



SANDRA ACADEMY OF SALON SERVICES
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MASSAGE CATALOG & HANDBOOK

JUNE 2021 NACCAS STANDARDS

UPDATED September 2023

MASSAGE CATALOG & HANDBOOK

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The revised catalog states the mission, goals/objectives, policies, procedures, rules, and regulations that Sandra Academy expects students to fulfill to be eligible for graduation and earn licensure as a professional in the field of massage. Sandra Academy reserves the right to make catalog changes according to state and federal accreditation guidelines and requirements, and for making program improvement changes as indicated by program review data. Sandra Academy is in compliance with the following Civil Rights laws and regulations: Title VI, Civil Rights Act of 1964; Education Amendments of 1972; Rehabilitation Act of 1973; Age Discrimination Act of 1975. The January 2023 Catalog Revisions make other Catalogs obsolete. Sandra Academy of Salon Services is located at 907 Main Street New Tazewell, TN 37825 and 5250 W Andrew Johnson Morristown, TN 37814

WELCOME

An Invitation to Endless Opportunities

AN INVITATION TO OPPORTUNITY

As owner and President of *Sandra Academy of Salon Services*, I have many responsibilities in the daily operations of Sandra Academy but the most exciting duty for me is to welcome you to the very exciting and fulfilling world of Massage. This career path can offer *endless opportunities* to those of you who hold a deep passion for your art and a strong willingness to strive for success through solid dedication and commitment to your chosen career in massage. Sandra Academy is honored to be a part of your exciting journey and our faculty and staff share with you their commitment to help you become a successful professional in this elite group.

A professional technician in the wellness industry is always in demand by clients and financial security can be attained according to your desire and commitment to become a licensed professional and complete graduation. The massage and wellness professions are big business. Every working day, approximately three million women and men attend their favorite beauty salon, barber shop or spa and spend millions of dollars a year on beauty and wellness services. These clients are most selective in choosing a highly trained professional who can meet their needs. Top rewards go to those men and women who acquire specialized skills through an education provided to them at Sandra Academy. If you have a desire to work with people and demonstrate a commitment to the time, energy and discipline necessary for success, then Sandra Academy is pleased to provide you an opportunity to complete a chosen program and join other professionals in the wellness industry.

Sandra L. Clark

AN INVITATION TO CAREER OPPORTUNITIES

The following vocations are options students may consider after graduating from the massage program offered at Sandra Academy. What can a licensed professional do after graduation? Massage therapists practice in a variety of settings: massage office, office in home, physician offices and clinics, hospitals and wellness centers, nursing homes/hospices, chiropractic offices, health clubs and fitness centers, sports teams and events, hotels, spas and resorts, salons, and cruise ships.

Professional training is most important to a successful and enjoyable career in one of the vocations mentioned above. If you enjoy working with people of all ages and have an aptitude for the skills required in the wellness industry, earning a professional license can be your pathway to securing and income for a solid future.

JOB DEMAND IN MASSAGE RELATED FIELDS

Employment projections for massage therapists, as reported by the U.S. Bureau of Labor Statistics (July 2020), indicate that job opportunities are likely to increase through 2026. In 2016, 673,000 individuals

were employed in the beauty and wellness industry and 761,440 are projected to be needed for employment by 2026 resulting in a 13% increase in additional job opportunities. Approximately, 85,000 licensed professionals will be needed to meet market demand by 2026. Along with growing populations in many areas, the additional number of jobs needed reference the need to replace workers who retire, transfer to other jobs, or leave the industry for other reasons. Future workers in the beauty and wellness industries can expect strong competition for knowledgeable and skilled graduates planning to enter this workforce. Job demand for these future graduates is projected to be high. Annual salary for massage therapists is approximately \$41,000.

ESSENTIAL CAREER CONSIDERATIONS AND REQUIREMENTS

Applicants interested in pursuing a career in massage or a related field must consider all aspects of such an important decision. Individuals who want to become a licensed professional in the wellness industry should examine their ability for:

- Finger dexterity and a sense of form and artistry.
- Enjoying working with all types of individuals and ability to meet client's needs.
- Considering working long hours to build a personal clientele to make a desired income.
- Making a strong commitment to the educational process and completing the program through graduation.
- Learning communication and business skills applicable to the desired position sought.
- Knowing that to apply for an instructor's license, if interested, he/she must hold a license for at least three consecutive years prior to applying for the instructor's license. See Tennessee Rule 0440-1-6. #5

In addition to the above aspects of a career in the wellness industry, a prospective student should also be aware of the following areas that may impact success:

- The work of a licensed professional in massage and related areas can be arduous and physically demanding because of long hours standing with hands at shoulder level, bending to work on all areas of the client's head, etc.
- A personal investment may be required for advertising and promotions.
- There may be exposure to various chemicals and fumes which may cause allergic reactions.
- The practice of safety and sanitation is essential for effective and successful performance within the industry.
- Methods of compensation vary and may include straight salary, salary plus commission, straight commission, sliding scale commission, retail commission or independent contracting (renting space and equipment from an existing spa).

This catalog is designed to provide the prospective applicant and the future student with as much information as possible to help you make an informed decision about your desire to become a licensed professional in the wellness industry. As you continue to read through this catalog, you will find more information about expectations Sandra Academy has established for student success in regard to our mission, specific program objectives, tuition and other costs, student services, and program policies and procedures that guide you through the process for applying for a professional license and graduating from your chosen program(s).

As a Sandra Academy student, you will have many new opportunities coming your way in the next several months. It is important to have a strong focus on beginning your program while looking beyond at your graduation horizon and becoming employed in the wellness industry. Learn the art of communicating and working effectively with your team of Sandra Academy professionals. Get involved in planned activities and participate in field trips with local businesses, classroom practical challenges, and guest speaker workshops.

THE SCHOOL - SANDRA ACADEMY - ACCREDITING AND LICENSING AGENCIES

Sandra Academy is committed to providing all students with a quality education to acquire knowledge and appropriate skills necessary for obtaining a job in the wellness industry for a lifetime of successful accomplishments. National program accreditation and state licensure and authorization opens the door of opportunities for Sandra Academy to ensure quality education all students.

Class size for the massage program will abide by the Rules of Tennessee Massage Licensure Board 0870-02-02(3)(a.) The instructor/student ratio shall be at least one (1) instructor to every fourteen (14) students for any hands-on class.

Sandra Academy is accredited/licensed/authorized by the following state and national agencies to offer approved programs. The National Accrediting Commission of Career Arts & Sciences (NACCAS) is recognized by the United States Department of Education as a national accrediting agency for career schools. Sandra Academy is also licensed by the State of Tennessee and is approved for Title IV funding through the United States Department of Education. Further, Sandra Academy is authorized by Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation of minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

To summarize, Sandra Academy of Salon Services is:

Accredited by: NACCAS 3015 Colvin St., Alexandria, VA 22314 | (703) 600-7600 | www.naccas.org

Licensed by: Tennessee Board of Cosmetology and Barbers Examiners 500 James Robertson Parkway, Nashville, TN 37243 | (615) 741-2515 | www.CosmetologyBoard@tn.gov

Authorized by: Tennessee Higher Education Commission Parkway Towers, Suite 1900 404 James Robertson Parkway, Nashville, TN 37243-0830 | (615) 741-5293 | www.tn.gov/thec

These documents may be viewed in the front lobby posted on the wall at Sandra Academy.

ADVERTISING POLICY

Sandra Academy uses for advertising purposes, the school's approved name, Sandra Academy of Salon Services, on its exterior signs and advertising materials. In all advertising, Sandra Academy states the disclosure that all services are performed by supervised students and financial aid is available for all who qualify.

SANDRA ACADEMY LOCATION

Sandra Academy of Salon Services is a private School of Cosmetology and Massage owned by Sandra L. Clark, President. Sandra Academy is located at 907 Main Street, New Tazewell, TN 37825 and 5250 W Andrew Johnson Hwy Morristown, TN 37814. The telephone number is (423) 626-7877 New Tazewell: 423-312-4790 Morristown and the website address is www.sandraacademy.edu.

Sandra Academy New Tazewell occupies 8,990 square feet of well-lighted, air-conditioned floor space with modern equipment and classrooms. Sandra Academy Morristown occupies 5,795 Square feet of well-lighted ,air-conditioned floor space with modern equipment and classrooms. The floor space consists of lecture and demonstration classrooms; an appropriately sized clinic area with massage tables and chairs, hot towel sanitation cabinets, draping supplies, heated mattress pads, medical skeletons, and essential products; a dispensary; restrooms; laundry area; study areas; and administrative offices, conference room and reception area. The equipment at Sandra Academy provides for both visual training and practical purposes that are comparable to those found in a spa atmosphere. Sandra Academy has instructional equipment that utilizes hot and cold water and provides sanitary conditions relevant to space, equipment, and products. Sandra Academy students have access to technology with student computers, internet, and study areas. All client services are performed by supervised students. Sandra Academy is located on one floor that is ground level and handicapped accessible. The facility is equipped to accommodate students with disabilities, except for interpreters. To date, interpreters have not been necessary. Sandra Academy meets requirements established by state licensing agencies.

SANDRA ACADEMY FACULTY AND STAFF

Sandra Academy faculty and staff are qualified and certified to provide all training and support services required for successful administration of the educational programs available through this institution. They are available to assist students throughout their entire program(s) and committed to student achievement and program success. Sandra Academy faculty and staff members include:

- Sandra Clark - Owner/President/CEO/Executive Director/Chief Fiscal/Financial Officer/Institutional Director/Cosmetology Instructor/Master Barber Instructor
- Tammy Bean - Assistant Director/Executive Educational Director/Cosmetology Instructor
- Shannon Morelock - Executive Secretary/Financial Aid Director/Esthetics Instructor. She holds a high school diploma & certificate of completion from postsecondary educational institution
- Holly Greene- Massage Director/Massage Instructor
- Chris Jolly - Barber Instructor
- Rebecca Branscom - Cosmetology Instructor
- Jasmine Ayers - Cosmetology Instructor
- Ciera Bean - Cosmetology Instructor/Master Barber Instructor

SANDRA ACADEMY MISSION STATEMENT & PROGRAM GOALS

The mission of Sandra Academy is to provide a quality post-secondary education and to train and prepare all students for program success, including the Massage & Bodywork Licensing Examination (MBLEx), and to facilitate program graduates in successfully obtaining employment in the massage field. In keeping with its mission, Sandra Academy has established the following goals:

- To familiarize and instruct all students in proper and current methods of massage.

- To provide quality instruction and appropriate assessments to all students in a manner that promotes individual academic success and program graduation.
- To prepare and qualify students for the State Licensing examination.
- To graduate qualified, competent, and competitive students in massage.
- To assist program graduates in suitable job placement.
- To provide assistance and advisement to each student throughout the program.

SANDRA ACADEMY ADMISSION POLICY & NON-DISCRIMINATORY STATEMENT

Sandra Academy is committed to providing quality educational opportunities to all students and does not discriminate based on sex, age, race, color, religion, or ethnic origin in admitting students or in providing other career related activities. Sandra Academy followed NACCAS Admission Policies and Procedures to establish specific admission requirements appropriate for the massage program. Sandra Academy does not recruit students attending other schools in similar programs. At present, Sandra Academy does not enroll students under a training agreement or under the ability to benefit criteria.

During the admissions process, each prospective applicant is given access to the institution's catalog prior to program acceptance and admission. The applicant is informed about current programs and statistics, facilities, and state licensing requirements. Each applicant acknowledges receipt of such information in written documentation. Once admitted to a program and before attending classes, the applicant receives a copy of his/her completed *Enrollment Agreement* and a copy is also maintained by the institution.

To enroll in a massage program at Sandra Academy, a student must:

1. Be 18 years of age or older,
2. Provide a Social Security card or proof of eligible non-citizenship status,
3. Provide a valid driver's license, state ID with photo, or valid passport,
4. Not have been convicted of the offense of prostitution or sexual misconduct,
5. Two personal photos,
6. Provide copies of any and all marriage certificates.
7. Provide proof of appropriate educational requirement:
 - official transcripts showing high school completion or official transcripts of a High School Equivalency Diploma.
 - For Tennessee Regular High School or Home School Diploma retrieval, contact the Tennessee Department of Education at (615) 741-5158.
 - Kentucky students will supply GED official transcript from ky.ed.gov. For GED retrieval, contact Diploma Sender at (855) 876-3774 or diplomasender.com.
 - Sandra Academy requires a state-issued credential for secondary school completion if home schooled or equivalent. Home schooled students are required to present documents from their district Board of Education or other regulatory group that oversees home schooling. Sandra Academy consults with the State Attorney General's office. A helpful resource for guiding validation is the State Regulation of Private and Home Schools which provides a brief description for each state's legal requirements that apply to K-12 private schools in the United States. See <http://www2ed.gov/about/offices/list/oii/nonpublic/regulation-map.html>
 - Enrollment under a training agreement

- Provide verification of Foreign Student's High School Diploma: (If applicable) The verification must be an English translation of the diploma, as well as the documentation indicating its equivalence to a U.S. High School Diploma.
8. Evaluated transcripts for all high school and undergraduate level coursework must be completed by one of the organizations: www.iee123.com, www.jsilny.co, www.wes.org, www.ece.org

If there is a question about the validity of a prospective student's high school diploma, the prospective student's high school may be contacted to confirm the prospective student did meet graduation requirements for said diploma. Sandra Academy requires an official transcript, an official high school equivalency transcript from the prospective student to confirm validity of diploma.

Applicants shall disclose the circumstances surrounding any of the following: Conviction of any criminal offense (except minor traffic offenses) of any country, state or municipality, including without limitation, conviction for prostitution or any sexual misconduct offense. A conviction for prostitution or sexual misconduct offenses shall disqualify an applicant from receiving a license. A conviction for a felony under the laws of Tennessee may disqualify an applicant from receiving a license.

Applicants enrolling in the Instructor Program must have a copy of their State license. Students who have acquired hours at another school and wish to transfer those hours to Sandra Academy must provide certification of the transfer hours. The certification must be submitted and accepted prior to the completion of the Enrollment Agreement. Acceptance of transfer hours is at the discretion of the school. (See also; "transfers from other schools").

STUDENT VACCINATION POLICY

Sandra Academy requires certification of immunizations prior to acceptance for admission to a program. Appropriate forms are available on the school website: <https://www.sandraacademy.edu>.

SANDRA ACADEMY TRANSFER FROM OTHER SCHOOLS POLICY

Enrollment is available for students wishing to transfer to Sandra Academy after they have withdrawn from another massage school both in and out of state. Sandra Academy does not recruit students already attending or admitted to another school offering similar programs of study. Students must be withdrawn/dropped from the previous institution to be eligible to enroll in Sandra Academy. The student is responsible for submitting certification of completed hours prior to signing an enrollment agreement with Sandra Academy. Transfer credit for previous training and education from a licensed massage program may or may not be granted by Sandra Academy. The decision to accept transfer hours is made only by the Sandra Academy Director and the decision is final. The student must meet all Sandra Academy admission and registration requirements. A transferring massage student may be required to enroll for a minimum of 800 hours. A transferring student will be evaluated academically by an Instructor after they are enrolled. The results of this evaluation are kept in the student's file. Transfer students accepted for admission may be required to purchase a current kit from Sandra Academy. Students applying for re-entry or transfer-in from other schools may be required, as a condition of enrollment, to bring delinquent prior student loans to a current status. (See Disclosure of Transfer Policy at end of this document) Sandra Academy does not have any articulation agreements with other institutions regarding transfer credits.

SANDRA ACADEMY RE-ENTRY POLICY

If a student was previously enrolled in a Sandra Academy program and withdraws from the program, and then makes a request to re-enter the program, he/she must be determined eligible to re-enter the program. The Director makes the determination to allow the student to re-enter the program. That decision is final.

A student who was terminated, or withdrew from Sandra Academy, may re-enter (if determined eligible) within 180 days, and will not incur additional charges; however, the student must pay any remaining balance from the previous enrollment before he/she can re-enter the program.

A student who has been terminated, or withdrew from Sandra Academy, and re-enters (if determined eligible), after more than 180 days must pay a \$100 registration fee and will be charged for contracted hours at the current tuition rate. A re-entry student will be provided Sandra Academy's Re-entry Policy and will be evaluated by the Sandra Academy Director for placement in the curriculum and may be required to purchase a kit. A student applying for re-entry, or transferring from another school, may be required, as a condition of enrollment, to bring prior delinquent student loans to a current status.

A determination of Satisfactory Academic Progress will be made and documented at the time of withdrawal or beginning of a Leave of Absence. That determination of status will apply to the student at the time they return to school. The student may appeal a negative Satisfactory Academic Progress determination according to the appeal policy. Elapsed time during a Leave of Absence does not affect Satisfactory Academic Progress and will extend the contract period by the same number of days as the Leave of Absence. Students re-entering after a period of withdrawal re-enter with the same progress status as when they left. Re-enrollment is at the discretion of the Director and the decision is final.

SANDRA ACADEMY PROGRAMS - SCHEDULES - HOLIDAYS

Sandra Academy operates programs continuously throughout the year except for recognized holidays. Day and evening classes begin the first Monday of the month. Students may call the administrative office for specific start dates. Day classes are offered on Monday-Saturday 8:30am-5:00pm. Evening classes are offered Monday-Friday 6:00pm-10:00pm. Sandra Academy reserves the right to close additional days with posted notice. Sandra Academy observes the following days as legal holidays: New Year's Day; Memorial Day; Independence Day; Labor Day; Thanksgiving Day and Christmas Day.

