



Shearz Institute Student Handbook
560 Thornton Rd, Suite 116-119
Lithia Springs Ga 30122
404-476-4949
ShearzInstitute.com

This Shearz Institute Catalog is Certified by:

2025-2026

MISSIONS STATEMENT	Pg. 4
SCHOOL FACILITIES	Pg. 4
PROGRAM ACCREDITATION	Pg.4
CORE VALUES	Pg.4
COURSE DESCRIPTIONS	Pg.5
ADMISSION PROCESS	Pg. 6
ENROLLMENT REQUIREMENTS	Pg.6-7
ACCOMODATING STUDENTS WITH DISABILITIES	Pg. 8
COST OF TUITION AND SUPPLIES	Pg. 10
SCHOLARSHIP AND FEE WAIVERS	Pg. 10
VETERANS PROGRAM	Pg 11-13
2025-2026 CLASS START DATES	Pg. 13
2025-2026 MASTER SCHEDULE	Pg. 14
CONSTITUTION DAY	Pg. 14
VOTER REGISTRATION	Pg.14
PROGRAM COURSE OVERVIEW	Pg. 14-16
MASTER COSMETOLOGIST COURSE OUTLINE	Pg. 16
STUDENT SERVICES	Pg.17
GRADUATION REQUIREMENTS BY PROGRAM	Pg.17
STUDENT KIT – (All Programs)	Pg. 18-20
FEDERAL RETURN OF TITLE IV FUNDS POLICY	Pg. 21
Official Withdrawal Process:	Pg. 21
Unofficial Withdrawal Process:	Pg. 21
TREATMENT OF TITLE IV FUNDS WHEN A STUDENT WITHDRAWS FROM A CLOCK-HOUR PROGRAM	Pg.23
INSTITUTIONAL REFUND/DROP POLICY	Pg. 24
STUDENT FINANCIAL AID RELEASE	Pg. 26
ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION	Pg. 26
POLICY FOR VERIFICATION OF TITLE IV FUNDING	Pg. 26
MAXIMUM TIME FRAMES	Pg.27
INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS	Pg. 28
STUDENT EVALUATION / SAP/ Progress Reports	Pg. 28
TRANSFER HOURS	Pg. 29
DETERMINATION OF PROGRESS STATUS	Pg. 29
APPEAL PROCEDURE	Pg. 30
TERMINATION APPEAL PROCEDURE	Pg.30
STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY	Pg.31
General Release of Information	Pg. 31
FERPA Disclosures to Parents	Pg. 31
STUDENT CONSUMER INFORMATION	Pg.32
Complaint/Grievance Procedure	Pg.33
CAMPUS SECURITY POLICY	Pg.33
Investigation of Complaints	Pg.33
SOCIAL NETWORKING POLICY	Pg. 34
ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY	Pg.34
GEORGIA STATE BOARD OF COSMETOLOGY AND BARBER COMPLAINT PROCESS	Pg.34
STATE LICENSING DISCLAIMER	Pg.35
Complaint Process	Pg.35
Investigations	Pg.35
Disciplinary Action	Pg. 35
POLICIES AND PROCEDURES	Pg. 36
UNIFORM REQUIREMENTS / HYGIENE	Pg. 37
HOLIDAY SCHEDULE	Pg. 38
Rules of Conduct	Pg. 39
Fraternization Policy	Pg. 39
Financial Aid Code of Conduct	Pg. 40

ATTENDANCE / ABSENCES	Pg. 41
LEAVE OF ABSENCE	Pg. 41
Co-op Participation Policy	Pg. 41
WITHDRAWAL	Pg. 42
Disciplinary Actions	Pg. 42
Refund Policy/ Financial Arrangements (For none Title IV participation students)	Pg. 43
COUNSELING / SUPPORT SERVICES	Pg. 43
INCLEMENT WEATHER and/or EMERGENCY CLOSURE	Pg. 43
EXIT INTERVIEW	Pg. 43
Title 38 United States Code Section 3679(e) School Compliance	Pg. 44
PARKING	Pg. 44
GRIEVANCE POLICY	Pg. 44
COURSE OUTLINE	Pg. 44-68

Our Motto

"Don't sit down and wait for the opportunities to come, get up and make them."

Madam CJ Walker

Mission Statement

"We not only teach our students the basics but the now! Shearz Institute is dedicated in giving our students the skill set, along with the entrepreneur knowledge needed to excel in this industry. Preparing our students for State Board is Mandatory, but also taking the extra step to prepare our students for a successful Career is the Shearz Way"

Welcome

Welcome, and Congratulations! You have taken the first step toward a very exciting and rewarding career. Shearz Institute believes in providing each student with the maximum possible support towards achieving their career goals. We strive to challenge, excite, and engage students by providing them with an experience that will be the foundation of their career. The beauty industry is in constant need of qualified, creative, well-trained professionals. Shearz Institute is a complete educational environment with multiple ways of learning, including the lecture / laboratory classrooms and experience learning in our client salon/ barbershop and spa. It is our objective to assist students to successfully pass the State Licensure Examination with entry level skills for employment in the workplace. We reserve the right to alter all or part of the Student Catalog at any time during the year with reasonable notice to the student. After reading through the Student Handbook, you will be asked to sign an agreement, located on the last page of the Handbook, acknowledging that you understand its contents. If you have any comments or questions about the Student Handbook you are welcome to schedule a conference with the Program Director. All conferences are scheduled on arrangement.

SCHOOL FACILITIES

Shearz Institute Lithia Springs, GA is a 4,800 sq .ft . facility fully equipped to meet the demands of modern hair designing, while at the same time providing a high-tech atmosphere for progressive personal development. The facilities include student lounge and lockers, client reception and work areas, management offices, private classrooms, workstations, and equipment. The facilities provide access for the handicapped to include wheelchair accessibility into the school, handicapped bathroom stalls, and accessibility throughout the school is available as the facility is a single-story building.

PROGRAM ACCREDITATION

Shearz Institute is accreditation Candidates of the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA), and the Georgia State Board Department of Licensing.

PROGRAM PHILOSOPHY

The faculty of Shearz Institute is committed to preparing graduates who can safely and effectively perform as a Cosmetologist / Esthetician / Barber or Nail Tech based on stated competencies.

The program philosophy consists of the following principles.

1. Everyone has a right to respect and dignity. The physical, psychological, sociological, and spiritual needs of everyone must be considered.
2. Learning is the acquisition of knowledge, understanding, skills, and attitudes that lead to changes in the behavior of the learner. Education is a systematic process that assists the student in using what is learned.
3. Student-teacher interaction is vital to the learning process. The role of the faculty is to coordinate the entry level education of the student through a planned curriculum, and the responsibility of the student is to actively seek out new learning experiences.

CORE VALUES

All choices, decisions and actions of Shearz Institute, and the individuals associated with it arise from and are consistent with the following core values.

Revised March 21st, 2025

1. Excellence requires a commitment to allocating the time, effort, and resources to ensure superior achievement.
2. Integrity is exhibited through principled leadership that continues to earn the public's trust and to achieve the highest levels of honesty and ethical behavior.
3. Innovation is to promote and affirm the spirit of invention and creativity.
4. Inclusion assures opportunity for accessible education to diverse learners by addressing financial environmental, social, and academic barriers.
5. Stewardship, Sustainability, Accountability, requires an efficient and effective use of human, physical, and financial assets. Allocation of these resources is based on the commitment to the efficient and effective use of the environment.
6. Collaboration is essential in partnering to development educational technical industrial and cultural support to improve the quality of life in the community

GOALS AND OBJECTIVES

§ To provide up-to-date, hands-on training geared toward preparing students to become highly employable through their incorporation of knowledge and experiences.

§ To provide knowledgeable and skilled Cosmetologist, Barbers, Nail Technicians and Estheticians who will be an asset to any salon, barbershop or spa.

§ Aspect of the beauty & barber industry the students wish to pursue.

§ To maintain a program that is continually updated so that students will acquire a thorough knowledge of the latest professional techniques.

§ To foster and promote the educational growth of the faculty and student through teaching traditional and current methods and techniques.

ADMINISTRATION/OWNERSHIP

Shearz Institute LLC, is independently owned and operated

Director: James Chisley

Financial Aid Director: Harlem Johnson

Director of Education: Tiffani Fears

Admissions: Brandon Milton

Student Services: Brandon Milton & Brooklyn Nelson

COURSE DESCRIPTIONS (all courses are taught in English)

Master Cosmetologist: Standard Occupational Classification (SOC 39-5012.00): Classification of Instructional Programs (CIP 12.0401)

The curriculum involves 1500 hours to satisfy Georgia 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 become an entry level cosmetologist.

Master Barbering: Standard Occupational Classification (SOC 39-5012.00):

Classification of Instructional Programs (CIP 12.0401)

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

*Students are prepared to become an entry level barber.

Esthetician: Standard Occupational Classification (SOC 39-5012.00):

Classification of Instructional Programs (CIP 12.0401)

The curriculum involves 1000 clock/credit hours to satisfy Georgia state requirements. The course includes extensive instruction and practical experience in facials, skin treatments, lashes and make up, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, spa-type administration, and job interviewing

*Students are prepared to become an entry level esthetician.

Nail Technology: Standard Occupational Classification (SOC 39-5012.00):
Classification of Instructional Programs (CIP 12.0401)

The curriculum involves 600 hours to satisfy Georgia state requirements. The course includes extensive instruction and practical experience in acrylic nail application, manicure/pedicure, sanitation, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, nail salon-type administration, and job interviewing*Students are prepared to become an entry level nail tech.

Instructor (Cosmetology/ Barbering/ Esthetician/ Nail Technology: Standard Occupational classification (SOC

25-1194.00) Classification of Instructional Programs (CIP Code 12.0413) The curriculum involves 750 hours to satisfy Georgia state requirements. The course educates prospective instructor teachers to address the needs of students in the classroom and the clinic floor. The prospective teachers learn to manage their thoughts with the system of forward-focused thinking by front-end coaching. By learning the methods of teaching cosmetology, the prospective teachers learn to engage students in the learning process and stimulate the discovery process with visuals, music, or hands on activities. At this time the school does not have any plans to improve or change its educational programs The school does not have any written agreements with any other entity to offer in whole or part any of its educational programs.

ADMISSION PROCESS

§Must have a high school diploma or equivalent (state mandated)

§Must be at least 18 years of age unless enrolling as Dual Enrollment.

-Dual Enrollment students must be currently enrolled into a High School as a Junior or Senior located in

the state of Georgia, or enrolled into a GED program, and must be 15 years or older, and have parent and High School consent §Complete Application online via ShearzInstitute.com along with submitting \$100 Application fee. §Potential Students must submit State issued ID/ Driver's License or Passport at time of completing online application by Uploading supporting documents via the online application via ShearzInstitute.com §Complete Admissions Interview with Admissions rep to be scheduled once application is submitted. (Please see Enrollment Policy below for more information on Admissions interview)

§Acceptance will be based on the availability within the Program and the above requirements and students are notified via Email of Acceptance within 4-5 business days after completing Admissions Interview.

Shearz Institute complies with all applicable laws and regulations and does not discriminate on the basis of race, color, national origin, disability, age, or sex in the administration of its programs or activities. Shearz Institute is responsible for coordination of compliance efforts and receipt of inquiries concerning the non-discrimination requirements of Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title IX of the Education Amendments of 1972; Title II of the Americans with Disabilities Act of 1990; and other applicable federal non-discrimination laws, including, but not limited to, Section 13 of the Federal Water Pollution Control Act Amendments of 1972, and 40 C.F.R. Parts 5 and 7 (hereinafter referred to collectively as, federal non-discrimination laws).

ENROLLMENT REQUIREMENTS

Application Fee: Action will not be taken on admission or any student loan application until an application fee of \$150.00 is received. Please submit the fee at time of completing application via ShearzInstitute.com. This fee is not included in the cost of tuition. In extraordinary circumstances, the school may waive the application fee for students that transfer from a school that has suddenly closed without notice. Personal Interview: Applicant must complete a personal interview with the Admission's Team prior to registration. Provide Verification Documents:

- a. Identification (provide only one): Copies of a passport, a government-issued identification, a driver's license, or a birth certificate are required.
- b. Education (provide only one): Copies of a standard high school diploma*, high school transcripts**, an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree or Copies of a standard high school diploma*, high school transcripts**, an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree or High School Equivalency diploma or official High School Equivalency diploma test scores.

*Please note that a Modified High School Diploma, a Certificate of Completion, or a Certificate of Attainment is not accepted for our Admissions requirements. They are not considered equivalent to a Standard High School Diploma. We are required to verify that your proof of education is from a valid high school or High School equivalency program. If we determine that your diploma or High School Equivalency diploma is not valid, you will be denied admission to the school.

Instructor programs: Student must provide a copy of your valid high school transcript or high school equivalency certificate as well as proof of a valid and current Georgia cosmetology, barbering, esthetician or nail tech license. We are required to verify these documents.

**Foreign Diplomas or Transcripts: The school will accept a foreign diploma or transcript, however the diploma or transcript MUST be equivalent to a U.S. high school diploma and must be translated into English by a certified translator and evaluated by a credentialed evaluation service. It is the students responsibility to have the foreign diploma or transcript translated and evaluated as part of the admissions process. Because the cost of evaluating a foreign diploma or transcript must be incurred as a charge of admissions prior to enrollment in an eligible program, the fee cannot be included in the cost of attendance (COA). Guidance on who to contact to secure an official translation and evaluation can be obtained from the school Financial Aid Leader.

If a prospective student was home schooled, they must provide documentation to demonstrate compliance with one of the following requirements.

- 1) You must obtain written documentation from the school district, county, or state that shows that the student's secondary school education was in a home school that state law treats as a home or private school.
- 2) If the state the home schooled student was educated in issues a secondary school completion credential to homeschoolers the prospective student must provide this credential in order to be eligible for enrollment. Shearz Institute does not recruit students who are already enrolled in a similar program at another institution.

If you have a disability and need an academic adjustment, please notify the admissions officer (404-476-4949 ext. 2) as soon as possible so the school can review your request. If you are interested in attending our school and you do not have a high school diploma or high school equivalency certificate, please contact our admissions office for a list of high school equivalency programs located near the school. Shearz Institute does not require a student to have immunizations / vaccinations to enroll in our school. A copy of the school's ADA Policy and Request for Accommodations form may be found on the school's website or from the school's Admissions Leader.

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. Please refer to the school Transfer policy for additional information.

APPLICANTS WITH NON-IMMIGRANT VISAS

Non-immigrant applicants must provide documentation to show that they are permitted to be enrolled in a vocational or technical post-secondary school in the United States. Please see the Financial Aid Officer to determine if you qualify for enrollment and any type of Title IV financial aid. Please note that students who are studying under a student visa (M1 visa), or any other visa, are not eligible to receive Title IV financial aid. Those students studying under an M1 student visa at a school approved by SEVIS must attend the full-time schedule and can only attend the program for a period not to exceed 12 months. Please note that this school location is not SEVIS approved.

RE-ENTRY STUDENTS

Students who re-enroll in the program within 180 days of withdrawal date must complete the following: All outstanding tuition, fees, and overtime expenses must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.

Previous tuition payments will be credited to the student's balance based upon the original contracted cost for the course. If a re-enrolling student has previously used all of their excused absences provided under their original contract, the student will not receive any additional time for excused absences under the new contract addendum. Pay a \$100.00 re-entry fee and submit a new application. The school does not deny re-admission to any service member of the uniformed services for reasons relating to that service. Re-admission is reserved to the sole discretion of Shearz Institute and may require special conditions. Re-admission for a student requires a personal interview with school administration. The re-entering student will be placed on a 30-day evaluation. During the 30-day evaluation period the student must demonstrate for that period that they can meet the school's minimum attendance and academic requirements for Satisfactory Academic Progress. The student will then be evaluated for Satisfactory Academic Progress at the next scheduled evaluation period to determine their new status. Students who fail to meet the minimum attendance and academic requirements for that 30-day evaluation period may be terminated. Students who re-enter the program are placed in the same Satisfactory Academic Progress standing as when they left.

TRANSFER STUDENTS

Transfer hours from other schools will be accepted, as long as they meet Shearz Institute and Georgia State Board requirements. Acceptance of transfer hours is considered on a case-by-case basis. There is a possibility that no such transfer will be granted. Transfer students must provide an official, signed transcript from their previous school detailing all clock and/or credit hours completed (test scores, if available). Transfer students please feel free to contact The Shearz Admissions Team with any questions 404-476- 4949 (ext. 2) or concerns. Please note that if a student transfers to another cosmetology school they may accept most of your hours, however the number of transferable hours depends on the policy of the receiving school. If a student transfers to a degree granting institution they will most likely not accept the hours earned towards an Associate's or Bachelor's degree. 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.

