is defined as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. Any third-party, as well as the complainant, may report sexual harassment. While parents and guardians do not become complainants (or respondents); however, the school recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters.

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.

Corrective measures are defined as actions taken to address a security breach or privacy violation, with the intent to counteract the breach or violation and reduce future risks. The school's owner and School Director are the school's designated officials who have the authority to institute corrective measures.

Formal complaint is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Non-campus building or property is defined as any building or property owned or controlled by a student organization recognized by the institution; and any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonably contiguous geographic area of the institution.

Public property is defined as all public property that is within the same reasonably contiguous geographic area of the institution, such as a sidewalk, a street, other thoroughfare, or parking facility, and is adjacent to a facility owned or controlled by the institution if the facility is used by the institution in direct support of, or in a manner related to the institution's educational purposes.

Respondent is defined as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual assault is defined as an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. 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).

Supportive measures are defined as individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

Rape Shield Protections limit or prohibit the use of evidence of a victim's past sexual history to undermine that victim's credibility. The purpose of rape shield laws is to protect victims from the emotional distress of being cross-examined about their sexual history on the witness stand. Evidence regarding the victim's reputation and evidence of past sexual behavior not related to the rape accusation at hand is prohibited.

PROHIBITED CONDUCT

Title IX protects students' rights to educational opportunities free from sex discrimination. This policy strictly prohibits sexual or other unlawful harassment or discrimination, as well as sexual violence, dating violence, domestic violence and stalking, as defined above. Sexual or other unlawful harassment or discrimination that includes any verbal, physical, or visual conduct, racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons 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 basis if:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct (quid pro quo);
- 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
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity. It creates a hostile or offensive environment, which means the alleged conduct is sufficiently serious to limit or deny a student or student's ability to participate or benefit from the student's education program.

Sexual harassment is conduct based on sex, whether directed toward a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing," practical jokes, jokes about or displays of obscene printed or visual material, questions about sexual fantasies,

preferences, or history, and physical contact, such as patting, pinching, or intentionally brushing against another person's body. Gender-based harassment, including acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping are strictly prohibited, even if those acts do not involve conduct of a sexual nature.

COMPLAINT/GRIEVANCE PROCEDURE

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

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed below for the Title IX Coordinator. Only a complainant may file a formal complaint that initiates a Title IX grievance procedure.

If you believe that you have experienced or witnessed harassment or sexual violence, you need to notify 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, customer or service guest, or other person who does business with the school is exempt from the prohibitions in this policy. The school Director or Education Leader, if they are informed of a Title IX complaint will refer all harassment complaints to the Title IX coordinator.

In order to facilitate the investigation, your complaint should include details of the incident or incidents, dates and times, names of the individuals involved, and names of any witnesses. A sex discrimination complaint should be filed within seven (7) days from the date of the alleged discriminatory incident in order for the school to take timely and appropriate action. All documentation pertaining to the complaint/grievance process will be confidential. The complaint/grievance once received will be maintained in the Title IX Coordinator's office, which has limited staff access.

All complaints involving a student, employee, contract worker, vendor, customer or service guest, or other person who does business with the school will be referred to the campus's Title IX Coordinator to begin the complaint process outline in this policy. The Title IX Coordinator is listed below and has the responsibility of intake reports and complaints, initiating the formal complaint process, and providing supportive measures to both the complainant and respondent.

