



Catalog

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Moore Career College
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At Moore Career College there will be no discrimination on the basis of race, creed, religion, color, sex, sexual orientation, age, disability, or national origin in any of its policies, practices, or procedures. This principle applies to, but is not limited to, education programs, admissions, clinics, employment practices and financial aid. Enrollment at Moore Career College implies the acceptance of these conditions concerning all matters and failure to read this catalog does not excuse students from the requirements and policies required within. Illustration Sources for this catalog were purchased from Photodisc.com

Revised May 25, 2017

COLLEGE HOLIDAYS

Martin Luther King Day

Good Friday

Memorial Day

July 4

Labor Day

Thanksgiving Day

Christmas Break

Note: The College reserves the right to change the academic calendar, or to use term breaks to make-up postponed classes. The College will notify students of any changes 2 weeks prior to implementation.

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Mission and Philosophy

Principle and Purpose

"Commitment... Competency... Career..."

Edward Moore, M. Ed.

Mission Statement

Moore Career College is *committed* to using its human and physical resources to provide services to our students that facilitate personal growth, professional development, and a sense of responsibility.

The primary purpose of Moore Career College is developing a high level of *competency*, which is accomplished through the pursuit, assimilation and dissemination of knowledge in academic programs.

The most compelling purpose of the College is to prepare students to function proficiently in a competitive society in the *career* of their choice and to create an awareness of professional and social responsibilities along with an appreciation of principles of ethical conduct.

"Our Philosophy is to *inspire* students to strive for excellence and to achieve maximum personal potential."

Edward Moore, M. Ed.

Vision

Moore Career College encourages each student to aspire to the best he or she can be in academic, business, social, professional, and personal endeavors. Whatever the academic interest, we strive to offer the best education possible. Through our emphasis on curriculum, low student-teacher ratios and practical experience we hope to ensure that the Moore Career College graduate has been meticulously prepared.

The History of Moore Career College

In December 2004, Education Management, Inc. led by Edward Moore acquired the Massage Therapy College of Baton Rouge (MTCBR) and changed the name to Blue Cliff College. In 2008, still under Edward Moore's control, the name was changed to Moore Career College. In October ownership was transferred to Janet Moore.

Facilities

Moore Career College occupies approximately 6,700 square feet on the ground floor of a beautiful building. This space houses administration and academic offices, six classrooms, barber clinic floor, shampoo and drying areas and a lounge for the staff and faculty. We also have a student resource room which contains two internet-accessible computers, books, videos and periodicals for the programs. Instructors have access to overhead and Power Point projectors, TV/VCR/DVD technology and on-line resources.

Also, our students have a break room. The students' hosts massage and barber clinics in this building.

Accreditation, Licenses, Affiliations and Approvals

Moore Career College, Baton Rouge is accredited by The Council on Occupational Education (COE).

The school is licensed by the Louisiana Board of Regents and approved by the Louisiana State Board of Massage Therapy. Other agencies and/or organizations that the school is affiliated with are listed below.

Approvals, Licenses and/or Affiliations

- Veterans State Approving Agency (SAA)
- Louisiana State Board of Massage Therapy
- Louisiana Board of Regents
- Council on Occupational Education (COE)
- American Massage Therapy Association Council of Schools (AMTA-COS)
- National Certification Board for Therapeutic Massage and Bodywork (NCBTMB)
- Louisiana Barber Board

Note: Documents relating to accreditation, licensure or affiliations can be reviewed by contacting the Campus Director.

Admission to Moore Career College

This Admissions Policy is used to define the enrollment requirements for individuals who wish to enroll at The School as a regular student. The School must adhere to the U.S. Department of Education, Accrediting Bureau, and the State Agency.

Admission Requirements

The School is an equal opportunity employer and follows the same policies in accepting applications from potential students. The School is open to all students without regard to race, color, religion, age, sex, creed, origin, sexual orientation, disability or marital status

In order to be admitted to any program at Moore Career College, an applicant must:

1. The college does not accept ability-to-benefit students.
2. Complete a personal interview with an Admissions Representative or Campus Director to assess the applicant's understanding of, and interest in, the college and program, as well as, his or her ability to attend and complete. The interview will focus on the applicant's:
 - a. Personal character,
 - b. Motivation and commitment to complete the program,
 - c. Prior experience and education,
 - d. Physical and mental ability to complete the program,
 - e. Time management strategies for outside study, practice and externship.
3. Review of the program, as well as, the school catalog in general.
4. Be in good health and physically able to perform the duties and techniques required for employment in the student's field of interest.
5. Have the financial resources necessary to complete the program of study.
6. Accept issuance of and review a copy of the college catalog.
7. Applicants for Massage Therapy must successfully complete the Wonderlic Scholastic Level exam with a minimum acceptable score of 12 for the Massage Therapy Program. There is no such requirement for Professional Barbering.
8. Be at least 18 years of age upon completion.
9. Proof of high school or GED, Social Security Card and birth certificate is required by the state Barbering Board and Massage Therapy Board for their application for licensing.