ACCOMMODATING STUDENTS WITH DISABILITIES

An accommodation is a legally mandated modification or service that gives a student with a disability an equal opportunity to benefit from the educational process. It may be useful to think of accommodations as adjustments to how things are normally done. From one perspective, accommodations can be grouped into the following categories:

- Changes to a classroom environment or task that permit a student with a disability to participate in the educational process,
- Removal of architectural barriers,
- Modifications to policies, practices or procedures,
- Provision of auxiliary aids and services, and
- Other adaptations or modifications that enable a student to enjoy the benefits and privileges of the college's program, services and activities.

Accommodations do not lower academic standards or compromise the integrity of an academic program. Academic, conduct and technical standards will always be maintained. Accommodations are provided at no cost for eligible students. Eligibility for accommodations is discussed further on.

The Accommodations Process

Typically, the accommodation process starts when a student contacts the Disabled Student Programs & Services (DSPS) office or an instructor and makes a request for a disability related accommodation. If a student has not had his or her disability verified by DSP but disclose, he/she disability to the school. Shearz will analyze and assets the disability to see how we can accommodate the student.

Types of Accommodations

Here is a list of commonly provided educational accommodations.

- Sign language interpreters
- Note takers or scribes
- Tape recorders
- Test taking accommodations, such as:
 - giving exams in alternative formats (e.g., giving a written exam orally, or changing the way answers are recorded);
 - extending the time allowed;
 - permitting use of a dictionary or spell checker (unless test is designed to measure spelling ability);
 - providing quiet room for test taking in order to decrease auditory or visual distractions;
 - repeating instructions.
- Assistive listening devices
- Removal of architectural barriers
 - providing quiet room for test taking in order to decrease auditory or visual distractions;
 - installing better lighting in classrooms to assist students with low vision
- Course substitutions and waivers
- Written materials in alternative formats such as large print, Braille, computer diskette, or audiotape readers

The ADA does not prohibit special or segregated programs designed just to meet the needs of students with disabilities. However, they are generally not the best way to meet the intent of the ADA, which is to integrate people with disabilities into mainstream society. When students leave college, they need to be prepared to succeed in the work world. Integrated classrooms prepare all students, both with and without disabilities for the challenges they will face.

Get the process started

After a student discloses a disability to their Shearz Admissions Rep, director or Instructor, it is important to initiate whatever reasonable accommodation process that the school has in place. Disclosure usually takes the form of because of my disability(s), I am having trouble with X task. For a student to disclose that they have a disability without also saying that it is impacting their learning is usually not sufficient to begin the accommodation process. Disability disclosure should never be ignored.

COST OF TUITION AND SUPPLIES

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

TUITION – Master Cosmetologist

Tuition	\$13,000.00
Application Fee (non-refundable)	\$100.00
Kit, Equipment, Chromebook, and Supplies (non-refundable)	<u>\$2,000.00</u>
TOTAL COSTS	\$15,000.00

TUITION – Master Barber

Tuition	\$13,000.00
Application Fee (non-refundable)	\$100.00
Kit, Equipment, Chrome Book, and Supplies (non-refundable)	<u>\$2,000.00</u>
TOTAL COSTS	\$15,000.00

TUITION – Esthetician

Tuition	\$10,000.00
Application Fee (non-refundable)	\$100.00
Kit, Equipment, Chrome Book, and Supplies (non-refundable)	<u>\$2,000.00</u>
TOTAL COSTS	\$12,000.00

TUITION – Nail Technology

Tuition	\$7000.00
Application Fee (non-refundable)	\$100.00
Kit, Equipment, Chrome Book, and Supplies (non-refundable)	<u>\$1,200.00</u>
TOTAL COSTS	\$8,200.00

TUITION – INSTRUCTOR

Master Cosmetology, Barbering, & Esthetics (Nail \$3,000)	\$7,000.00
Application Fee (non-refundable)	\$100.00
Kit, Equipment, Textbook, Supplies (non-refundable)	<u>\$1,200.00</u>
TOTAL COSTS	\$8,200.00

Please contact the school's Financial Aid Department 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. Financial aid available to those who qualify.

SCHOLARSHIP AND FEE WAIVERS

Shearz Institute offers additional scholarships. Check with the Admissions Leader for any other scholarships that may be currently available.

LATE PAYMENTS

If a student fails to make a scheduled tuition payment, the student may receive a coaching session with the Financial aid Advisor or Admissions Rep. If a student consistently fails to make scheduled payments, the student may be terminated from the program.

VETERANS PROGRAM

Shearz Institute is approved by Georgia State Approving Agency to enroll Veterans and other eligible students. To find out if you qualify as a eligible student please visit <http://gibill.va.gov/post-911/other-programs/dea.html>. For information or for resolution of specific payment challenges, call DVA nationwide toll free at 1-888-442-4551. All Veterans will confirm receipt of copy of this document in the enrollment contract.

VETERANS BENEFITS

Veterans Benefits are to be used to cover the cost of tuition only. **Students utilizing Veteran Benefits are responsible to cover the cost of Application fees, kits and books and are payable by cash, check, credit card and if qualified, financial aid.** All Veteran student accounts will be settled within seven (7) days of withdrawing or graduating from Shearz Institute. Please be advised that terminating from a program, prior to completion may result in a debt generated by the VA. If left unresolved, the student may be subject to VA benefits being withheld including disability, housing, tax refunds, etc. Veteran students that change their weekly schedule or take a leave of absence may result in a reduction of benefits. Veterans should present their certificate of eligibility prior to starting at Shearz Institute to ensure accurate and timely processing of benefits. For more information on how Veterans Benefits work, please visit: <http://benefits.va.gov/BENEFITS/factsheets.asv>

Veterans Education Benefits If you served on active duty, you may be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 GI Bill® provide financial support for educational and housing expensed to individual with at least 90-days of aggregate service after September 10, 2001, or if you served on active duty, you from the Department of Defense for education, training, and/or the occupational license and credentials necessary for a portable career. If you are the spouse or child of a service member, you may be eligible for transfer of the service member's Post-9/11 GI Bill® benefits to might be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 GI Bill® provides Financial support for educational f you are currently serving in the military, you may be eligible for funding offered through the Department of Defense Tuition Assistance program. Check your eligibility status and the amount for which you qualify with your Service prior to enrolling by visiting <https://www.va.gov/> . If you are the spouse or child of a service member who is serving on active duty Title 10 orders in

Return of Tuition Assistance (TA) Funds Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the period for which the assistance is awarded. If a student withdraws, the student may not be eligible for the full amount of TA funds awarded. In order to comply with the new Department of Defense Policy, Empire Beauty Schools will return any unearned TA funds on a proportional basis through the 60% portion of the period for which the funds were provided. Unearned funds will be returned based upon when a student stops attending during an enrollment period. When service members are required to stop attending due to a military service obligation, Empire Beauty Schools will work with the service member to identify solutions that will not result in a student debt for the returned portion.

Calculation: The date the student "officially" withdraws from a program, is considered the last date of attendance for return of tuition assistance. If a student is reported by faculty as not attending a program of the equivalent of two consecutive weeks without notifying the faculty, the student will be administratively withdrawn. Empire Beauty Schools will determine the last date of attendance (LDA) by determining the last date of activity within a program. Empire Beauty Schools will recalculate the TA eligibility based on the following formula: Number of hours completed ----- = percent earned Total hours of the course (start to end date)

Return of TA Funds: Determining eligibility for TA is specific. The program start and end date will be used to determine eligibility. Using the formula above, Empire Beauty Schools will determine the amount of TA awarded that must be returned when a service member does not complete at least 60% of each program, which could result in creating a balance on Empire Beauty Schools student ac

Total Time Enrolled to Total Course/Program Total Tuition School Receives/Retains

Master Cosmetology Or Master Barber Program (1500 Hours)
Before Class Begins 100% Return
1-375 Hours 75% Return
376-750 Hours 50% Return
751-900 Hours 25% Return (60% of course is completed)
901-1500 Hours 0% Return

The following policies pertain to individuals receiving GI Bill® Education benefits.

GI Bill is a registered trademark of the United States Department of Veterans Affairs (VA)

I. Standards of Progress: Student must maintain a 75% average on academic work to take the final exam and must make 75% on the final exam to pass the attempted course. Students not achieving passing marks are encouraged to repeat class for a nominal fee (basic classes \$100, advanced classes \$200). Cheating on an examination will result in dismissal from the program.

II. Students are expected to attend 100% of all classes. Attendance will be taken at the beginning of each class and following any breaks. 3 late arrivals or 3 early departures will be considered an absence. To maintain eligibility for GI Bill® benefits students must attend 80% of all scheduled classes as established by the Georgia State Approving Agency Veteran's Attendance Police Attached.

Attendance and academic work will be monitored on a weekly basis. If a student falls below either criterion listed above they will be placed on probation. The probation period will last for 30 days. A student who is on probation who fails to meet satisfactory academic progress standards and/or attendance will have GI Bill® education benefits terminated. If after 60 days a student who has not returned to good class standing may be subject to termination from the program.

Students do have a right to appeal. Appeals must be submitted in written form to the School Director within two business days. Should a student be reinstated, credit will be granted for the successfully completed portion of the program of study. A student who fails to maintain satisfactory academic progress and attendance within 30 days of reinstatement will be terminated from school. Once terminated from school the student can reapply for admission 12 months from the date of termination. Should the student be allowed to reenter school the student will be required to restart the entire program of study and no credit will be granted for any successfully completed courses.

Grading System

90-100 A
80-89 B
75-79 C
70-74 D
69 and below F

III. Leave of Absence Policy. Any student who begins a period of leave of absence will be terminated from GI Bill® education benefits effective the date the leave of absence begins. Students who take a period of leave of absence will be allowed to restart the program of study at the point in which instruction was interrupted. Credit will be granted for any previous course work completed. Students will be recertified for GI

Bill® education benefits after return to classes. Should a second period of leave of absence occur students will be terminated from the GI Bill® education benefits and GI Bill® education benefits will not be reinstated upon return to school unless the period of leave of absence was due to mitigating circumstances as determined by the School Director.

IV. Student Conduct Policy. Any conduct determined by school officials to be detrimental to the school, clinical facilities, or other students, or behavior that is unprofessional, will result in permanent dismissal. This will include, but not limited to:

- a. Theft of damage of property
- b. Abuse (verbal or physical) of any member of the student body, faculty, or clients in the clinical setting.
- c. Possession or consumption of alcohol or drugs on the premises.
- d. Possession of dangerous weapons.
- e. Obscene or disorderly conduct.

A student dismissed due to conduct does have the right to appeal and the appeal must be made to the School Director within 5 business days of dismissal. Reinstatement is at the discretion of the School Director.

V. Policy for granting credit for previous education and training: GI Bill® education benefits recipients are required to provide the school with official transcripts of previous training for evaluation. Training time and tuition will be reduced in proportion to the amount of satisfactory credit from previous training and will be granted at the discretion of the school director.

VI. Refund Policy. For individuals utilizing Veterans Affairs education benefits, the school will refund the unused portion of prepaid tuition and fees on a pro-rata refund basis. Any amount in excess of \$10.00 for an enrollment or registration fee will also be pro-rated.

“Lastly Personnel receiving veterans education benefits are not allowed to take any portion of the course online. All veterans must attend class in the classroom.”

2025-2026 PROGRAM START DATES

Start Date / Completion Date	Enrollment/ FAFSA Deadline
January 7th, 2025 / Jan. 7th, 2026	December 31st, 2025
January 28th, 2025/ Jan. 28th, 2026	January 18th, 2025
February 4th, 2025/ Feb. 4th, 2026	January 25th, 2025
February 11th, 2025 / Feb. 11th, 2026	February 1st, 2025
February 18th, 2025/ Feb. 18th, 2026	February 10th, 2025
December 3rd, 2024	November 22nd, 2024
Please visit ShearzInstitute.com Admissions Page for any Start Date Additions	

*The student will rotate the days attended each week on the Alternating Schedule.

2025-2026 MASTER SCHEDULE

*Below is the Master Schedule for all Programs
(Master Cosmetology/ Master Barber/ Esthetician/ Nail Technology / Instructor)

Schedule Options	Cosmetology & Barbering & Esthetics	Nails
MORNING	Tuesday-Friday 9am-3:30pm Sat. a Month 8am-3:30pm 32 Hours Weekly	Tuesday-Friday 9am-2:30pm Sat. a Month 8am-3:30pm 28.5 Hours Weekly
MIDDAY	Tuesday-Friday 1pm-7:30pm Sat. a Month 8am-3:30pm 32 Hours Weekly	Tuesday-Friday 9am-2:30pm Sat. a Month 8am-3:30pm 28.5 Hours Weekly
EVENING	Tuesday-Thursday 5pm-9pm Sat. a Month 8am-3:30pm 23 Hours Weekly	Tuesday-Friday 9am-2:30pm Sat. a Month 8am-3:30pm 28.5 Hours Weekly

CONSTITUTION DAY

Shearz Institute celebrates Constitution Day on or near September 17 of each year. For more information visit www.constitutionday.com.

VOTER REGISTRATION

Students are encouraged to register to vote in State and Federal Elections. Voter Registration and Election Date information for the state of Georgia can be found at www.sos.ga.gov. For information on Voter Registration and Election Dates for Federal Elections visit www.eac.gov/voter_resources.

MASTER COSMETOLOGIST COURSE OVERVIEW

Course Hours: 1500 clock hours

The course is divided into classroom instruction and clinic learning experiences

Classroom Instruction: The first 250 hours are devoted entirely to classroom workshops where students learn design principles, technical information, and professional practices. Your classroom time from 250 to 1500 hours is divided into theory classes, along with five (5) areas: cutting, coloring, texture, and makeup. Each area has a specialist in the field who conducts the specialty classes. The classes may also include guest artists, retail, motivation, self-improvement, and professional development. After completing 1200 hours, you will also participate in Final Phase classes that specifically prepare you for the State Board examinations.

Clinic Classroom Learning Experience: After the first 250 hours of classroom training, a portion of the remaining 1150 hours is spent on the clinic classroom where you will be guided with individual attention and group learning experiences using mini-class, clinic worksheets, and practical evaluations developed specifically for monitoring progress. This is also when you begin experiencing your clinic classroom education on paying guests in the clinic classroom area

MASTER BARBER COURSE OVERVIEW

Course Hours: 1500 clock hours

The course is divided into classroom instruction and clinic learning experiences

Classroom Instruction: The first 250 hours are devoted entirely to classroom workshops where students learn design principles, technical information, and professional practices. Your classroom time from 250 to 1500 hours is divided into theory classes, along with five (5) areas: hair cutting, shaving and chemical texture services, sanitation and more. Each area has a specialist in the field who conducts the specialty classes. The classes may also include guest artists, retail, motivation, self-improvement, and professional development. After completing 1200 hours, you will also participate in Final Phase classes that specifically prepare you for the State Board examinations.

Clinic Classroom Learning Experience: After the first 250 hours of classroom training, a portion of the remaining 1150 hours is spent on the clinic classroom where you will be guided with individual attention and group learning experiences using mini-class, clinic worksheets, and practical evaluations developed specifically for monitoring progress. This is also when you begin experiencing your clinic classroom education on paying guests in the clinic classroom area

ESTHETICIAN COURSE OVERVIEW

Course Hours: 1000 clock hours

The course is divided into classroom instruction and clinic learning experiences

Classroom Instruction: The first 250 hours are devoted entirely to classroom workshops where students learn design principles, technical information, and professional practices. Your classroom time from 250 to 1000 hours is divided into theory classes, along with five (5) areas: facials, skin science, mua, lashes, sanitation and more. Each area has a specialist in the field who conducts the specialty classes. The classes may also include guest artists, retail, motivation, self-improvement, and professional development. After completing 700 hours, you will also participate in Final Phase classes that specifically prepare you for the State Board examinations.

Clinic Classroom Learning Experience: After the first 250 hours of classroom training, a portion of the remaining 1000 hours is spent on the clinic classroom where you will be guided with individual attention and group learning experiences using mini-class, clinic worksheets, and practical evaluations developed specifically for monitoring progress. This is also when you begin experiencing your clinic classroom education on paying guests in the clinic classroom area

NAIL TECHNOLOGY COURSE OVERVIEW

Course Hours: 600 clock hours

The course is divided into classroom instruction and clinic learning experiences

Classroom Instruction: The first 150 hours are devoted entirely to classroom workshops where students learn design principles, technical information, and professional practices. Your classroom time from 150 to 600 hours is divided into theory classes, along with five (5) areas: acrylic nail application, manicure, pedicure, specialty applications, sanitation and more. Each area has a specialist in the field who conducts the specialty classes. The classes may also include guest artists, retail, motivation, self-improvement, and professional development. After completing 400 hours, you will also participate in Final Phase classes that specifically prepare you for the State Board examinations.