If the school has actual knowledge of sexual harassment in an educational program or activity at the school, against a person in the United States, they will respond promptly in a manner that is not deliberately indifferent. A school is considered deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

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 Dallas Campus:
Michelle Ames; TitleIX@pmtsdallas.com
2389 A Midway Road Suite A
Carrollton, TX 75006
(972) 669-0494

Title IX Coordinator Arlington Campus:
Teresa Goad; TitleIX@pmtsarlington.com

309 Curtis Mathes Way, Suite 101
Arlington, TX 76018
(817) 865-6963

Title IX Coordinator San Antonio Campus:
Carissa Nava & Thomas Torres; TitleIX@pmtssanantonio.com
18402 US Highway 281, Suite 124
San Antonio, TX 78259
(210) 523-8333

The school ensures that its Title IX Coordinator(s), Investigator(s), Decision-Maker(s), and Informal Resolution Facilitator(s) have adequate training on what constitutes sexual harassment, including sexual violence, dating violence, domestic violence, sex discrimination, and stalking, and that they understand how the school's grievance procedures operate. Please refer to the end of this policy for a listing of the various roles of individuals involved in the Title IX process, their responsibilities, and training requirements.

REPORTERS

We encourage all individuals who have a Title IX compliant to meet with the Title IX Coordinator to begin the formal grievance process. If the school Director or Education Leader, who are not Title IX Coordinators, are informed of a Title IX complaint they must notify the Title IX Coordinator of the complaint immediately, as long as they have the Complainant's consent that they can report the incident to the Title IX Coordinator. These are the only school employees that a complainant may discuss Title IX allegations with that are required under the school's policy to be obligated to inform the Title IX Coordinator of information that they received, as long as the Complainant grants that authority. Once any of these reports are notified of complaint allegations the notice triggers the start of the complaint process by the Title IX Coordinator.

FORMAL COMPLAINT

A "formal complaint" is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school. A formal complaint may be filed with the school's Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information located in the school's policy. The phrase "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

The Title IX Coordinator will meet with the complainant to explain the process of filing a formal complaint. The complainant must be the alleged victim unless the parent or legal guardian has a legal right to act on their behalf. Anyone may report a Title IX violation; however, only a complainant may file a formal complaint that initiates a Title IX grievance procedure. The Title IX Coordinator will defer to the complainant's wishes as to whether or not they want to file a formal complaint.

If the Title IX Coordinator is the one who signs and initiates a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process and must comply with requirements for Title IX personnel to be free from conflicts of interest and bias.

The school's Title IX Policy provides for a consistent, transparent grievance process for resolving formal complaints of sexual harassment. The school's policy is required to treat complainants equitably by providing remedies any time a respondent is found responsible and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process prescribed in the school's policy. Any remedies, which are required to be provided to

a complainant when a respondent is found responsible, will be designed to maintain the complainant's equal access to education and may include the same individualized services described as supportive measures; however, any remedies imposed do not need to be non-disciplinary or non-punitive and need not avoid burdening the respondent.

Once a formal complaint has been filed, the school will provide a written notice to each of the parties involved, which will include a copy of the school's written Grievance Process, a list of the allegations, including specific information regarding the allegations, and a notice that the parties have a right to an advisor. The advisor should not be a lawyer. If during the investigation additional allegations are investigated, then a new notice must be provided to the parties, which identifies the new issues.

GRIEVANCE PROCEDURE

The school's grievance procedures are designed to ensure that the Title IX complaint process is free from conflicts of interest and to treat everyone equally during the process, which requires Title IX personnel (Title IX Coordinators, Investigators, Decision-Makers, and people who facilitate any informal resolution process) to be free from conflicts of interest or bias for or against complainants or respondents. In order to accomplish this, we have put into place the following requirements.

1. All Title IX personnel must include training on the definition of sexual harassment, the scope of the school's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
2. The school provides all decision-makers with training on any technology to be used at a live hearing. In addition, the school's decision-makers and investigators receive training on issues of relevance, including how to apply the rape shield protections provided (only for complainants), prior to participating in any Title IX investigation.
3. The federal regulations governing Title IX allegations requires that there is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The school may remove a respondent from the recipient's educational program or activity on an emergency basis, provided that the school undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. In the case of a school employee, the school may place the individual on mandatory administrative leave.
4. All of the materials the school uses to train Title IX personnel are located on the school's website under the Required Disclosures section on the home page.
5. Once the hearing takes place, the Decision-Maker may take the following actions against the respondent: dismiss the complaint; place the individual on probation; suspend the individual; terminate the individual; require the individual to go to counseling; change the respondent's schedule; or require the individual to retake the Title IX training.
6. The school may provide the following remedies to a complainant: an escort; removal from shared classes; academic support services, such as tutoring; and medical or counseling services.
7. The school has chosen to use the preponderance of the evidence standard, for all formal complaints of sexual harassment (including where employees and faculty are respondents).
8. Upon completion of the Title IX process, either party may file an appeal of the decision. The school's appeal process is outlined below.
9. Throughout the grievance process the school will not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
10. All provisions, rules, or practices that are a part of the school's grievance process for handling formal complaints of sexual harassment apply equally to both parties.