Admissions/Application Procedures

1. Complete and sign an application for admission, as well as pay a \$100 non-refundable application fee and tour the facility.
2. Disclose any and all felony convictions to the College during the application process; additional information may be required.
3. Complete a medical health questionnaire that will be used to assist in determining each prospective student's health condition. The school may also require written documentation from a physician regarding an applicant's health.
4. Demonstrate the availability of financial resources (including financial aid) for meeting tuition and fees obligations.
5. Meet with a Financial Planning representative, if necessary, and provide any requested documents relating to proof of eligibility for financial aid.
6. Complete enrollment agreement and FAFSA with the Financial Aid administrator. The school must have a current ISIR to start the initial eligibility process.
7. If a student is selected for federal verification, they will be asked to complete a Verification Worksheet

CONTACT INFORMATION FOR ASSISTANCE IN OBTAINING INSTITUTIONAL OR FINANCIAL AID INFORMATION

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

Each institution must make available to prospective and enrolled students information regarding how and where to contact individuals designated to assist enrolled or prospective students in obtaining the institutional or financial aid information required to be disclosed under HEA Sec. 485(a). This information is posted on the School's website can be found in the student catalog. Paper copies are available upon request.

Notification of Admission Acceptance

Following the Admissions Interview and after all other Admission Requirements and Admission/Application Procedures have been fulfilled, an Admission decision can be made. Accepted students will then:

1. Be invited to complete the Enrollment Agreement defining the tuition and fees for the program, the refund policy, program length, and other essential information. The student, the Admissions Representative and the School Director, signs the Enrollment Agreement.
2. Be scheduled to attend a mandatory orientation session.

Transfer Students

Students who have attended another accredited College or those who may want to transfer to programs within the college, may be considered for admission to the college or into the program with advanced placement by receiving credit for certain Moore Career College courses. Credit for courses presented by transfer students will be evaluated in terms of the quality of the student's work and the relationship of the subject matter to the Moore Career College curriculum. Other factors evaluated will include the prior institution's and/or program's approvals/accreditations, the syllabus of the course(s) in question, the grade achieved by the student, and the length of time intervening.

1. The student must have earned at least a grade of "C",
2. The course must have been completed within the last two years.
3. The course must have had course content and units of measurement similar to those in the student's program.

Students who plan to transfer to Moore Career College are encouraged to contact Admissions as soon as possible so that course planning may take place. Applicants wishing to receive transfer credits must provide all required materials to designated Moore Career College personnel before starting classes.

Transfer of courses completed at other colleges is determined on a case-by-case basis by the Campus Director after consulting with the faculty and/or Lead Instructor. There are limits on the amount of transfer credits, at a minimum, the final 50% of the program must be completed at Moore Career College.

A student wishing to transfer from an accredited college (by an accrediting agency recognized by the U.S. Department of Education) follows the admission and application procedures outlined above and will also provide the following documentation:

1. Official Transcript of the attended college,
2. Catalog or other published description of the course(s) being transferred,
3. Syllabus of each course to be transferred, and
4. Proof of Approvals, Licensure and Accreditation of Transfer College or program.

After the application materials have been evaluated, students will receive notification of acceptance and academic status that are assigned following the policies governing all students.

Financial credit may be given in these cases. Credits transferred "in" do not affect the student's grade point average and a grade of "T" will be given for these courses. Credits awarded a grade of "T" will count as credits attempted and credits earned. The College may require that some or all of the courses accepted for transfer credit be audited at the College to insure appropriate knowledge and understanding of the course material.

Credit cannot be transferred between programs at MCC due to there being no similarities between programs here at MCC.

Additional Admission Requirements for Massage Therapy

Applicants to be considered for admission must be able to achieve at least 18 years of age prior to graduating from our program.

In addition to being in good health and physically able to perform duties and techniques required for employment in the massage therapy field, if a student is pregnant, it is recommended that she avoid receiving massage during the first trimester of her pregnancy since massage may be contraindicated during that time period.

Admission for Applicants with Disabilities

The school provides a number of special facilities and services for handicapped individuals who are qualified for such services by meeting established academic and technical standards requisite to admission and participation in a program of study. The physical facilities available for handicapped students include handicapped student parking and convenient accessibility to classrooms, laboratories, the Library/Resource Center, student lounge, restrooms, and all support service areas at the college for those students confined to a wheelchair.

Students with a qualified impairment of sensory, manual or speaking skills may be assisted with the provision of auxiliary educational aids within the limits of school or outside agency resources. Auxiliary aids include interpreters or other effective methods of making orally delivered materials available to students with hearing impairments. The school expressly allows for third-party payment for auxiliary aids and services from agencies such as Rehabilitation Services and/or charitable organizations but does not or will not provide any type of funding or payment for such services. Students with learning disabilities will consult with the Lead Instructor to insure that the school can accommodate their disability on an individual basis.

Additionally, the school has a grievance procedure and has designated the Campus Director to function as the "Section 504 Coordinator" to assist affected students and employees who have a discrimination complaint regarding handicap issues and to coordinate campus compliance efforts related to these regulations.

Re-admission

Students who have been suspended, terminated or withdrawn from Moore Career College may seek re-admission "under certain circumstances" by submitting a new application, as well as, by submitting a written essay describing the circumstances for his/her separation from the College and to explain why he/she feels re-admittance is appropriate. The School Director must approve re-admission. Previous coursework taken at Moore Career College will be evaluated for decisions concerning placement in classes. The College may require additional documentation and is not obligated to readmit a student. New financial aid documentation may be requested. All re-entering students must pay a non-refundable re-admission fee and will enter at the prevailing tuition and fee rates and under all policies and program requirements current at the time of re-entrance. Any student returning after any period of non-attendance greater than six-months **must** attend another orientation session before starting classes.