Clinic Classroom Learning Experience: After the first 150 hours of classroom training, a portion of the remaining 450 hours is spent on the clinic classroom where you will be guided with individual attention and group learning experiences using mini-class, clinic worksheets, and practical evaluations developed specifically for monitoring progress. This is also when you begin experiencing your clinic classroom education on paying guests in the clinic classroom area

INSTRUCTOR COURSE OVERVIEW

Your time at Shearx Institute instructor course will be divided into three designations:

Observation Theory: This section focuses on learning by observing classroom and clinic floor instruction.

Psychology and Methodology: These classes focus on the theory of teaching, using Milady's Master Educator textbook, including weekly tests.

Student Teaching: You will learn to write lesson plans and do actual teaching from your lesson plans. There will be a practical teaching evaluation of your teaching skills.

MASTER COSMETOLOGIST COURSE OUTLINE

Your time at Shearx Institute for the master cosmetology program will be divided into three phases:

Core Curriculum: A 250-hour series of modules that 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 advancing to the Adaptive Curriculum.

Adaptive Curriculum: May occur from 251 to 750 hours and/or Adaptive curriculum has been completed you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a beauty industry

Creative Curriculum: You may spend your last 750 hours at Shearz Institute in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

MASTER BARBER COURSE OUTLINE

Your time at Shearz Institute for the master barber program will be divided into three phases:

Core Curriculum: A 250-hour series of modules that 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 advancing to the Adaptive Curriculum.

Adaptive Curriculum: May occur from 251 to 750 hours and/or Adaptive curriculum has been completed you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a beauty/barber industry

Creative Curriculum: You may spend your last 750 hours at Shearz Institute in “high gear” by dressing, acting, and working like a barber 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 barber industry career.

ESTHETICIAN COURSE OUTLINE

Your time at Shearz Institute for the master cosmetology program will be divided into three phases:

Core Curriculum: A 250-hour series of modules that 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 advancing to the Adaptive Curriculum.

Adaptive Curriculum: May occur from 251 to 750 hours and/or Adaptive curriculum has been completed you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into the spa industry

Creative Curriculum: You may spend your last 250 hours at Shearz Institute in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future spa industry career.

NAIL TECHNOLOGY COURSE OUTLINE

Your time at Shearz Institute for the master cosmetology program will be divided into three phases:

Core Curriculum: A 150-hour series of modules that 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 advancing to the Adaptive Curriculum.

Adaptive Curriculum: May occur from 151 to 450 hours and/or Adaptive curriculum has been completed you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into the nail industry

Creative Curriculum: You may spend your last 250 hours at Shearz Institute in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

INSTRUCTOR COURSE OUTLINE

Your time at Shearz Institute instructor course will be divided into three designations:

Observation Theory: This section focuses on learning by observing classroom and clinic floor instruction.

Psychology and Methodology: These classes focus on the theory of teaching, using Milady’s Master Educator textbook, including weekly tests.

Student Teaching: You will learn to write lesson plans and do actual teaching from your lesson plans. There will be a practical teaching evaluation of your teaching skills.

STUDENT SERVICES

Housing: Shearz Institute keeps a file of information about housing in the surrounding areas.

Advising: Students are provided with academic advising and additional assistance as necessary. If referral to professional assistance is necessary, the school maintains a record of such referral. Information and advice on any financial assistance are accessible to students. Shearz Institute also gives advice and information to students on these subjects:

- a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
- b. Employment opportunities within their field of study.
- c. Opportunities for continuing education following graduation.

JOB PLACEMENT:

Although Shearz Institute does not guarantee employment upon graduation, Shearz Institute does maintain an aggressive job placement program and will inform students of job openings and opportunities. Shearz Institute coordinates placement programs with local and national salons/barbershops/ spas and nail salons by sending out surveys and inviting owners and guest artists to teach and speak there.

Shearz Institute has placed students in the beauty/barber/nail and spa industry

GRADUATION REQUIREMENTS BY PROGRAM

Georgia State Board of Cosmetology and Barbering requires all students to complete the following: *Clock hours and Service Credits run consecutively

Master Cosmetology

1500 Clock/Credit Hours (Clock Hours-Hours you are physically in school)

Master Barber

1500 Clock /Credit Hours (Clock Hours-Hours you are physically in school).

Nail Technology

600 Clock/Credit Hours (Clock Hours-Hours you are physically in school).

Esthetician

1000 Clock/Credit Hours (Clock Hours-Hours you are physically in school).

Cosmetology Instructor

750 Clock /Credit Hours (Clock Hours-Hours you are physically in school).

Barber Instructor

750 Clock /Credit Hours (Clock Hours-Hours you are physically in school).

Esthetician Instructor

500 Clock/Credit Hours (Clock Hours-Hours you are physically in school).

Nail Technology Instructor

300 Clock/Credit Hours (Clock Hours-Hours you are physically in school).

A Certificate of Completion is awarded upon completion of all program requirements. Students are encouraged to participate in commencement ceremonies.

Requirements for Graduation

- Students must satisfactorily complete all required classroom and clinical training with a 70% or higher academic / skills average (SAP).
- Student must complete the total course credit hours within the prescribed max completion date.
- Student must meet all financial obligations due to Shearz Institute. (See Terms and Condition form).
- Student must schedule and complete all State Board Training an exit interview prior to graduating. (Students will have to pay for the State Board Training, State Board Bag and Tools and implements needed for State Board Prep) (See Fees in Student Handbook)

STUDENT KIT –

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

Master Cosmetologist

The following items are contained in The Master Cosmetology kit: (Shearz Institute has the right to change the contents of the kit at anytime without notice.

Cosmetology Kit Includes:

Perm Rods 1 Pack
End Paper 1 Pack
Scissors/ Shearz 1
2 Prong Clips 2 Packs
Butterfly Clamps 1 Pack
Color Bowl & Brush 1
Hand Razor 1
Manicure Kit 1
Make-Up Kit 1
Blow Dryer 1
Flat Iron 1
Human Hair Mannequin 1
Synthetic Mannequin 1
Comb Combo Kit 1
Hair Brush 1
Shampoo/Cutting Cape 1
Spray Bottle 1

Cosmetology Kit Extras:

Shearz Branded Retail Item 1

Cosmetology Software Access:

Milady Textbooks 2
-Foundations
-Cosmetology Book
Free Canva-Pro Student Access
Prestige Access
Gather (Virtual World Access)

Master Barber

Barber Kit Includes:

Clipper Set 1 (clipper/Trimmer)
End Paper 1 Pack
Perm Rod 1 Pack
Scissors/ Shearz 1
Butterfly Clamps 1 Pack
Color Bowl & Brush 1
Hand/Straight Razor 1
Shaving Set 1 (Mug,brush,cream)
Neck Duster 1
Neck Strips 1 pack
Blow Dryer 1
Human Hair Bearded Mannequin 1
Synthetic Mannequin 1
Comb Combo Kit 1
Barber Brush 1
Shampoo/Cutting Cape 1
Spray Bottle 1

Barber Kit Extras:

Shearz Branded Retail Item 1

Barber Books/Software Access:

Milady Textbooks 2
-Foundations
-Barber Book
Free Canva-Pro Student Access
Prestige Access
Gather (Virtual World Access)

Esthetics

Esthetics Kit Includes:

Facial Mannequin Head 1
Skin Scrubber 1
Make-up 1
Make-Up Brushes 1
Disposable Make-Up Applicators
Disposable Facial Applicators
Disposable Wax Applicators
Tweezer Combo 1
Comodone Extractors 1

Esthetics Kit Extras:

Shearx Branded Retail Item 1

Esthetics Books/Software Access:

Milady Textbooks 2
-Foundations
-Esthetic Book
Free Canva-Pro Student Access
Prestige Access
Gather (Virtual World Access)

Nail Tech

Nail Tech Kit Includes:

Mannequin Hand 1
Nail Bowl 1
Manicure Set 1
Pedicure Set 1
Disposable Filers & Buffers 1
Cuticle Pusher 1
Cuticle Oil 1
Base Coat, Top Coat 1
Nail Brush 1
Nail Drill 1

Nail Tech Kit Extras:

Shearx Branded Retail Item 1

Nail Tech Books/ Software Access:

Milady Textbooks 2
-Foundations
-Nail Book
Microsoft 365 Online Access
Shearx Outlook Email
Free Canva-Pro Student Access
Prestige Access
Gather (Virtual World Access)

Educators

Shearx Branded Retail Item 1

Milady Educators Textbooks 1
Microsoft 365 Online Access
Shearx Outlook Email
Free Canva-Pro Student Access
Prestige Access
Gather (Virtual World Access)

*For Students receiving Financial Aid or Veterans Education Benefits (eligible persons), the cost of the "Kit, Textbook, Equipment, and Supplies" may or may not be paid by the Above Parties and so eligible person will be responsible for payment.

Program	Textbook/Workbook	CIMA Seat
Master Cosmetology	ISBN-13: 978-1285769431 Milady Standard Cos 13th Edition	1
Master Barber	ISBN-13: 978-1305100558 Milady Standard Barbering 6th Edition	1
Esthetician	ISBN-13: 978-0357482841 Milady Standard Esthetics 12th Edition	1
Nail Technology	ISBN: 9780357812884 Milady Standard Nails 8th Edition	1
Master Educator	ISBN-13: 9781337398848 Milady's Master Educator 2 nd Edition	1

FEDERAL RETURN OF TITLE IV FUNDS POLICY

The school participates in federal financial aid. Please refer to the following refund policy for specific consumer information pursuant to the federal financial aid program.

The Federal Return of Title IV funds formula (R2T4) dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws at any point during the payment period. If a student did not start or begin attendance at the school, the R2T4 formula does not apply.

_____ is required by the Department of Education to provide students with all refund policies applicable at

the institution as well as information on the Title IV requirements for determining the amount of Title IV funds a

student has earned when he/she withdraws.

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for

which the assistance is awarded. If a student withdraws, they may no longer be eligible for the full amount of Title IV

funds that they were initially awarded.

A. Payment Periods

Listed below are the payment periods in which students are disbursed Title IV funds. The disbursement is made at the

beginning of each pay period. If the student withdraws, a Return of Title IV funds may be required.

Transfer students

payment periods will vary.

Master Cosmetology

0-450	451-900	901-1200	1201-1500
15 weeks	15 weeks	10 weeks	10 weeks

Master Barber

0-450	451-900	901-1200	1201-1500
15 weeks	15 weeks	10 weeks	10 weeks

Esthetics

0-450	451-900	901-1200	1201-1500
15 weeks	15 weeks	10 weeks	10 weeks

Nail Program

0-300	301-600
10 weeks	10 weeks

Instructor

0-450	451-900
15 weeks	15 weeks

Official Withdrawal Process:

If a student wishes to withdraw from school, they must notify the Financial Aid Leader of the school. The notification may be in writing or orally. The date the notification is received is the date of determination.

The Financial Aid Leader must begin the withdrawal process.

Unofficial Withdrawal Process:

For unofficial withdrawals a student's withdrawal date at a school that is required to take attendance is their last day of physical attendance.

The date of determination is 14 days after they cease attendance.

In both cases the last day of attendance will be used in the return to Title IV calculation. The federal formula requires a Return of Title IV calculation if the student received or could have received (based on eligibility criteria) federal financial assistance in the form of Pell Grants, and Direct Loans or Direct PLUS Loans during 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. After the 60% point of the payment period (or period of enrollment depending on what the school uses) the student is considered to have earned 100% of the aid for the period. The percentage that has not been earned is calculated by subtracting the percentage of Title IV aid earned from 100%.

The percentage of the payment period completed is calculated by the hours scheduled in the payment period as of the withdrawal date divided by the scheduled hours in the payment period.

The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date.

Post Withdrawal Disbursement: If a student receives less Title IV funds than the amount earned, the school will offer the student a disbursement of the earned aid that was not received at the time of their withdrawal which is called a post-withdrawal disbursement. Post-withdrawal disbursements will be made from Pell Grant funds first, if the student is eligible. If there are current educational costs still due the school at the time of withdrawal, a Pell Grant post-withdrawal disbursement will be credited to the student's account. Any remaining Pell funds must be released to the student without the student having to take any action. Any federal loan program funds due in a post-withdrawal disbursement must be offered to the student and the school must receive the student's authorization before crediting their account. The authorization is required to be sent to the student within 30 days of the date the school determined the student's last date of attendance.

Credit Balance: If a credit balance still exists on the student's account after the R2T4 and institutional refund calculations are done, that credit balance must be used to pay any grant overpayment that exists based on the current withdrawal within 14 days from the date that the R2T4 calculation was performed. The overpayment must be eliminated prior to offering a credit balance to a student.

The following Title IV return distribution is used for all FSA students.

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Direct PLUS Loan (Parent)
- Federal Pell Grant

Returns must be made as soon as possible to the federal programs but no later than 45 days after the date of determination. (unless the school uses less days based on a state, accrediting agency or institutional requirement)

The law requires that a student is responsible for all unearned Title IV program assistance that the school is not required to return. This is determined by subtracting the amount returned by the school from the total amount of unearned Title IV funds to be returned.

Overpayment of Title IV, HEA Funds — Any amount of unearned grant funds that you must return is called overpayment. The amount of grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. A student who owes an overpayment remains eligible for Title IV, HEA program funds through and beyond the earlier of 45 days from the date the school sends a notification to the student of overpayment, or 45 days from the date the school was required to notify the student of the overpayment if, during those 45 days the student:

- Repays the overpayment in full to the school;

- Enters into a repayment agreement with the school in accordance with repayment arrangements satisfactory to the school; or
- Signs a repayment agreement with the Department, which will include terms that permit a student to repay the overpayment while maintain his or her eligibility for Title IV, HEA program funds.

Within 30 days of the date of the school's determination that the student withdrew, an institution must send a notice to any student who owes a Title IV, HEA grant overpayment as a result of the student's withdrawal from the school in order to recover the overpayment.

If the student does not repay the overpayment in full to the school, or enter a repayment agreement with the school or the Department within the earlier of 45 days from the date the school sends notification to the student of overpayment, or 45 days from the date the school was required to notify the student of the overpayment

At any time the student fails to meet the terms of the repayment agreement with the school:

- The student chooses to enter into a repayment agreement with the Department.
- The student who owes an overpayment is ineligible for Title IV HEA program funds.

You must make arrangement with the school or Department of Education to return the amount of unearned grant funds.