Should the student complete the program earlier than the estimated timeframe stated in the contract, the student's financial aid package may be recalculated and that this may result in liabilities owed by the student and/or the institution, if applicable.

Below are the programs offered by Sandra Academy with the number of required weeks and clock hours that must be successfully completed to apply for a license and graduation. Also, the daily schedule and number of clock hours per week are clearly stated and must be completed. All courses and schedules are available only with a minimum number of students to start the course. Sandra Academy reserves the right to reschedule, postpone, or cancel any class.

| | | | |
|----------------|---------------------------|------------------|-------------------|
| Massage | 20 Weeks/ 750 Clock Hours | Monday- Saturday | 40 Hours Per Week |
| Massage | 40 Weeks/ 750 Clock Hours | Monday- Saturday | 20 Hours Per Week |

SANDRA ACADEMY PROGRAM TUITION

Below are the programs offered by Sandra Academy indicating the required hours, stated tuition, registration fee, and costs for books and a kit. The total cost of each program is clearly stated.

| Program | Hours | Tuition | Registration | Kit and Books | Total |
|----------------|--------------|----------------|---------------------|----------------------|--------------|
| Massage | 750 | \$7,475 | \$100 | \$1,000 | \$8,575.00 |

VERIFIED TEXTBOOK INFORMATION

Below is current textbook information for students regarding all courses/programs. Textbook pricing is to be determined (TBD).

Milady CIMA Massage Bundle with textbook ISBN: 9780357812808

- Milady CIMA ISBN: 9780357812600

SANDRA ACADEMY LEAVE OF ABSENCE POLICY

Sandra Academy of Salon Services recognizes that over the course of enrollment it may be necessary to take a Leave of Absence (LOA) from training for a variety of reasons. Reasons for which a Leave of Absence may be granted are: The birth or adoption of a child or placement of a foster child; The care of a sick spouse, child, or parent; The student's own serious health condition; Death of an immediate family member; Documented military duty; Documented jury duty; A vacation or trip in which student must leave town.

For those students who find it necessary to be out of school for six or more consecutive days, a Leave of Absence is available and applies to all students. A Leave of Absence must be requested in advance and in writing using a form available from the Director. The LOA must include the reason for the student's request and include the student's signature. A reason for a LOA to be approved is up to the discretion of the Director and the decision will be final. Sandra Academy strongly discourages leaves of absence during the beginning phase of training. A leave of absence, together with any additional LOAs previously granted, must not exceed 180 days in a 12-month period. The student must apply in advance for a LOA unless unforeseen circumstances prevent the student from doing so. For example, if the student were injured in a car accident and needed a few weeks to recover before returning to Sandra Academy, the student would not have been able to request the LOA in advance. Sandra Academy may grant a LOA to the student who did not provide the request prior to the LOA due to the unforeseen circumstances. Sandra Academy documents the reason for its decision and collects the request from the student at a later date. An example being the beginning date of the approved LOA would be determined by Sandra Academy to be the first date the student was unable to attend Sandra Academy because of the accident. There must be a reasonable expectation that the student will return from the LOA. Sandra Academy may not assess the student any additional institutional charges as a result of the LOA. A student granted a LOA that meets these criteria is not considered to have withdrawn, and no refund calculation is required at this time. Sandra Academy extends the student's contract and maximum timeframe by the same number of calendar days taken in the approved LOA. Changes to the contract period on the enrollment agreement must be initialed by all parties or an addendum be signed and dated by all parties. The student will be withdrawn if the student takes an unapproved LOA or does not return by the expiration of an approved LOA. Sandra Academy requires attendance to be taken; therefore, the withdrawal date for the purpose of calculating a refund is always the student's last day of attendance. Sandra Academy participates in the Direct Loan program;

a student that has Direct Loans must be aware that if they do not return from their LOA, the time used in their LOA will reduce their grace period on their Direct Loans.

SANDRA ACADEMY INSTITUTIONAL REFUND POLICY

Sandra Academy applies a fair and equitable policy that complies with the Minimum Tuition Adjustment Schedule. The refund calculations are performed, and refunds are made in a timely manner. For applicants who cancel enrollment, or students who withdraw from enrollment, a fair and equitable refund will apply. The following policy will apply to all terminations for any reason, by either party, including student decision, Sandra Academy course or program cancellation, or Sandra Academy closure. 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:

- An applicant is not accepted by the school. The applicant shall be entitled to a refund of all monies paid.
- A student (or legal guardian) cancels his/her enrollment in writing within three business days of signing the enrollment agreement. In this case all monies collected by the school shall be refunded, regardless of whether the student has actually started class.
- The cancellation date will be determined by the date said information is postmarked or delivered to the school administrator in person. If a student begins classes and has received any portion of a kit or textbooks, that student is responsible for 100% of the charges for those items.
- A student cancels his/her enrollment after three business days of signing the contract but prior to starting classes. In these cases, he/she shall be entitled to a refund of all monies paid to the school less the registration fee in the amount of \$100, for all programs.
- "Enrollment time" is defined as the hours scheduled to attend between the actual starting date and the last date of physical attendance. Any monies due to the applicant or student shall be refunded within 45 days of formal cancellation by the student or by formal termination (expelled or terminated) by the school, officially or unofficially, which shall occur no more than 14 calendar days from the last day of physical attendance, or in the case of a leave of absence, the earlier of the scheduled date of return or the date that the student notifies the school that he/she will not be returning.
- A student notifies the institution of his/her withdrawal in writing. A student on an approved leave of absence notifies the school that he/she will not be returning. The date of withdrawal determination shall be the earlier of the scheduled date of returning, date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.
- A student is expelled by the school. (Unofficial withdrawals will be determined by the institution by monitoring attendance at least every 14 calendar days.)
- Unofficial withdrawals by formal termination (expelled or terminated); the date of determination will be the date the student is expelled and the last day of attendance will be used as withdrawal date for the refund calculation. A student that is expelled more than the allowed ten days of absence will be terminated. A student is not allowed to be absent more than a scheduled 10-day consecutive school days or 14 calendar days before an automatic termination whereas, the last date of attendance will be the official withdrawal date for refund calculation purposes.

- In type 2, 3 and 4, official cancellations or withdrawals, the cancellation date will be determined by the postmark on the written notification, or the date said notification is delivered to the school administrator or owner in person.
- For students who enroll and begin classes but withdraw prior to course completion (after three (3) business days of signing the contract), the following schedule of tuition earned by the school applies. All refunds are based on scheduled hours.

SANDRA ACADEMY MINIMUM TUITION ADJUSTMENT SCHEDULE

For students who enroll in and begin classes, the following schedule of tuition adjustment is authorized. The refund will be calculated based on the student's last date of attendance.

| Percent of Scheduled Time Enrolled To Total Course/Program Percentage Of Scheduled Time | Total Tuition School Shall Receive/Retain Amount of Tuition & Fees Charged |
|--|---|
| 0.01% to 4.9% | 20% |
| 5% to 9.9% | 30% |
| 10% to 14.9% | 40% |
| 15% to 24.9% | 45% |
| 25% to 49.9% | 70% |
| 50% and Over | 100% |

All refunds will be calculated based on the students last date of attendance. Any monies due a student who withdraws shall be refunded within 45 days of official cancellation and determination that a student has withdrawn, whether officially or unofficially. In the case of disabling illness or injury, death in the student's immediate family or other documented mitigating circumstances, a reasonable and fair refund settlement will be made that may exceed the minimum tuition adjustment schedule.

RETURN OF TITLE IV FUNDS POLICY

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 in time during the payment period.

If a student did not start or begin attendance at the school, the R2T4 formula does not apply.

For Official Withdrawals: If a student wishes to withdraw from school, they must notify the Financial Aid Director or the Director of the school. The notification may be in writing or orally. A student's withdrawal date is the date the school received notice from the student that they are withdrawing. The date the notification is received is the date of determination. The Financial Aid Director or Director must begin the withdrawal process.

For Unofficial Withdrawals: A student's withdrawal date is their last day of physical attendance. The school's determination that a student is no longer in school for unofficial withdrawals is determined after 10 days of non-attendance, or 14 calendar days.

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, Direct Loans or Direct PLUS Loans, FSEOG, TEACH, and Iraq Afghanistan Service Grants (IASG) 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. 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. 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. The funds must be released as soon as possible but no more than 45 days after the date of determination. 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.

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.

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Direct PLUS Loan (Parent)
4. Federal Pell Grant
5. Iraq Afghanistan Service Grant
6. FSEOG

Returns must be made as soon as possible to the federal programs but no later than 45 days after the date of determination.

The statute 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.

SANDRA ACADEMY COURSE/PROGRAM CANCELLATION POLICY

If Sandra Academy is permanently closed or no longer offering instruction after a student has enrolled, and instruction has begun, the school will provide a pro rata refund of tuition to the student OR provide course completion through a pre-arranged Teach-Out Agreement with another institution. If the course is canceled after a student's enrollment, and before instruction has begun, the school will either provide a full refund of all monies paid or completion of the course at a later time. If the course is canceled after students have enrolled and instruction has begun, the school shall provide a pro rata refund for all students transferring to another school based on the hours accepted by the receiving school OR provide completion of the course OR participate in a Teach-Out Agreement OR provide a full refund of all monies paid.

The school shall dispose of all student records in accordance with state laws.

Students who withdraw or terminate prior to course completion are charged a cancellation or administrative fee of \$150. This refund policy applies to tuition and fees charged in the enrollment agreement. Other miscellaneous charges the student may have incurred at the institution (for example, extra kit materials, books, products, unreturned school property, etc.) or debts to the school incurred by the student will be calculated separately at the time of withdrawal. All fees are identified in the catalog and in the enrollment agreement. All extra costs, such as books, equipment, fees, etc. are not included in the tuition price and are identified as stated.

The student is responsible for 100% of the charges for those items; these items become the property of the student when issued and are not included in tuition adjustment computations. The kit and books are not considered property of the student until they are paid for in full, and upon completion of the program and all financial obligations have been met.

The school will calculate the appropriate funds to be returned to Title IV by the school and/or the student upon withdrawal.

Sandra Academy charges by the payment period for Return to Title IV calculation. The date of determination is the date the school has received official notification by said standards and requirements stated. The official withdrawal date will be the date of actual last day of attendance. The calculation is determined by dividing the clock hours scheduled to have been completed as of the withdrawal date in the period by the total clock hours in the period. Sandra Academy bills the student for 100% of all charges. The student is responsible for 100% of all charges including tuition, fees, books, and kits, miscellaneous, for all payment periods.

SANDRA ACADEMY COLLECTION POLICY

Sandra Academy's collection procedures reflect good taste and sound, ethical business practices. Collection correspondence regarding cancellation and settlement from the institution itself, banks, collection agencies, lawyers, or any other third parties representing the institution clearly acknowledges the existence of the withdrawal and settlement policy. If promissory notes or contracts for tuition are sold or discounted to third parties, the third party must comply with the cancellation and settlement policy of the institution.

SANDRA ACADEMY EXTRA INSTRUCTIONAL CHARGES POLICY

Each course/program is scheduled for completion within an allotted time frame. A grace period of approximately ten percent has been added to the calculated completion date for each program. It is not realistic to expect to receive an education for free. The school has reserved space, equipment, and licensed instructors for each student and course/program. If a student does not graduate within the contract period, and has exhausted all absences allowed, additional instruction will be billed at the rate of \$10 per clock hour. Should a student pay additional money for extra instruction beyond the original stated contract end date and complete the program before the new projected end date, an appropriate refund would be made to the student.

Extra instructional charges are stated on the enrollment agreement and tuition and fees information is provided to students upon enrollment. The Director approves payment arrangements and gives permission for continued attendance. The decision of the Director is final. Students who do not complete their program by their contracted end date may be permitted to pursue the course until completion while adhering to the rules and regulations of the school and the policy of Extra Instructional charges. Counseling is provided to a student who has received extra instructional costs due to not completing his/her program by the initial contract date. Other potential extra charges will include a \$25 late fee and a \$20 return check fee. Sandra Academy does not provide extra instruction prior to completion of the original student contract which negates any refund. Sandra Academy uses a credit balance form to secure from the student an acknowledgement of credit to their account. Students who withdraw or terminate prior to course completion are charged a cancellation or administrative fee of \$150. Sandra Academy will charge in each program a technology fee of five hundred dollars \$500.

SANDRA ACADEMY TERMINATION/WITHDRAWAL POLICY

Sandra Academy may terminate a student prior to the completion of their program for one or more of the following:

1. Insufficient academic progress.
2. Not fulfilling financial obligations to Sandra Academy.
3. Failure to comply with the rules, regulations, and policies of Sandra Academy.
4. Failure to comply with the Tardy/Attendance policy of Sandra Academy.
5. Insubordination.
6. Having 10 consecutive school days of absence, or 14 calendar days.
7. Not returning to Sandra Academy by the documented date on the Leave of Absence.
8. Notifying Sandra Academy that he/she will not be returning according to the date specified on a Leave of Absence

The date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the institution that he/she will not be returning.

Students who withdraw or terminate prior to course completion are responsible for other miscellaneous charges the student may have incurred at the institution (extra kit materials, books, products, unreturned school property, etc.) Charges will be calculated separately at the time of withdrawal. All fees are identified in the catalog and in the enrollment agreement.

POLICY ON DETERMINATION DATE - WITHDRAWAL DATE - OFFICIAL & UNOFFICIAL

The actual last date of attendance would be the last day the student was physically in attendance. A withdrawal date on a student who had been previously attending could be up to, but not to exceed 14 calendar days from that student's actual last date of attendance. An active student officially withdraws when they notify the school's administrative office of their intention to withdraw from school. An active student is considered unofficially withdrawn when they have been absent for 10 consecutive school days (14 calendar days) from their last date of physical attendance without notifying the school's administrative office. A student on an approved leave of absence notifies the school that he or she will not be returning. The date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the institution that he/she will not be returning. Students who withdraw or terminate prior to course completion are charged a cancellation or administrative fee of \$150.00.

SANDRA ACADEMY ATTENDANCE POLICY

Students are expected to attend classes as per their enrollment agreement. Students are responsible to clock in and out appropriately to document their hours; the only documentation accepted for student hours is the time clock system. Late arrivals may enter school until 5 minutes after class/scheduled shift begins, students who are more than 5 minutes late must meet with the School Director to obtain authorization to remain in school for the day. Continued tardiness may result in disciplinary action up to and including termination. Students who are going to be absent are expected to call the school prior to the beginning of their scheduled shift. All absences are recorded and made a part of the school permanent record. The student is responsible for class material and/or tests missed while absent. Students are encouraged not to miss any days during their scheduled "freshman" phase. Students who miss 10 consecutive school days (14 calendar days) without communicating with the School Director/designee may be terminated on the 11th consecutive school day. Students who persist in repeating patterns of absenteeism will be advised and will be subject to appropriate disciplinary action. Students who have excessive absences may be terminated; re-enrollment is at the discretion of the Director of Sandra Academy. Students must attend a minimum of 67% of the cumulative scheduled hours to maintain Satisfactory Academic Progress and complete the course within the maximum allowed time frame. The maximum time frame is equal to 150% of the published length of the course. (Massage is 1125 scheduled hours.) Authorized leaves of absences will not be considered in the maximum time frame evaluation; LOAs will extend the student's contract period and max time frame by the same number of days taken in the LOA. Below is a suggested pace for each program for students to complete the course within the maximum time frame. The maximum time frame policy applies to all students who exceed the maximum time frame. A \$10.00 an hour charge will be added past the normal time frame. A student that exceeds the maximum time frame status is considered an ineligible status for Title IV funds (financial aid). The student that exceeds the maximum time frame will lose financial aid eligibility and be considered on a cash basis status. The Director's decision is final. Sandra Academy extends the student's contract and maximum timeframe by the same number of calendar days taken in an approved LOA.

PROGRAMS: (Normal Time Frame)

| | | | |
|---------|----------------------------|-----------------|-------------------|
| Massage | 20 weeks / 750 clock hours | Monday-Saturday | 40 hours per week |
| Massage | 40 weeks / 750 clock hours | Monday-Saturday | 20 hours per week |

SANDRA ACADEMY ABSENTEE POLICY

Sandra Academy does not differentiate between excused and un-excused absence. The time missed is still counted as an absence. Sandra Academy maintains the documentation received in the students file for the explanation of absences. All absences must be made up to complete all hours in the program.

SANDRA ACADEMY LATE ARRIVAL POLICY

Tardiness is not acceptable behavior at Sandra Academy. Sandra Academy does not differentiate between excused and un-excused tardiness absence. The time missed is still counted as an absence. Students are expected to be present and prepared at the time scheduled for attendance.

Sandra Academy maintains the documentation received in the students file for the explanation of absences. An example of dated documentation may include but not be limited to: child's school excuse, doctor's documentation, official court documents, social service documents, or military documents.

MAKEUP WORK POLICY

The "make up work policy" affords a student the opportunity to make up missed work and tests. Students who miss or fail a test must make up the test prior to graduation in order to receive credit for the test. The missed tests will be posted as a ZERO until the time that they are made up. Missed and failed tests will adversely affect the student's Grade Point Average (GPA) and Satisfactory Academic Progress (SAP). The Director will determine the availability of makeup hours.