Statement of Non-Discrimination

Moore Career College does not deny admission or discriminate on the basis of age, race, sex, religion, national origin, veteran's status, disability, or sexual orientation. In addition, the institution complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation

Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 and all civil rights laws of the State of Louisiana.

Tuition and Fees**

All tuition and fees are due prior to the start of classes unless otherwise agreed to under the terms of an approved financial payment agreement. Students are not allowed to start classes until the College receives all necessary documents and signatures and an approved financial payment agreement is secured. Below is a list of the general tuition and fees normally encountered.

Massage Therapy - Diploma (775 clock hours).....	\$11,130
Professional Barbering – Diploma (1500 clock hours).....	\$16430
Combination Welding – Diploma (750 clock hours).....	\$11250

Fees and required expenses

Application fee (non-refundable).....	\$100
Graduation Application Fee.....	\$100
Program fee (kit and supplies) – Massage Therapy.....	\$500
Program fee (kit and supplies) – Professional Barbering.....	\$1,000
Program fee (kit and supplies) – Combination Welding.....	\$1300
Textbooks – Massage Therapy.....	Institutional property

Note: All Massage Therapy textbooks (except Student Text) are the property of the institution and must be returned.

State and National Massage Therapy certification exam fees and Licensing fees for Barbering.....included in tuition

*Note: The institution will identify the testing agency for Massage Therapy and Barbering
(To receive this benefit, exams must be completed within 90 days of completion)*

State certification exam fees included in tuition

*Note: The institution will identify the testing agency
(To receive this benefit, exams must be completed within 90 days of completion)*

Other fees

Make-up time (as authorized by the school administration)	
Massage Therapy.....	per hour \$10
Barbering.....	per hour \$9
Welding.....	per hour \$15
Make-up examination fee (written).....	\$10
Make-up examination (technique/lab).....	\$25
Official transcript (beyond two issued upon completion).....	\$10

Readmission fee (non-refundable)..... \$50

****Tuition for repeated courses is based on the cost per clock hour at the time of the repeat.**

****The above are charges in effect as of the publication date of this catalog. Moore Career College reserves the right to change the tuition and/or fees without giving prior notice. Please check with Moore Career College staff to confirm current tuition and fees.**

Cancellation and Tuition Refund Policy

This section of the catalog outlines the obligations and entitlements of both the College and the student should the student withdraw or be terminated from the College before completing the full course of study. Refund amounts due will be refunded within 45 days of the date of determination of withdrawal or the date of dismissal for cause or by established U.S. Department of Education regulations if the days for refunds to be returned are less. The Application Fee is non-refundable. A student who is accepted but does not begin classes will be refunded all tuition and fees paid in advance except the application fee. The refund will be made within 30 days after the start of the term. Tuition and fees will be credited and refunded according to the following policies and in accordance with applicable state requirements, as well as, the requirements of accrediting agencies and the U.S. Department of Education regulations:

General Policies

Tuition will be calculated for each payment term based on the number of clock hours scheduled for that term: Students will be billed each term for the required tuition; any refund calculations will be based on the current term's tuition and fees.

Refund for applicants whose applications are rejected: All monies paid by the student will be refunded to applicants whose applications are rejected.

Cancellation within three business days: If at any time within three business days after the date of the signing of the enrollment agreement the student requests cancellation of this agreement, the College will refund all monies paid by the student.

Cancellation of classes by the college: If tuition, fees and/or other charges are collected in advance of the starting date and the College cancels the class, one hundred percent (100%) of the tuition, fees and/or other charges paid by the student shall be refunded.

Cancellation after three business days but prior to the commencement of classes: Even after the three day period, if the student withdraws from college prior to the commencement of classes, the college will refund all monies paid by the student.

Cancellation by students who have not visited the college facility prior to enrollment: Students who have not visited the College facility prior to enrollment have the opportunity to withdraw without penalty within the three days following either attendance at a regularly scheduled orientation or following a tour of the College facilities and inspection of the College equipment. In these cases, the college will refund all monies paid by the student.

Withdrawal after the commencement of classes: The following sections apply to students who

begin a course of study but do not graduate due to voluntary or involuntary withdrawal. Any student who begins classes is obligated for a certain percentage of the tuition. If the tuition has already been paid, the College will refund the excess tuition paid based on the schedule outlined below. If the student is obligated for part or all of their tuition via an installment loan contract, the College will issue a credit to the student based on the schedule outlined below, but any remainder due on the installment loan contract remains the responsibility of the student. The Application Fee is non refundable.

For the purposes of computing the amount of tuition credit, the student's last day of class attendance will be considered the last day before withdrawal or the date of dismissal for cause. No written notice of withdrawal is required. If a student does not attend class for one week (two weeks for evening students) and fails to contact the School, the student will automatically be withdrawn. Students canceling, voluntarily or involuntarily withdrawing will be asked to complete a withdrawal form and complete an Exit Interview. The College will provide a full refund to any applicant rejected by the school with the exception of the application fee. Students who withdraw or are dismissed from our school will be entitled to a refund of tuition as follows:

1. *After a student has completed less than 15% of the term, the College shall refund at least 80% of tuition, less the application fee, thereafter;*
2. *After a student has completed less than one-fourth of the term, the institution shall refund at least 70% of tuition, less the application fee, thereafter;*
3. *After a student has completed one-fourth but less than one-half of the term, the College shall refund at least 45% of tuition, less the application fee, thereafter;*
4. *After a student has completed one-half or more of the term, the College may retain 100% of tuition.*

In the case of withdrawal, if the student has paid money in excess of the tuition obligated, the College will refund the excess within 30 days of the date of determination of withdrawal. If the student is obligated for tuition beyond the amount of the principal paid under the installment contract, the student will continue to make the scheduled monthly payments until the principal amount paid equals the tuition obligation. If the College cancels or discontinues a scheduled program, the College will refund all tuition, fees and other charges paid by the student.