TREATMENT OF TITLE IV FUNDS WHEN A STUDENT WITHDRAWS FROM A CLOCK-HOUR PROGRAM

Treatment of Title IV Funds When a Student Withdraws From a Clock-Hour Program																							
Student's Name:	John Doe	Social Security #:	123-45-6789																				
	Date of school's determination that student withdrew:	1/6/11																					
	Period used for calculation (check one):	<input checked="" type="checkbox"/> 1st Payment Period <input type="checkbox"/> Period of Enrollment																					
<i>Monetary amounts should be in dollars and cents (rounded to the nearest penny). When calculating percentages, round to three decimal places. (for example, .4486 = .449 = 44.9%)</i>																							
STEP 1: Students Title IV Aid Information																							
Title IV Grant Programs: 1. Pell Grant 2. Academic Competitiveness Grant 3. National SMART Grant 4. FSEOG 5. TEACH Grant	Amount Disbursed <table border="1" style="margin: auto;"> <tr><td>2,775.00</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	2,775.00					Amount that Could Have Been Disbursed <table border="1" style="margin: auto;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						E. Total Title IV Aid Disbursed for the Period A. 2,775.00 + B. 6,727.00 = E. 9,502.00										
2,775.00																							
	A. 2,775.00 (sub-total)	C. 0.00 (sub-total)																					
Title IV Loan Programs: 6. Unsubsidized FDLP / FFELP 7. Subsidized FDLP / FFELP 8. Perkins Loan 9. PLUS FDLP / FFELP (Grad Student) 10. PLUS FDLP / FFELP (Parent)	Net Amount Disbursed <table border="1" style="margin: auto;"> <tr><td>2,985.00</td></tr> <tr><td>1,742.00</td></tr> <tr><td> </td></tr> <tr><td>2,000.00</td></tr> </table>	2,985.00	1,742.00		2,000.00	Net Amount that Could Have Been Disbursed <table border="1" style="margin: auto;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>					F. Total Title IV grant aid disbursed and that could have been disbursed for the period A. 2,775.00 + C. 0.00 = F. 2,775.00												
2,985.00																							
1,742.00																							
2,000.00																							
	B. 6,727.00 (sub-total)	D. 0.00 (sub-total)																					
			G. Total Title IV aid disbursed and aid that could have been disbursed for the period A. 2,775.00 B. 6,727.00 C. 0.00 + D. 0.00 = G. 9,502.00																				
STEP 2: Percentage of Title IV Aid Earned		STEP 4: Title IV Aid to be Disbursed or Returned																					
Last Day Attended: 12/30/11		▶ If the amount in Box I is greater than the amount in Box E, go to Post-withdrawal disbursement (Item J). ▶ If the amount in Box I is less than the amount in Box E, go to Title IV aid to be returned (Item K). ▶ If the amounts in Box I and Box E are equal, STOP. No further action is necessary.																					
H. Determine the percentage of the period completed: Divide the clock hours scheduled to have been completed as of the last day of attendance in the period by the total clock hours in the period. <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">271.00</td> <td style="padding: 0 10px;">/</td> <td style="border: 1px solid black; padding: 2px;">450.00</td> <td style="padding: 0 10px;">=</td> <td style="border: 1px solid black; padding: 2px;">60.2%</td> </tr> <tr> <td style="font-size: small;">Hours scheduled to complete</td> <td></td> <td style="font-size: small;">Total hour in period</td> <td></td> <td></td> </tr> </table> ▶ If this percentage is greater than 60%, enter 100% in Box H and proceed to Step 3. ▶ If this percentage is less than or equal to 60%, enter that percentage in Box H and proceed to Step 3.		271.00	/	450.00	=	60.2%	Hours scheduled to complete		Total hour in period			J. Post-withdrawal disbursement From the amount of Title IV aid earned by the student (Box I) subtract the Total Title IV aid disbursed for the period (Box E). This is the amount of the post-withdrawal disbursement. <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">9,502.00</td> <td style="padding: 0 10px;">-</td> <td style="border: 1px solid black; padding: 2px;">9,502.00</td> <td style="padding: 0 10px;">=</td> <td style="border: 1px solid black; padding: 2px;">0.00</td> </tr> <tr> <td style="font-size: small;">Box I</td> <td></td> <td style="font-size: small;">Box E</td> <td></td> <td style="font-size: small;">Box J</td> </tr> </table>		9,502.00	-	9,502.00	=	0.00	Box I		Box E		Box J
271.00	/	450.00	=	60.2%																			
Hours scheduled to complete		Total hour in period																					
9,502.00	-	9,502.00	=	0.00																			
Box I		Box E		Box J																			
STEP 3: Amount of Title IV Aid Earned by the Student																							
Multiply the percentage of Title IV aid earned (Box H) by the Total Title IV aid disbursed and that could have been disbursed for the period (Box G). <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">100.0%</td> <td style="padding: 0 10px;">x</td> <td style="border: 1px solid black; padding: 2px;">9,502.00</td> <td style="padding: 0 10px;">=</td> <td style="border: 1px solid black; padding: 2px;">9,502.00</td> </tr> <tr> <td style="font-size: small;">Box H</td> <td></td> <td style="font-size: small;">Box G</td> <td></td> <td style="font-size: small;">Box I</td> </tr> </table>		100.0%	x	9,502.00	=	9,502.00	Box H		Box G		Box I	K. Title IV aid to be returned From the Total Title IV aid disbursed for the period (Box E) subtract the Amount of Title IV aid earned by the student (Box I). This is the amount of Title IV aid that must be returned. <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">9,502.00</td> <td style="padding: 0 10px;">-</td> <td style="border: 1px solid black; padding: 2px;">9,502.00</td> <td style="padding: 0 10px;">=</td> <td style="border: 1px solid black; padding: 2px;">0.00</td> </tr> <tr> <td style="font-size: small;">Box E</td> <td></td> <td style="font-size: small;">Box I</td> <td></td> <td style="font-size: small;">Box K</td> </tr> </table>		9,502.00	-	9,502.00	=	0.00	Box E		Box I		Box K
100.0%	x	9,502.00	=	9,502.00																			
Box H		Box G		Box I																			
9,502.00	-	9,502.00	=	0.00																			
Box E		Box I		Box K																			

STEP 5: Amount of Unearned Title IV Aid Due from the School

L. Institutional Charges for the Period.	Tuition	4,500.00
	Room	
	Board	
	Other	
	Other	

Total Institutional Charges
(Add all the charges together)

L. 4,500.00

M. Percentage of unearned Title IV aid

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

N. Amount of unearned charges

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

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

O. Amount of school to return

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

O. 0.00

STEP 6: Return of Funds by the School

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

Title IV Programs

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

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

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

0.00 - 0.00 = 0.00
Box K Box O Box Q

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

STEP 8: Repayment of the Student's loans

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

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

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

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

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

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

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

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

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

T. Amount of Title IV grant protection

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

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

U. Title IV grant

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

0.00 - 0.00 = 0.00
Box S Box T Box U

► If Box U is less than or equal to zero, STOP.

If not, go to step 10.

STEP 10: Return of Grants Funds by the Student

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

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

Title IV Grant Programs:

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

Amount to Return

0.00

INSTITUTIONAL REFUND/DROP POLICY

Any monies due the applicant or student shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that: a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school except a non-refundable application fee. b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract and demands his/her money back in writing, within three (3) business days of signing the enrollment contract. In this case all monies collected by the school shall be refunded except a non-refundable application fee. This policy applies regardless of whether or not the student has actually started training. c. A student who cancels his/her contract after three (3) business days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school less a nonrefundable application fee of \$100.00. d. A student notifies the institution of his/her official withdrawal in writing. e. A student is expelled by the institution. f. For official cancellations as defined in paragraphs b, c, or d, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person. g. Monies paid for student kit is nonrefundable unless the student cancels within 3 (three) business days of signing the enrollment contract or the student cancels prior to entering class. h. A student on an approved leave of absence notifies the school that he/she will not be returning. That date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.

- Any monies due a student who unofficially withdraws from the institution shall be refunded within 45 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored every 30 days and a determination is made to withdraw a student who has been absent from school for 14 or more consecutive calendar days; the withdrawal date that will be used in this calculation is the student's actual last date of attendance.
- When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
- All extra costs, such as books, equipment, graduation fees, application fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract.
- If a course and/or program is cancelled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall at its option provide a pro rata refund to all students transferring to another school based on hours accepted by receiving school, provide a full refund of all monies paid, provided completion of the course and/or program, or participate in a Teach-Out Agreement.
- For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.
- A student's account may be sent to collections for nonpayment. Collection procedures will reflect ethical business practices.
- If the school closes permanently and no longer offer instruction after a student has enrolled and instruction has begun, the school will provide a pro rata refund of tuition to the student or participate in a Teach-Out Agreement.

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

Percentage Length Scheduled to Complete to Total Length of Course and/or Program	Amount of Total Tuition Owed to the School
0.01% - 4.9%	20%
5% - 9.9%	30%

10% - 14.9%	40%
15% - 24.9%	45%
25% - 59.9%	70%
60% and over	100%

STUDENT FINANCIAL AID RELEASE

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

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

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

Students will be given written notice advising them that a conviction for illegal drugs, of any offense, during an enrollment period for which the student was receiving Title IV financial aid will result in the loss of eligibility for any Title IV per HEA Sec. 484(r)(1) and 20 U.S.C. 1091(r)(1). Students whose eligibility has been suspended due to a drug conviction may resume eligibility if they successfully pass two (2) unannounced drug tests conducted by a drug rehabilitation program that complies with criteria established under HEA Sec. 484(r)(2) (20 U.S.C. 1091(r)(2)).

CREDIT BALANCE POLICY

If Title IV disbursements result in a credit balance on the student's account, the Financial Aid office will notify the student. The student has the option to have the school hold the credit balance and can complete an authorization for the school to hold the funds by obtaining an authorization form from the Financial Aid Department. If the student does not want the school to hold their funds, all credit balance disbursements and refunds due to funding source will be processed within 14 days of the credit balance appearing on the student account. Regardless of the chosen option the school will clear all credit balances on a student account by the end of the academic year.

POLICY FOR VERIFICATION OF TITLE IV FUNDING

The school has policies and procedures that it follows for verification of Title IV funding. Verification is a requirement by the U.S. Department of Education. Students are randomly selected to provide additional information. The school provides students with a verification form so they can collect the necessary information. The school gives the student up to a 30-day deadline to return the form to the financial office with verification items attached. If verification documents are not submitted by the due date, the student will be placed on a monthly cash pay status until verification is completed. If a student fails to make monthly payments, he or she may be suspended from school until all verification documents are submitted. 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.

SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES

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

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

The school will consider all the FSA funds a student is eligible to receive at the time it makes the determination, but the school need not consider aid from non-FSA sources. The amount the school must provide is the lesser of the presumed credit balance or the amount determined by the school that the student needs to obtain the books and supplies. In determining the required amount, the school may use the actual costs of books and supplies or the allowance for those materials used in estimating the student's cost of attendance for the period. A student may decline to participate in this process to obtain or purchase books and supplies, if they so choose.

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

MAXIMUM TIME FRAMES

Students Clock Hours and Service Credits must be accumulated simultaneously. In the event you do not complete the program in the maximum time frame allowed for the program or if you completed all your clock hours for your program, but did not receive all service credits needed for your program, and you are past your projected graduation date, the student will have to pay Shearx Institute \$10 per clock hour needed or time it takes to accumulate the services credits needed (Students can only come during clinic hours) to complete the program. Please see chart below for the allotted time students are given to complete the following programs.

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

COURSE	LENGTH MAXIMUM FRAME	TIME
Master Cosmetology or Barbering – Full Time (All 3-day)	60 Weeks	58 Weeks
Master Cosmetology or Barbering – Full Time (All 4-day)	60 Weeks	51 Weeks
Master Cosmetology or Barbering – Part Time (Night All 4-day)	60 Weeks	58 Weeks
Esthetician– Full Time (All 3-day)	38 Weeks	35 Weeks
Esthetician– Full Time (All 4-day)	38 Weeks	31 Weeks
Esthetician - Part Time (Night)	38 Weeks	35 Weeks
Nail Technology– Full Time (All 3-day)	25 Weeks	22 Weeks
Nail Technology– Full Time (All 4-day)	25 Weeks	19 Weeks
Nail Technology- Part Time (Night 4 day)	25 Weeks	23 Weeks
Instructor - Full Time (3-day)	25 Weeks	20 Weeks
Instructor - Full Time (4-day)	25 Weeks	23 Weeks
Instructor - Part Time (Night)	25 Weeks	23 Weeks

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

INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

If the student needs to take off more time than allotted in the contract or more than 10 consecutive calendar days, he/she must either follow the steps to request a leave of absence or withdrawal from the program. Students who withdraw prior to completing the course of study and who wish to re-enter will reenter at the same progress status as applicable at the time of withdrawal

STUDENT EVALUATION / SAP/ Progress Reports EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

The Satisfactory Academic Progress Policy is consistently applied to all students enrolled at “Shearz Institute”. It is printed in the catalog to ensure that all students receive a copy prior to enrollment. The policy complies with the guidelines established by the “Accrediting Agency” (established by the United States Department of Education).

Evaluation Periods:

Cosmetology 450, 900, 1200, 1500 (actual) hours

Esthetics 375, 750 (actual) hours

Nail Tech 200, 400 (actual) hours

Instructor 300, 600 (actual) hours

Transfer Students – midpoint of the contracted hours or the established evaluation periods, whichever comes first.

Evaluations will determine if the student has met the minimum requirements for satisfactory academic progress. The frequency of evaluations ensures that students have had at least one evaluation by midpoint in the course.

Attendance Progress Evaluations

Students are required to attend a minimum of 85% of the hour’s possible, based on the applicable attendance schedule in order to be considered maintaining satisfactory attendance progress. Evaluations are conducted at the end of each evaluation period to determine if the student has met the minimum requirements. The attendance percentage is determined by dividing the total hours accrued by the total number of hours scheduled. At the end of each evaluation period, “The Institution” will determine if the student has maintained at least 85% cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum time frame allowed.

Maximum Time Frame Course	Maximum Time Allowed	
	<u>Weeks</u>	<u>Scheduled Hours</u>
Master Cosmetology		
(Full Time 30 hrs./wk) – 1500 Hours.	59.8 wks.	1764
(Half Time 20 hrs./wk) – 1500 Hours	83.48 wks.	1764 1784
Master Barber		
(Full Time 30 hrs./wk) – 1500 Hours	59.8 wks.	
(Half Time 20 hrs./wk) – 1500 Hours	83.48 wks.	1764
Esthetics		
(Half Time 15 hrs./wk) – 750 Hours	59.8 wks.	882
Nail Technology		
(Half Time 15 hrs./wk) – 600 Hours.	40 wks.	706
Instructor		
(Full Time 34 hrs./wk) – 600 Hours.	20.8 wks.	706
(Half Time 17 hrs./wk)	41.5 wks.	706
(Three Quarter time 26 hrs./wk)	27.2 wks.	

Students who have not completed the course within the maximum time frame will be dropped from the program.

The maximum time allowed for transfer students who need less than the full course requirements or part-time students will be determined based on 85% of the scheduled contracted hours.

Academic Progress Evaluations

The qualitative element used to determine academic progress is a reasonable system of grades as determined by assigned academic learning. Students are assigned academic learning and a minimum number of practical experiences. Academic learning is evaluated after each unit of study. Practical assignments are evaluated as completed and counted toward course completion only when rated as satisfactory or better (the computer system will reflect completion of the practical assignment as a 100% rating). If the performance does not meet satisfactory requirements, it is not counted, and the performance must be repeated. At least two comprehensive practical skills evaluations will be conducted during the course of study. Practical skills are evaluated according to text procedures and set forth in practical skills evaluation criteria adopted by "The Institution". Students must maintain a written grade average of 85% after completion of all courses written and practical requirements prior to graduation.

Students must make up failed or missed tests and incomplete assignments. Numerical grades are considered according to the following scale:

Letter	Grade	Percentage	Range	GPA
Equivalent				
A	90% – 100%	4.0	B 80% – 89%	3.0
C	70% – 79%			
2.0	D 60% – 69%	1.0	F Below 60%	0.0

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.

Students will receive a hard copy of their Satisfactory Academic Progress Determination at the time of evaluations.

Students deemed not maintaining Satisfactory Academic Progress may have their Title IV Funding interrupted, unless the student is on warning or has prevailed upon appeal resulting in a status of probation.

Warning

Students who fail to meet minimum requirements for attendance or academic progress are placed on warning and considered to be making satisfactory academic progress while during the warning period. The student will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation.

If at the end of the warning period, the student has still not met both the attendance and academic requirements, he/she may be placed on probation and, if applicable, students may be deemed ineligible to receive Title IV funds.

Probation

Students failing to meet minimum requirements for attendance or academic progress after the warning period may appeal to be placed on probation (see below for appeal procedures). If the appeal is approved by the school, the student will be placed on probation for one evaluation period only unless an academic plan is approved. Students placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period. Students who are progressing according to their specific academic plan will be considered making Satisfactory Academic Progress. The student will be advised in writing of the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the probationary period, the student has still not met both the attendance and academic requirements required for satisfactory academic progress or by the academic plan, he/she will be determined as NOT making satisfactory academic progress and, if applicable, students will not be deemed eligible to receive Title IV funds.

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.

Interruptions, Course Incompletes, Withdrawals

If enrollment is temporarily interrupted for a Leave of Absence, prior to the leave of absence, hours elapsed during 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 and will not be included in the student's cumulative attendance percentage calculation. Student's who withdraw prior to completion of the course and wish to re-enroll, will return in the same satisfactory academic progress status as at the time of withdrawal.

Appeal Procedure

If a student is determined to not be making satisfactory academic progress, the student may appeal the determination within ten calendar days. Reasons for which students may appeal a negative progress determination include death of a relative, an injury or illness of the student or any other allowable special or mitigating circumstance. The student must submit a written appeal to "The Institution" on the designated form describing why they failed to meet satisfactory academic progress standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to achieve Satisfactory Academic Progress by the next evaluation point. 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 file. If the student prevails upon appeal, the satisfactory academic progress determination will be reversed and federal financial aid will be reinstated, if applicable.