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 school's disciplinary process. To the extent that an employee or contract worker is not satisfied with the school'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 school will make appropriate referrals to law enforcement. The school will also notify complainants of the right to proceed with a criminal investigation and a Title IX complaint simultaneously. The school will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation.

INVESTIGATION OF ALLEGATIONS

In response to all complaints, the school will ensure prompt and equitable resolution through a reliable and impartial investigation of the allegations, including the opportunity for both parties to present witnesses or other evidence. The school will follow its written grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. During this process the school will not restrict an individual's rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.

The federal regulations require a school to investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator. The regulations affirm that a complainant's wishes with respect to whether the school investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

If the allegations in a formal complaint do not meet the definition of sexual harassment, or did not occur in the school's education program or activity against a person in the United States, the school must dismiss such allegations for purposes of Title IX but may still address the allegations in any manner the school deems appropriate under the school's own code of conduct, which is published in the school's catalog. The school may also dismiss a complaint if: the complainant withdraws the complaint; if the respondent is no longer enrolled or employed at the school; or if circumstances prevent institution from being able to investigate the complaint allegations. In this case, each party needs to be notified that the complaint has been dismissed and the reasons why it has been dismissed.

The time necessary to conduct an investigation will vary based on complexity of the allegation but will generally be completed within sixty (60) days of receipt of the complaint, which includes appeals and informal resolutions, with an allowance for short-term and good cause delays or extensions of the time frame. If a complainant requests confidentiality, the school 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 school will inform the complainant that its ability to respond may be limited.

The preponderance of the evidence standard will apply to investigations, meaning the school will evaluate whether it is more likely than not that the alleged conduct occurred.

During the investigation, the school will provide interim measures, as necessary, to protect the safety and well-being of students and/or employees involved and are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party and to protect the safety of all parties, the school's educational environment, or deter sexual harassment.

The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures; consider the complainant's wishes with respect to supportive measures; inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and explain to the complainant the process for filing a formal complaint. The school will offer supportive measures, at no cost, to the person alleged to be the victim (referred to as the "complainant"), which may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact

between the parties, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures to help protect the alleged victim and deter sexual harassment. The respondent is also eligible for the same supportive measures that the complainant has available.

The school will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures. The school's Title IX Coordinator is responsible for coordinating the effective implementation of all supportive measures that will be provided before sanctions in any grievance procedure are imposed.

The school will investigate the allegations in any formal complaint and send written notice to both parties (complainants and respondents) of the allegations upon receipt of a formal complaint. The Title IX Coordinator has the responsibility of investigating the complaint allegations; however, if it is in the best interest of the parties involved the school may choose another employee or hire a third-party to conduct the investigation.