For information concerning refund policy for Title IV federal grants and loans, Veterans Affairs, or any other third party funding agency, please see the Financial Planning Office.

Withdrawal from the College

Although no written notice of withdrawal is required, students who wish to withdraw from Moore Career College should contact either the Lead Instructor, Financial Aid Officer or Campus Director to begin the withdrawal process. Students who withdraw before the completion of 50% of any payment term will have their tuition charges adjusted based on the time they have attended classes as specified by Louisiana's State refund requirements. The amount of tuition adjustment is based on the percentage of the payment term that has not been completed (*see "Cancellation and Tuition Refund Policy"*). Financial aid will be refunded to the respective sources (federal, state, and institution) using the percentages dictated by federal, state or institutional policies. Examples of the application of the refund policy are available upon request from the Financial Planner. If funds have been refunded to

the student because of a credit balance, the student may be required to repay some of the federal loan disbursed to the student. Failure to return federal funds as required may result in loss of eligibility for aid at other schools and colleges. This policy is subject to federal regulations. Contact the Financial Planning Office for details and to learn of any changes to this policy. **Especially important to students is a formal Exit Interview with the Financial Planning Office in order to prevent problems in applying for state or federal financial aid at a later date.**

Refund Policy for Students on DVA Benefits

A pro-rata refund policy, as required by Title 38 U.S. Code, Section 3676(e)(13), is administered in the event a veteran or other eligible person fails to enter, withdraws, or discontinues attendance.

For more details and to download the refund forms from the VA Website go to: <http://www.vba.va.gov/pubs/forms/24-5281.pdf>

Return of Title IV Funds

Students receiving funds from any of the Title IV Federal Assistance Programs are subject to the “Return of Title IV Funds” calculation as required by the U.S. Department of Education. When a Title IV Funds recipient withdraws, the College will calculate the amount of Title IV Funds earned by the student during the payment period. The amount earned is calculated by dividing the number of hours completed in the payment period (as of the student’s last date of attendance) by the number of hours in the payment period (scheduled breaks are not included in the calculation). If the student receives less Federal Student Aid than the amount earned, the school will offer a disbursement of the earned aid that was not received. This is called a post-withdrawal disbursement. If the student receives more Federal Student Aid than the amount earned, the school, the student, or both must return the unearned funds in a specific order.

Note: For students receiving Title IV federal student assistance, in the event of withdrawal, it is possible for the college to earn more of a student’s tuition than the student earns in Title IV assistance under the “Return of Title IV Funds” calculation. In this case, the student is responsible for the difference.

Unofficial Withdrawal

Any student that does not provide official notification of his or her intent to withdraw and is absent for more than 14 consecutive calendar days, fails to maintain satisfactory academic progress, fails to comply with the school’s attendance and /or conduct policy, does not meet financial obligations to the school, or violates conditions mentioned in the School’s contractual agreement, will be subject to termination and considered to have unofficially withdrawn.

Financial Standing

No student will be issued a diploma, a transcript or receive job placement assistance unless all of the student’s financial obligations to the College have been satisfied.

Financial Aid

Applying for Financial Aid

The objective of the Moore Career College Financial Planning Office is to assist students in finding ways to make their educational goals a reality. It is important for students to consider their education financing options and understand their obligations when using government financial aid sources. Applications for financial aid should be filed well in advance of the class start. Financial Planners are available to explain the various forms of aid and to assist students through the application process. If financial assistance is needed beyond the funds that a student or their family are able to provide (including Federal Financial Aid), the necessary loan applications should be filed well in advance of the desired class start date. Documentation of student age, residency, and financial standing will be required and the amount and type of aid will depend in part on documented need. All financial aid applicants must complete a FAFSA (Free Application for Federal Student Aid) and submit all necessary supporting documentation. Representatives in the Financial Planning Office are available to advise students on all available sources of financial assistance known and/or possibly available.

All students wishing to apply for Federal Financial Aid must:

1. Complete a FAFSA (Free Application for Federal Student Aid) and required attachments,
2. Provide financial aid transcripts from previously attended post-secondary institutions if requested,
3. Provide all other forms requested by the school's Financial Planning office or the United States Department of Education.

Financial Aid Resources

Moore Career College has several financial aid resources available to students including Federal Financial Aid funds (Title IV), for those who qualify. Moore Career College can also finance a portion of the tuition for qualified students. A variety of financial plans are available. Moore Career College participates in the following Federal Financial Aid Programs:

Federal Pell Grant

Federally funded grants, including the Federal Pell Grant are awarded to those who qualify. Students use the Free Application for Federal Student Aid (FAFSA) online.

Federal Direct Student Loan (Subsidized)

This is a loan for students enrolled at least half time. No principal or interest payments are due until six months after the student graduates or withdraws from the College. The loan carries a variable interest rate capped at 8.25% (8.25 percent). Students must complete a needs analysis that shows demonstrated need, and must maintain satisfactory academic progress. Students use the FAFSA to apply and should submit the application to the Financial Planning Office at the College.