Noncredit, Remedial Courses, Repetitions

Noncredit remedial courses and repetitions do not apply to this institution. Therefore, these items have no effect upon "The Institution's" satisfactory academic progress standards maximum time frame has been exhausted.

Transfer Hours

With regard to Satisfactory Academic Progress, a student's transfer hours will be counted as both attempted and earned hours for the purpose of determining when the allowable maximum time frame has been exhausted.

CURRENT STUDENT TRANSFER POLICY

Students can transfer programs and schedules. You must first meet with the Title IV Coordinator to determine if you transfer will effect your financial aid. Complete a program/ schedule transfer form, minimum 2 weeks prior to request transfer date. Student must have Satisfactory attendance and SAP; Transfer must be approved and signed by the Instructor, Title IV Coordinator and student. Program/ Schedule transfer forms can be emailed directly to students by emailing a request to Admissions@shearz.net email, giving (Name, Current program, program transferring to and date of possible transfer) Once signed please have instructor put in mailbox and notify the owner/director, 2 weeks prior to the transfer date.

*Student is responsible for the \$150 administrative fee, along with books and materials for the program.

* There is no administrative fee for schedule change.

DETERMINATION OF PROGRESS STATUS

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

WARNING Students failing to meet minimum requirements for attendance and/or academic progress will be placed on Financial Aid Warning and considered to be making satisfactory academic progress during the warning period which is until the next evaluation period. The student will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation. During the Financial Aid Warning period, students are eligible, if applicable, to receive financial aid funds. If at the end of the warning period, the student has still not met both academic and/or attendance requirements, he/she may be placed on probation and, if applicable, the student may be deemed ineligible to receive Title IV funds.

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

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

RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS for those who qualify) Students may re-establish satisfactory academic progress and Title IV funding, as applicable, by meeting the minimum attendance and academic requirements by the end of the warning or probationary period.

APPEAL PROCEDURE

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

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

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

If the appeal is granted the student will be placed on Financial Aid Probation for one evaluation period. If the student has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, for example 450 to 900 actual hours evaluations; and does not prevail on appeal, the student will be determined as not making satisfactory progress and may be terminated.

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

TERMINATION APPEAL PROCEDURE

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

An appeal hearing will take place within 15 business days of receipt of the written appeal. This hearing will be attended by the student, parent/guardian (if the student is a dependent minor), the student's learning leader, the

future professional advisor, and the school director. A decision on the student's appeal will be made within three (3) business days by the school director and will be communicated to the student in writing. This decision will be final. If a student is terminated for gross misconduct, which includes but is not limited to reporting to school under the influence of alcohol or illegal drugs, cheating, stealing, insubordination, threats, and/or bullying, such termination is final and may not be appealed.

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:

- Review their education records,
- Seek to amend inaccurate information in their records, and
- 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. Copies of all records can be requested at \$0.20 per page.

General Release of Information

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

- State the purpose of the disclosure,
- Specify the records that may be disclosed,
- Identify the party or class of parties to whom the disclosure may be made, and
- 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.

Shearz Institute provides and permits access to student and other school records as required for any accreditation process initiated by the school or by MSA-Secondary Schools 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 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]).

Record Maintenance

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

Amendment to Student Records

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

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

STUDENT CONSUMER INFORMATION

Provisions of the Higher Education Amendment of 1976 require that effective July 1, 1977, each postsecondary institution which receives Federal Financial Aid funds must make certain student consumer information available to any enrolled or prospective student who request such information

This section compiled by the Financial Aid office staff attempts to meet the requirements.

The school is approved for and participates in Federal PELL Grants, Subsidized Direct loans, Unsubsidized Direct Loans, and Parent PLUS loans. Such programs help to defray the costs of attending school for those students eligible for financial aid consideration.

Financial aid is any mechanism that reduces out of pocket costs that the students and/or parents must pay to obtain a specific post-secondary education. Put differently, financial aid is monies made available to help students meet the cost of the program. Financial aid includes grants and need and non-need loans.

Need-based financial aid is available to families that demonstrate a financial need for additional resources. The formula below is used to determine how much financial need a student has:

Cost of Attendance – Expected Family Contribution (EFC) = Financial Need

Non-Need is the difference between the cost of education and Financial Need.

Based on these calculations Federal Aid may not cover all the cost of attendance.

All financial aid is awarded to students who qualify based on the following:

q Criteria making a student ELIGIBLE includes citizen or permanent non-citizen alien recipient codes 1- 151, 1-551, and 1-94.

w Criteria making a student INELIGIBLE includes codes F-1, F-2, J-1, J-2; students who are in federal loan default; students who receive grant overpayments; or male students who meet Selective Service registration criteria but are not registered.

Complaint/Grievance Procedure

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

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

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

Title IV Coordinator: Tiara Guidard Shearz Institute 560 Thornton Road Suite 116, Lithia Springs, GA 30122. 404-476-4949 ext. 2 ShearzAdmissions@gmail.com	School Owner: (for complaints involving employees) Jasmine Spears Shearz Institute 560 Thornton Road Suite 116, Lithia Springs, GA 30122. 404-476-4949 ext. 2 or ShearzInstitute@gmail.com
---	--

Shearz Institute ensures that its employee(s) designated to serve as Title IV Coordinator(s) have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how Shearz Institute's grievance procedures operate. Because complaints can also be filed with the school Owner, these employees also receive training on Shearz Institute's grievance procedures.

CAMPUS SECURITY POLICY

The security policy when entering Shearz Institute requires that all visitors report to the reception area located at the Main Entrance in Suite 119. No Guest or Visitors are allowed to pass the reception area, unless accompanied by Student or Staff, and have already been checked in with the Front Desk.

Investigation of Complaints

In response to all complaints, Shearz Institute promises prompt and equitable resolution through a reliable and impartial investigation of complaints, including the opportunity for both parties to present witnesses or other evidence. The time necessary to conduct an investigation will vary based on complexity but will generally be completed within sixty (60) days of receipt of the complaint. If a complainant requests confidentiality, Shearz Institute 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, Shearz Institute will inform the complainant that its ability to respond may be limited.

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

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

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

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

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

SOCIAL NETWORKING POLICY

Shearz Institute respects the rights of students to use social media during their personal time. Social media includes all forms of publicly accessible communications which include, but are not limited to, written and verbal communications (including podcast and video uploads) and all forms of electronic communication including discussion groups, forums, news groups, e-mail distribution, blog postings, and or social networking sites (such as Facebook, Twitter, You Tube, Snapchat, 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 Shearz Institute culture. Shearz Institute does not permit ethnic slurs, personal insults, obscenity, and intimidation, cyber bullying or engaging in conduct that would be unbecoming of a Shearz Institute Future Professional and misrepresent Shearz Institute culture. Shearz Institute reserves the right to request the removal of any posts at its discretion and take necessary disciplinary action as appropriate.

ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY

The School is concerned about the use of alcohol and drugs in the educational facility. This concern is based upon the effect that those substances have on a person's judgment, performance, safety, and health. The School prohibits the possession, use, or being under the influence of alcohol or an illegal substance on School premises or at a School activity. This prohibition includes drugs which (a) are not legally obtainable or (b) are legally obtainable but have not been legally obtained. The prohibition also includes prescribed drugs not legally obtained and prescribed drugs not being used for the prescribed purposes. In order to enforce this policy, the School reserves the right to search all School premises, including classrooms, administrative offices, corridors, storage rooms, and parking lots. The School also reserves the right to search all employee and student property on School premises or at School activities, including but not limited to backpacks, purses, handbags, lockers, and vehicles parked on School property. The School also reserves the right to implement other measures necessary to deter abuse of this policy. Failure or refusal to cooperate may be grounds for disciplinary action, including expulsion from the School or termination for employees. The School also will not object to law enforcement seeking to search School premises or employees and students, and employee and student property on School property or at School activities

GEORGIA STATE BOARD OF COSMETOLOGY AND BARBER COMPLAINT PROCESS

Certain businesses and professions have been determined by the State as affecting the health, safety, and welfare of the public. Persons practicing in these businesses and professions, with some exceptions, are required by state law to be licensed under the Professional Licensing Boards (PLB) Division. These requirements are published in Georgia law; the Official Code of Georgia Annotated, (O.C.G.A.) Title 43.

General Licensing Requirements The Boards are charged with licensing persons who practice regulated businesses and professions. Licensees must have successfully completed specific requirements, such as education, experience, and examination. Licensees are required to maintain a current license that must be renewed every two years.

STATE LICENSING DISCLAIMER

The state may refuse to grant a license if a student has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or committed any act that, if committed by a licensee of the business or profession in question, would be grounds for the Georgia State Board of Cosmetology to deny licensure. The Georgia State Board of Cosmetology denies licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Students who are not U.S. citizens or who do not have documented authority to work in the United States will not be eligible to apply to take the state licensure examination. Shearx Institute is not responsible for students denied licensure.

Complaint Process

- If you wish to file a complaint concerning the practice of a licensee, you should submit the complaint in writing to the appropriate board at 237 Coliseum Drive, Macon, GA 31217-3858 or online by submitting the form that can be found here: <http://sos.ga.gov/plb/submitcomplaint.php>. Upon receipt of your complaint, you will receive an acknowledgement from the board.
- Your complaint must include your name, address and telephone number; the name and address of the person being reported; a detailed description of the violation, and any other pertinent information. This means all supporting documents (i.e. business/patient records, cancelled checks, billing statements, proposals, etc.) that could be used to support your complaint.
- Boards only have the legal jurisdiction over an individual's license to practice and can only discipline an individual if a violation of the laws and rules governing practice have been violated.
- Boards generally do not accept or process anonymous complaints.

Investigations

- Your complaint will be given serious consideration by the board and further investigative action may be taken, if appropriate. You may or may not be contacted by a board Investigator. A referral of your complaint for further investigation does not necessarily mean that a licensing violation has occurred.
- Investigations are completed as soon as possible, depending upon the nature and circumstances of the complaint.
- Investigations are confidential by law; we are unable to divulge receipt of or updates on the status of a complaint over the phone.
- Georgia law requires that investigative files are confidential for any purpose other than a hearing before the board; however, the board is authorized to release the records to another enforcement agency or lawful licensing authority.

Unlicensed Practice

- If you submit a complaint regarding unlicensed practice, your complaint should include the name of the person and/or business that is practicing without a license and the address where unlicensed practice is occurring. Also, please include copies of any advertisements or other supporting documentation that you may have received regarding the unlicensed practice.
- Persons who practice a regulated business or profession without a license may be ordered to cease and desist the practice and may be fined by a board.
- If a cease and desist order is refused by the unlicensed individual, the board is required to take the matter to a hearing.
- The board may also petition the court for an injunction against further unlicensed practice.
- Many licensing laws also subject unlicensed persons to criminal prosecution by local authorities.

Disciplinary Action

- A board may discipline a license holder if the board determines that a violation of the board's laws, rules and/or regulations has occurred. A licensee who violates these laws, rules and/or regulations may be subject to disciplinary action, such as a fine, reprimand, suspension or revocation of the license.
- When a Board seeks to sanction a license holder and the license holder does not voluntarily enter into a consent agreement/order with the board, the board may be required to go to an Administrative Hearing. When cases proceed

to a formal hearing; the decision is made by an administrative law judge in accordance with the Georgia Administrative Procedures Act. If a hearing is conducted, you as the complainant may be called upon to testify, and your identity as a complainant may become known.

- After the formal hearing is conducted, the administrative law judge issues a ruling (Initial Decision and recommended disciplinary action). The licensee may request, or the board, on its own, may seek review of the administrative law judge's decision. After the final decision is issued, the licensee may appeal that decision to the Superior Court of Bibb County.
- The disciplinary procedure is lengthy and may take months to complete. However, it is designed to insure due process and to protect the rights of the individuals involved.

Business Practice/Billing Disputes

- Most boards generally do not have legal jurisdiction over business practices/billing/fee disputes. The board have no authority to set fees or settle fee disputes. You will need to seek legal counsel or seek a remedy in the civil court arena for issues dealing with business practices/billing/fee disputes.

Possible Resolutions

- Close with no violation/insufficient evidence – you will be notified of this action.
- Close with a letter of concern - this action is taken if there is no violation of the laws and rules governing practice but the board wants to express its concern to the practitioner surrounding the complaint. You will be notified that the complaint has been closed; however, a letter of concern is private and cannot be divulged.
- Closed after an inspection – Inspection reports are public.
- Closed with an Order for Monies received – this action is taken when a fine has been paid for a violation discovered during an inspection. This information is public.
- Close with a private consent order – the action is taken when there is a violation of the laws and rules governing practice. However, the matter is closed with a private agreement between the licensee and the board. A private consent order is private and cannot be divulged.
- Close with a public consent order – the action is taken when there is a violation of the laws and rules governing practice. The matter is public and you will be notified of the Board's decision. This information is posted on the licensee's public license record.

What to expect

- You may expect the state board to be genuinely concerned with your complaint. It will be reviewed and investigated thoroughly. You will receive notice from the board when the complaint is received. If the complaint does not fall within the legal jurisdiction of the board, you will receive notice to that effect. When appropriate, the board will investigate and resolve the complaint.
- Please remember that Investigations are confidential; we are unable to provide updates concerning the status of a complaint. Once the investigative process is completed, you will be notified.

Conclusion

The state boards hope that the matter giving rise to your complaint will be handled in a manner which will give you confidence in our earnest desire to protect the public and to improve the regulated businesses and professions.

POLICIES AND PROCEDURES

LOCKERS

Lockers are assigned for textbooks and or personal items. Each locker must have a lock and MUST be locked at all times. Lockers are the property of Shearz Institute and are subject to search at any time without prior consent. Maintenance of the locker is the responsibility of the student. On completion or interruption of training all personal belongings must be removed. If contents are not removed, the department will attempt to contact the student to remove their property. If unsuccessful, the College will remove contents of the locker within five (5) class days. Items remaining in the locker will become the property of Shearz Institute.

NON SCHOOL ITEMS

All non-school items such as, but not limited to I-pads, laptops, tablets, lunch items, purses, and makeup bags must be stored in the student's locker. Water is allowed in the classroom provided it is in a standard 12oz – 16oz water bottle. No exceptions. Food and drink (other than water) is only allowed in classroom/lab during designated breaks.

CLIENT SERVICE

Clients may receive services at reduced prices. All of our clients must be treated with utmost courtesy. Should a problem occur, contact an instructor immediately. The student's appearance and decorum must be professional at all times. Gossiping with other students while assisting a client is unprofessional and unacceptable. All services are assigned and must be checked and approved by the instructor if credit is to be received. Students are not permitted to instruct other students. Only approved products are permitted to be used on the clinic floor and practical laboratory class. Nonparticipation in class or laboratory assignment will require a conference with an instructor along with receiving a reduction of points from their Performance Standard grade.

STUDENT SERVICES

Student must receive permission from their instructor for personal services and the use of personal products. Students will be given a Student Services day weekly, to allow students the opportunity to assist each other.

WORKPLACE SANITATION

Workspace and laboratory area must be sanitized prior to and after completion of a client service. All products and / or supplies must be returned to the dispensary. At the conclusion of class, sanitation procedures will be assigned by the instructor.

TEXTBOOK / SUPPLIES / EQUIPMENT

Student must have all textbook (s), supplies, and equipment available at all times. Failure to have these supplies will result in a deduction of points from the Performance Standards grade. The student may receive a zero for assignments given with no supplies to perform the assignment.

HARRASSMENT

Shearz Institute will not tolerate harassment of any nature. Consequences for harassment will be imposed according to the Shearz Institute policy regarding harassment as stated in the handbook.

PROFESSIONAL POLICY

Shearz Institute strives to provide students, clients, and visitors with a positive, enjoyable, and professional atmosphere. Students must maintain proper decorum in the department and at school functions at all times. Any student making unfavorable remarks against the program, consistently complaining about school policies, being disrespectful to an educator or staff member, or disrupting class in any way, will result in a reduction of points from Performance Standards grade and possible referral to a conduct advisor.

UNIFORM REQUIREMENTS / HYGIENE

Cosmetology Uniform: Dark Grey Scrubs
Barber Uniform: Black Scrubs
Esthetician: Black Scrubs
Nail Technology: Royal Blue Scrubs
Instructor program: Business casual (All Black Attire)

1 Scrub top will consist of: A V-neck, washable black fabric with armpits covered without a collar. Scrub tops should be basic with no zippers, buttons, or accessories.
For clarification on specifics, an example will be shown to student prior to purchasing.