During the grievance process, and when investigating the complaint allegations, the school will abide by the following procedures:

1. The school will apply a presumption that the respondent is not responsible during the grievance process (presumption of innocence). The burden of gathering evidence and burden of proof is the responsibility of the school, not on the individual parties.
2. The school will provide equal opportunity for the parties involved to present fact and expert witnesses and other inculpatory and exculpatory evidence. Witnesses cannot be anonymous.
3. The school will not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no "gag orders") to support their case.
4. Both parties to the complaint will have the same opportunity to select an advisor of the party's choice who may be, but need not be, an attorney.
5. The school as a part of the investigative process will send written notice of any investigative interviews, meetings, or hearings to both parties. Any interviews that occur can have both parties' advisors present.
6. The schools will send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence provided.
7. The school will send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond to the report.
8. The school will dismiss allegations of conduct that do not meet the definition of sexual harassment or did not occur in a school's educational program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude the school from addressing the conduct in any manner the school deems appropriate.
9. The school may, in their discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.
10. The school will give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
11. The school may, in their discretion, consolidate formal complaints where the allegations arise out of the same facts or circumstances, whether it is complaints against multiple respondents or by multiple complainants.
12. The school will protect the privacy of a party's medical, psychological, and similar treatment records by stating that the school cannot access or use such records unless the school obtains the party's voluntary, written consent to do so.

LIVE HEARINGS

The school's Title IX grievance process provides for a live hearing. If the complaint goes to a live hearing, then each party must have an advisor. The appointed Decision-Maker is the individual who will be conducting the hearing. The following conditions will apply for a live hearing:

1. The Decision-Maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those that challenge credibility.
2. Cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by either the complainant or respondent personally.
3. At the request of either party, the school will provide for the entire live hearing (including cross-examination) to occur with the parties located in separate rooms with technology enabling the parties to see and hear each other.
4. Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the Decision-Maker must first determine whether the question is relevant and explain to the party's advisor asking cross-examination questions any decision to exclude a question as not relevant.
5. The live hearing provides for the opportunity for all parties' advisors to examine and cross-examine witnesses, including challenging the credibility of witnesses. Hearsay statements and irrelevant information are not permitted.
6. The school's process provides for rape shield protections for complainants deeming irrelevant questions and evidence about a complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
7. If either party does not have an advisor present at the live hearing, the school will provide, at no cost to that party, an advisor of the school's choice who may be, but is not required to be, an attorney to conduct cross-examination on behalf of that party. Only the advisor may cross-examine the witnesses.
8. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the Decision-Maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
9. Live hearings may be conducted with all parties physically present in the same geographic location or, at the school's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually.
10. As a part of the process, the school will create an audio or audiovisual recording, or transcript, of any live hearing, as a part of the record.

FINAL DETERMINATION OF THE INVESTIGATION

The school's grievance process uses the preponderance of the evidence standard to determine responsibility. The school's grievance process uses the same standard of evidence for all formal complaints of sexual harassment whether the respondent is a student or an employee (including faculty member). The Decision-Maker(s) in the process are required to objectively evaluate all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.

The Decision-Maker in all instances cannot be the Title IX Coordinator or the investigator in order to ensure that the investigative process is fair and free of bias. The Decision-Maker will issue a written determination regarding responsibility with findings of fact to include the following:

1. Must identify the standard of evidence used based on the school's written policy.
2. Identify the allegations that constitute sexual harassment.
3. Describe the procedures the school used from the filing of the formal complaint through the hearing process.

4. Make findings of fact and conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation.
5. Include the imposition of any sanctions or disciplinary actions imposed on the respondent, and whether any remedies will be provided to the complainant.
6. State the procedures to file an appeal and the allowable bases for an individual to appeal the decision.
7. Upon conclusion the written determination will be sent simultaneously to the parties.
8. The Title IX Coordinator is responsible for implementation of any remedies imposed by the Decision-Maker.

APPEAL PROCESS

The school will allow either or both parties the opportunity to appeal the Decision-Maker's determination regarding responsibility from a school's dismissal of a formal complaint or any allegations therein. Either party can appeal based on the following:

1. Procedural irregularity that affected the outcome of the matter;
2. Newly discovered evidence that could affect the outcome of the matter; and/or
3. The Title IX personnel had a conflict of interest or bias, that affected the outcome of the decision.