Federal Direct Student Loan (Unsubsidized)

These loans enable students who do not qualify for interest subsidies to obtain a student loan. A FAFSA must be filed to establish eligibility. The interest rate is variable up to a maximum of 8.25%. The interest is paid by the student or deferred while the student is in college.

Federal Parent PLUS Loan

This long-term variable interest rate loan is capped at a maximum of 9 percent, and is available to parents of dependent students. Repayment begins within 60 days after final disbursement of the loan. Students use the Federal PLUS Loan Application form to apply and should submit the application to the Financial Planning Office at the College.

Federal Consolidation Loans

Students who have educational loans may apply for a consolidation loan upon graduation or withdrawal from the College. Information regarding Consolidation Loans will be provided during the exit interview. For questions prior to the exit interview, students should contact the College's Financial Planning Office.

The College is also eligible to participate in other financial aid assistance programs including the U.S. Department of Veterans Affairs, and State Vocational Rehabilitation Services. Students who are interested in these programs should contact these agencies directly to see if they qualify. Contact information can be obtained from the Financial Planning Office.

Note: Financial aid regulations are subject to change. Contact the Financial Planning Office for current information.

Veteran's Financial Assistance Policy

Students who are eligible for financial assistance from the U.S. Department of Veterans Affairs should notify the admissions office of their intention to register. The Financial Planner will assist veterans with certification procedures. Veterans are required by the VA to maintain satisfactory academic progress in pursuit of their educational program and to meet attendance requirements.

Financial Aid Adjustments

Adjustment to financial aid can be related to three factors:

1. Receipt of new information concerning a student's financial aid application or clarification of existing information.
2. Voluntary or involuntary withdrawal.
3. Failure to attend an individual course.

Students receiving Federal aid who withdraw before the end of the refund period or before 60% of the payment period or period of enrollment will have their financial aid adjusted on the basis of

federal regulations governing Title IV financial aid programs (*see “Return of Title IV Funds”*). If federal funds have been over-disbursed, they will be returned in the following order:

- | |
|--|
| <ol style="list-style-type: none"> 1. Federal Direct Student Loan (unsubsidized) 2. Federal Direct Student Loan (subsidized) 3. Federal PLUS loan based on credit check 4. Pell Grant 5. Other Grants and Scholarships 6. Other State and Federal funds 7. Student, if a credit remains from personal payments. |
|--|

Students may request a full disclosure of funds returned to Title IV from the Financial Planning Office.

Standards of Satisfactory Academic Progress

To remain eligible for financial aid, a student must meet the Standards of Satisfactory Academic Progress (*see “Satisfactory Academic Progress”*). Students who fail to maintain satisfactory academic progress may be required to return federal funds as required by Department of Education regulations. The student will be responsible to pay back all funds owed regardless of their status with financial aid or termination due to unsatisfactory progress. In addition, students must complete the program within 1.5 times the normal completion time for the program in order to maintain eligibility for Federal Financial Aid. Students who exceed the 1.5 times requirement will be withdrawn from the program unless there are mitigating circumstances.

Academic Standards and Policies

Class Hours

<p>Day classes are generally held Monday through Friday from 8:00 a.m. to 5:00 p.m. with occasional Saturday and/or Sunday sessions from 9:00 a.m. to 4:00 p.m.</p>	<p>Evening classes are generally held Monday through Friday from 6:00 p.m. to 10:00 p.m. with occasional Friday, Saturday and/or Sunday sessions from 9:00 a.m. to 4:00 p.m.</p>
<p>The length, number and frequency of each class can vary.</p>	

Academic Calendar

The College normally operates on a 12-week term for day, evening, and weekend classes.

Attendance

Class attendance and punctuality are part of the commitment a student makes when deciding to attend Moore Career College and should be taken as seriously as showing up for work. It is the student's responsibility to arrive for classes on time, return from breaks on time and remain in class until dismissed. Irregular attendance causes disruption to other class members and is unfair to the Instructor. Excessive absence can lead to course failure, particularly in technique and clinical classes where attendance and participation are critical to the learning process. Course failure due to attendance will require repeating the failed class and could lead to loss of academic standing, academic probation and/or dismissal. Ultimately, it is the student's responsibility to be aware of the attendance policy for all their courses. *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.*

Students enrolled in programs leading to state or other licensing or credentialing must meet all attendance requirements of the respective regulatory agency. Failure to do so will prevent graduation from the program in which the student is enrolled.

When a student misses a class, it is important that the student not fall behind with coursework and therefore should see the instructor as soon as possible for tutoring, if needed, and guidelines for making up missed assignments. Please note that attendance, tardiness, and early departure are closely monitored by each instructor and may have an impact on the final grade issued for a course. When a student is going to be absent he/she must inform the school prior to their absence. **Make up hours are charged at a rate dependant on the program enrolled in. All hours MUST be made up.**

The only acceptable reasons for which missed time can be made up are: 1) Medical emergencies, 2) Death in the family, 3) Military Duty and 4) Jury Duty. All four instances must be substantiated with written documentation to be considered.