SANDRA ACADEMY SATISFACTORY ACADEMIC PROGRESS POLICY

The satisfactory academic progress policy applies consistently to all students enrolled at Sandra Academy in a specific program and scheduled for a particular category of attendance (part-time/full-time) undergraduate. The Satisfactory Academic Progress Policy is provided to all applicants prior to enrollment located in the catalog, available in hard copy or by accessing the website at sandraacademy.edu. The policy complies with the guidelines established by the National Accrediting Commission of Career Arts and Sciences (NACCAS) and the federal regulations established by the United States Department of Education.

EVALUATION PERIODS

Students are evaluated for Satisfactory Academic Progress at the following evaluation points:

Course / Program | Scheduled Hours

Massage | 375, 750

*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 67% of the hours 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 school will determine if the student has maintained at least 67% 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 POLICY

Students must attend a minimum of 67% of the cumulative scheduled hours to maintain Satisfactory Academic Progress within the maximum allowed time frame. A student must complete the educational program or course that is no longer than 150% of the NACCAS approved length of the educational course or program based on 100% attendance schedule measured in academic years, non-standard terms, or clock hours completed. The maximum time frame is equal to 150% of the published length of the educational program or course.

The maximum time (which does not exceed 150% of the course length) allowed for students to complete each course at satisfactory academic progress is stated below:

COURSE MAXIMUM TIME ALLOWED

WEEKS SCHEDULED HOURS

Massage (Full time, 37.5 hrs/wk) – 600 Hours 24 Weeks 900

Massage (Part time, 20 hrs/wk) –750 Hours 37.5 Weeks 1125

A student that exceeds the maximum time frame status is considered an ineligible status for Title IV funds (financial aid). The student that exceeds the maximum time frame will lose financial aid eligibility. The maximum time allowed for transfer students who need less than the full course requirements or part-time students will be determined based on 67% of the scheduled contracted hours. Students who have not completed the course within the maximum timeframe may continue as a student at Sandra Academy on a cash basis status: as the decision of the Director is final. Sandra Academy extends the student's contract and maximum timeframe by the same number of calendar days taken in an approved LOA. Unauthorized leaves of absences will not be considered in the maximum time frame evaluation. Authorized LOAs will extend the student's contract period and maximum time frame by the same number of days taken in the LOA. Below is a suggested pace for each program for students to complete the course within the maximum time frame. The maximum time frame policy applies to all students who exceed the maximum time frame. A \$10.00 an hour charge will be added past the normal time frame.

PROGRAMS: (Normal Time Frame)

Massage 20 weeks / 750 clock hours Monday-Saturday 40 hours per week

Massage 40 weeks / 750 clock hours Monday-Saturday 20 hours per week

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 school. Students must maintain a written grade average of 70% and pass a FINAL written and practical exam prior to graduation. Students must make up failed or missed tests and incomplete assignments. Numerical grades are considered according to the following scale:

Numerical grades are considered according to the following grading scale:

| | | |
|-----------------------|------------|---------------|
| Practical and Theory: | 90 - 100 | A = Excellent |
| | 80 - 89 | B = Good |
| | 70 - 79 | C = Average |
| | 69 or less | = Failing |

Satisfactory Academic Progress in attendance and academic work is a requirement that includes both quantitative (attendance) and qualitative (academic performance) elements that are evaluated on a cumulative basis at the designated evaluation periods throughout the course or program of study. Sandra Academy evaluates cumulative qualitative (theory and practical) elements by combining both averages together as a cumulative qualitative component. Students must maintain Satisfactory Academic Progress to continue eligibility for funding. To determine Satisfactory Academic Progress, all students are evaluated in all academic programs on scheduled hours of attendance at designated evaluation periods throughout the course. The first evaluation will occur no later than mid-point of: the academic year or the course, whichever occurs sooner. Students must have a 67% cumulative quantitative component of attendance and must have a cumulative qualitative component of a 70% grade point average to obtain compliance in Satisfactory Academic Progress Policy. Students are advised of their academic and attendance status via a report card/progress report. SAP evaluation periods are based on scheduled contracted hours at the institution. Students will receive a hard copy of their Satisfactory Academic Progress determination at the time of each evaluation.

Sandra Academy accesses theory and practical grades. Students are assigned theory study and practical assignments. Theory is evaluated by written/electronic exams given after each unit of study. Practical assignments are evaluated as completed and counted toward course completion only when rated as satisfactory or better. Practical skills are evaluated according to text procedures and performance standards established by the state licensing agency. Students must maintain a cumulative grade average of 70% and pass a FINAL written and practical exam prior to graduation. Theory and Practical assessments are measured by combining both averages together as a cumulative qualitative component. A 70% academic average is a mandatory minimum to obtain compliance in Satisfactory Academic Progress Policy. Students who do not achieve the minimum standards are no longer eligible for Title IV, HEA program funds, if applicable, unless the student is on financial aid warning or has prevailed upon appeal of the determination that has resulted in the status of financial aid probation. The student deemed not maintaining Satisfactory Academic Progress may be entitled to an option to stay enrolled in the program and change to a cash paying student. The decision of the Director is final.

Numerical grades are considered according to the following grading scale:

| | | |
|-----------------------|------------|---------------|
| Practical and Theory: | 90 - 100 | A = Excellent |
| | 80 - 89 | B = Good |
| | 70 - 79 | C = Average |
| | 69 or less | = Failing |

SANDRA ACADEMY'S METHOD FOR DETERMINATION OF ACADEMIC PROGRESS

The established total length measured in clock hours for Massage is 750 scheduled hours. The institution operates all programs according to a schedule of 900 hours per academic year of instruction.

The first evaluation occurs no later than mid-point of an academic year or course and/or program, whichever occurs sooner. Sandra Academy completes all evaluations within seven school business days following the established evaluation points. The SAP evaluations are based on actual completed hours. Financial Aid SAP is based on actual completed hours.

Students meeting the minimum requirements for academics and attendance at the evaluation point are considered to be making Satisfactory Academic Progress (SAP) until the next scheduled evaluation. Students will receive a hard copy of their Satisfactory Academic Progress Determination at the time of each of the 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.

Transfer hours from another institution that are accepted toward the student's educational program are counted as both attempted and completed hours for the purpose of determining when the allowable maximum timeframe has been exhausted. Satisfactory Academic Progress evaluation periods are based on actual contracted hours scheduled at the institution. A hard copy of the student's SAP Report will be provided at each evaluation. Students who do not achieve minimum standards are no longer eligible for Title IV, HEA program funds, if applicable, unless the student is on a financial aid warning or has prevailed upon appeal of the determination that has resulted in the status of financial aid probation.

Students will be evaluated at the following evaluation points:

| | |
|------------------|-----------------|
| Course / Program | Scheduled Hours |
| Massage | 375, 750 |

FINANCIAL AID 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. Students failing to meet requirements for attendance or academic progress will be placed on Warning Status. Students on Warning Status may continue to receive Title IV funding for one payment period. Students are not required to appeal a financial aid warning status.

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.

FINANCIAL AID PROBATION

Sandra Academy evaluates the student's progress and determines that the student did not make satisfactory academic progress during the warning or previous evaluation period.

Students who fail to meet minimum requirements for attendance or academic progress after the warning period 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 the Satisfactory Academic Progress Policy standards by the end of the evaluation period may be placed on probation. Students placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period. Students who are progressing according to their specific academic plan will be considered making Satisfactory Academic Progress. The student will be advised in writing of the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the probationary period, the student has still not met both the attendance and academic requirements required for satisfactory academic progress or 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.

Students on Financial Aid Warning Status who do not meet requirements at the next evaluation point will be deemed to have their eligibility for Title IV funding interrupted. Students who wish to appeal the school's determination for reasons such as death of a relative, injury/illness of the student, or other special circumstances must appeal within the required time frame and on the school required form (see Appeals). If the school grants the student's appeal, the student will be placed on Financial Aid Probation Status until the next evaluation point and the student's eligibility for Title IV funding will be reinstated. A student may be placed on Financial Aid Probation Status for one payment period. The institution may only allow for the status of financial aid probation if it is determined that satisfactory academic progress standards can be met by the end of the subsequent evaluation period.

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, the student will return to school in the same progress status as 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. Students 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. The reasonable provisions regarding temporary interruptions or Leave of Absences are extenuating unforeseen circumstances, illness, injury, bereavement, accident, physically unable to attend school, etc. Approval will be at the discretion of the director. The Directors decisions are final.

APPEAL PROCEDURE

Sandra Academy determines if it is possible that satisfactory academic progress standards can be met by the end of the subsequent evaluation period. Sandra Academy will develop 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 timeframe established for the individual student. Sandra academy may allow and permit a student to appeal a satisfactory academic progress determination. The student may re-establish eligibility for financial aid upon prevailing the appeal procedure.

If a student is determined to not be making satisfactory academic progress, the student may appeal the determination within five 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 school 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. An appeal hearing will take place within five (5) business days of receipt of this written appeal. The hearing may allow attendance of the student, parent/guardian if applicable and appropriate school staff. Appeal documents will be reviewed, and a decision will be made and reported to the student within 3 business 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. A student that does not achieve the minimum standards is no longer eligible for TITLE IV, HEA program funds, unless the student is on a warning or has prevailed upon appeal of the determination that has resulted in the status of probation. The student deemed not maintaining Satisfactory Academic Progress may be entitled to an option to stay enrolled in the program and change to a cash paying student. The decision of the Director is final.

Sandra Academy is required to notify students of any evaluation that impacts the student's eligibility for financial aid.

Satisfactory academic progress evaluations results are a written document that is made accessible and provided to the student. Students have the right to access their files and access to their satisfactory academic progress evaluations results.

NONCREDIT, REMEDIAL COURSES, REPETITIONS

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

TRANSFER HOURS

Regarding 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.

Sandra Academy establishes that actual transfer hours from another institution are accepted toward the student's educational program and are counted as both attempted and completed hours for the purpose of determining when the allowable maximum timeframe has been exhausted. SAP evaluation periods are based on actual contracted hours at Sandra Academy.

SANDRA ACADEMY STUDENT GRIEVANCE POLICY

In accordance with the institution's objectives, Sandra Academy will make every effort to resolve student grievances. The school maintains an open-door policy in regard to grievances. All students have the right to voice concerns and expect appropriate corrective action to any issue that may be interfering with the educational process, or to receive an explanation of why the issue is not applicable. A student wishing to express a grievance should submit a written grievance to the School Director or designee. The information will be reviewed by the Director and a response will be sent in writing to the student. Every attempt will be made to respond within 15 days of receiving the grievance. The initial response may not provide for final resolution of the matter but will notify the student of continued investigation and actions being taken. In the case of continued investigation, the student will receive a response after the investigation has been completed. Every attempt will be made to issue the final response within 60 days of receipt. Students should try to resolve the problem through the School's Grievance Policy, however if the student is unsatisfied at the conclusion of this process, a grievance may be filed with the school's accrediting agency or other oversight agencies. A record of grievances and procedures used to resolve issues will be maintained for the purpose of institutional improvement. Sandra L. Clark is the Executive Director, Institutional Director at 907 Main Street New Tazewell, TN 37825, 423-626-7877 and at 5250 W Andrew Johnson Hwy Morristown, Tn 37814 and is to receive all complaints. If a complaint is not resolved at the institutional level, the student may forward the complaint to the Tennessee Higher Educational Commission, Suite 1900 404 James Robertson Parkway Nashville, TN 37243-0830, 615-741-5293. The link is also found on sandraacademy.edu and www.tn.gov/thec/.

Any person claiming damage or loss because of any act or practice by this institution, may file a violation of the Title 49, Chapter 7, Part 20 with THEC Division of Postsecondary State Authorization.

SANDRA ACADEMY CORRECTIVE ACTION PLAN

Sandra Academy believes in providing a quality environment for learning and training students. Sandra Academy models professionalism in lectures as well as practical skills and monitors such with students to help them develop into a successful professional. Students that disregard the rules set forth and demonstrate behavioral misconduct is subject to suspension or termination. The degree of the corrective measures and the action taken will be the decision of Sandra Academy Director. The Director's decision will be final. Students may follow the complaint procedure to appeal a corrective action. The Director's decision will be final. Sandra Academy students are always expected to be held accountable and promote a professional image standard. Professional image standards include school uniform/approved attire, name tag, black closed toed shoes, personal hygiene, professional hair style and make-up, male students are expected to present a professional hair style and appropriate facial grooming, and a positive attitude.

Corrective action plans may occur as follows:

- A student may receive a verbal warning.
- A student may receive a written warning.

- A student may be clocked out and dismissed for the day. The student is responsible for the time absent and the Satisfactory Academic Policy that affects Title IV, Financial Aid).
- A student may receive an in-school suspension.
- A student may be terminated.

SANDRA ACADEMY STUDENTS' RIGHT TO GAIN ACCESS TO PERSONAL FILES POLICY

Students and parents or guardians of dependent minors may gain access to their personal files by appointment with the Sandra Academy Director or authorized office staff. The student files will be available as defined in the Family Educational Rights and Privacy Act. Charges may apply for copies or transcripts.

PRIVACY AND FILE ACCESS POLICY

NOTIFICATION OF RIGHTS UNDER FERPA FOR POSTSECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day the Sandra Academy of Salon Services postsecondary institution receives a request for access. A student should submit to the Financial Aid Director a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask Sandra Academy of Salon Services to amend a record should write the Director clearly identify the part of the record the student wants changed and specify why it should be changed. If Sandra Academy of Salon Services decides not to amend the record as requested, Sandra Academy of Salon Services will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. Generally, the school must have written permission from the parent or eligible student before releasing any information from the student’s record. However, the law allows schools to disclose records, without consent to the following parties: School employees who have a need-to-know; Other schools to which a student is transferring; Parents when a student over 18 is still dependent; Certain government officials in order to carry out lawful functions; Appropriate parties in connection with financial aid to a student; Organizations doing certain studies for the school; Individuals who have obtained court order or subpoenas; Persons who need to know in cases of health and safety emergencies; State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974. The only exceptions for access would be to NACCAS or otherwise required by law.

Schools may also disclose without consent, directory-type information such as a student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, the school must tell parents of eligible student to request the school not to disclose that information about them.

If you have any questions about FERPA, or if you have problems in securing your right under this act, you may call (202) 401-2057 or write to: Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Room 3017 Washington, DC 20202-4605.

Parties to whom the school has outsourced institutional services or functions, provided that the Conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1)).

To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled [NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.] See the list below of the disclosures that postsecondary institutions may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student.

To other school officials, including teachers, within Sandra Academy of Salon Services whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§ 99.31(a)(2))

To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4)) To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))

To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))

To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))

To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

SANDRA ACADEMY SAFEGUARDING STUDENT INFORMATION POLICY

Sandra Academy is committed to implementing and maintaining a comprehensive information security program to maintain and safeguard students’ non-public personal information against damage or loss. The policy covers all student records in whatever form (hard copy and electronic).

The Sandra Academy Director shall be responsible to coordinate the school’s information security program. The Director shall, at least once every year assess foreseeable internal and external risks to the security, confidentiality, and integrity of student information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of the information. The risk assessment shall cover all relevant areas of school operations, including employee training and management, network & software design, information processing, storage, transmission and disposal, and ways to detect, prevent and respond to attacks, intrusions, or other system failures. The Director shall design and implement safeguards to control identified risks and shall monitor the effectiveness of them, recommending changes when warranted. Records for prospective students who are not accepted or who do not enroll in the school will be held for 12 months then destroyed in a secure manner. Records of enrolled students shall be maintained in accordance with federal and state law and accreditation requirements. Students shall receive notice of this policy at the time they enroll. Sandra Academy will only enter into servicing agreements with service providers who also maintain appropriate safeguards for customers’ non-public personal information.

SANDRA ACADEMY STUDENT SUPPORT SERVICES & POLICY INFORMATION

STUDENT SERVICES, HOUSING AND COUNSELING

Sandra Academy conducts an orientation program on the first day of class which provides information about the instructional programs, goals of each course, policies affecting students and services available to students. Students have access to advising from members of the school staff regarding their program of study, progress, financial affairs, placement, or other areas in which the student may need assistance including referral to professional assistance when necessary. Students whose progress in the course is unsatisfactory are advised and provided any additional assistance available. Housing is not provided by the school but when requested, the school may provide assistance and advisement in acquiring adequate housing facilities. A student requiring housing assistance should contact the school prior to enrollment.

PEER TUTORING

Sandra Academy encourages peer tutoring among students to help with student weaknesses. Former students indicate peer tutoring is helpful and that students learn from one another.

CAREER COUNSELING

Career counseling is stressed throughout a course in the areas of personal grooming and hygiene, and good posture. Also stressed throughout a course is communication with others both verbal and non-verbal. Areas that are discussed both in class and on a one-to-one basis are the different specialized fields that students may choose such as competition and platform work, color technician, manager-operator, or instructor.

EMPLOYMENT ASSISTANCE

While the school cannot guarantee employment for graduates, assistance in finding suitable employment is provided by posting area job openings on the career opportunities bulletin board for students to review. Students also receive training in how to write a resume, complete an employment application and prepare for an effective interview. Guest speakers from local businesses and spas provide workshops and discussions.

SAFETY AND EVACUATION POLICY

Sandra Academy expects students to know the NACCAS Policy for Safety and Evacuation.