1 Uniform scrub pants, washable black fabric. Must not be too tight fitting, too long, frayed, or touching the floor.

Shoes must be solid black in color, closed toe and no heel. Shoes should be comfortable and professional. No boots.

An example will be shown to student prior to purchasing.

Undergarments must be black in color. (Instructor will explain)

Name Tags, students will be issued and Name Tag, that should be worn every day while in the Facility. If Students need another Name Tag for any reason, students will be charged \$5 for a Name tag replacement.

Uniforms may not be altered in any way which includes wearing sweaters, jackets / coats, or hoodies during class.

This apparel has not been approved as part of the departmental uniform. If student is not in required uniform, the student will be dismissed from class until the uniform is corrected and will receive a deduction in points from the Performance Standard grade.

The time missed will count toward the attendance policy.

As part of the uniform requirement, students must maintain proper personal hygiene at all times. Hair must be clean, with a professional appearance.

Makeup must be applied prior to class.

Bad breath or body odors are unacceptable.

Failure to maintain proper hygiene, clean and styled hair, and makeup will result in deduction of points from Performance Standard grade and dismissal from class until corrected.

The time missed will count towards the attendance policy.

TELEPHONE

Shearz Institute telephone is for incoming or outgoing business calls or emergencies. The Emergency number is (404) 476-4949 ext. 1.

ELECTRONIC DEVICES

Cell phones or other personal communication devices such as I-Pads, computers, etc. should be in a silent mode and put away during lecture and clinical hours. They may be used only during designated breaks and lunch. If you are expecting a very important telephone call, or requiring making a call, you must notify the instructor prior to class regarding the nature of the situation. Keep phone on vibrate and if you receive a call, leave the room quietly. Cell phones must be out of sight during test and must be turned off or silent. If disruptions from devices become a distraction the instructor is authorized to require the student to remove the device from class or lab and a deduction of points on the Performance Standards grade may occur. Students using a cell phone other than break time or without permission will have points removed from the Performance Standard grade. This will occur each time student is using cell phone unauthorized.

HOLIDAY SCHEDULE 2025

Shearz Institute will observe the following holidays, the school will be closed in observance of the below dates.

Friday July 4th Independence Day (CLOSED)

Wednesday Nov. 23rd ½ day 10am-2pm

Thursday November 27th -Thanksgiving (CLOSED)

Friday November 28th - Monday December 1st, 2025 (Closed)

Tuesday Dec. 23rd ½ Day 10am-2pm

Wednesday December 24th – Christmas Eve(CLOSED) -Monday January 5th, 2026 (CLOSED)

*Students will return to School on Tuesday January 6TH, 2026

HOLIDAY SCHEDULE 2026

Saturday July 4th, 2026 Independence Day (CLOSED)

Wednesday Nov. 23rd ½ day 10am-2pm Thursday November 26th 2026-Thanksgiving (CLOSED)

Friday November 27th- Monday December 1st, 2025 (Closed)

Wednesday Dec. 23rd ½ Day 10am-2pm Thursday December 24th – Christmas Eve(CLOSED)

Monday Dec. 28th (CLOSED) Wednesday Dec. 30th ½ Day 10am-2pm Thursday Dec. 31st -

Monday January 4th, 2027 (CLOSED)

*Students will return to School on Tuesday January 5TH, 2027

Rules of Conduct

Shearx Institute is a “No Toleration Zone”. Students must always conduct themselves as Professionals

Shearx Institute does not support any form of Mis-Leading or False Information spread in the form of rumors, from students or staff.

Fraternization Policy

Shearx Institute holds its employees/students to the highest ethical and professional standards. As such, we have created a fraternization policy that outlines our guidelines regarding employees/students forming personal relationships with each other. Our goal is to protect the well-being of our employees/students and retain the professional learning environment.

Employees/Students at Shearx Institute are encouraged to develop and maintain professional relationships in the workplace, so long as these relationships do not interfere with the effective functioning of the workplace/learning and goals of our company. This policy does not prevent the development of friendships or even romantic relationships between coworkers or students, but it does establish boundaries as to how relationships are conducted during working hours and within the working environment.

Before developing romantic relationships, consider the potential for:

- Workplace gossip
- Conflicts of interest
- Sexual harassment allegations
- Favoritism
- Repercussions of a break-up
- Work/ Learning distraction

Employees/students who engage in consensual romantic relationships with fellow employees or students, must conduct themselves in an appropriate professional manner while on company property. They should not engage in any inappropriate behaviors that may cause their coworkers to feel embarrassed, awkward or uncomfortable. This includes, but is not limited to, intimate contact like:

- Kissing
- Prolonged hugging
- Hand holding
- Massaging
- Personal texting, emails and calls

Any Team member/student within the company who engages in a romantic relationship with a member of his or her team or student must report it to Director immediately. Once reported, the company will analyze the situation to determine a resolution.

Failure to comply with this fraternization policy may result in termination, departmental transfers or voluntary resignation. Employees/Student may report policy violations anonymously through the anonymous email. You will not be penalized for reporting inappropriate behavior.

Financial Aid Code of Conduct

The purpose of our Code of Conduct is to ensure the integrity of our student financial aid programs administered by employees of Shearz Institute.

Shearz Institute Financial Aid Code of Conduct:

- Does not require students or parents to use particular lenders, or in any way limit the choice of lenders.
- Processes loan applications through any lender a student or parent chooses.
- Does not solicit or accept anything of value from any lender in exchange for any advantage sought by the lender to make federal or private student loans to students enrolled at, or admitted to, Shearz Institute or their parents.
- Prohibits employees of the financial aid office, or any employee who otherwise has responsibilities with respect to educational loans, from accepting any gift worth more than \$10 from a lender.
- Prohibits employees of the financial aid office, or any employee who otherwise has responsibilities with respect to educational loans, from entering into any type of consulting arrangement or other contract with a lender to provide services relating to educational loans.
- Prohibits employees, representatives, or agents of lenders from providing staffing services to the financial aid office.
- Prohibits employees, representatives, or agents of lenders from identifying themselves to students of Shearz Institute or their parents as employees, representatives, or agents of the financial aid office.
- Requires employees of the financial aid office or any employee who otherwise has responsibilities with respect to education loans to obtain permission from Shearz Institute before agreeing to serve on a lender's advisory board and before being reimbursed for any expense for service on a lender's advisory board.
- Does not accept opportunity loans or funds for private loans from lenders in exchange for any advantage sought by the lender to make federal student loans to students of Shearz Institute or their parents.

- Does not assign for any first-time borrower a loan to a particular lender, and does not refuse to certify or delay certification of any loan based on the borrower's selection of a particular lender or guaranty agency.

ATTENDANCE / ABSENCES

Students are to clock out in & out daily via the time clock and Instructors will maintain a complete record of attendance for the entire length of each program via roll daily in Prestige. Students have 24/7 access to review attendance record via your Prestige portal.

Attendance at Shearz Institute is vital to the overall success of a student.

Students are only allowed a total of 3 unexcused absences with proper legal documentation during the course of the program.

Students MUST contact instructor within 24 hours of absent, tardy or early dismissal date to get approval. Any student absent, tardy, or early dismissal without prior approval from an instructor will be written up.

See Instructor Syllabus for making up missed assignments due to absences.

1.Student must personally clock in / out for himself / herself. If student fails to clock in or out time will not be corrected, and this will apply towards the attendance policy. Students are responsible for their attendance.

2.Student clocking another student in or out will be in violation of Shearz Policy and will be subject to disciplinary action.

3.Student may begin clocking in at 8:45 a.m.

6.If leaving the Institute for any reason, the student must clock out except when an instructional area on campus is located outside the approved facility that has been approved by the Institute and is supervised by an Instructor, or for marketing.

7.Morning or afternoon breaks are subject to change according to class / clinic floor schedule changes etc. Students may not clock out to smoke.

8.Student must personally clock in or out for lunch. Student returning from lunch must return to class / clinic floor at designated time frame., otherwise student is late, and will not be permitted to clock in as classes or clinic have begun.

9.Student are dismissed at 5:00 p.m.

Student leaving the department for personal reason (s) and desiring to return to class or clinic floor may do so by providing the instructor the following:

(a)Student must receive PRIOR approval from the Instructor (notification must be 24 hours prior to date of absence/ tardy or early dismissal)

(b)Student must provide the instructor documentation upon return to class.

Leave of Absence

You must contact Shearz Institute Title IV Coordinator, Director via ShearzAdmissions@gmail.com and your instructor to request a leave of absence if you plan to be out more then 10 days. Students can not miss more than 10 consecutive days of school, without keeping contact with Shearz Institute and providing a legal document with their return. No contact from student for 10 consecutive days, will result in automatic termination of your school contract.

Re-entry eligibility will be decided by the school Director. Feel free to email ShearzAdmissions@gmail.com if you have any questions.

Co-op Participation Policy

Our time in class is the opportunity to actively engage with the material we are exploring. Participation during class is crucial because it is an important avenue for learning. I encourage you to be active in every class session. At

Shearz Institute Participation Is graded In the form of Service Credits. This participation grade serves as a way to credit you with the effort and work you are putting into the class in and out of the classroom. However, I understand that we all have different levels of comfort with hands on work. Participation will thus be counted as how many service credits you accumulate via human or mannequin along with Sanitation and special projects. If you are averaging more then 25 Service Credits a week. Only participating in one of those activities will earn you half of the participation points for that day. If you are not participating at any of those levels, you will not earn points. I will communicate your service credits monthly via your monthly evaluation. I encourage you to contact me so we can find ways to make participation work for you in this class. Any class missed will not impact your participation grade as long as you are within your allotted absences. If you have to miss beyond the 4 classes, please email your instructor as soon as possible to discuss ways to help you participate in classroom activities asynchronously as appropriate.

WITHDRAWAL

students who wish to withdrawal from Shearz Institute, must pay a withdrawal fee of \$100 to administer withdrawal paperwork. (unless withdrawal is advised or at fault of the institution meaning program closing or etc.). The \$100 fee will cover paperwork, and student's transcript copy (1 official transcript & 1 unofficial transcript)

Withdrawal Procedure:

- Students are to email an official Withdrawal letter to Admissions@Shearz.net
- Student will be scheduled for a Withdrawal/ Exit Interview via phone or face 2 face with Director and Instructor and supporting team members as Director sees fit.
- Student will then need to pay the \$100 Withdrawal fee, and ensure all Tuition and Fees to date are current and paid, before student can receive any Transcripts etc.

Disciplinary Actions

-3 Write Ups = Out of School Suspension

-6 Write Ups = Removed from Program/ no refund/ will have to pay current tuition at time of re-enrollment, if eligible)

Disciplinary Actions stays with students until graduation, Instructors may give students a probational period in order to remove and write up etc.

Write ups can be given for the following reasons:

- Excessive Tardiness
- No call No Show
- Failure to notify Instructor through email 24 hours prior to missed classed date
- Failure to Notify Instructor through email 24 hours prior to Early Dismissal or Tardy request
- No more than 3 Excused Absences per month allowed (If instructor approves, Instructors have the authority to lessen the number of excused absences a student can get per month or time frame). Student will receive a write up for each additional Excused or Unexcused Absence

Lower Level Offense (Warnings given)

- Slight class disruption (Talking, not staying on task)
- Gossiping
- Dress code
- Not being prepared for class

Mid-Level Offense (Write-up given)

- Bullying
- Repeat Lower Level Offenses
- Refusing to take a client
- Disrespect towards students or staff

Grounds for immediate termination

- Violence (Fighting, Aggravated assault)
- Destruction of school property
- Possession on Firearms or illegal drugs on school property

Refund Policy/ Financial Arrangements (For none Title IV participation students)

If a student does not pay tuition in full upon enrollment. The student will receive a monthly pay schedule, that must be signed and dated by the student. Failure to pay on scheduled date (15th of every month) may result in late fees (\$50 after the 1st of every month). If you owe any fees or tuition upon completion of the Program, please see your Director, as students will not be able to receive Transcript, or take State Board until all tuition, late fees, fines owed are paid.

*Shearz Institute does not give refunds on any discounted tuition fees. No exceptions. Discounted tuition is any tuition under \$8,000. This includes Application fees, down payments, and enrollment or withdrawal fees assessed upon enrollment at Shearz Institute.

COUNSELING / SUPPORT SERVICES

Shearz Institute takes a personal interest in each student; every student at Shearz Institute is extended the privilege of consulting with the Student Support Services. Student will need to schedule an appointment at 404-476-4949. Shearz offers individual counseling and drug counseling referral services.

INCLEMENT WEATHER and/or EMERGENCY CLOSURE

In the event Shearz Institute needs to be closed for any situation, student, and employees should check the website www.ShearzInstitute.com for the most immediate and current information. Shearz will engage the Shearz Institute App for emergency notification plan (sent via text, via phone) which alerts student and employees of any health or safety-related situations on campus, which includes Campus closings for inclement weather. The system allows Shearz to send text messages or E-mails with up-to-the-minute information. To receive this information students are encouraged to download the Shearz Institute App, for this service. It is a safe, quick way to stay informed about campus conditions. In the event Shearz is open for classes, students are expected to attend. If the student feels unsafe traveling but classes are in session time will be deducted from the student's clock hours & attendance policy. If Shearz is officially closed, the Instructors will provide time to make up the missed hours.

Evacuations

If for any reason students, faculty and clients have to evacuate the building, Shearz Evacuation Plan requires all students to evacuate utilizing the door aligned with the Suite the Students are in. Shearz Institute is made up of 4 suites with 4 entrance/exit doors, marked with Exit Signs above them.

Please see Chart below to know the door you walk out of, students can also utilize the Evacuation Maps posted around the school, including the break room.

*We ask All students in case of an Evacuation, please assist your clients if on the clinic floor while evacuating the building.

Suite #

Suite #	Exit Door	Evacuation Instructions
119 (Main Entrance)		
118	119 (Main Entrance)	Walk straight to the tree with red ribbon, located across the main parking straight ahead upon exiting the building
117	118	
116	117	
	116	

EXIT INTERVIEW

At the conclusion of or interruption of a student program, the student must take an Exit Interview with the Director. This includes, withdrawals, leave of absence etc. Please see Front Desk for the process of the Exit Interview.

Title 38 United States Code Section 3679(e) School Compliance

Title 38 United States Code Section 3679(e) School Compliance Policy A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits. Shearz Institute permits 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 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates: 1. The date on which payment from VA is made to the institution. 2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. • Shearz Institute will not impose any penalty, including the assessment of late fees, the denial of access to classes 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 funding from VA per 38USC 3679(e)(1) A and B. The Covered Individual must: 1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education. 2. Provide additional information necessary to the proper certification of enrollment by the educational institution. 3. Make and comply with payment arrangements for the amount that is the difference between the amount of the student’s financial obligation and the amount of the VA education benefit disbursement.

PARKING

§ Parking is approved in parking lots surrounding 560 Thornton Road Plaza

GRIEVANCE POLICY

In the event a student has a concern or grievance that cannot be resolved with the student’s immediate Learning Leader or Education Leader, the student must file the grievance in written form. The grievance must be submitted within five (5) calendar days of the date the grievance occurred. The grievance may include any supporting documentation.

The grievance will then be referred to the School’s Management Team which consists of the School Director, the Education Leader, the Director of Enrollment, and the Director of Financial Aid. The School’s Management Team will receive and attempt to resolve each grievance within fifteen (15) calendar days of receiving the written grievance. If additional information is required, a letter requesting the additional information will be sent to the student. If no further information is needed, the School’s Management Team will determine a resolution and notify the student in writing within three (3) calendar days of the steps taken to correct the grievance or an explanation as to why no action was required.

Shearz Institute will maintain records of the grievance and response in accordance with the published record retention policy.