Additional requirements:

1. If a student is late for class or leaves class early by 10 minutes or more, it shall constitute a tardy or early departure. If a student comes into class after the halfway point or leaves prior to the halfway point, it shall be considered an absence.
2. Three tardys and/or early departures in a class shall constitute an absence. In other words, three tardys and/or early departures in a four hour class is considered four hours of missed time or three tardys and/or early departures in a two hour class is considered two hours of missed time, etc.
3. Although making up time does not take away from the cumulative absence total, students should make up all missed course work or complete an approved substitution assignment due to an absence, tardy or early departure, to ensure the best grade and educational experience possible in each class. Specific allowances for making up missed work will be identified on individual class syllabi.
4. All exams must be taken as scheduled unless prior approval is granted or unless certain bona fide emergencies arise, in which case approval must come from the Campus Director or Lead Instructor (*see "Assessment"*).
 - a. All exams, course work, etc., must be completed prior to taking final exams.
 - b. It is the responsibility of the student requesting the make-up exam to contact the instructor as soon as possible to request arrangements for testing.

5. Students who do not follow the sign-in/sign-out attendance procedures for each class will not receive credit for attending classes.
6. Students who do not wear appropriate attire will not be allowed in class and therefore will not receive credit for attendance.
7. Students who have been absent for one week or two weeks for evening students and fail to contact the school will be withdrawn without being placed on probation. A grade of “W” will be issued in these cases, the student will be required to retake the class and additional charges will apply. Also, the continuation of federal financial aid can be affected in these situations. Students who notify the Director of Education or Campus Director of an extended absence may be granted make-up time according to the guidelines above under Attendance. Such notification should occur by the third consecutive absence for consideration.
8. Classes postponed or cancelled by the College will be held at a later date. *The College reserves the right to use term breaks to make up these classes.*
9. It is the student’s responsibility to know what the attendance requirements are for individual courses, as there may be different attendance policies for specific classes.

Veteran’s Attendance Policy

Whenever a veteran’s absences exceed 20 percent of the scheduled class meetings, he/she can expect a reduction in, or an interruption of, benefit payments. An instructor may administratively withdraw a student who has missed more than 10 percent of contact hours (class attendance hours) for the course if the student has not notified the instructor of reasons for the absences prior to reaching the 10 percent limit. He/she is immediately reduced to the appropriate number of hours when his/her instructor turns in a VEAR (Veterans Excessive Absenteeism Report) form. Circumstances may occur which will allow the veteran to have his/her benefits reinstated. Students can be reinstated by the Veterans Affairs personnel. Reinstatement can occur only within the academic term in which the VEAR is issued; therefore, each student should be aware of allowable absences at all times.

VA and other eligible students in receipt of VA education benefits are also subject to all of the other rules, policies and procedures of Moore Career College that are contained in this catalog; i.e., attendance, grading, Satisfactory Academic Progress, conduct, and etc.

For more information on VA absentee policies visit the following website: www.gibill.va.gov.

Assessment

Various types of assessment methods are used throughout each class at the discretion of the instructor. The criteria upon which the student will be evaluated will be presented at the beginning of each course in the Syllabus. Each student must take all the examinations required in each class. All exams must be taken as scheduled unless prior approval is granted or unless certain bona fide emergencies arise, in which case approval must come from the Campus Director or Lead Instructor, in which case, exams must be made-up within two (2) days of the student’s return unless otherwise stipulated.

Note: A loss of academic points and/or an examination fee may be applicable (see “Tuition and Fees”).

Leave of Absence (LOA)

For an LOA to be approved it must meet the following criteria:

- All requests for leaves of absence must be submitted in writing and **include the reason for the request.**
- The student must provide a return date that is reasonable and attainable.
- The Financial Aid Director must approve all LOA's to be certain they are within federal guidelines.
- The LOA cannot exceed 180 days in length in any 12 month period.
- A student granted an LOA that meets the criteria in this section is not considered to have withdrawn, and no Return calculation is required. Upon the student's return from the leave, he or she continues to earn the federal student aid previously awarded for the period

Definition of Academic Term, Academic Year and Contact Hour

An academic term is measured in weeks and may contain any number of courses whose grade is entered at the end of the academic term. Academic standing is measured at the end of each term. Courses are measured in contact hours and, as used here, a contact hour represents 60 minutes of possible classroom time with an allowance of up to 10 minutes of every hour available for classroom breaks. The remaining 50 minutes of each hour is dedicated to training.

For financial aid purposes, an Academic Year consists of 36 weeks, approximately nine (9) months or 900 clock hours.

Full-Time and Part-Time Status

Programs offered by Moore Career College are designed to be pursued on a full-time basis. Moore Career College considers a student to be in full-time attendance for any particular term when carrying a class load of twelve (12) or more credit hours (for credit hour programs) or 12 or more clock hours (for clock hour programs) per week. Below twelve (12) credits hours constitutes three-quarter, one-half, or less than half-time status depending on the number of credit hours attempted.

Definition of Clock Hour

Courses are measured in contact/clock hours and, as used here, a contact/clock hour represents 60 minutes of possible classroom time with an allowance of up to 10 minutes of every hour available for classroom breaks. The remaining 50 minutes of each hour is dedicated to training.

Grading System and Standards

A complete record of academic accomplishments is maintained for each student. A copy of the student's academic progress is given to each student at the end of each term. This report contains the current term and cumulative grade point averages (CGPA). Transcripts and/or grade reports of the

student's progress may be mailed, posted or given to the student. Students may also obtain a copy of their grades from the Registrar. If a student wishes to contest a final grade, the challenge must be submitted in writing to the Lead Instructor or Campus Director within ten (10) days of the end of the term in which the grade was earned. The challenge must include a detailed explanation of why the student believes the posted grade is incorrect. Documentation such as graded copies of assignments, tests, and quizzes may be submitted to support the claim of an inaccurate grade.