BASIC REQUIREMENTS FOR A SAFE WORKPLACE

- Proper Ventilation: Some fumes can be harmful.
- Proper Use of Flammables: Read labels and always follow precautions.
- Designated smoking areas: Never smoke or permit clients to smoke while being served. Avoid other sources of open flames.
- Safe Product Storage: Store products in closed containers and prevent spills or leakage. Store in adequately ventilated area and in moderate temperature.
- Protection during application: Follow directions, wear gloves and/or goggles as directed, properly drape client. Apply your professional training.

- Proper Use of First Aid: Keep first aid kit available at front desk.
- Fire Safety: Post and review evacuation procedure during new student orientation.
- In the event of fire:
 - contact fire department (Keep number readily available. Give name and address of business, nature of fire (what is burning), and name of person reporting the fire.
 - Evacuate premises by following the planned procedure for the facility. Plan alternate exits for use in the event regular route is blocked by the fire.
 - Service extinguishers at last annually.
- Use of extinguishers. Install away from potential fire hazards and near an escape route. Follow the instructions. Many works as follows:
 - Pull the pin
 - Aim the nozzle
 - Squeeze the handle
 - Sweep from side to side at base until fire goes out.
- Recommended Procedures: The National Fire Protection Association recommends that you should ONLY stand and fight a fire if ALL the following are TRUE:
 - Everyone is leaving the premises and fire department has been called.
 - The fire is small and confined to the work area where it started (wastebasket, cushion, small appliance, etc.)
 - You can fight the fire with your back to an escape route.
 - Your extinguisher is rated for the type of fire you are fighting and is in good working order.
 - You know how to operate the extinguisher.

INFECTION CONTROL POLICY

Sandra Academy of Salon Services practices the CDC recommendations for infection control. An EPA Registered disinfectant is prepared by the manufactures instructions and used according to their directions for disinfecting surfaces, equipment, and facility.

It is important for massage therapists to follow the recommended safety practices and procedures to ensure their own safety, as well as the safety of their clients.

There are multiple paths of disease and infection, including ingestion, inhalation, direct contact with mucous membranes, skin contact, and invasion through broken skin.

It is important to understand the major different types of pathogens and their qualities. The major types of pathogens are bacteria, viruses, fungi, and parasites. Immunity is the body's natural ability to resist infection by harmful bacteria and viruses after they have entered the body.

Safety is one of the most important aspects of being a successful therapist; you can't practice massage without being safe (if you are injured or have caught a severe illness, you can't practice massage). Everything you do as a massage therapist should consider safety first, for your clients and for yourself.

It is important to stay safe by instilling as many preventive measures as possible. It is also important to master the skills of proper infection control to prevent the spread of disease. Infection control is the

methods used to eliminate or reduce the transmission of infectious organisms. The transmission of infectious microorganisms such as bacteria, viruses, parasites, and fungi cause many of the diseases that plague humanity.

It is neither possible nor practical to eliminate all pathogens from our environment; however, by practicing infection control procedures, it is possible to greatly reduce the spread of infection.

DECONTAMINATION

Decontamination is the removal of blood or other potentially infectious materials on an item's surface and removing visible debris or residue such as dust, hair, and skin.

CONTROL AND PREVENTION OF DISEASE

Every state has laws that make practicing infection control a requirement to protect the public health. In the personal service professions, every precaution must be taken to protect the health of clients as well as the health of practitioners. The nature of the business determines the extent of the procedures for infection control. The massage practitioner might not use these same kinds of implements; however, appropriate and recommended infection-control procedures must be followed diligently.

DISEASE TRANSMISSION

The massage practitioner need not be a biologist to understand disease transmission and be aware of the importance of impeccable cleanliness at all times. Contagious diseases, skin infections, and other problems can be caused when pathogens are transferred by unclean hands and fingernails and by dirty equipment and supplies. The primary concern is that any item (e.g., linens, apparatus, massage stones) that comes in contact with the client either directly or indirectly is clean. Hands must be clean before touching each client by washing with soap and warm water or an alcohol based hand sanitizer if soap and water are not available. The premises also must be clean at all times.

CLEANING

To clean or cleaning is a mechanical process (scrubbing) using soap and water or detergent and water to remove all visible dirt, debris, and many disease-causing microorganisms. It also removes invisible debris that interferes with disinfection.

Massage therapists are required to clean before disinfecting. A surface is properly cleaned when the number of contaminants on it is greatly reduced. The vast majority of contaminants and pathogens can be removed from the surfaces of tools and implements through proper cleaning. A surface must be properly cleaned before it can be properly disinfected because using a disinfectant without cleaning first is like using mouthwash without brushing your teeth—it just does not work properly!

Cleaned surfaces can still harbor small amounts of pathogens, but the presence of fewer pathogens means infections are less likely to be spread. Putting antiseptics on your skin or washing your hands with soap and water drastically lowers the number of pathogens on your hands. Proper hand cleaning requires rubbing hands together and using liquid soap, warm running water, a scrub brush, and a clean towel. Do not underestimate the importance of proper cleaning and hand washing because they are powerful and important ways to prevent the spread of infection.

DISINFECTING

Disinfection (disinfecting), the second step after cleaning, is a chemical process that eliminates most, but not necessarily all, microorganisms on nonporous surfaces. (It is ineffective against bacterial spores.) In the massage setting, disinfection is extremely effective in controlling microorganisms on surfaces such as treatment tables, countertops, stones, and other multiuse tools and equipment. Disinfectants used in the massage setting should carry an EPA registration number and the label should clearly state the specific organisms the solution is effective in killing when used according to the label instructions. Disinfectants are products that destroy most bacteria, fungi, and viruses on surfaces. They are not for use on human skin, hair or nails. Never use disinfectants as hand cleaners because they can cause skin irritation and allergy, a reaction due to extreme sensitivity to certain foods, chemicals, or other normally harmless substances. All disinfectant labels clearly state that you should avoid skin contact (both your skin and the client's). Do not put your fingers directly into any disinfecting solution. Disinfectants are pesticides and can be harmful if absorbed through the skin. If you mix a disinfectant in a container that is not labeled by the manufacturer, the container must be properly labeled with the contents and the date it was mixed. All concentrated disinfectants must be diluted exactly as instructed by the manufacturer on the container's label.

CAMPUS CRIME STATISTICS & SECURITY INFORMATION

A handout on Sandra Academy's policy and annual campus safety and security report detailing campus crime statistics is provided at the time of enrollment and information is also available upon request from the school Director and can be accessed on Sandra Academy website.

DRUG ABUSE PREVENTION

The school actively supports the prevention of drug abuse. Upon enrollment, students are provided the school's policy on drug and alcohol abuse. For students seeking personal assistance with a drug or alcohol problem, a list of agencies and counselors is made available from the President's office. There is also information about Crisis Intervention posted on the school bulletin board.

OSHA REQUIREMENTS

In compliance with United States Department of Labor Occupational Safety and Health Administration requirements, the school advises its students of the chemicals used in cosmetology/related training. During the course work the student learns about the importance of safety in the workplace and how to use and follow the Material Safety Data Sheets (MSDS) for chemicals used in cosmetology or related training. During each unit of study, students are apprised of the various chemicals used and safe practices that apply. A complete file containing Material Safety Data Sheets for the chemicals used is available in the administrative office. The school endeavors to facilitate a safe environment for staff and students by teaching the proper and safe use of equipment, tools, and products. The school does not assume responsibility for injuries resulting from improper or unsafe use of equipment, tools, or products.

VOTER REGISTRATION

The school encourages its students to be registered voters and to exercise their right to vote. The school maintains information for students on Voter Registration in Tennessee, an online process (http://www.eac.gov/voter_resources/contact_your_state.aspx). This information is provided to each student during the enrollment process. A hard copy is available to students at the school during the orientation process. Also, once a year the school emails the form from an internet address to each student where the form can be downloaded. The email only discusses voter registration and provides access to the form to be downloaded. The link to voter registration is also available on the school's website www.sandraacademy.edu.

VETERANS AFFAIRS GI

Students must maintain an 85% attendance average monthly and a 70% academic average monthly. Requirements: Students must provide the school with Military discharge papers. GI Bill® students, all transfer hours will be counted. "GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill. Sandra Academy complies with Equal Opportunity Laws.

Any covered individual will be able 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.

Sandra Academy will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33. Students are required to electronically verify their attendance with the VA.

GRADUATION REQUIREMENTS

To be eligible to graduate from any program, all the requirements listed below must be completed. A student must:

- Successfully complete all program required course hours.
- Maintain satisfactory progress requirements per the criteria of the Satisfactory Academic Progress Policy.
- Successfully complete a final examination on practical procedures, and successfully complete a final written examination by having a score of not less than 70%.

- Satisfy all financial obligations to Sandra Academy or accept the responsibility of all financial monies owed to Sandra Academy.
- Successfully complete an exit interview and submit all required exit paperwork.

UPON GRADUATION A DIPLOMA WILL BE AWARDED. Certification of hours will not be provided or released until all charges are paid in full unless the Director approves the release. The decision of the Director is final. NOTE: 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. Sandra Academy of Salon Services policy must permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (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 Sandra Academy of Salon Services. 2. 90 days after the date Sandra Academy of Salon Services certified tuition and fees following the receipt of the certificate of eligibility. Sandra Academy of Salon Services policy must ensure that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

(PL 115-407 Section 103) Prohibit denial of access and/or other penalties against student veterans using Chapter 33 or Chapter 31.

LICENSING REQUIREMENTS

A student must complete all program requirements to be eligible to apply for the licensing exam. To apply for the licensing examination an applicant must:

- Submit an application to the state licensing examination office. Information is available in the Administration office. The applicant’s hours must be certified and submitted by a licensed School of Massage Administrator.
- Submit the appropriate examination fee. Information is available in the Administration office.
- Upon successful completion of the licensing exam, the applicant must submit an application for licensure to the Tennessee Board of Massage. Applications must be affirmed by a licensed School of Massage Administrator.
- The applicant must submit the authorized application for licensure with the appropriate licensing fee to the Tennessee Board of Massage. Information is available in the Administration office.

TERMINATION AND WITHDRAWAL POLICY

The school may terminate a student prior to the completion of their program for one or more of the following reasons:

1. Insufficient academic progress.
2. Not fulfilling financial obligations to the school.

3. Failure to comply with the program requirements, policies, rules, and regulations of Sandra Academy.
4. Failure to comply with the Tardy/Attendance policy of Sandra Academy.
5. Insubordination.
6. Absent for 10 consecutive school days or 14 calendar days.
7. Not returning to school on the documented date stated on the Leave of Absence form.
8. A student on an approved Leave of Absence notifies the school that he or she will not be returning. The date of withdrawal determination shall be the earlier of the scheduled date of return from the Leave of Absence or the date the student notifies the institution that he/she will not be returning.
9. Students who withdraw or terminate prior to course/program completion are responsible for other miscellaneous charges incurred at the institution (i.e., extra kit materials, books, products, unreturned school property). Charges will be calculated separately at the time of withdrawal. All fees are identified in the catalog and in the enrollment agreement.

DRESS CODE STANDARDS

Sandra Academy expects students to comply with a professional dress code. Students not complying with the dress code standards may be sent home. Students are reminded that any time missed from school could affect student funding. The school reserves the right to make a judgment on whether an individual's attire meets dress code requirements. The professional dress code criteria for Sandra Academy is:

- Student's clothing is to be solid black scrubs or approved school affiliated apparel.
- Shoes should be black, in good repair, and have closed toes. We strongly recommend that shoes are of good quality and adequate support.
- Hair and/or makeup (female students) are expected to be professionally styled and applied. Male students are to be clean shaven or well-kept beards and mustaches and approved business dress attire.
- Students should practice personal hygiene and cleanliness, use deodorant, always maintain fresh breath, and present a well-groomed appearance.

Sandra Academy reserves the right to amend the dress code standard at any time deemed necessary by the Administration. If changes occur, students will be notified in advance in writing through handouts and/or posted notices.

COPYING POLICY

Any request for copies or documents in student files will be charged at the rate of 10 cents per page and \$20 per hour (with a minimum of 1 hour) for each staff member involved in completing the request. This charge must be paid in advance of the request being completed. A student must provide written consent before the school will disclose personally identifiable information from a student's records. The consent must 1) state the purpose of the disclosure, 2) specify the records that may be disclosed, 3) identify the party to whom the disclosure can be made, and 4) sign and date the written request. In the event a student is unable to deliver the consent in person, the student's signature on the consent form

must be notarized. If the consent is given electronically, the consent must identify and authenticate a particular person as the source of electronic consent.

COPYRIGHT POLICY

Sandra Academy students must be knowledgeable of institutional and federal policies regarding copyright infringement. Students are expected to follow the Federal Student Aid (FSA) policy and understand that penalties that may occur from copyright infringement. A summary of the penalties for violation of copyright laws may be found at: www.copyright.gov/title17/92appf.pdf. Sandra Academy supports the following statement regarding copyright infringement.

- Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject a student to civil and criminal liabilities. Sandra Academy students who engage in any illegal downloading or unauthorized distribution of copyrighted materials using the school's information system will be terminated.

Students are encouraged to study the penalties for copyright infringement found on the website mentioned above and at www.sandraacademy.edu.

PROGRAM PAYMENT SCHEDULE AND METHODS OF PAYMENT

If tuition is paid in monthly payments, the payments are due on the 1st or the 15th of each month; this will be determined at the finance interview. A late fee of \$25.00 per month will be charged if a payment is more than 10 days late. Payment: Cash, credit card, money order, check, Title IV (Fin-aid), loan.

TRANSCRIPT - CERTIFICATION OF HOURS - DIPLOMA

For students no longer enrolled in Sandra Academy, a charge of \$25 will be made for certification of hours or record of completion, and for a Sandra Academy diploma. The school may not retain records older than 7 years. Students are advised that transfer of credit is controlled by the receiving institution and that accreditation does not guarantee transferability.

CHECK CASHING POLICY

Staff or students are not permitted to write checks for cash out of the cash drawer/cash register. Staff or students are not permitted to use the credit card machine to obtain cash. A \$20-dollar fee will be collected for any check written which is returned to the school for insufficient funds or account closed.

SANDRA ACADEMY RULES AND REGULATIONS

Sandra Academy has high standards and expectations for all students to experience success throughout their program and has established rules and regulations that must be followed to enhance learning and program success. Students are expected to abide by the following rules and regulations:

1. Students must behave in a professional and courteous manner and use respectful communication with peers, instructors, staff, guests, clients, and school administrators. Avoid unprofessional conduct that includes gossip, profanity, disrespect to others or disruptive behavior such as unnecessary conversation or abusive language. Unprofessional conduct will not be tolerated and may be subject to suspension or result in termination.

2. Students are permitted two ten-minute breaks, one in the morning and one in the afternoon. Breaks must be taken between 10:00am and 3:00pm. Students are allowed 30 minutes for lunch. Consideration of patrons will always be first, and all breaks are approved by the instructor.
3. Students not clocked in by 8:30am must meet with the instructor for the theory missed. Absences must be reported by the student no later than 8:30am; failure to do so may result in disciplinary action.
4. Students are not to place or receive personal phone calls except in cases of emergency. School phones will be answered only by school staff. Use of cell phones are not permitted except on break times.
5. Students are not permitted to reassign a clinic patron to another student for any reason unless approved by school staff to do so. Students are not permitted to refuse a client.
6. If assistance with a patron is required, an instructor must be consulted, not another student.
7. Personal conversations with other students are not permitted when working with a client.
8. Students can receive personal services only on the personal day assigned.
9. Each student will be assigned weekly duties.
10. Each student is responsible for the condition of his/her kit and work area. Hair must be swept after each haircut, not after the full service is completed. Kit is subject to inspection by the instructor at any time and should always be in the condition for State Board inspection.
11. Name tags are always required as well as photo ID.
12. No eating during class; no eating or drinking in the clinic area.
13. Sandra Academy does not tolerate the use of alcoholic beverages, smoking or illegal drugs while on campus. Students are subject to random drug testing.
14. Public displays of affection are not permitted while on campus.
15. Sanitary Code Requirement Policy. Sandra Academy requires that all staff and students uphold the Tennessee State Board of Cosmetology rules and laws of Sanitation and Disinfection 0440-2-.13 as well as Licensing Agencies, State Boards of Cosmetology, Tennessee Higher Education Commissions and Health Departments along with any and all Federal Agencies the procedures are clearly outlined in the Milady curriculum in the Infection Control: Principles and Practices.

Students who do not follow the guidelines and disrupt the learning process for other students may be subject to disciplinary action, which may include suspension or termination.

SEXUAL HARASSMENT POLICY

Sandra Academy defines sexual harassment as unwelcome behavior of a sexual nature that relates to the gender or sexual identity of an individual and that has the purpose or effect of creating an intimidating, offensive or hostile environment for study. This policy applies to all interactions between students and Sandra Academy faculty members, administrative personnel, and other students. Conduct alleged to be sexual harassment will be evaluated by considering the totality of the circumstances, including the nature, frequency, intensity, location, context, and duration of the questioned behavior. Repeated incidents or a pattern of harassing behavior may be cause for serious corrective action. However, a more serious incident, even if isolated, may be sufficient cause for action under this policy including referral to law enforcement when applicable. Quid pro quo sexual harassment can occur whether a person resists and suffers the threatened harm, or the person submits and avoids the

threatened harm. A hostile environment can be created by persistent or pervasive conduct or by a single severe episode. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment. Sexual violence, including rape, sexual assault, and domestic and dating violence, is a form of sexual harassment.