INFORMAL RESOLUTION

The school provides the opportunity for the parties involved in the formal complaint allegations to facilitate an informal resolution, such as mediation, so long as both parties give voluntary, informed, written consent to attempt an informal resolution. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. The school will provide written notice to the parties of the allegations, requirements of the resolution process, and any limitations.

If the complaint allegations are in regard to an employee of the school sexually harassing a student, the opportunity for an informal resolution is not available.

A school may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Similarly, a school may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

RETALIATION PROHIBITED

The school prohibits any form of retaliation, intimidation, threats, coercion, discrimination, or harassment against any individual who filed or otherwise participated in the filing or investigation of a complaint of discrimination. Actions do not have to be on the basis of sex or involve sexual harassment to constitute retaliation. Retaliation complaints may use the same grievance process as sexual harassment complaints. Any individual who believes he or she has been subjected to retaliation may file a separate complaint under this procedure. The school will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding, which does not constitute retaliation.

The following circumstances do not constitute retaliation, including:

1. Exercising one's rights protected under the First Amendment.
2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.
3. Charging an individual with code of conduct violations that do not involve sexual harassment but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment; however, for the purpose of interfering with any right or privilege secured by Title IX does constitute retaliation.

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 school 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 school reserves the right to notify parents/guardians of dependent students regarding any health or safety risk or a change in student status. The school will also notify the local police department of any crimes that have been brought to their attention. Any allegations or violations of Title IX will be reported to the school's Clery Act coordinator to be included in the school's annual reporting requirements.

RECORD KEEPING

All records of the Title IX formal complaint including, the investigation, evidence, decision making process, hearings, and decision letters will be maintained by the school for at least 7 years.

REQUIRED TRAINING

The school's Title IX Coordinator, Investigator, Decision-Maker, or any person designated by the school to facilitate an informal resolution process, must not have a conflict of interest or bias for or against complainants or respondents generally, or an individual complainant or respondent. Each individual that is part of the Title IX process is required to take training that includes how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Part of the required training is to ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the school's education program or activity, how to serve impartially, how to make relevancy determinations, how to conduct an investigation and grievance process including hearings, appeals and informal resolution.

The school will provide the Decision-Maker(s) with training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. The school will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. Any materials used to train Title IX Coordinators, Investigators, Decision-Makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

ADDITIONAL INFORMATION

Employees and 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://www2.ed.gov/about/offices/list/ocr/index.html.

COPYRIGHT INFRINGEMENT POLICY

This policy applies to those who use the school's network or equipment to share files, including, the school's faculty, staff, students, guests, external individuals, and organizations accessing network services via the school's networking or computer facilities.

This copyright policy also includes the use of streaming services within the school network such as Netflix, Hulu, YouTube, Spotify, Pandora, or any other similar services.

Copyright is legal protection of intellectual property, in whatever medium, that is provided for by the laws of the United States to the owners of copyright. Types of works that are covered by copyright law include, but are not limited, to literary, dramatic, musical, artistic, pictorial, graphic, film, and multi-media works. This protection extends to software, digital works, and unpublished works and it covers all forms of a work, including its digital transmission and subsequent use.

This is in accord with the Digital Millennium Copyright Act (DMCA), which provides educational institutions with some protections if individual members of the community violate the law. For the school to maintain this protection, it must expeditiously take down or otherwise block access to infringing material whenever it is brought to the attention of the organization. If the school receives an allegation of copyright infringement based on your use of the school's networking or computers, the matter will be referred to the school director for further investigation.