Students will receive a syllabus stating the basis for assessment/evaluation in each course. Grades are assigned and recorded at the end of each academic term. Grades of "W" or "F" are not considered passing and must be repeated. Although grades of "D" are considered passing for prerequisite purposes, students are required to repeat any course for which a grade of "D" or less is received. In cases where a "D" was earned, the class must be repeated, additional charges will not apply and both grades remain on the student's transcript but only the last grade earned is used in determining the student's CGPA. Grades of "I" are not considered passing and must be completed (*see Incomplete Grades below*). In the cases of "D" or "F" repeats, the new grade replaces the old one in the CGPA calculation, but the "D" or "F" remains on the student transcript. Tuition is charged for repeated courses involving "W" or "F" grades but not for courses repeated involving a grade of "D". Financial aid may be applied to the cost associated with repeating courses. The last grade received for the repeated course becomes and will remain the grade of record. However, the program must be completed within 150% of the original program length and repeated courses are applied toward this requirement.

Moore Career College uses a four-point grading system and each letter grade has a numerical equivalent called quality points. Moore Career College also employs a seven-point (7) grading scale with grades being determined as follows:

<u>Grade</u>	<u>Grading Scale</u>	<u>Quality Points</u>
A	90 – 100	4.0
B	80 – 89	3.0
C	70-79	2.0
D	69-60	1.0
F	Below 60	0.0
I	Incomplete	
T	Transfer Credit	
W	Withdrawal	
X	Exempt via exam	

Calculating Grade Point Average (GPA)

Student Grade Point Averages are computed at the end of each academic term. The credits earned for a course are multiplied by the grade's value earned in the course to produce the course's Quality Points. Quality Points for the term are added together and then divided by the total credits to yield the Term GPA. For example:

<u>Course</u>	<u>Credits</u>	<u>Grade</u>	<u>Grade Value</u>	<u>Quality Points</u>
MT116	2	B	3.0	6 (2 x 3)
MT114	3	A	4.0	12 (3 x 4)
MT113	<u>4</u>	C	2.0	<u>8</u> (4 x 2)

Totals: 9

26

- GPA for this term would be 2.89 (26 total QP divided by 9 total credits)

Note: Cumulative GPA (CGPA) is computed the same way involving all courses taken to date.

Incomplete Grades (I)

An Incomplete (“I”) is awarded when work in a course is incomplete but the instructor believes that a student can receive a passing grade with the completion of the missing requirements. In order to receive an “I”, an extension must have been granted by the instructor prior to the end of the term. A student who receives an “I” at the end of a course must submit the missing work within two weeks of the completion of the course, or the “I” automatically becomes an “F.” In the event that the “I” is received in a prerequisite, the student will not be able to begin the next course until the “I” has been changed to a passing grade. If the “I” occurs in a course for which there is supervised clinical practice, the student will not be permitted to participate in supervised clinical practice until all requirements of the course have been satisfied. Students are responsible for contacting their instructor and arranging for time to complete missed work or to take missed examinations.

Course Substitution

Moore Career College reserves the right to substitute courses. Course substitutions are at the discretion of the Campus Director and must be approved prior to the change being made.

Transfer Credits/Hours (T)

Credits/hours accepted from study at other institutions (*see “Transfer Students”*) are recorded as “T”. There is no academic value for the “T” grade and it does not affect academic standing except that it may count toward pursuit of program and may reposition a student on the academic standing GPA chart (*see “Satisfactory Academic Progress”*).

Individual Course Withdrawal (W)

Accepting a schedule is a commitment to pursuing the assigned courses to completion. Because the program is highly structured, schedule changes are only permitted during the first week of the term. Should a student stop attending a course for whatever reason, a “W” grade will be assigned. This grade has no value and does not affect the Grade Point Average (GPA); however, it is considered an attempted class and can impact academic standing when evaluating Satisfactory Academic Progress (SAP) completion percentages (*see “Satisfactory Academic Progress – Pursuit of Program Section”*).

Credit by Examination (X)

Certain classes may be exempted via testing. All exemption exams must be completed by the end of the first scheduled class period, for the course being challenged, unless the Lead Instructor or Campus Director approves another deadline. However, no exemption exams will be given after the

beginning of the second scheduled class period. For exempted classes, students will be given academic credit with a grade of “X”, but no financial credit. Credits given due to exemption testing do not affect the student’s grade point average, but do count as credits attempted and earned. If scheduling allows, a student may be registered for another course that is required in their program of study.

Prerequisites

Prerequisites for a course are those courses, tests or requirements that must be completed or fulfilled prior to starting or taking a subsequent course. Prerequisites may also refer to acceptable class standing, prior academic standing, permission of instructor, section determined competencies, or other requirements. Students should check to see that prerequisites have been fulfilled before starting new courses each term.