In addition, the following conduct may violate this policy:

- Observing, photographing, videotaping, or making other visual or auditory records of sexual activity or nudity, without the knowledge and consent of all parties.
- Sharing visual or auditory records of sexual activity or nudity without the knowledge and consent of all recorded parties and recipients.
- Sexual advances, whether or not they involve physical touching.
- Commenting about or inappropriately touching an individual's body.
- Requests for sexual favors in exchange for actual or promised job benefits, such as favorable reviews, salary increases, promotions, increased benefits, or continued employment.
- Lewd or sexually suggestive comments, jokes, innuendoes, or gestures.
- Stalking

Other verbal, nonverbal, graphic, or physical conduct may create a hostile environment if the conduct is sufficiently persistent, pervasive, or severe so as to deny a person equal access to Sandra Academy programs or activities. Whether the conduct creates a hostile environment may depend on a variety of factors, including: the degree to which the conduct affected one or more person's education or employment; the type, frequency, and duration of the conduct; the relationship between the parties; the number of people involved; and the context in which the conduct occurred. More information may be obtained in the institutions Campus Security Disclosure.

MASSAGE CURRICULUM COURSE SYLLABUS OUTLINE

750 Hours

COURSE DESCRIPTION: The massage program at Sandra Academy is a 750-hour course designed to train the student in the basic manipulative skills, safety judgments, proper work habits, and desirable attitudes necessary to achieve competency in entry-level job skills, obtain licensure, and obtain gainful employment in the field of Massage or related career fields. The massage program at Sandra Academy meets the licensing requirements of most state laws and exceeds the educational requirements for the Massage and Bodywork Licensure Exam (MBLEx), as well as the licensing requirements for the state of Tennessee.

Our curriculum is designed to introduce the entry-level massage therapy student to the administration of professional massage therapy. It is broken down into five phases, as follows: Phase one of the course will encompass history, requirements for practice, and professional ethics. Phase two will examine human anatomy, physiology, and medical terminology. Phase three will describe effects, benefits, and contraindications, while also considering equipment, products, infection control, and safety. The fourth phase will focus on the actual practice of massage, in terms of client consultation, massage movements, and application of massage techniques. Phase five introduces several massage modalities and concludes with business practices.

COURSE PHILOSOPHY: In this massage course, we will examine professional massage therapy as a viable career choice for those interested in providing health care. Although the scope of the course is defined as entry level, it must be emphasized that an extreme level of maturity is expected throughout the process. This course will reinforce the principle of respect: for ourselves, for our fellow classmates, and for our clients.

COURSE OBJECTIVES: The major goal of the Sandra Academy massage program is to prepare students to administer a professional massage in a clinical environment. This implies a thorough understanding of the human body, its anatomy, and its physiology. In addition, you will be expected to practice various allied modalities that may enhance your ability to succeed in the field of massage therapy. To this end, you are encouraged from the outset to assume an extremely professional attitude in regard to the practice of therapeutic massage. You will learn that the most important phase of any good massage happens before the practitioner's hands ever touch the client. Clear communication is essential. High ethical standards are required. The most important requirement is the desire to help others feel better via safe, nurturing touch.

LEARNING OBJECTIVES: What the student will learn:

Having completed in this course, students should:

- Comprehend the foundational elements of massage history, theory, and effects.
- Demonstrate the hands-on and people skills necessary to excel in the field of therapeutic massage.
- Theory and Practice of Therapeutic Massage
- Anatomy, Physiology, Kinesiology and Pathology
- Sciences
- Massage

- Related
- Ethics
- State Law
- Business Practices
- First aid / CPR

At the end of this course, the student will be able to:

- Demonstrate knowledge of:
 - Massage history and theory
 - Professional massage therapy ethics
 - Human anatomy and physiology as it relates to massage
 - Effects, benefits, and contraindications to massage therapy
 - Equipment and product use
 - Infection control and safety measures
 - Massage therapy techniques
 - Allied modality theory and techniques
 - Successful business practices

Demonstrate the ability to:

- Communicate in a clear, professional manner
- Establish rapport with a client
- Use critical thinking practices to determine therapeutic courses of action
- Practice sound, safe, healing massage technique

Upon completion of course requirements, the determined graduate will be able to:

- Project a positive attitude, a sense of personal integrity, and self-confidence.
- Practice effective communication skills, visual poise, and proper techniques.
- Respect the need to deliver worthy service for value received in an employer–employee relationship.
- Perform the basic manipulative skills in the areas of massage.
- Perform the basic analytical skills to determine appropriate massage services for each client.
- Apply academic and practical learning and related information to ensure sound judgments, decisions, and procedures. To ensure continued career success, the graduate will continue to learn new and current information related to skills, trends, and methods for career development in massage and related fields.

To ensure continued career success, the graduate will continue to learn new and current information related to skills, trends, and methods for career development in massage and related fields.

REFERENCES: A comprehensive resource center of references, periodicals, books, texts, audio/ video, and online resources are available to support the course of study and supplement student training. Students should avail themselves of the opportunity to use these extensive materials.

TEACHING METHODS: The clock-hour education is provided through a sequential set of learning steps that address specific tasks necessary for state board preparation, graduation, and entry-level job skills.

Student salon equipment, implements, and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative, and productive career-oriented activities. The course is presented through comprehensive lesson plans that reflect effective educational methods. Subjects are presented by means of interactive lecture, demonstration, and student participation. Audio-visual aids, guest speakers, field trips, projects, activities, and other related learning methods are incorporated throughout the course of study.

GRADING PROCEDURES: Students are assigned academic learning units and a minimum number of practical experiences required for course completion. Academic learning is evaluated after each unit of study. Practical skills learning is evaluated as completed and counted toward course completion only when rated as satisfactory or better. Practical skills are evaluated according to text procedures as set forth in the Practical Grading Sheet. Students must maintain a written grade average of 70 percent cumulative grade (combining both theory and practical) or higher and pass a final written and practical exam prior to graduation. Students must make up failed or missed tests and incomplete assignments.

Numerical grades are considered according to the following scale:

| | | |
|------------|---|-----------|
| 90 – 100 | A | EXCELLENT |
| 80 – 89 | B | GOOD |
| 70 – 79 | C | AVERAGE |
| 69 or LESS | | FAILURE |

HOURS MESSAGE UNIT

The massage program at Sandra Academy consists of seven hundred and fifty (750) hours and contains:

200 HOURS – SCIENCES Two hundred (200) classroom hours of sciences including, but not limited to, anatomy, physiology-Western and/or Eastern, kinesiology, pathology, HIV/AIDS and blood-borne pathogens, and hygiene (including standard precautions). Other sciences related to the human body may be included with Board approval.

Sandra Academy will teach the following courses and topics related to this sciences subject unit:
Overview of Human Anatomy and Physiology and Medical Terminology, Human Anatomy and Physiology; Anatomy, Physiology, Kinesiology, Pathology; Integumentary System—The Skin; Skeletal System; the Skeleton as a Whole; Skeletal and Joint Disorders; Muscular System; Location and Action of Muscles; Circulatory System; The Cardiovascular System; The Lymph-Vascular System; The Immune System; Nervous System; Endocrine System; Respiratory System; Digestive System; Urinary System; Human Reproductive System; Infection Control and Safety Practices

| Subject Units | Theory Classroom | LAB | Clinic | Total |
|---------------|------------------|-----|--------|-------|
| Science | 80 | 5 | 115 | 200 |

200 HOURS – MESSAGE Two hundred (200) classroom hours of basic massage theory and practice including, but not limited to, history, benefits, indications, contraindications, demonstration and supervised practice, client assessment/evaluation, soft tissue manipulations including: gliding, kneading, friction, compression, vibration, percussion, stretching, joint movements, draping, positioning, turning, feedback, charting/documentation, proper body mechanics, and self-care.

Sandra Academy will teach the following course and topics related to this massage subject unit:

Historical overview of Massage; Requirements for the Practice of Therapeutic Massage; Effects, Benefits, Indications, and Contraindications of Massage; Equipment and Products; Consultation and Documentation; Classification of Massage Movements; Preparations for the Practitioner; Procedures for Complete Body Massages; Clinical Massage Techniques; Lymph Massage; Therapeutic Procedure; Athletic/Sports Massage; Massage in Medicine; Other Therapeutic Techniques

| Subject Units | Theory Classroom | LAB | Clinic | Total |
|---------------|------------------|-----|--------|-------|
| Massage | 60 | 40 | 100 | 200 |

85 HOURS – RELATED Eighty-five (85) classroom hours of related subjects including, but not limited to, business standards of practice, communication skills, CPR/First Aid, the Americans with Disabilities Act, referral methods, specialized populations, and specialized and adjunct therapies/modalities (including hydrotherapy).

| Subject Units | LAB | Clinic | Theory Classroom | Total |
|---------------|-----|--------|------------------|-------|
| Related | 10 | 40 | 35 | 85 |

Sandra Academy will teach the following courses and topics related to this related subject unit:

Business Practices, Cold, Heat, and Hydrotherapies; Massage in the Spa Settings by Steve Capellini; Massage for Special Populations

10 HOURS - ETHICS Ten (10) hours of ethics instruction.

Sandra Academy will teach the following course and topics related to this ethics subject unit:

Professional Ethics for Massage Practitioners

5 HOURS – LAW Five (5) hours regarding Tennessee massage statutes and regulations.

The program shall ensure that each graduating class shall have received a minimum of two (2) hours classroom presentation prior to graduation by the impaired professional assistance program contracted by the Board.

Both the program and the impaired GENERAL RULES GOVERNING MASSAGE THERAPY CHAPTER 0870-02 EDUCATIONAL PROGRAMS (Rule 0870-02-.02, continued) August, 2017 (Revised) 3 professional assistance program shall each maintain documentation of each presentation reflecting the date, time and attendance of the presentation and shall make such documentation available upon request by the Board. Failure to comply with this provision may subject the program to withdrawal of program approval.

| Subject Units | Theory Classroom | LAB | Clinic | Total |
|---------------|------------------|-----|--------|-------|
| Law | 5 | 0 | 0 | 5 |

250 HOURS – BUSINESS Two hundred and fifty (250) hours designated by the instructor including but not limited to, Business and Accounting Skills: Marketing, Business Plan Development, Designing a resume, Interviewing Skills, Successful gainful employment; In-field visits; Instructor's

educational plan of individualized instructional needs. Audio-visual aids, guest speakers, field trips, projects, activities, and other related learning methods.

Sandra Academy will teach the following courses and topics related to this business subject unit:
Business Practices; First Aid/CPR; Communication Skills; Referral Methods; Instructor Strengthening Modalities

| Subject Units | Theory Classroom | LAB | Clinic | Total |
|---------------|------------------|-----|--------|-------|
| Business | 200 | 10 | 40 | 250 |

750 TOTAL HOURS

| Subject Units | Theory Classroom | LAB | Clinic | Total |
|---------------|------------------|-----|--------|-------|
| Science | 80 | 5 | 115 | 200 |
| Massage | 60 | 40 | 100 | 200 |
| Related | 50 | 10 | 20 | 80 |
| Ethics | 10 | 0 | 0 | 10 |
| Law | 10 | 0 | 0 | 10 |
| Business | 200 | 10 | 40 | 250 |
| Totals | 410 | 65 | 275 | 750 |

MILADY 6TH EDITION MASSAGE CURRICULUM ORGANIZATION

The text is organized into sections that can be studied sequentially, or better yet, simultaneously.

PART I The History and Advancement of Therapeutic Massage (Chapters 1 through 3), gives a general introduction to therapeutic massage. Chapter 1 is an overview of the history of massage, which has been practiced in some form since prehistoric times. Chapter 2 discusses the legal and educational requirements to practice massage. Chapter 3 is concerned with professional standards and contains an expanded discussion of ethical considerations in the practice of therapeutic massage.

PART II Human Anatomy and Physiology (Chapters 4 and 5), is a richly detailed presentation of anatomy, physiology, and pathology, the study of which is a foundation for the understanding and practice of therapeutic massage. Full-color illustrations enhance the descriptions in the text of structure and function, especially of the skeletal, muscular, circulatory, and nervous systems, as well as the other systems of the body.

PART III Massage Practice (Chapters 6 through 21), combines theory with the practice of massage. Chapter 6 covers benefits, indications, and contraindications of massage. Chapter 7 discusses equipment and supplies, and Chapter 8 addresses hygiene, infection control, and safety practices. Chapter 9 covers the preliminary consultation, communication skills, and charting for basic wellness massage. Chapters 10 through 12 define the classification of massage movements and describe the application of massage technique and the procedure for a general full-body relaxation massage. Based on feedback from massage instructors, a new basic body massage routine has been added starting in the prone position. Chapter 13 introduces the student to the therapeutic uses of water and hydrotherapy. Chapter 14 expands on the content of the hydrotherapy chapter and provides insight into the expectations and requirements of spa massage and working in the fast-growing spa industry. Chapter 15 introduces the student to a variety of clinical massage techniques, including neuromuscular techniques to address trigger points, myofascial techniques, and craniosacral therapy. Chapter 16 is an introduction to lymph massage. Chapter 17 takes the application of massage to the

therapeutic level, in which each client is considered for the specific conditions that he or she brings to the session. Assessment techniques are introduced to determine the client's needs and the specific soft tissues involved, and modalities are indicated to address soft tissue dysfunction. The remaining chapters in Part III provide fundamental information to enhance and expand the student's skills in several specialty areas. Chapter 18, Athletic Sports Massage, introduces students to the fundamentals of sports massage, working with athletes, and the various applications of specialized massage in the sports world. Chapter 19 discusses massage applications for special populations, including prenatal and infant massage, elderly clients, and critically ill people or those with cancer. Chapter 20 explores medical massage historically and reviews the current use of therapeutic massage as it integrates with modern medicine. Chapter 21 discusses other somatic techniques, including chair massage, stone massage, reflexology, Asian bodywork techniques, and chakra balancing.

PART IV Massage Business Administration, is devoted to the business side of a massage practice. Which type of workplace setting appeals to you—sports clinic, day spa, chiropractor's office, your home? Should you start your own business or work for someone else? Learn about licensing, setup costs, bookkeeping, advertising, marketing, and other aspects of running a successful business. The instructor might design the curriculum so that the student is studying several different sections of the text at the same time. For example, early in the program, the student could study the history of massage, begin the study of anatomy and physiology, and begin learning the classification of massage movements all at the same time. As the program continues, the curriculum might cover legal requirements and ethics at the same time as benefits, indications, and contraindications, while the study of anatomy and massage techniques continues. When the student has progressed to the point of doing full-body massages, the consultation is covered as the study of anatomy and kinesiology continues. Advanced and specialty applications of massage follow at the same time as business practices and more anatomy, physiology, and pathology.

MILADY 6TH EDITION MESSAGE LESSON PLAN BREAKOUT

THEORY & PRACTICE OF THERAPEUTIC MASSAGE COURSE MANAGEMENT GUIDE CHAPTERS

1.0 SUBJECT: Student Orientation

TOPIC: Welcome, Introduction to The School's Policies and Curriculum

TIME ALLOTTED: 2 hours Theory Classroom

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Understand the general objectives of the course of study; Recognize the needed lifestyle changes of being a full-time student; Check in and out correctly; Understand the various rules and policies implemented by the school; Know the completion, licensure, and placement rates of the school; Understand the importance of consumer safety and general safety precautions

COURSE DESCRIPTION This course will provide an understanding and review of the school's catalog. The student will learn the school's policies and rules. The student will receive training on the time clock. This course trains the student on Campus Safety, Fire and Emergency Evacuations. The student will receive knowledge of the school's emergency notification procedure.,

1.1 Subject: THE HISTORY AND ADVANCEMENT OF THERAPEUTIC MASSAGE

TOPIC: HISTORICAL OVERVIEW OF MASSAGE

TIME ALLOTTED: 4 hours Theory Classroom

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Explain why massage is known as one of the earliest remedial practices for the relief of pain and discomfort; Compare the influence that China, Japan, and India have had in the development of massage; Identify three ancient Greek or Roman physicians who professed the benefits of exercise and massage; Explain how developments in the nineteenth century influenced modern massage therapy; Explain why the popularity of massage declined in the early part of the twentieth century; List two individuals and the techniques they introduced during the second quarter of the twentieth century that still influence the massage industry today; Identify four influences leading to the renaissance and acceptance of massage in the latter half of the twentieth century.

COURSE DESCRIPTION This course will provide hands on training and will include learning the History of Massage. The massage therapy student will learn from the study of the history of therapeutic massage all of the following: An understanding of the history of massage helps increase knowledge of where and when professional massage therapy started and how far it has progressed; Knowledge of the history lends credibility and historical significance to massage; An understanding of the history of massage means students are aware of the early development and progression of the profession; Knowledge of the historical people and the significant roles they played helps students understand the origin and reasoning behind various techniques.