Course Outline

Master Cosmetology Program 1500 Clock/ Service Credit hours

Theory	Hours
Orientation	10 200
Sanitation	100 75
Properties of Hair and Scalp/ Shampooing	220
Hair Treatment	175
Hair Cutting	120
Permanent Wave and Chemical Texture	
Relaxer	
Hair Color and Hair Bleach	

Esthetic's	50
Nail Care and Disorders	50
Hair Design and Haircare	350
Marketing	50
State Board	100

Total: 1500 Clock Hours

Cosmetology Practical (Service Credits)

Practical	Amt of Service Credits
Chemistry of the Hair and Scalp	205
Haircutting	220
Hair Coloring and Bleach	120
Permanent Wave/ Chemical Relaxing	175
Hair Design	350
Esthetics	75
Manicure/Pedicure	105
Marketing	50
Sanitation	150
State Board	50

Total: 1,500 Service Credits

Cosmetology Instructor Program 750 Clock hours

Theory	Hours
Getting Started/ Orientation Basic Teaching	25
Skills for Career Education Instructors Ch.1-12	350
Basic Teaching Skills for Career Education in	150
The Beauty & Wellness Disciplines Ch.13-15	200
Professional Development for Career Education	25
Instructors Ch.16-20 State Board	

Total: 750 Clock Hours

Master Barber Program 1500 Clock/ Service Credit Hours

Theory	Hours
Orientation	110
Sanitation	150
Hair and Scalp Treatments/ Shampoo, Conditioning	165
Hair Cutting and Styling	350
Shaving/ Facial Hair Removal	250
Permanent Wave/ Chemical Texture	150
Hair Color	175
Marketing	75
Business/ Salon Management	75

Total: 1,500 Clock Hours

Barbering Practical (Service Credits)

Practical	Amt of Service Credits
History of Barbering	25
Sanitation	190
Hair, Scalp Treatments/Shampoo, Conditioning	250
Haircutting and Styling	350
Shaving/ Facial Hair Removal	300
Permanent Wave / Chemical Texture	100
Hair Color	125
Marketing	60
State Board	100

Total: 1,500 Service Credits

Nail Program 600 Clock/Service credit hours

Theory	Hours
Orientation	140
Manicure	70 60
Pedicure	90 60
Nail Sculpting	20 30
Artificial Tip Application	10 5
Nail Wrapping	10 5 5
Fill In Application	20 75
Artificial Nail Removal	
Professional Nail Drill	
Nail art techniques	
Airbrush Nail Art	
Parrafin Treatments	
Advanced Techniques	
Advanced Pedicure	

Total: 600 Service Credits

Esthetician Program 1000 Clock/Service Credit Hours

Theory	Hours
Orientation	150
Professional Ethics	20 80
Business Practices	320 5
Sciences	70
Cleansing and Disinfection of Tools	115
Body Treatments	90 75
Facials	75
Make-up	
Hair Removal	
Spa/Salon Management	

Total: 1000

*PLEASE SEE COURSE OUTLINE & COURSE DESCRIPTION ATTACHED BELOW

Shearz Institute Master Cosmetology Theory Course Outline

Below you will see the Written Curriculum Guide for Master Cosmetology Program with the expected outcomes for Curriculum areas.

Part 1: Orientation

- Ch. 1: History & Career Opportunities
- Ch 2: Life Skills
- Ch. 3: Your Professional Image
- Ch. 4: Communicating for Success

Part 2: General Sciences

- o Ch. 5: Infection Control: Principles & Practices
- o Ch. 6: General Anatomy & Physiology
- o Ch. 7: Skin Structure, Growth, & Nutrition
- o Ch. 8: Skin Disorders & Diseases
- o Ch. 9: Nail Structure & Growth
- o Ch. 10: Nail Disorders & Diseases
- o Ch. 11: Properties of the Hair and Scalp
- o Ch. 12: Basics of Chemistry
- o Ch. 13: Basics of Electricity

Part 3: Hair Care

- Ch. 14: Principles of Hair Design
- Ch. 15: Scalp Care, Shampooing, and Conditioning
- Ch. 16: Haircutting
- Ch. 17: Hairstyling

- Ch. 18: Braiding and Braid Extensions
- Ch. 19: Wigs and Hair Additions
- Ch. 20: Chemical Texture Services
- Ch. 21: Haircoloring

• Part 4: Skin Care

- Ch. 22: Hair Removal
- Ch. 23: Facials
- Ch. 24: Facial Makeup

Part 5: Nail Care

- Ch. 25: Manicuring
- Ch. 26: Pedicuring
- Ch. 27: Nail Tips and Wraps
- Ch. 28: Monomer Liquid and Polymer Powder Nail Enhancements
- Ch. 29: Light Cured Gels

Part 6: Business Skills

- Ch. 30: Preparing for Licensure and Employment
- Ch. 31: On the Job
- Ch. 32: The Salon Business

Shearz Institute Master Cosmetology Course Description

Below you will see the Written Curriculum Guide for Master Cosmetology Program, along with the expected outcomes for Curriculum areas.

Part 1: Orientation

- Ch. 1: History & Career Opportunities

Lesson Objectives:

1. Describe appearance enhancement and how it relates to cosmetology.
2. Recognize how trends are influenced by the history of cosmetology.
3. List several career opportunities available to a licensed beauty practitioner.

- Ch 2: Life Skills

Lesson Objectives:

1. List the principles that contribute to personal and professional success.

2. Create a mission statement.
3. Explain long-term and short-term goals.
4. Discuss the most effective ways to manage time.
5. Demonstrate good study habits.
6. Define ethics.
7. List the characteristics of a healthy, positive attitude.

- Ch. 3: Your Professional Image

Lesson Objectives:

1. List the principles that contribute to personal and professional success.
2. Create a mission statement.
3. Explain long-term and short-term goals.
4. Discuss the most effective ways to manage time.
5. Demonstrate good study habits.
6. Define ethics.
7. List the characteristics of a healthy, positive attitude.

- Ch. 4: Communicating for Success

Lesson Objectives:

1. Name four good personal hygiene habits.
2. Explain the concept of dressing for success.
3. Practice ergonomically correct movement, postures, and principles.

Part 2: General Sciences

- o Ch. 5: Infection Control: Principles & Practices

Lesson Objectives:

1. List the 16 categories of information required on Safety Data Sheets.
2. Understand laws and rules and the differences between them.
3. List the types and classifications of bacteria.
4. Define bloodborne pathogens and explain how they are transmitted.
5. Explain the differences between cleaning, disinfecting, and sterilizing.
6. List the types of disinfectants and the steps to using them properly.
7. Define Standard Precautions.
8. List your responsibilities as a salon professional.

- o Ch. 6: General Anatomy & Physiology

Lesson Objectives:

1. Define and explain the importance of anatomy and physiology to the cosmetology profession.
2. Describe cells, their structure, and their reproduction.
3. Define tissue and identify the four types of tissues found in the body.
4. Name the 11 main body systems and explain their basic functions.

o Ch. 7: Skin Structure, Growth, & Nutrition

Lesson Objectives:

1. Describe the structure and composition of the skin.
2. List the six functions of the skin.
3. Name the classes of nutrients essential for good health.
4. Identify the food groups and dietary guidelines recommended by the U.S. Department of Agriculture (USDA).
5. List and describe the vitamins that can help the skin.

o Ch. 8: Skin Disorders & Diseases

Lesson Objectives:

1. Identify and describe common skin lesions, differentiating between primary and secondary lesions.
2. List and describe common disorders of the sebaceous glands.
3. List and describe common changes in skin pigmentation.
4. Identify the forms of skin cancer including symptoms and mortality rates.
5. Identify and describe the major causes of acne and current treatments.
6. List the factors that contribute to the aging of the skin.
7. Explain the effects of exposure to the sun on the skin.
8. Describe contact dermatitis and prevention measures for cosmetologists.

o Ch. 9: Nail Structure & Growth

Lesson Objectives:

1. Describe the characteristics of normal, healthy nails.
2. Describe the nine basic parts of the nail unit.
3. Discuss how nails grow.

o Ch. 10: Nail Disorders & Diseases

Lesson Objectives:

1. List and describe the various disorders and irregularities of nails.
2. Recognize diseases of the nails that should not be treated in the salon.

3. Perform a hand, nail, and skin analysis on a client.

Ch. 11: Properties of the Hair and Scalp

o Lesson Objectives:

1. Identify and distinguish the different structures of the hair root.
2. Point out and differentiate the differences among the three main layers of the hair shaft.
3. Identify and explain the three types of side bonds in the cortex.
4. Name and compare the differences among the three cycles of hair growth.
5. Give examples of the common types of hair loss and explain what can cause hair loss.
6. Identify and explain at least three options for hair loss treatment.
7. Learn to identify the most common hair and scalp disorders seen in the salon and school, and then name which ones a physician should treat.
8. Compare and describe the different factors that should be considered during a hair and scalp analysis.

o Ch. 12: Basics of Chemistry

Lesson Objectives:

1. List the difference between organic and inorganic chemistry.
2. Categorize and give examples of different substances for each of the different states of matter: solid, liquid, and gas.
3. Summarize, in your own words, oxidation–reduction (redox) reactions.
4. Define the differences between pure substances and physical mixtures.
5. Evaluate the differences among solutions, suspensions, and emulsions.
6. Explain what pH is and how the pH scale works.

o Ch. 13: Basics of Electricity

Lesson Objectives:

1. Identify the nature of electricity and the two types of electric current.
2. List electrical measurements.
3. Understand the principles of electrical equipment safety.
4. Examine the main electric modalities used in cosmetology.
5. Outline other types of electrical equipment that cosmetologists use and describe how to use them.
6. Explain the electromagnetic spectrum, visible spectrum of

light, and invisible light.

7. Compare the types of light therapy and their benefits.

Part 3: Hair Care

• Ch. 14: Principles of Hair Design

Lesson Objectives:

8. Describe sources of hair design inspiration.

9. List the five elements of hair design and how they relate to hairstyling.

10. Explain the five principles of hair design and recognize their specific contribution to a hairstyle.

11. Understand the influence of hair type and texture on design.

12. Identify the seven different facial shapes and design a beneficial hairstyle for each.

13. Explain two design considerations for men.

• Ch. 15: Scalp Care, Shampooing, and Conditioning

Lesson Objectives:

1. Identify the two most basic requirements for scalp care.

2. Demonstrate a scalp massage during a shampoo service.

3. Examine the differences and similarities of treating scalp and hair that are dry, oily, and/or affected by dandruff.

4. Describe how hair brushing contributes to a healthy scalp.

5. Evaluate the uses and benefits of the various types of shampoo.

6. Evaluate the uses and benefits of the various types of conditioners.

7. Demonstrate appropriate draping for a basic shampooing and conditioning and draping for a chemical service.

8. Identify the three-part procedure of a hair care service and explain why it is useful.

• Ch. 16: Haircutting

Lesson Objectives:

1. Identify the reference points on the head and understand their role in haircutting.

2. Define lines, sections, elevations, and guidelines.

3. List the factors involved in a successful client consultation.

4. Explain the uses of the various tools of haircutting.

5. Name three things you can do to ensure good posture and body position while cutting hair.

6. Perform the four basic haircuts.

7. List the multiple ways to section and cut the bang (fringe) area.

8. Discuss and explain three different texturizing techniques performed with shears.

9. Explain a clipper cut.

10. Identify the uses of a trimmer.

- Ch. 17: Hairstyling

1. Execute finger waving, pin curling, roller setting, and hair wrapping.
2. Perform various blow dry styling techniques and learn the proper use of blow-drying tools.
3. Demonstrate the proper use of thermal irons.
4. Demonstrate the proper use of a flat iron and show an understanding of heat settings.
5. Demonstrate various thermal iron manipulations and explain how they are used.
6. Perform the four basic curl patterns and explain the result.
7. Describe the three types of hair pressing.
8. Understand the importance of preparation, sectioning, pinning, and balance regarding updos.
9. Create the two foundational updos for styling long hair.

- Ch. 18: Braiding and Braid Extensions

Lesson Objectives:

1. Know the general history of braiding.
2. Recognize braiding basics and the importance of a consultation.
3. Explain how to prepare the hair for braiding.
4. Describe six types of braiding techniques: rope, fishtail, halo, invisible, single, and single braids with extensions.
5. Demonstrate the procedure for cornrowing.
6. Explain the techniques for textured sets and styles.
7. Demonstrate the procedures for starting locks and lock grooming.

- Ch. 19: Wigs and Hair Additions

Lesson Objectives:

1. Understand why cosmetologists should study wigs and hair additions.
2. Explain the differences between human hair and synthetic hair.
3. Examine the two basic categories of wigs.
4. Distinguish several types of hairpieces and their uses.
5. Review several different methods of attaching hair extensions.

- Ch. 20: Chemical Texture Services

Lesson Objectives:

1. Understand why cosmetologists should study wigs and hair additions.
2. Explain the differences between human hair and synthetic hair.
3. Examine the two basic categories of wigs.
4. Distinguish several types of hairpieces and their uses.
5. Review several different methods of attaching hair extensions.

- Ch. 21: Haircoloring

Lesson Objectives:

1. List the reasons why people color their hair.
2. Explain how the hair's porosity affects hair color.
3. Understand the types of melanin found in hair.
4. Define and identify levels and their role in formulating hair color.
5. Identify primary, secondary, and tertiary colors.
6. Know what roles tone and intensity play in hair color.
7. List and describe the categories of hair color.
8. Explain the role of hydrogen peroxide in a hair color formula.
9. Explain the action of hair lighteners.
10. List the five key questions to ask when formulating a hair color.
11. Understand why a patch test is useful in haircoloring.
12. Define what a preliminary strand test is and why it is used.
13. List and describe the procedure for a virgin single-process color service.
14. Understand the two processes involved in double-process haircoloring.
15. Describe the various forms of hair lightener.
16. Understand the purpose and use of toners.
17. Name and describe the three most used methods for highlighting.
18. Know how to properly cover gray hair.
19. Know the rules of color correction.
20. Know the safety precautions to follow during the hair color process.

- Part 4: Skin Care

- Ch. 22: Hair Removal

Lesson Objectives:

1. Explain the significance of a client intake form used in hair removal services.
2. Name the conditions that contraindicate hair removal in the salon.
3. Identify and describe three methods of permanent hair removal.
4. List the eight methods used for temporary hair removal.

- Ch. 23: Facials

Lesson Objectives:

1. Explain the pertinent information to gather during a client consultation and skin analysis before performing facial treatments.
2. Identify examples of contraindications that prohibit performing facial treatments.
3. Determine the difference between skin type and skin condition.
4. Name the different categories of skin care products used in facial treatments.

5. Explain the different categories of skin care products used in facial treatments and provide examples of each.
6. Define why massage is used during a facial.
7. Name and briefly describe the five categories of massage manipulations.
8. Name and describe two types of electrical machines used in facial treatments.
9. Explain how the two types of electrical machines add value to a facial.
10. Know the difference between galvanic and high-frequency treatments used in facial services.
11. Explain how light therapy is used to treat the skin.
12. Discuss how aromatherapy is used in the basic facial.

- Ch. 24: Facial Makeup

Lesson Objectives:

1. Describe the various types of cosmetics and their uses for facial makeup.
2. Explain how to use color theory when choosing cosmetics for makeup application.
3. Identify different facial types and summarize basic makeup techniques to alter them.
4. Name and describe the two types of artificial eyelashes.
5. List tips for creating special-occasion makeup for eyes, cheeks, and lips.

Part 5: Nail Care

- Ch. 25: Manicuring

Lesson Objectives:

6. Define scope of practice.
7. Describe the potential consequences if a nail technician works outside the state's scope of practice.
8. Identify the four types of nail technology tools required to perform a manicure.
9. Explain the difference between multiuse (reusable) and single use (disposable) implements.
10. Name and describe the three-part procedure used in the performance of the basic manicure.
11. Explain why a consultation is important before a service in the salon.
12. List and describe the five basic nail shapes for women.
13. Describe the most popular nail shape for men.
14. List the massage movements for performing a relaxing hand and arm massage.
15. Explain the differences between spa manicures and basic

manicures.

16. Describe how aromatherapy is best used in manicuring services.

17. Explain the benefits of paraffin wax in manicuring.

- Ch. 26: Pedicuring

Lesson Objectives:

1. Describe the equipment used when performing pedicures.

2. Identify materials only used when performing pedicures.

3. Describe the function of callus softener in a pedicure procedure.

4. Explain the differences between a basic pedicure and a spa pedicure.

5. Define reflexology and its use during a pedicure procedure.

6. Summarize the importance of cleaning and disinfecting a pedicure bath.

- Ch. 27: Nail Tips and Wraps

Lesson Objectives:

1. In addition to your basic manicure table set up, identify any supplies that are needed for nail tip application and explain their use.

2. Name and describe the three types of nail tips available and describe the importance of correctly fitting nail tips.

3. Demonstrate the stop, rock, and hold method of applying nail tips.

4. Explain a few methods of applying nail tips.

5. List the types of fabrics used in nail wraps and explain the benefits of using each.

6. Describe the main difference between performing the two-week fabric wrap maintenance and the four-week fabric wrap maintenance.

7. Demonstrate how to remove fabric wraps and what to avoid.

- Ch. 28: Monomer Liquid and Polymer Powder Nail Enhancements

Lesson Objectives:

1. Explain monomer liquid and polymer powder nail enhancement chemistry and how it works.

2. Name the specific tools, equipment, and supplies required to perform monomer liquid and polymer powder nail enhancements.