The following are some examples of copyright infringement that may be found in a school setting:

- Downloading, using, or sharing files of music, videos, and games without proper documented permission of the copyright owner.
- Using corporate logos without permission.
- Placing an electronic copy of a standardized test on a department's website without permission of the copyright owner.
- Enhancing a departmental website with music that is downloaded or artwork that is scanned from a book, all without attribution or proper documented permission of the copyright owners.
- Scanning, taking a picture of, or digitally posting any photograph/image and using it without the proper documented permission or attribution.
- Placing a number of full-text articles on a course webpage that is not password protected and allowing the web page to be accessible to anyone who can access the Internet.
- Downloading licensed software from non-authorized sites without the permission of the copyright or license holder.
- Making a movie file or a large segment of a movie available on a website without proper documented permission of the copyright owner.
- Torrenting or other peer to peer communication on the network.
- Streaming personal music from non-commercial platforms such as Spotify, Pandora, YouTube Music or Apple Music.
- Streaming personal TV/Movies from streaming platforms such as Netflix, Hulu, YouTube TV, Disney Plus or similar platform is a violation of Copyright Law, as the agreement made is not between the Streaming Service and the School, but the Streaming Service and the individual.
- Sharing, taking a picture of, digitally posting, downloading, or distributing the proprietary curriculum, educational systems, and supporting digital or printed assets and tools (apps and printed materials such as books or guides) created and owned by Paul Mitchell Advanced Education.

The Digital Millennium Copyright Act requires that all infringement claims must be made in writing and sent to copyright@paulmitchell.edu. For the school to act on your notice, you must be authorized to enforce the copyrights that you allege have been infringed. When informing the School of an alleged copyright infringement, you must include the following information:

- A physical or electronic signature of the copyright owner or the person authorized to act on its behalf.
- A description of the copyrighted work claimed to have been infringed.
- A description of the infringing material and information reasonably sufficient to permit us to locate the material.
- Your contact information, including your address, telephone number, and email.
- A statement by you that you have a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and

- A statement that the information in the notification is accurate, and, under the pains and penalties of perjury, that you are authorized to act on behalf of the copyright owner.

Please note, the School may not be able to act on your complaint promptly or at all if you do not provide this information.

Upon notification or due to detection, the School will take all necessary actions, including, but not limited to, temporary disconnection from internet access, to stop illegal sharing of copyrighted material on its network or computing devices by identified users.

Corrective actions can range from a written reprimand to termination from the School in the case of a student, or termination from employment in the case of an employee, depending on the nature and severity of the charges.

The consequences of copyright infringement also extend outside of the school. Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading, or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties.

In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

GRIEVANCE PROCEDURE

This Grievance Procedure will be used to process a written grievance or complaint concerning discrimination, racism, bullying, harassment, or any other grievance that a complainant feels have been left unresolved against a student, employee, or third-party. The grievance or complaint will be referred to the School Director and/or School Owner. The following grievance procedures shall be used to address a grievance filed by students or employees, or for complaints filed on their behalf against employees, other students, or third parties. A copy of the Grievance form may be obtained from the school's Director; however, you may also provide a written complaint by other means as long as it is signed and dated.

In order to facilitate the investigation, the complaint should include details of the incident or incidents, dates and times, names of the individuals involved, and names of any witnesses. A complaint should be filed within seven (7) days from the date of the alleged incident in order for the school to take timely and appropriate action. The complaint once received will be maintained in the Director's office, which has limited staff access. The school Director has the responsibility of investigating the complaint allegations; however, if it is in the best interest of the parties involved the school may choose another employee. The time necessary to conduct an investigation will vary based on complexity of the allegation(s) but will generally be completed within fourteen (14) days of receipt of the complaint. If a complainant requests confidentiality, the school 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 school will inform the complainant that its ability to respond may be limited.

All complaints involving a student, employee, contract worker, vendor, customer service guest, or other person who does business with the school will be referred to the school's Director. The Director will begin the complaint process outline in this policy.

Investigation of Allegations

The school will investigate all complaints received. The school's grievance procedures are designed to ensure that the complaint process is free from conflicts of interest.