2.0 SUBJECT: THE HISTORY AND ADVANCEMENT OF THERAPEUTIC MASSAGE

TOPIC: REQUIREMENTS FOR THE PRACTICE OF THERAPEUTIC MASSAGE

TIME ALLOTMENT: 3 hours Theory Classroom

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Explain the educational and legal aspects of scope of practice; Discuss how state legislation defines the scope of practice of therapeutic massage; Articulate why the massage therapist must be aware of the laws, rules, regulations, restrictions, and obligations governing the practice of therapeutic massage; Describe the educational requirements necessary to obtain a license to practice therapeutic body massage; Give reasons a license to practice massage might be revoked, canceled, or suspended; Compare the differences between certifications and licenses; Define the term evidence-informed practice; Discuss the concept of an evidence-informed practice, including why it is important and what skills a therapist needs; Define the term research; Outline the steps to take to locate information about the efficacy of a particular massage technique; Describe these sections of a research article: abstract, introduction, methods/methodology, results/findings, discussion, and references; List two indicators that a research study is reliable; List two indicators that a research study is not reliable; Meet the health recommendations to practice therapeutic massage.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Requirements for the Practice of Therapeutic Massage. In this course, Massage practitioners should learn a thorough knowledge of the requirements to practice therapeutic massage. The content of this course includes the following: To be a knowledgeable and professional massage practitioner requires understanding and practicing within their scope of practice; Understanding and abiding by local laws and regulations is essential for staying within legal parameters and safeguarding you and your clients; Knowing that, where applicable, a license is required, while a certification adds professional credibility; Understanding research methods and terminology adds to a therapist's knowledge base, competency, confidence, and the ability to effectively communicate with clients and collaborate with other health professional.

3.0 SUBJECT: THE HISTORY AND ADVANCEMENT OF THERAPEUTIC MASSAGE

TOPIC: PROFESSIONAL ETHICS FOR MASSAGE PRACTITIONERS

TIME ALLOTMENT: 10 hours Theory Classroom

Subject unit: Ethics

LESSON OBJECTIVES After completing this lesson, the student will be able to: Define ethics; Explain how the practice of good ethics helps build a successful massage practice; Differentiate between personal and professional boundaries; Designate at least eight areas to consider when establishing professional boundaries; Define a therapeutic relationship and a client-centered relationship; Explain the effects of a power differential in the therapeutic relationship; Examine the effects of transference, countertransference, and dual relationships in the therapeutic setting; Discuss why sexual arousal can occur during a massage session and what to do if it does; Explain why and how to desexualize the massage experience; Define supervision and its importance to the massage professional; List and then discuss examples of ethical business practices; Discuss the importance of good health habits and professional projection; Assess the importance of human relations and an attitude of success.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Professional Ethics for Massage Practitioners. Massage therapy students will in this course study professional ethics. The student will learn in this course that Practicing professional ethics protects the client, the profession, and the therapist by creating a safe environment. The practice of good ethics helps gain the respect of the medical community and the general population. Student's you will learn that setting your intention and creating professional boundaries is the basis for a healthy practitioner/client interaction.

4.0 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: OVERVIEW OF HUMAN ANATOMY AND PHYSIOLOGY AND MEDICAL TERMINOLOGY

TIME ALLOTMENT: 4 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: Define anatomy, physiology, kinesiology, and pathology; Explain why a massage therapist should have a good understanding of anatomy, physiology, and pathology; Differentiate between a sign and a symptom of a disease; Explain the physiologic and psychological effects of stress and pain and the role of massage therapy in the management of stress and pain; Describe the healing functions of the body in terms of inflammation and tissue repair; Describe the wellness model and how massage can be a part of that model; Derive the meaning of medical terms by breaking the terms into their parts and defining those parts.

COURSE DESCRIPTION This course will provide hands on training and will include learning an Overview of Human Anatomy and Physiology and Medical Terminology. The course defines anatomy, physiology, kinesiology and pathology. The course offers the massage practitioner student to engage in the study of an overview of these topics because: A basic understanding of anatomy, physiology, kinesiology, and pathology is necessary to knowledgeably perform massage services, whether in a healthcare or wellness setting; Recognizing signs and symptoms of certain conditions helps the practitioner determine what course to take when providing services; Recognizing conditions involving stress or pain and having some understanding of the mechanisms involved help the practitioner formulate treatment plans; Being

familiar with medical terminology helps the student with anatomical terms and the practitioner when deciphering medical terms.

5.0 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: INTRODUCTION

TIME ALLOTMENT: 8 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing lesson, the student will be able to: Explain the level of complexity regarding how the human body is formed, starting from the atom; Name the three principal parts of a cell; Name and then explain the five phases of cell mitosis; Describe enzymes and their function; Describe four types of tissue in the human body; Name the anatomical planes of the body; List the subdivisions of the ventral and dorsal cavities and the major organs found in each; Locate each region of the body; Name the ten most important body systems for massage therapists; Explain the structures and functions of the various body systems.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Human Anatomy and Physiology. The student massage practitioner will have a basic understanding of anatomy and physiology. This course reveals human body is the recipient of the ministrations of massage therapy; therefore, a basic understanding of the structure and the function of the human body is necessary for therapists to knowledgeably apply their skills. You will acknowledge that by understanding the structure and functions of the body, the practitioner can better understand how massage affects the body on various levels. The course offers a familiarity with muscle structure, location, and action allows the practitioner to provide knowledgeable services to promote the client's well-being.

5.1 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: INTEGUMENTARY SYSTEM—THE SKIN

TIME ALLOTMENT: 6 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: List the principal functions of the skin; Describe the structure of the skin; List the sensory receptors in the skin; Identify the primary and secondary lesions of the skin.

COURSE DESCRIPTION This course will provide hands on activities and training. This course will include learning the principal functions of the skin. Learning this course includes the knowledge of the principal functions of the skin listed as the following: 1. Protection: The skin is a physical barrier that protects the body from injury and bacterial invasion. 2. Heat regulation: The healthy body maintains a constant internal temperature of approximately 98.6° F (37° C). As changes occur in the outside temperature, the blood and sweat glands of the skin make the necessary adjustments in their functions. 3. Secretion and excretion: By means of its sweat (sudoriferous) and oil (sebaceous) glands, the skin acts both as a secretory and an excretory organ; The sudoriferous (sweat) glands excrete (eliminate) perspiration, which is mostly water with a small amount of waste matter; The sebaceous (oil) glands secrete (produce and release) sebum, which is a lubricant. The skin is about 50 to 70 percent moisture. Sebum (oil) coats the surface of the skin and helps to maintain its moisture level. The sebum level slows down evaporation of moisture and keeps excess water from penetrating the skin. 4. Sensation: The papillary layer of the dermis provides the body with a sense of touch. Touch receptors are sensory nerve endings in the skin that register basic types of sensations, such as heat, cold, pain, pressure, and touch. Nerve endings are

most abundant in the fingertips. Complex sensations, such as the feelings of vibration, seem to depend on a combination of these nerve endings. 5. Absorption: The skin has limited powers of absorption through its pores. Some cosmetics, chemicals, and drugs can be absorbed in small amounts. 6. Synthesis of vitamin D: When the sun's ultraviolet light is absorbed by the skin, vitamin D is synthesized. Vitamin D is essential for the digestive track to absorb phosphorus and calcium, elements that are essential for proper bone growth and muscle and nerve function; Students will learn the Structure of the Skin as they will be able to describe the structure of the skin. Students will learn that the structure of the skin contains two clearly defined divisions: the epidermis, which is the outermost layer, and the dermis, which is the deeper layer that extends to form the subcutaneous tissue.

5.2 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: THE SKELETAL SYSTEM

TIME ALLOTMENT: 8 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: Describe the functions of the skeletal system; Differentiate between the axial skeleton and the appendicular skeleton; Describe the functional and structural classifications of joints; Describe five types of movable joints.

COURSE DESCRIPTION This course will provide hands on training with activities that will include learning how to describe the functions of the skeletal system. Students will gain knowledge from this course on how the skeletal system has five main functions: 1.To offer a framework that supports body structures and gives shape to the body 2.To protect delicate internal organs and tissues 3.To provide attachments for muscles and act as levers in conjunction with muscles to produce movement 4.To manufacture blood cells in the red bone marrow 5.To store minerals such as calcium phosphate, calcium carbonate, magnesium, and sodium composition of bones. Bone is the hardest structure of the body, other than dentin—the dense hard tissue that forms the body of a tooth. Despite its solid and inert appearance, bone is a complex and ever-changing organ. Bone is composed of approximately one-third animal matter and two-thirds mineral or earthy matter. The animal (organic) matter consists of bone cells (osteocytes), blood vessels, connective tissues, and marrow. The mineral (inorganic) matter consists mainly of calcium phosphate and calcium carbonate. Bone forms or shapes several forms or shapes of bones are found in the human body, namely: Flat bones, such as those in the skull, pelvis, and ribs (costals); Long bones, such as those in the legs, arms, fingers, and toes; Short bones, such as those in the carpals and tarsals; Irregular bones, such as the vertebrae (spine); Sesamoid bones, such as the patella.

5.3 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: THE MUSCULAR SYSTEM

TIME ALLOTMENT: 20 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: List the functions of the muscular system; Compare and differentiate three types of muscle tissue; Describe three characteristics of muscles; Describe the structure of skeletal muscles; Explain what happens during a muscle contraction; Differentiate between aerobic and anaerobic respiration in a muscle cell; Differentiate between postural and phasic muscles; Describe seven shapes of muscles and give examples of each; Describe muscle insertion and origin; Identify the insertion, origin, and action of the major skeletal muscles of the human body; Locate and name the major skeletal muscles of the human body.

COURSE DESCRIPTION This course will provide hands on training and will include learning that muscle is the primary tissue of the muscular system. The student will study how muscle is made of specialized cells or fibers that have the unique ability to change their length. The action of muscle cells produces nearly all the movement of the body.

This course offers knowledge about the functions of the muscular system and includes all of the following information. Muscle movement is responsible for locomotion and all motor functions. It is responsible for breathing, moving fluids such as blood and urine, and transporting food through the digestive system. By their action on the fascia, tendons, ligaments, and bones, muscles also provide the stability to support the body in an erect and weight-bearing posture. The muscular system shapes and supports the skeleton. Depending on a person's physical development, muscles comprise approximately 40 to 60 percent of the total body weight. The skeletal muscular system consists of over 600 muscles, large and small. Metabolically, muscles use most of the food and oxygen that we consume to produce energy for movement and heat that the body uses for heat regulation. The muscular system relies on the skeletal, nervous, vascular, digestive, and respiratory systems for its activities.

5.4 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: THE CIRCULATORY SYSTEM

TIME ALLOTMENT: 10 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: List the parts of the cardiovascular system; Describe the structure of the heart; Differentiate among five classifications of blood vessels; Describe and differentiate between pulmonary circulation and systemic circulation; Describe the basic functions and composition of blood; List the parts included in the lymph-vascular system; Explain the functions of the lymph system; Describe the circulation of lymph from the interstitial spaces until it returns to the venous blood flow; Explain the function of B-cells and T-cells in the immune system; Describe the stages of HIV/AIDS; Explain the transmission of HIV/AIDS.

COURSE DESCRIPTION This course is about the Introduction to the Circulatory System. The student will learn knowledge of the circulatory or vascular system controls the circulation of the blood and lymph throughout the body by means of the heart, blood, and lymph vessels. Also, how the primary function of the circulatory system is to supply body cells with nutrient materials and carry away waste products. There are two divisions to the circulatory system: 1. The blood-vascular system or cardiovascular system includes the blood, heart, and blood vessels (i.e., arteries, capillaries, and veins). 2. The lymph-vascular system, or lymphatic system, consists of lymph, lymph nodes, and lymphatics through which the lymph circulates. The lymph system also includes the spleen, thymus, tonsils, adenoids, and Peyer's patches, lymphoid tissue located on the walls of the small intestines. These two systems are intimately linked with each other. In the cardiovascular system, the pumping action of the heart distributes the vital fluids through the blood vessels to all parts of the body. The blood acts as a two-way carrier of supplies, bringing oxygen and nutritional materials to the cells and taking away waste products and secretions from the tissues. With the lymphatic system, the lymph (a clear, yellow fluid) bathes all cells and assists in the exchange of nutrients required by the cells and carries waste and impurities away from the cells.

5.5 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: THE NERVOUS SYSTEM

TIME ALLOTMENT: 8 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: List the functions of the nervous system; Identify the parts of a neuron; Differentiate between three types of neurons; Describe six types of neuroglia (glial cells); Label the parts of the central nervous system on a diagram; Describe the function of each part of the central nervous system; Identify the parts of the peripheral nervous system; List five types of sensory receptors and what they detect; Describe proprioception; Differentiate between the sympathetic and the parasympathetic nervous systems.

COURSE DESCRIPTION This course will provide training on and will include learning the introduction to the nervous system. This course offers information about the functions of the nervous system. In the study of this course, students will learn how the nervous system controls and coordinates the functions of other systems of the body so that they work harmoniously and efficiently. Knowledge will include how the nervous system is composed of the brain, spinal cord, and peripheral nerves. Also, the primary function of the nervous system is to collect a multitude of sensory information from the internal and external environment; process, interpret, and integrate that information; and initiate appropriate motor responses throughout the body. This course teaches that the functions of the nervous system are as the following: To rule the body by controlling all visible and invisible activities; To control human thought and conduct; To govern all internal and external movements of the body; To give the power to see, hear, move, talk, feel, think, and remember.

5.6 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: THE ENDOCRINE SYSTEM

TIME ALLOTMENT: 4 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: Name and identify the location of each of the endocrine glands; List the hormones associated with each of the endocrine glands; List the principal function of each of the endocrine glands.

COURSE DESCRIPTION This course will provide hands on training and will include learning introduction to the Endocrine System. The endocrine system comprises a group of specialized glands that affect the growth, development, sexual activity, and health of the entire body, depending on the quality and quantity of their secretions. The major function of the endocrine system is to assist the nervous system in regulating body processes.

5.7 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: THE RESPIRATORY SYSTEM

TIME ALLOTMENT: 4 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: List the major organs of the respiratory system; Identify the three levels of respiration and where they take place; Describe breathing.

COURSE DESCRIPTION This course will provide knowledge, training and will include learning about the introduction to the Respiratory System. Students will learn about the major organs of the respiratory system. To carry on the vital functions of the organism, the cells of the body require a continual supply of oxygen and the removal of carbon dioxide. Without a constant supply of oxygen, a human being dies

within a matter of minutes. The vital exchange of oxygen and carbon dioxide is accomplished by the respiratory system. This course teaches that the respiratory system includes the nose, nasal cavity, pharynx, larynx, trachea, bronchial tubes, and the lungs. The lungs are composed of spongy tissue, blood vessels, connective tissue, and microscopic air sacs called alveoli. A network of very fine capillaries brings the blood into close contact with the thin walls of alveoli.

5.8 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: THE DIGESTIVE SYSTEM

TIME ALLOTMENT: 3 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: Identify the structures that compose the digestive system; Describe the physical process of digestion; Describe the digestive changes that could occur in each portion of the alimentary canal.

COURSE DESCRIPTION This course will provide training on and will include learning the introduction to the Digestive System. Students will learn how to Identify the structures that compose the digestive system. This contains information about the human body is a living organism made up of millions of cells that perform a multitude of different tasks. Each cell must receive a continuous supply of nutrients to provide fuel for energy and nutritional elements for growth and regeneration. These nutrients come from the food that we eat. Food that enters the mouth must undergo many changes before it can be used by the cells for nourishment. This process is carried on by the digestive system. The main functions of the digestive system are digestion and absorption. Digestion is the process of converting food into substances capable of being used by the cells for nourishment. Absorption is the process in which the digested nutrients are transferred from the intestines to the blood or lymph vessels so that they can be transported to the cells. The digestive system is composed of the alimentary canal and accessory digestive organs. The alimentary canal, also known as the gastrointestinal or digestive tract, consists of the mouth (oral cavity), pharynx (throat), esophagus, stomach, small intestine, and large intestine. The accessory organs include the teeth, tongue, salivary glands, pancreas, liver, and gallbladder. The alimentary canal is a muscular tube that is about five times as long as a person is tall and extends from the lips to the anus. The tube forms a continuous barrier so that material in the digestive tube can be acted on by the digestive juices, although it is not yet part of the body or its cellular makeup. The process of digestion changes food into a nutritious fluid capable of being absorbed by the blood. Digestion is accomplished through physical and chemical means. The physical means involve the teeth, tongue, and involuntary muscles of the pharynx, esophagus, stomach, and small intestine. The teeth tear and grind the food into small pieces while the tongue mixes and moves the food, a process called chewing. After the food is swallowed, the involuntary muscles mix the food with digestive juices and propel it through the alimentary canal. Enzymes and a variety of digestive juices act on the food to break it down chemically from complex food substances into simple nutritional molecules that can be absorbed into the bloodstream and through the cell membranes.

5.9 SUBJECT: HUMAN ANATOMY AND PHYSIOLOGY

TOPIC: THE URINARY SYSTEM

TIME ALLOTMENT: 3 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: Identify the parts of the urinary system; Identify the functional unit of the kidney and what it does.