3. List the steps to apply nonacid and acid-free nail primers.

4. Explain how to safely store monomer liquid and polymer powder products.

5. Describe the apex, stress area, and sidewall, and tell where each is located on the nail enhancement.

6. Describe how to perform a one-color maintenance service on nail enhancements using monomer liquid and polymer powder.

7. Demonstrate how to perform crack repair procedures.

8. Implement the proper procedure for removing monomer liquid and polymer powder nail enhancements.

9. Describe the general process for using odorless products.
10. List two ways to create nail art from monomer liquid and polymer powder.

- Ch. 29: Light Cured Gels

Lesson Objectives:

1. Describe the chemistry and main ingredients of light cured gels.
2. Explain when you would use a one-color or two-color method for applying UV or LED gels.
3. List the different types of light cured gels used in current systems.
4. Identify the supplies needed for light cured gel application.
5. Determine when to use light cured gels on your client.
6. List the four guidelines that will assist you in choosing the proper light cured gel technology for your client.
7. Discuss the differences between light cured lamps and bulbs.
8. Identify the advantages of using light cured gel polish.
9. Describe how to maintain light cured gel nail enhancements.
10. Explain how to correctly remove hard light cured gels.
11. Identify the correct way to remove soft light cured gels.

Part 6: Business Skills

- Ch. 30: Preparing for Licensure and Employment

Lesson Objectives:

12. Identify two options for going into business for yourself.
13. List the basic factors to be considered when opening a salon.
14. Compare the types of salon ownership.
15. Recognize the information that should be included in a business plan.
16. Explain the importance of record keeping.
17. Examine the responsibilities of a booth renter.
18. Distinguish the elements of successful salon operations.
19. Validate why selling services and products is a vital aspect of a salon's success.

- Ch. 31: On the Job

Lessons Objectives:

1. Identify two options for going into business for yourself.
2. List the basic factors to be considered when opening a salon.
3. Compare the types of salon ownership.
4. Recognize the information that should be included in a business plan.
5. Explain the importance of record keeping.
6. Examine the responsibilities of a booth renter.
7. Distinguish the elements of successful salon operations.

8. Validate why selling services and products is a vital aspect of a salon's success.

• Ch. 32: The Salon Business

Lesson Objectives:

1. Identify two options for going into business for yourself.
2. List the basic factors to be considered when opening a salon.
3. Compare the types of salon ownership.
4. Recognize the information that should be included in a business plan.
5. Explain the importance of record keeping.
6. Examine the responsibilities of a booth renter.
7. Distinguish the elements of successful salon operations.
8. Validate why selling services and products is a vital aspect of a salon's success.

Cosmetology Kit List

- mannequin with hair at least 6-7 inches long.
- basic combs.
- scissors/shears and thinning shears.
- razor with guard and disposable blades.
- brushes.
- rollers.
- clips.
- protective capes.
- disposable neck strips
- perm rods and end papers.
- marcel iron and flat iron.
- blow dryer.
- dusting brush

*Standard Milady Cosmetology 13th Edition E-Book (Included in Tuition)
Standard Milady Cosmetology 13th Edition E-Book workbook. (Included in Tuition)

Shearz Institute Master Barber Educational Program

Below you will see the Written Curriculum Guide for Master Barber Program, along with the expected outcomes for Curriculum areas.

•Part 1: Orientation to Barbering

- o Chapter 1: The History of Barbering Chapter 2: Life Skills
- o Chapter 3: Professional Image

Part 2: General Sciences

•

- o Chapter 4: Infection Control: Principles and Practices o Chapter 5: Implements, Tools, and Equipment
- o Chapter 6: General Anatomy and Physiology
- o Chapter 7: Basics of Chemistry
- o Chapter 8: Basics of Electricity
- o Chapter 9: The Skin—Structure, Disorders, and Diseases
- o Chapter 10: Properties and Disorders of the Hair and Scalp

Part 3: The Practice of Barbering

•

- o Chapter 11: Treatment of the Hair and Scalp
- o Chapter 12: Men's Facial Massage and Treatments o Chapter 13: Shaving and Facial-Hair Design

- o Chapter 14: Men's Haircutting and Styling o Chapter 15: Men's Hair Replacement

Part 4: Advanced Barbering Services

•

- Chapter 16: Women's Haircutting and Styling
- Chapter 17: Chemical Texture Services
- Chapter 18: Haircoloring and Lightening

Part 5: Business Skills

- Chapter 19: Preparing for Licensure and Employment

Chapter 20: Working Behind the Chair -Chapter 21: The Business of Barbering

Nail Care

Nail Care

Shearx Institute Master Barber Educational Program

Below you will see the Written Curriculum Guide for Master Barber Program, along with the expected outcomes for Curriculum areas.

Part 1: Orientation to Barbering

- Chapter 1: The History of Barbering Lesson Objective:

Discuss the evolution of barbering and the origin of the word *barber*.

1. Describe the practices of the barber-surgeons and the meaning behind the barber pole.
2. Identify the organizations responsible for advancing the barbering profession and explain the function of state barber boards.
3. Recognize the resurgence of barbering in the twenty-first century and the wealth of opportunities available to the new barber.
- 4.

- Chapter 2: Life Skills Lesson Objectives:

List the life skills to put into action.

1. List the principles that contribute to personal and professional success.
2. Create a mission statement.
3. Explain long-term and short-term goals.
4. Discuss the most effective ways to manage time.
5. Demonstrate good study habits.
6. Define ethics.
7. List the characteristics of a healthy, positive attitude.
- 8.

- Chapter 3: Professional Image Lesson Objectives:

Name four important personal hygiene habits.

1. Explain the concept of dressing for success.
- 2.

- Practice ergonomically correct movement, postures, and principles.
- 3. Demonstrate an understanding of human relations and communication skills.
- 4. Chapter 4: Infection Control: Principles and Practices Lesson Objectives:
 - Discuss federal and state agencies that regulate the practice of barbering.
 - 1. List the types and classifications of bacteria.
 - 2. Define bloodborne pathogens and explain how they are transmitted.
 - 3. Explain the differences between cleaning, disinfecting, and sterilizing.
 - 4. Identify types of disinfectants and antiseptics appropriate for use in barbershops.
 - 5. Discuss Standard Precautions and explain procedures for handling an exposure incident.
 - 6. Discuss safe work practices that help prevent accidents and injuries.
 - 7. List your responsibilities as a professional barber.
- 8. Chapter 5: Implements, Tools, and Equipment Lesson Objectives:
 - List the principal tools of the trade used in barbering.
 - 1. Describe when to use different combs and brushes.
 - 2. Discuss and identify the types of haircutting shears.
 - 3. Identify the parts of haircutting shears.
 - 4. Show how to properly hold shears for haircutting.
 - 5. Show how to palm the shears and comb.
 - 6. Describe two types of clippers.
 - 7. Identify the main parts of a clipper.
 - 8. Show different ways to hold clippers for haircutting.
 - 9. Name two types of straight razors.
 - 10.

Part 2: General Sciences

-
- 12. Show how to hold a straight razor for shaving, honing, and stropping. Show
- 11. Identify the different parts of a straight razor. 13.
- Describe the functions of hones and strops.
- 14. Show how to hone and strop a conventional blade straight razor.
- 15. Identify the types of equipment and supplies used in barbering.
- 16.

Identify ways to remove hair clippings.

17. Show how to perform two towel-wrapping methods.

18. Chapter 6: General Anatomy and Physiology Lesson Objectives:

Define and explain the importance of anatomy, physiology, and histology to the barbering profession.

1. Describe cells, their structure, and their reproduction.

2. Identify and define the types of tissues found in the body.

3. Define organs and body systems.

4. Name the main body systems and explain their basic functions.

5.

Chapter 7: Basics of Chemistry Lesson Objectives:

Define *organic* and *inorganic chemistry*.

Define the properties of *matter*.

Discuss the physical and chemical properties of matter.

Explain oxidation-reduction reactions.

Describe emulsions, suspensions, and solutions.

Define *pH* and describe the pH scale.

Explain how product pH levels affect the hair and skin.

Name nine types of shampoos.

List four classifications of conditioners.

Recognize other cosmetic preparations used in barbering services.

Chapter 8: Basics of Electricity Lesson Objectives:

Define electricity.

Define common electrical terms and measurements. Describe electrical safety devices.

4. Examine the modalities a barber might be able to utilize depending on state licensing regulations.

5. Explain the electromagnetic spectrum, visible spectrum of light, and invisible light.

Identify devices used in light-therapy treatments.

Chapter 9: The Skin—Structure, Disorders, and Diseases

Lesson Objectives:

1. Describe the structure and divisions of the skin.
2. List the functions of the skin.
3. Identify and describe common primary and secondary skin lesions.
4. Describe common skin inflammations and infections.
5. List and describe disorders of the sebaceous and sudoriferous glands.
6. List and describe types of skin pigmentations.
7. Identify common skin hypertrophies.
8. Identify and describe types of skin cancer.

o Chapter 10: Properties and Disorders of the Hair and Scalp Lesson Objectives:

1. Identify and distinguish the different structures of the hair root.
2. Identify and distinguish the three layers of the hair shaft.
3. Identify and explain the three types of side bonds of the cortex.
4. Name and describe the three phases of the hair growth cycle.
5. Identify and define seven types of hair loss.
6. Identify and describe two FDA-approved treatments for hair loss.
7. Identify and define common hair disorders.
8. Define common scalp disorders and identify those requiring medical attention.
9. Identify the factors to be observed and considered during a hair and scalp analysis.

Part 3: The Practice of Barbering

•

o Chapter 11: Treatment of the Hair and Scalp

Lesson Objectives:

1. Discuss the benefits of a shampoo service.
2. Select products for different hair types and textures.
3. Describe proper draping procedures for various services.
4. Identify basic considerations for performing a shampoo service.
5. Describe two shampooing methods.
6. Discuss reasons why a client may find fault with a shampoo service.
7. Describe scalp massage manipulations and techniques.
8. Explain services that may be included in a hair or scalp treatment.

o Chapter 12: Men's Facial Massage and Treatments Lesson Objectives:

1. List the modalities that affect muscle action. 2. Know the muscles of the scalp, face and neck. 3. List the modalities that affect nerve responses. 4. Know the main cranial nerve branches of the scalp, face and neck. 5. Identify arteries and veins affected by facial massage. 6. Describe the physiological effects of massage. 7. Name and describe massage manipulations. 8. Explain the use of facial and electrotherapy equipment. 9. Identify skin types, facial, treatments and products.

○ Chapter 13: Shaving and Facial-Hair Design Lesson Objectives:

List basic guidelines for shaving a client.

1. Identify the 14 shaving areas of the face.
2. Explain what you need to know about razor positions and strokes to perform a shave safely and effectively.
3. Describe the differences between various facial-hair designs.
4. Discuss Infection Control and safety precautions associated with shaving.
5. Demonstrate how to handle a straight razor safely.
6. Demonstrate the freehand, backhand, reverse free hand and reverse-backhand positions and strokes.
7. Demonstrate a shave service.
8. Demonstrate a neck shave.
9. Demonstrate a mustache trim.
10. Demonstrate cutting in beard designs.
- 11.

○ Chapter 14: Men's Haircutting and Styling Lesson Objectives:

Explain the importance of the client consultation and consider questions that help you envision the client's desired outcome.

1. Describe anatomical features that influence haircutting and styling.
2. Identify the sections of the head as applied to haircutting.
3. Identify tapering and blending areas.
4. Define design elements used in haircutting and styling.
5. Define basic terms used in haircutting and styling.
6. Explain basic cutting techniques using shears, clippers, and razors.
7. Describe basic haircut styles.
8. Describe haircut finish work.
9. Describe basic styling techniques.
- 10.

Discuss haircutting and styling safety precautions.

11. Demonstrate basic haircuts and styling techniques.

12. ○ Chapter 15: Men's Hair Replacement Lesson Objectives:

Discuss the reasons why men may purchase a hair replacement system.

1. Understand the factors that influence hair replacement services.

2. Discuss selling hair replacement systems.

3. Discuss alternative hair replacement methods.

4. Identify the types of hair used in hair replacement systems.

5. Define stock and custom replacement systems.

6. Recognize supplies needed to service hair replacement systems.

7. Describe how to clean and service a hair replacement system.

8. Describe how to fit and cut in a hair replacement system.

9. Part 4: Advanced Barbering Services

• ○ Chapter 16: Women's Haircutting and Styling Lesson Objectives:

Identify the differences between men's and women's haircutting.

1. Describe four basic women's haircuts.

2. Explain wave formation in curly hair textures.

3. Discuss other haircutting techniques.

4. Explain different hairstyling techniques.

5. Demonstrate a blunt cut.

6. Demonstrate a graduated cut.

7. Demonstrate a uniform-layered cut.

8. Demonstrate a long-layered cut.

9. ○ Chapter 17: Chemical Texture Services

Lesson Objectives:

Describe how permanent waves, relaxers, and curl reformation services change the appearance of the hair.

1. List topics to discuss during a client consultation.

2. Identify six characteristics of the hair and scalp that are analyzed before performing chemical texture services.

3. Describe how the ingredients in permanent waves, relaxers, and curl reformation services are chemically similar and chemically different from each other.

4.

- Explain the physical and chemical actions of permanent waving, chemical relaxing, and curl reformation processes.
 5. Identify types of perm rods and end wrapping techniques.
 - Define *on-base*, *half off-base*, and *off-base* rod placement.
 6. Identify two types of chemical relaxers.
 7. Explain the difference between *base* and *no-base* relaxers.
 8. List three strand tests to be performed before a chemical relaxing process.
 9. Explain the three steps of a curl reformation process.
 10. Describe the intended outcomes of texturizer and chemical blowout services.
 - 11.
 - 12.
- Chapter 18: Haircoloring and Lightening Lesson Objectives:

- Describe how permanent waves, relaxers, and curl reformation services change the appearance of the hair.
1. List topics to discuss during a client consultation.
2. Identify six characteristics of the hair and scalp that are analyzed before performing chemical texture services.
3. Describe how the ingredients in permanent waves, relaxers, and curl reformation services are chemically similar and chemically different from each other.
4. Explain the physical and chemical actions of permanent waving, chemical relaxing, and curl reformation processes.
5. Identify types of perm rods and end wrapping techniques.
 - Define *on-base*, *half off-base*, and *off-base* rod placement.
6. Identify two types of chemical relaxers.
7. Explain the difference between *base* and *no-base* relaxers.
8. List three strand tests to be performed before a chemical relaxing process.
9. Explain the three steps of a curl reformation process.
10. Describe the intended outcomes of texturizer and chemical blowout services.
- 11.
- 12.

Part 5: Business Skills

- 1. Chapter 19: Preparing for Licensure and Employment
 1. Describe the process of taking and passing your state licensing examinations.
 2. Develop a resume and employment portfolio.
 3. Know how to explore the job market, research potential employers, and operate within the legal aspects of employment.

○ Chapter 20: Working Behind the Chair Lesson Objectives:

Describe what is expected of a new employee and what this means in terms of your everyday behavior.

1. List the habits of a good barbershop team player.
2. Describe three different ways in which barbers are compensated.
3. Determine the best way to record your tips and make additional income.
4. Explain the principles of selling products and services in the barbershop.
5. List the most effective ways to build a client base.

○ Chapter 21: The Business of Barbering

1. Identify two options for going into business for yourself.
2. List the basic factors to be considered when opening a barbershop.
3. Compare types of barbershop ownership.
4. Recognize the information that should be included in a business plan.
5. Explain the importance of recordkeeping.
6. Examine the responsibilities of a booth renter.
7. Distinguish the elements of successful barbershop operations.
8. Validate why advertising is a vital aspect of a barbershop's success.

Nail Care

Lesson Objectives:

Know the procedures for performing a manicure or to oversee a manicure that is performed by others.

1. Recognize conditions that may benefit from a manicure service.
2. Recognize conditions that prohibit a manicure service.
- 3.

Barber Kit List

- basic combs.
- brushes
- shears and thinning shears.
- straight razor.
- mug and brush or shaving cream.
- clippers, guards, trimmers.
- dusting brush
- neck strips.
- hair cloth and clip.
- blow dryer and styling brush.

- shampoo cape.

*Standard Milady Barbering 6th Edition E-Book (Included in Tuition)

Standard Milady Barbering 6th Edition E-Book workbook. (Included in Tuition)

Supervision of Curriculum delivery and instruction

To ensure that all curriculum meets Shearz standards and delivered properly. Our instructors must submit all lesson plans to the Lead Instructor weekly for evaluation.