1. During the grievance process each individual is consider innocent of the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The school may remove an individual from the school on an emergency basis, provided that the school undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations justifies removal and provides the individual with notice and an opportunity to challenge the decision immediately following the removal. In the case of a school employee, the school may place the individual on mandatory administrative leave.
2. All provisions, rules, or practices that are a part of the school's grievance process for handling formal complaints apply equally to both parties.
3. The school will make appropriate referrals to law enforcement, if necessary. The school will also notify complainants of the right to proceed with a criminal investigation, while the school conducts its own investigation simultaneously. The school will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation and acting on the evidence obtained.
4. The school will dismiss allegations of conduct that do not meet the school's written policies.
5. The school will provide equal opportunity for the parties involved to present facts, documentation, and witnesses. Any witnesses listed will be interviewed by the school Director.
6. The school may, in their discretion, dismiss a complaint or allegations therein if the complainant informs the Director in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the individual is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination. If the complaint is dismissed, the school will give the parties written notice of a dismissal of the complaint and the reasons why.
7. The school may, in their discretion, consolidate complaints where the allegations arise out of the same facts or circumstances, whether it is complaints against multiple individuals.
8. Upon conclusion of the investigation into the allegations, the Director will provide a written determination to all parties, as to the final decision and any actions taken.

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

Complaints can be filed with TDLR at www.tdlr.texas.gov:

Texas Department of Licensing and Regulation (TDLR)
P.O. Box 12157
Austin, TX 78711
(512) 475-2871

To file a complaint with the school's accrediting agency, the Council on Occupational Education, please follow the directions below:

COUNCIL ON OCCUPATIONAL EDUCATION (COE)

http://council.org/

7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350 (770)
396-3898

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

CAMPUS SECURITY

In compliance with the Cleary Act, the school collects, maintains and disseminates data annually regarding crime statistics. The school's Annual Security Report ("ASR") is available on each campus' website at:

PAUL MITCHELL THE SCHOOL DALLAS:
https://paulmitchell.edu/dallas/info/links

Paul Mitchell The School Dallas - Arlington:
https://paulmitchell.edu/arlington/info/links

Paul Mitchell The School Dallas - San Antonio:
https://paulmitchell.edu/sanantonio/info/links

Upon request, each location will provide a paper copy of its ASR. Please contact the Financial Aid Leader at the campus being attended to request a copy of the report.

NONDISCRIMINATION

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington does not tolerate any form of discrimination or harassment based on an individual's sex, gender, race, religion, age, ethnic origin, color, disability, sexual orientation, ancestry, veteran status, or any other classification protected by applicable local, state or federal laws. The school cannot resolve matters that are not brought to our attention. If you believe you have experienced or witnessed discrimination or harassment, immediately report the incident to the Future Professional Advisor. The school will immediately and thoroughly investigate all complaints.

Individuals will not be retaliated against for bringing a complaint of discrimination or harassment. Complaints of sexual harassment, violence or discrimination should be reported to the campus Title IX Coordinator in accordance with the school's Policy Regarding Sexual Misconduct (Title IX) stated in this catalog.

STUDENT BIOMETRIC INFORMATION PRIVACY POLICY

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington records attendance in clock hours. To ensure proper clock hours are credited, students are required to clock in and out utilizing a biometric scanner in accordance with the CourseKey policy. Biometric scanners are computer-based systems that scan a student's finger or facial identifier for purposes of identification. The computer system extracts unique data points and creates a unique mathematical representation used to verify a person's identity. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington or its vendors may collect, retain, and use biometric data for the purpose of identifying students when recording clock hours.

BIOMETRIC DATA DEFINED

In general, biometric data is "biometric identifiers" and "biometric information" as defined below. "Biometric identifier" means a retina or iris scan, fingerprint, voiceprint, or scan of hand or face geometry. Biometric identifiers do not include writing samples, written signatures, photographs, human biological samples used for valid scientific testing or screening, demographic data, tattoo descriptions, or physical descriptions such as height, weight, hair color, or eye color. "Biometric information" means any information, regardless of how it is captured, converted, stored, or shared, based on an individual's biometric identifier used to identify an individual. Biometric information does not include information derived from items or procedures excluded under the definition of biometric identifiers.