COURSE DESCRIPTION This course will provide training on and will include learning introduction to the Urinary System. This course is about how to Identify the parts of the urinary system. How to identify the functional unit of the kidney and what it does. The student will study that the urinary system includes two kidneys, two ureters, the bladder, and the urethra. This course will describe how the kidneys are bean-shaped organs located at the back of the abdominal cavity, between the tenth thoracic and third lumbar vertebrae, and kept in place by fibrous connective and fatty tissues. The kidneys are an efficient blood filtration system. The nephron is the functional unit of the kidney. There are two to three million nephrons in the kidneys. Each day, the nephrons filter 40 to 50 gallons of plasma from the blood. Ninety-nine percent of this fluid is reabsorbed into the bloodstream. The kidneys excrete the remaining water and waste products through the ureters. As the kidneys filter the blood, they remove a certain amount of water and nitrogenous waste products of metabolism (e.g., urea, uric acid, ammonia, and some drugs). The ureters are tubes that carry urine from the kidneys to the bladder, where the urine is stored. The bladder is a hollow organ constructed of walls of elastic fibers and involuntary muscles that acts as a reservoir for the urine until it is excreted from the body. When the bladder accumulates about a pint of urine, sensors indicate that it is time to urinate. Voiding or emptying the bladder is accomplished by a voluntary relaxation of a sphincter muscle at the mouth of the urethra and the involuntary contraction of the muscles of the bladder. As the bladder contracts, urine passes through the urethra and out of the body. A urinalysis is a chemical examination of the urine that is often part of the routine examination given by most physicians. The presence of white blood cells, blood, glucose, or other chemicals in the urine can be an indication of metabolic imbalance, infection, or numerous other conditions. Normal, healthy urine is a clear yellowish fluid. A change in the color of the urine, such as a reddish or brownish color, can indicate infection or other problems.

5.10 SUBJECT: Human Anatomy and Physiology

TOPIC: THE HUMAN REPRODUCTIVE SYSTEM

TIME ALLOTMENT: 4 hours Theory Classroom

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: Identify the parts of the male reproductive system; Describe the functions of the male reproductive system; Identify the parts of the female reproductive system; Describe the functions of the female reproductive system; Describe what happens during a normal pregnancy.

COURSE DESCRIPTION This course will provide training on and will include learning introduction to the Reproductive System. The course illustrates the reproductive system is the generative apparatus necessary for organisms to reproduce organisms of the same kind and ensure the continuation of their species. Students will obtain knowledge of that the lower forms of life, such as one-celled organisms, do not need a partner to reproduce. They do so by nonsexual means, which is called asexual reproduction. In humans (and most multicellular organisms), reproduction is sexual and requires a male and female, each having specialized sex cells. This course defines that Gamete is the term used to describe a reproductive cell that can unite with another gamete to form the cell (zygote) that develops into an embryo. In the male, these cells are spermatozoa and in the female, ovum. A zygote is the fertilized ovum, the cell formed by the union of a spermatozoon with an ovum. A gonad is a sex gland that produces the reproductive cell. In the female, the gonad is the ovary. In the male, it is the testes.

6.0 SUBJECT: Massage PRACTICE

TOPIC: Effects, Benefits, Indications, and Contraindications of Massage

TIME ALLOTMENT: 4 hours Theory Classroom

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Explain the physiologic effects and benefits of massage; Describe the effects of massage on the skin; Describe the effects of massage on the muscular system; Describe the effects of massage on the nervous system; Describe the effects of massage on the circulatory system; Explain the psychological effects and benefits of massage; List 17 conditions most frequently relieved by regular massage treatment; Differentiate among absolute, regional, and conditional contraindications; List at least six common contraindications for massage; Identify the major endangerment sites on the body.

COURSE DESCRIPTION This course will provide training on and will include learning on the Effects, Benefits, Indications, and Contraindications of Massage. The student massage practitioner will study the effects, benefits, indications, and contraindications of massage because of the following: •The effects and benefits of massage are the main reason to practice massage therapy. •An understanding of the effects, benefits, and indications will help the practitioner recruit and educate clients about the health benefits of massage and help promote the field of massage therapy to the public and healthcare industry. •One of the most important skills for the massage therapist to understand is when massage is detrimental or contraindicated, or when massage is indicated with special considerations. •This knowledge is the basis for designing a safe protocol that is unique to each client and each therapy session.

7.0 SUBJECT: Massage PRACTICE

TOPIC: Equipment, Products, and environment

TIME ALLOTMENT: 2 Theory Classroom & 2 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: List important considerations when preparing a space to do massage; Prepare a checklist of supplies and equipment needed for therapeutic massage; Check and adjust lighting for the massage room; Select a massage table; Name and describe various lubricants used for body massage.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Equipment and Products. Massage practitioners should gain knowledge from the study of this course about available massage-related equipment and products because: These are the tools practitioners use in their trade; It is important to understand the proper use and care of these tools and products to prevent injury to the client or practitioner and to reduce wear and tear on the equipment; The overall success and safety of the massage session is dependent on the proper use of the proper products and equipment.

8.0 SUBJECT: Massage PRACTICE

TOPIC: infection control and Safety Practices

TIME ALLOTMENT: 2 Theory Classroom & 2 hours Lab

Subject unit: Sciences

LESSON OBJECTIVES After completing this lesson, the student will be able to: Define the term infection control; Explain the need for laws that enforce the strict practice of infection control; Describe the path of infection of common pathogens; Differentiate between pathogenic and nonpathogenic bacteria; Explain the importance of cleanliness of yourself and your surroundings to protect against the spread of disease; Demonstrate the best method for cleaning the hands and nails; Describe how various

disinfectants, antiseptics, and other cleaning products are used most effectively; Explain the role of safety in the massage therapy business.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Infection Control and Safety Practices. Massage practitioners from this course identify and have a thorough understanding of infection control principles and safety practices because of the following: To be a knowledgeable, responsible, professional massage practitioner, you are required to understand the types of infections and safety risks you may encounter in a massage business; Understanding the basics of cleaning and disinfecting practices and following established guidelines will protect your and your client's health and well-being; Developing an attitude of safety will reduce or eliminate possible dangerous situations or conditions, reduce risks of injury, and protect the health and safety of you as the practitioner and your clients.

9.0 SUBJECT: Massage PRACTICE

TOPIC: Consultation and Documentation

TIME ALLOTMENT: 4 hours Theory Classroom

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Explain the importance of the consultation before a massage; Demonstrate how to screen clients while making appointments; Demonstrate how to determine the client's needs and expectations; Explain why it is important to set policies during the first consultation; Explain two ways of asking questions during the consultation; Properly administer and review client intake and health history forms to identify potential health problems and contraindications; Administer the appropriate body diagram, pose tactful questions related to the location of the client's discomfort, and record notes; Determine the proper extent of the assessment for the type of massage service being offered; Define a treatment plan; Define the term informed consent; List the type of information typically found in a client's file; Discuss SOAP charts and the type of information to appear under each heading; Identify how software and online services are being used in massage facilities; Explain which records should be kept and why they should be updated.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Consultation and Documentation. This course offers the massage practitioners guidance and an understanding of consultation and documentation because: The practitioner is able to assess the needs and desires of the client during the consultation; Potential contraindications can be screened during the consultation, which will reduce undue risk; The consultation will help the practitioner tailor the massage session to better fit the needs of the client; Documentation helps ensure better communication with members of the healthcare team and with insurance companies.

10. SUBJECT: Massage Practice

TOPIC: classification of Massage Movements

TIME ALLOTMENT: 4 hours Theory Classroom & 4 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Describe four forces that deform tissue for therapeutic gain; Describe the seven major categories of massage methods; Outline the fundamental movements for the seven major categories of massage methods; Explain and demonstrate how each factor plays a part in therapeutic massage: intention, direction, speed, length,

duration, rhythm, and pressure; Demonstrate mastery of basic massage movements; Demonstrate passive and active joint movements.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Classification of Massage Movements. This course teaches the practitioner that will learn and have an understanding of the classification of massage movements and also the following: The massage movements are the basis on which most massage modalities are built; By understanding the effects of the various movements, the practitioner can create better routines and treatment plans to serve his or her clients.

11.0 SUBJECT: Massage Practice

TOPIC: Preparations for the practitioner

TIME ALLOTMENT: 4 hours Theory Classroom & 4 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Describe self-care practices for the massage practitioner; Differentiate between ergonomics and body mechanics; Explain why it is desirable for the massage practitioner to observe good ergonomic practices; Explain why it is necessary and desirable for the massage practitioner to use good body mechanics when performing massage; Describe the concepts of grounding and centering and how these practices benefit the massage practitioner; Demonstrate correct standing posture and movements specifically for the benefit of massage practitioners; Explain why it is necessary and desirable for the massage practitioner to develop strong, flexible hands; Demonstrate mastery of various hand exercises specifically for the benefit of massage practitioners

COURSE DESCRIPTION This course will provide hands on training and will include learning the preparations for the Practitioner. Massage practitioners will obtain the importance of preparations because: Developing good self-care practices enhances the practitioner's ability to perform multiple massages, while reducing the chance of injury; Using proper stances and body mechanics when giving massage allows mobility and more efficient delivery of the massage and protects the practitioner from burn-out and repetitive strain injury; Understanding and using the concepts of centering and grounding provide a way to better connect with the client and help the practitioner maintain stamina and energy; Understanding how to exercise the hands for strength and flexibility is necessary for the effective delivery of massage.

12.0 SUBJECT: Massage Practice

TOPIC: Procedures for Complete Body Massages

TIME ALLOTMENT: 6 hours Theory Classroom & 6 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Demonstrate the steps in preparing a client for a massage session; Demonstrate correct procedures for draping the client; Explain the importance of assisting a client onto and off a massage table; Instruct and assist the client into the appropriate position for the treatment to be given; Adjust quality of touch and maintain contact with the client's body throughout the procedure; Follow a massage sequence on a particular body area; Abide by the safety rules to provide a safe and effective massage procedure; Demonstrate a basic body massage beginning supine; Demonstrate massage beginning prone; Demonstrate full-body massage.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Procedures for Complete Body Massages. Massage therapists will gain information and have a thorough understanding of the procedures for body massages including the following: Being proficient when working with clients from the time they enter until they leave the studio defines professionalism; Excellent draping techniques assure the client's modesty and comfort throughout the massage; Practicing massage sequences helps the practitioner become more proficient in performing massage; Being comfortable with a variety of massage routines makes it possible to provide services to meet client and employer needs and expectations.

13.0 SUBJECT: Massage Practice

TOPIC: COLD, HEAT, AND HYDROTHERAPIES

TIME ALLOTMENT: 4 hours Theory Classroom & 4 hours Lab

Subject unit: Related

LESSON OBJECTIVES After completing this lesson, the student will be able to: Explain hydrotherapy as a therapeutic aid; Explain the use of heat and cold in body treatments; Articulate the effects of different water temperatures on the body; List contraindications for various hydrotherapy treatments; Define cryotherapy and demonstrate at least three ways to apply it; Describe at least five ways of applying heat to the body; Describe the main effect of contrast therapy; Name types of baths available for hydrotherapy use.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Cold, Heat, and Hydrotherapy. The course teaches the massage practitioner student the basic hydrotherapy and its importance because: Hydrotherapy is an effective means of applying heat and cold to the body and is within the scope of practice of massage therapy; Knowing and understanding the effects of heat and cold therapy augment services available to our clients; The use of hydrotherapy is designed to encourage circulation, promote relaxation, and provide pain relief when combined with traditional massage therapy.

14.0 SUBJECT: Massage Practice

TOPIC: Massage in the Spa Setting

TIME ALLOTMENT: 4 hours Theory Classroom & 4 hours Lab

Subject unit: Related

LESSON OBJECTIVES After completing this lesson, the student will be able to: Describe the historical development of spas from the ancient Greeks and Romans to early America; Describe the current state of the spa industry, including customer demographics and the various types of spas in which therapists work; List three expectations regarding the role of massage therapists working in a spa; Describe the most important attributes of an effective spa massage; List and describe the most popular spa services that may be performed by massage therapists; Define aromatherapy; Describe four ways aromatherapy can be implemented; Demonstrate an ability to perform a spa exfoliation procedure; Demonstrate an ability to perform a spa body-wrap procedure; Describe the specialized hydrotherapy equipment and other apparatuses used in modern spas; Describe the qualities that make a massage therapist a good job candidate for a spa, including customer service and other non-massage-related skills; Describe the job potential for massage therapists in spas, including possible career paths over time.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Massage in the Spa Setting. This course describes massage in the spa setting and includes of the following that:

Massage in the spa setting is one of the fastest-growing fields in massage therapy; Spas are a common place of employment for massage practitioners, so understanding the basics of spa treatments gives massage practitioners a competitive edge for finding employment; Spa treatments are an excellent way for therapists to boost their income by adding services to their repertoire.

15.0 SUBJECT: Massage Practice

TOPIC: Clinical Massage Techniques

TIME ALLOTMENT: 6 hours Theory Classroom & 6 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Describe the techniques used in neuromuscular therapy; Define a trigger point and describe its location; Differentiate between central trigger points and attachment trigger points; Demonstrate how to locate and treat trigger points; Differentiate between post-isometric relaxation and reciprocal inhibition; Demonstrate the techniques used in muscle energy technique; Define passive positioning; List the bodywork styles that incorporate passive positioning; Demonstrate how to determine a position of ease when performing position release technique; Differentiate between superficial fascia and deep fascia; Describe and demonstrate three myofascial techniques; Describe the craniosacral system.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Clinical Massage Techniques. This course illustrates to the massage practitioner student clinical massage techniques and the following information: Pain and physical dysfunction are some of the primary reasons people seek massage. An understanding and ability to perform clinical massage techniques provides the therapist with tools to address areas of tension, limited range of motion, pain and stiffness, and minor injuries in the chronic or subacute stages; Neuromuscular therapy, trigger point therapy, muscle energy techniques, myofascial therapies, and craniosacral therapy are proven to be effective in addressing a client's needs; A therapist who has an understanding of and an ability to practice these therapies can combine techniques to tailor massage sessions to each client's needs.

16.0 SUBJECT: Massage Practice

TOPIC: Lymph Massage

TIME ALLOTMENT: 4 hours Theory Classroom & 4 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Name three people who have been influential in developing lymph massage; Describe lymph circulation; Describe the function and location of lymph nodes; List the major contraindications to lymph massage; List five indications for lymph massage; Demonstrate the primary technique used in lymph massage; Demonstrate the sequence of movements for lymph massage on an area of the body.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Lymph Massage. This course describes the basic understanding of lymph massage and its valuable importance of the following: Lymph massage is a key tool for treating edema and soft tissue injuries; It combines well with other techniques such as deep tissue massage and cellulite massage to reduce inflammation that those techniques might produce; Repetitive movements and the slow rhythm of lymph massage are deeply relaxing; Lymph massage is a superficial manual technique that is primarily performed with gentle massage strokes on the surface of the skin; Understanding how fluids move through the body and

how the lymphatic system works increases the therapist's overall understanding of the effects of different kinds of massage.

17.0 SUBJECT: Massage Practice

TOPIC: Therapeutic Procedures

TIME ALLOTMENT: 4 hours Theory Classroom & 4 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Describe the four parts of the therapeutic procedure; Demonstrate a client intake procedure for a therapeutic massage session; List at least four common assessment protocols; Perform posture assessment; Demonstrate assessment by passive, active, and resisted movement; Identify soft tissue barriers; Palpate and differentiate tissue layers and textures; Differentiate between a chronic and an acute soft tissue condition; Explain how assessment findings are used to develop session strategies; Determine performance strategies that are specific to a client's needs; Demonstrate how to identify and release constrictions in hypertonic tissue; Explain the appropriate therapy in the initial stage of an acute soft tissue injury; Explain the importance of evaluation.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Therapeutic Procedures. This course delivers information to the students of therapeutic massage an understanding of the therapeutic procedures also the following: Therapeutic procedures provide a blueprint for practitioners to assess, plan, treat, and evaluate clients seeking relief from physical conditions and dysfunction; A thorough assessment provides the basis to understand a client's condition or changes to their condition when they come for a massage. It also is the basis for choosing techniques to address specific concerns; Creating a treatment plan provides guidelines and helps clients understand goals of each treatment session; Evaluating the outcome of the session helps to improve the treatment strategy for current and future clients.

18.0 SUBJECT: Massage Practice

TOPIC: ATHLETIC/SPORTS MASSAGE LESSON OBJECTIVES

TIME ALLOTMENT: 4 hours Theory Classroom & 4 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Define athletic/sports massage; Explain the purposes of athletic massage; Identify the subjects a therapist must understand to be effective at athletic massage; Explain the major benefits of athletic massage; Discuss the massage techniques used in athletic massage; Describe the three basic applications of athletic massage and the goals of each; Demonstrate massage techniques commonly used in pre- and post-event athletic massage; Discuss the benefits of training massage or maintenance massage during training; List the therapeutic modalities used in training massage; Demonstrate how to locate the stress points of the body; List the therapeutic modalities used in rehabilitative or treatment athletic massage; Differentiate among acute, subacute, and chronic athletic injuries and the treatment choices for each stage of injury; Explain contraindications for athletic massage.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Athletic/Sports Massage. The massage therapy student will learn about athletic/sports massage and the following: Athletic/sports massage is a popular and growing field in massage therapy; Athletic/sports massage has been incorporated into the training of many athletes, both amateur and professional;

Many techniques used in athletic/sports massage can be applied in other areas of a massage practice; An understanding of the various applications of athletics/sports massage helps the practitioner develop treatment plans to better benefit the client.

19.0 SUBJECT: MASSAGE PRACTICE

TOPIC: MASSAGE FOR SPECIAL POPULATIONS

TIME ALLOTMENT: 4 hours Theory Classroom & 4 hours Lab

Subject unit: Related

LESSON OBJECTIVES After completing this lesson, the student will be able to: Explain the benefits of prenatal massage; Demonstrate proper positioning when massaging a pregnant woman during each trimester; Explain the contraindications for prenatal massage; Describe various maternal concerns (by trimester) that are considerations for prenatal massage; Practice a basic routine for infant massage on a life-sized doll; Describe the benefits of infant massage; Explain special considerations for providing massage services to children; Differentiate the considerations for working with older clients who are frail and those who are active; Explain the accommodations and considerations for providing massage to people with various disabilities; Explain the major considerations when providing massage to people with cancer; Explain the accommodations and considerations for providing massage to people in hospice or who are in end-of-life care.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Massage for Special Populations. Massage for special populations is defined in this course including the following texts: As the field of massage therapy grows, people of all ages and abilities are experiencing the benefits of massage therapy; Massage therapists have increasing opportunities to work with expectant mothers and infants; Young people benefit from massage for the same reasons as adults; The mature (elderly) and the critically ill benefit physically, mentally, and spiritually from the healing power of touch; Learning how to work with individuals from diverse populations will result in more career opportunities for emerging and experienced massage therapists; It is important to understand and adapt the massage to fit the conditions of various populations.

20.0 SUBJECT: MASSAGE PRACTICE

TOPIC: MASSAGE IN MEDICINE

TIME ALLOTMENT: 4 hours Theory Classroom

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Define allopathic medicine; Explain how massage reemerged in the United States as complementary medicine; Define CAM; Differentiate among the terms alternative, complementary, holistic, and integrative medicine; Explain the role of massage in integrative medicine; Describe the role of the patient in integrative medicine; Explain how chiropractic care and the massage practice may be combined; Explain how massage might fit into a hospital setting; Define medical massage; Demonstrate billing insurance for massage.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Massage in Medicine. Content in this course will give the massage therapy student an understanding of the use of massage in medicine including: An understanding of the recent acceptance of massage from alternative to complementary to integrative medicine and then into mainstream health care will help the therapist who is interested in pursuing medical massage; Being able to communicate with medical personnel and

understanding charting and safe practice protocols for treatment of specific pathologies are requirements for practicing medical massage; Massage that is prescribed by a physician and done in a medical setting may be covered by insurance. Understanding insurance billing may be an important adjunct to a massage therapy practice.

21.0 SUBJECT: MASSAGE PRACTICE

TOPIC: OTHER THERAPEUTIC TECHNIQUES

TIME ALLOTMENT: 6 hours Theory Classroom & 6 hours Lab

Subject unit: Massage

LESSON OBJECTIVES After completing this lesson, the student will be able to: Describe basic chair massage techniques; Demonstrate a simple chair massage routine; Describe the safe application of stone massage; Demonstrate a basic stone massage procedure; Define reflexology; Locate reflexology points on feet and hand maps; Demonstrate a basic foot reflexology sequence; Explain the basic philosophy of acupressure and acupuncture; Describe shiatsu as related to pressure points of the body; Describe the location of the seven chakras.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Other Therapeutic Techniques. This course demonstrates to the massage therapy student other therapeutic modalities and describes the following: Knowledge of multiple modalities has a synergistic effect, ultimately providing better care to the client; Chair massage is a great marketing tool and can introduce inexperienced clients to massage therapy in a less vulnerable way; On-site chair massage can be performed in the workplace and other public venues; Stone massage is popular and provides an adjunct therapy that is beneficial to both therapist and client; Reflexology techniques promote relaxation and can sometimes be performed when traditional massage is contraindicated; Asian bodywork has been around for thousands of years, can be used as part of a holistic treatment regime, and has great benefits; Many forms of energy work can be used in conjunction with other techniques or when other modalities are contraindicated; This chapter introduces several modalities that can be studied at deeper levels through continuing education.

22.0 SUBJECT: MASSAGE BUSINESS ADMINISTRATION

TOPIC: BUSINESS PRACTICES

TIME ALLOTMENT: 6 hours Theory Classroom

Subject unit: Related

LESSON OBJECTIVES After completing this lesson, the student will be able to: Determine the advantages and disadvantages of working as a massage employee; Create a résumé and cover letter for a prospective employer; Explain the relationships among attitude, self-image, and business success; Explain why careful planning is important before opening a business; Describe the advantages and disadvantages of operating your own business; Compare the differences among a sole proprietorship, partnership, and a corporation; List the major expenses related to starting a massage business; Summarize the factors in establishing a business name; Explain the importance of business location to the success of a personal service business; Outline the considerations before buying an established business; List the various permits and licenses required to operate a massage business and where to obtain them; List the types of insurance needed to protect a massage business; Describe a physical layout for a beginning massage business operation; Demonstrate the proper way to answer client inquiries; Distinguish the elements of setting up fees; Explain why keeping accurate records is necessary

in a successful business; List the major ingredients of a basic bookkeeping system; Explain the importance of marketing to business success.

COURSE DESCRIPTION This course will provide hands on training and will include learning the Business Practices. This course contains information for the massage therapist student of business practices and knowledge of the following: Massage therapy is a business and successful massage therapists are business people; Many practitioners graduating from school require skills in finding employment; Nearly half of practicing massage therapists are self-employed, which requires skills not only in massage but also in business management, including bookkeeping and marketing; Understanding the concepts of business management will help the therapist be a better employee; Getting and retaining clients is the key to a successful career. Understanding how to market yourself is essential.

TENNESSEE STATE LAW

Five (5) classroom hours regarding Tennessee massage statutes and regulations. The program shall ensure that each graduating class shall have received a minimum of two (2) hours classroom presentation prior to graduation by the impaired professional assistance program contracted by the Board.

BUSINESS

200 hours Theory Classroom

10 hours Lab interviews

40 hours Clinical/Gainful Employment

Business Practices, First Aid/CPR, Communication Skills, Referral Methods, Instructor Strengthening Modalities

Curriculum Hours: 750

Break out Hours:

| Curriculum | Milady 6th Edition | Business | TOTAL |
|------------------|--------------------|----------|-------|
| Theory classroom | 180 | 200 | 380 |
| LAB | 54 | 10 | 64 |
| Clinic | 266 | 40 | 306 |
| TOTALS | 500 | 250 | 750 |

| Subject Units | Theory Classroom | LAB | Clinic | Total |
|---------------|------------------|-----|--------|-------|
| Science | 80 | 5 | 115 | 200 |
| Massage | 60 | 40 | 100 | 200 |
| Related | 50 | 10 | 20 | 85 |
| Ethics | 10 | 0 | 0 | 10 |
| Law | 10 | 0 | 0 | 10 |
| Business | 200 | 10 | 40 | 250 |
| Totals | 410 | 65 | 275 | 750 |

Sandra Academy of Salon Services
907 Main Street New Tazewell, TN 37825
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423-626-7877 www.sandraacademy.edu

49-7-144: Disclosure about transferability of credits.

Sandra Academy's disclosure about the transferability of credits shall be as follows:

Disclosure Statement: Credits earned at Sandra Academy of Salon Services may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Sandra Academy of Salon Services.

A student should obtain confirmation that Sandra Academy of Salon Services will accept any credits earned at another educational institution before completing an enrollment contract or agreement at Sandra Academy. If a student is considering transferring credits earned at Sandra Academy to another similar educational institution, it is the student's responsibility to confirm with that institution that the credits will be accepted there before completing an enrollment contract or agreement with that institution. The ability to transfer credits from Sandra Academy to another educational institution may be limited. Without appropriate confirmation of institutional transfer credit policy, credits may not transfer, and courses previously taken at Sandra Academy may have to be repeated.

A student should never assume that credits will transfer to or from any educational institution. Sandra Academy strongly advises any student to know the transfer credit policy of Sandra Academy and other educational institutions where you may want to transfer credits. It is important to attain transfer confirmation prior to completing a contract or enrollment agreement. Should a postsecondary institution not

require a student to sign an enrollment agreement or contract, the transfer credit policy information should be included in the letter of acceptance, or other such document, provided to the student with explanation of how to obtain the transfer credit policy. This information should be provided to the student prior to requesting any payment from the student other than the application fee or housing deposit.

Information required under Section 49-7-144 must be disclosed in writing to prospective students and be posted on the institution's website. Sandra Academy has this section posted at www.sandraacademy.edu.

_____Initial _____Signature _____Date

Sandra Academy of Salon Services
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ANNUAL DISCLOSURE

NACCAS Annual Report & Cohort Default Rates

New 2022 Program – No Statistics

AVAILABLE ON OUR WEBSITE - www.sandraacademy.edu

Net Price Calculator, Campus Security Report Drug and Alcohol Awareness Report

IPEDS
Student Demographics of Full Time Students Who Receive Pell Grants

New Program – No Statistics

FEDERAL FINANCIAL AID

FORMS AND PROCEDURES IN APPLYING FOR ASSISTANCE

If you applied for federal student aid for the prior award year you probably will be able to file a FAFSA (Free Application for Federal Student Aid) for the current award year. If you did not apply for federal student aid in the previous award year, you can apply for federal student aid for the current award year by completing and submitting the current FAFSA. Please contact the Financial Aid Department if you have any questions.

A FAFSA can be submitted by one of the following options.

- On the internet by using FAFSA on the web (FOTW); www.fafsa.ed.gov
- By mailing a hard copy paper form to ED (U.S. Department of Education)
- By having the school submit your application electronically.

A paper FAFSA can be obtained by calling the Federal Student Information Aid Center (FSAIC) 1-800-433-3243.

If you apply using FAFSA on the web, help in completing the application is built into the program. You can also call a phone help line at the Federal Student Aid Information Center with your FAFSA questions. The toll-free number is 1-800-433-3243. Appointments can be made by calling the Financial Aid Counselor. The Title IV School code for Sandra Academy of Salon Services is 04236400.

The FAFSA results will determine eligibility in all the Title IV Programs excluding the FPLUS Program. You can apply for Federal Direct Loan directly at the school.

After your FAFSA is submitted the school will receive your ISIR (Institutional Student Information Report). This report will indicate your eligibility.

FEDERAL FINANCIAL AID ELIGIBILITY REQUIREMENTS

1. Have a high school diploma/transcript, GED or equivalent or be homeschooled.
2. Be a citizen of the U.S. or be an eligible non-citizen.
3. Be enrolled as a regular student in an eligible program.
4. Have a social security number.
5. Register with Selective Service, if required.
6. Maintain satisfactory academic progress.
7. Have financial need.
8. Sign a statement of educational purpose and a certification statement regarding you do not owe any refunds or are in default on a student loan.

FINANCIAL NEED

When you apply for federal student aid, the information you report is used in a formula established by the Law. The formula determines your Expected Family Contribution (EFC), an amount you and your family are expected to contribute towards your education. If your EFC is below a certain amount, you may be eligible for a Federal PELL Grant, assuming you meet all eligibility requirements. Aid from most of the Programs is awarded based on financial need (except for unsubsidized Direct, and PLUS loans).

Sandra Academy participates in the following federal student aid programs:

- Pell Grant
- Direct Loan
 - Subsidized Loan
 - Unsubsidized Loan
 - Federal Supplemental Educational Opportunity Grant

Sandra Clark is the Financial Aid Officer responsible for providing Federal Aid/Consumer information to students. The Financial Aid academic year is defined as 900 clock hours and the full-time definition is 24 hours.

POLICIES & PROCEDURES FOR VERIFICATION

Sandra Academy has developed the following policies and procedures for the verification of information provided by applicants for Federal Title IV student financial aid.

1. Only those students selected for verification by the U.S. Department of Education (ED) or those with conflicting information in their records will be required to submit supporting documentation. In most cases, the required documentation consists of a completed Verification Worksheet and if the IRS DRT is not used then a Federal Tax Return Transcript (and an IRS Form 1040X if an amended tax return was filed) from the prior, prior year (e.g., 2017 calendar year for the 2019-2020 processing year, etc.). Any conflicting information in the student's file must be resolved before any financial aid may be disbursed, regardless of the student's verification status.
2. No Federal Pell Grant, Campus-Based aid, or Subsidized Direct Stafford Loan funds will be disbursed prior to the completion of verification.
3. A Direct Stafford Loan will not be originated until all verification has been completed.
4. Students eligible to receive a Pell Grant, Campus-Based aid or a Subsidized Direct Loan will have until 120 days after their last day of attendance or by the deadline published in the Federal Register each year (deadline is usually around the end of September) whichever is earlier, to complete verification. However, in the interim, the student must have made arrangements with the school for payment of all tuition and fees due, or risk termination from the school. After the aforementioned period, all financial aid that might have been due is forfeited.
5. All students will be notified on a timely basis if they were selected for verification and what supporting documentation is required. At that time, the student will be informed of the time parameters and the consequences of not completing the verification process. The institution will notify the student of the results of the verification process and any other documentation needed. The institution will assist the student in correcting any information that is inaccurate and will notify the student via award letter if an award changes. The institution will use as its reference the most recent Verification Guide supplied by ED.
6. If the institution suspects that a student may have engaged in fraud or other criminal misconduct in connection with his or her application for Title IV, HEA program assistance, the school will refer the case to the Office of Inspector General (OIG) (1-800-MISUSED) for resolution. The school will consult with an attorney prior to referring the case to the OIG. (Common misconduct includes false claims of independent student status, false claims of

citizenship, use of false identities, forgery of signatures of certifications, and false statements of income. Remember that fraud is the intent to deceive as opposed to a mistake.)

7. The financial aid file must be documented with the date that verification is completed

3RD STEP VERIFICATION OF CITIZENSHIP, SECONDARY CONFIRMATION POLICY

Sandra Academy follows the procedures below for the DHS-SAVE citizenship verification process when Title IV financial aid applicants indicate they are eligible non-citizens or permanent residents of the United States.

1. If the primary and automated secondary confirmation processes do not confirm eligible Title IV applicant status and the student submits reasonable evidence of eligible status, the school will initiate the paperless third step verification process via the SAVE system. The school will also use the paperless third step verification process if the school has conflicting information on the student's immigration status after the CPS match.
2. All students who indicate an eligible status, but whose eligible status is not confirmed by the U.S. Department of Education's (ED) Central Processing System (CPS) output document, will be given a copy of these procedures.
3. Students have 30 days from the later of the date the student receives this document, or the date the institution receives ED's CPS output document to submit documentation for consideration of eligible non-citizen status.
4. Failure to submit the information by the deadline prevents the institution from disbursing any Title IV funds or certifying the student as eligible for any Title IV funds.
5. The institution will not make the decision regarding "eligible non-citizen" status without giving the student the opportunity to submit documentation supporting a claim of eligibility.
6. Students must submit unexpired documentation of their current immigration status to the Financial Aid Office. The documentation must be official documents from the U.S. Citizenship and Immigration Services (USCIS). In order to initiate the required process, students must submit USCIS documents which are legible, and which demonstrate their latest status with USCIS.
7. The institution will initiate the paperless third step verification within 10 business days of receiving both the ED CPS output document and the student's immigration status documents.
8. The institution will complete the electronic process on the DHS-SAVE system including uploading the student-provided immigration documents to the student's record and submit the request. DHS-SAVE should respond within 3 to 5 business days.

STUDENT LOAN ENTRANCE AND EXIT COUNSELING

Sandra Academy requires upon enrollment students to complete entrance counseling and a master promissory note. Exit counseling is required immediately if a student terminates or upon graduation. Entrance and exit counseling materials are available upon request. Entrance and exit counseling, MPN is available online at www.studentloan.gov.

DIRECT LOAN CODE OF CONDUCT

Sandra Academy bans the following:

- revenue-sharing arrangements with any lender,
- steering borrowers to particular lenders or delaying loan certifications, and
- offers of funds for private loans to students in exchange for providing concessions or promises to the lender for a specific number of FSA loans, a specified loan volume, or a preferred lender arrangement.

The code of conduct applies to the officers, employees, and agents of the school and prohibit employees of the financial aid office from receiving gifts from a lender, guaranty agency, or loan servicer.

The code also prohibits financial aid office staff (or other employees or agents with responsibilities with respect to education loans) from accepting compensation for

- any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans; and
- service on an advisory board, commission, or group established by lenders or guarantors, except for reimbursement for reasonable expenses.

INFORMATION SECURITY PROGRAM

The Sandra Academy Director and staff will be the designated coordinators for maintaining a comprehensive information security program for handling data covered by the law and must take steps to protect the data from unauthorized disclosures, misuse, or other compromise of such information. Sandra Academy ensures adequate safeguards for releasing personally identifiable information via paper, electronic, or other forms that is handled.

Safeguards include:

- Password protection
- Password changes at set intervals
- Access revocation for unsuccessful logins
- User identification and entry point tracking
- Random audit surveys with supervisors
- Security tests of the code access
- Backup Procedures

There are no additional student charges associated with verifying the identity of distance-learning students.

Sandra Academy computers in the school cannot be used to access unlawful material.

Unlawful duplication or sharing of copyrighted materials is prohibited and any such occurrence will be punished by the school and by law as applicable. Sandra Academy implements administrative, technical, and physical safeguards via secure passwords and current secure internet protection.

The School Director and staff are responsible for risk assessment. Consideration of risks should include areas such as:

- Employee training and management.
- Processing, storage, transmission, and disposal detecting, preventing, and responding to attacks, intrusions, or other systems failure.
- The School Director and staff must test and monitor the program.