PURPOSE FOR COLLECTION OF BIOMETRIC DATA

The School does not collect or store biometric data. At this time, the School's third-party time clock vendor may collect and store an individual's biometric identifier (for example, fingerprint or facial identifiers), solely for identification in connection with the use of the biometric time clock. The School's third-party time clock vendor will retain biometric data of an only for so long as the person is an enrolled student. The biometric data shall be permanently removed from the records of the School's vendors and licensors in accordance with the retention schedule set forth herein.

DISCLOSURE AND AUTHORIZATION

Each student will be required to sign the Release and Consent to Use of Biometric Data as a condition of his/her enrollment with the School. The School and its time clock vendors will not sell, lease, trade, or otherwise profit from students' biometric data; provided, however, that the School's time clock vendor will be paid for products or services used by the School that utilize such biometric data. The School will not disclose or disseminate any biometric data to anyone other than its time clock vendors without first obtaining student's written consent to such disclosure or dissemination unless disclosure or redisclosure is required by state or federal law or municipal ordinance or required pursuant to a valid warrant or subpoena issued by a court of competent jurisdiction.

RETENTION SCHEDULE

The School shall retain a student's biometric data only until, and shall require that its time clock vendors permanently destroy such data when, the first of the following occurs:

1. Within thirty (30) days after the initial purpose for collecting or obtaining such biometric data has been satisfied, such as the withdrawal or graduation of a student; or
2. Within 3 years of the student's last interaction with the School.

DATA STORAGE

The School and its time clock vendors shall use a reasonable standard of care to store, transmit and protect from disclosure any paper or electronic biometric data collected. Such storage, transmission, and protection from disclosure shall be performed in a manner that is the same as or more protective than the way the School or its time clock vendors transmit and protect from disclosure other confidential and sensitive information, including personal information that can be used to uniquely identify an individual or an individual's account or property, such as driver's license numbers and social security numbers.

ADDENDUMS

VETERANS ADDENDUM TO THE CATALOG

Paul Mitchell The School Dallas - Arlington, Paul Mitchell The School Dallas, and Paul Mitchell The School Dallas - San Antonio will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which the Department of Veterans Affairs provides payment for such course of education to such institution.
2. The date that is 90 days after the date on which the educational institution certifies for tuition and fees following receipt from the student such certificate of eligibility

Paul Mitchell The School Dallas - Arlington, Paul Mitchell The School Dallas, and Paul Mitchell The School Dallas - San Antonio will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs.

2025 CATALOG ADDENDUM

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington requires applicants and students to check for updates to the catalog at:

paulmitchell.edu/dallas
paulmitchell.edu/sanantonio
paulmitchell.edu/arlington

REVISED 01.17.2025

- CONSTITUTION DAY
- STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

REVISED 01.24.2025

- TITLE IX COORDINATOR- San Antonio Campus

REVISED 01.31.2025

- EXCUSED ABSENCES

REVISED 02.11.2025

- 2025 SCHOOL CLOSURES AND HOLIDAYS

REVISED 02.12.2025

- 2025 COSMETOLOGY OPERATOR CLASS START DATES- DALLAS

REVISED 02.18.25

- RE-ENTRY POLICY

REVISED 02.19.25

- IPAD USAGE POLICY

REVISED 03.04.25

- MANICURE 600 CLASS START DATES - DALLAS CAMPUS
- MANICURE 600 CLASS PROGRAM SCHEDULE - DALLAS CAMPUS
- CLASS A BARBER CLASS START DATES - DALLAS CAMPUS
- CLASS A BARBER PROGRAM SCHEDULE - DALLAS CAMPUS
- CLASS A BARBER COST OF TUITION AND SUPPLIES - DALLAS CAMPUS
- VETERAN'S ATTENDANCE POLICY
- VETERAN'S STANDARD OF ACADEMIC PROGRESS POLICY
- RE-ENTRY STUDENT POLICY
- TRANSFER POLICY