Repeating a Course

Students may elect to repeat any course regardless of the grade earned (additional charges will apply). However, students must repeat a course in which a “W” or “F” grade was received. In the cases of “F” repeats, the new grade replaces the old one in the cumulative grade point average calculation, but the “F” remains on the student transcript. While “W” grades have no impact on the CGPA, they do remain on the transcript when repeated. Tuition is charged for repeated courses involving “W” or “F” grades. Financial aid may be applied to the cost associated with repeating courses. The last grade received for the repeated course becomes and will remain the grade of record. The Campus Director, in consultation with the DOE, may dismiss/terminate a student for failing the same course twice, regardless of GPA.

Note: The program must be completed within 150% of the original program length and all grades are used when determining compliance with SAP – Pursuit of Program requirement.

Drop/Add Period

Students may request schedule changes through the third day of the term for day students and the first week of the term for night students. Any class time missed during the add/drop period is counted toward the fulfillment of the attendance policy. The assigned credit hour value of any course a student is registered for after this period will be used when determining the number of credits attempted. Students who fail to establish attendance by the end of the drop/add period in a particular course may not be allowed to start the course. Students who fail to establish attendance in any of their courses by the end of the drop/add period may be withdrawn from the school.

Grade Point Average for Completion

To be eligible for graduation and the awarding of a diploma, a student must have a cumulative GPA of at least 2.0 (“C”) (*See Graduation Requirements*).

Diploma Requirements

The student must have completed the prescribed curriculum for each program as outlined in this catalog before the student is eligible to receive a Moore Career College diploma (*See Graduation Requirements*).

Graduation/Completion Requirements

All candidates must meet the graduation requirements of the catalog in effect at the time of graduation. Moore Career College reserves the right to make changes in curricula and/or graduation requirements. However, any time a change is made either in course or program offerings, appendices will be available reflecting alternatives to programs or courses, which have undergone significant changes. Students are ultimately responsible for meeting the catalog requirements for which they are eligible.

A student is eligible for graduation if:

- They have completed all required coursework, seminars, special projects and etc. with a passing grade,
- They have accumulated the total number of credits required for the program of study being pursued within the 150% maximum time-frame allowed,
- They have completed, at a minimum, the final 50% of the program at Moore Career College,
- They have a cumulative grade point average (GPA) of at least 2.0 for required courses; Massage Therapy students must also have at least a “C” in every course.
- They have met all financial obligations to Moore Career College,
- They have returned any and all school materials, equipment, and/or resource materials,
- They have submitted all paperwork required of any department or employee of Moore Career College,
- They have received, completed and returned a graduation application.
- They have successfully completed an exit counseling session.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) - Grades

Students must be progressing toward program completion with a GPA that tracks toward the minimum GPA required for graduation (2.0 or “C”). Moore Career College has established certain benchmarks to be achieved along the way. Progress Reports are made available to students throughout their program. At a minimum, a student’s progress will be monitored at the evaluation points listed below for satisfactory academic progress. If necessary, special tutoring sessions may be arranged (*see “Tutoring”*) and/or the student may be required to attend an additional section of the class if available. Students will be placed on probation and eventually dropped or terminated if the student fails to meet the minimum GPA requirements. Students may appeal their probationary status to the Director and consideration will be given for mitigating circumstances (*see “Grievance Procedures”*).

The policies in this section, as well as all others contained in this catalog, are applicable to VA and other eligible students in receipt of VA education benefits.

Academic Standing

Failure to achieve established benchmarks affects academic standing and could affect eligibility for federal financial aid. The benchmarks are as follows:

MT Diploma Program—Day/Evening

<u>By the end of Term (388 hours)</u>	<u>Minimum Acceptable Cumulative GPA</u>
1	1.00
2	1.50
3 (and subsequent terms)	2.00

PB Diploma Program—Day/Evening

<u>By the end of Term (450 hours)</u>	<u>Minimum Acceptable Cumulative GPA</u>
1	1.00
3	1.50
5 (and subsequent terms)	2.00

CW Diploma Program—Day/Evening

<u>By the end of Term (375 hours)</u>	<u>Minimum Acceptable Cumulative GPA</u>
1	1.00
2	1.50
3 (and subsequent terms)	2.00

Academic Probation for Grades

Failure to achieve a GPA benchmark places a student on Academic Probation. The student has one additional term to return to good standing according to the above benchmarks or face Academic Dismissal. Students remain eligible for financial aid during periods of probation.

Academic Dismissal for Grades

Students failing to re-establish good standing after one term on Academic Probation are placed on Academic Dismissal. A student may continue in school at the discretion of the Campus Director if there were extenuating circumstances that led to the continuing poor academic performance. However, eligibility for federal financial aid is lost and the student must continue at his or her own expense. Failure to return to good standing after this additional term leads to dismissal. The Campus Director, in consultation with the Lead Instructor, may also dismiss/terminate a student for failing the same course twice, regardless of GPA.

Satisfactory Academic Progress (SAP) - Pursuit of Program

In addition to maintaining an acceptable GPA, students must pursue the program at an acceptable pace. Receipt of financial aid and, in some cases, continued enrollment is contingent on making satisfactory academic progress. Excessive failures or course withdrawals may lead to loss of good standing regardless of GPA. Under no circumstances may a student attempt more than 150% of the credits in credit hour programs or 150% of the clock hours in clock hour programs. Students who have transferred in credits or clock hours from another institution may be placed higher on the below term chart depending on the number of remaining terms. In other words, the student must complete the program within 1.5 times the normal completion time required for the program in which he/she is enrolled. Students who exceed the 1.5 times requirement will be withdrawn from the College.

Maximum Time Allowed for Program Completion

Program	Clock Hours	Maximum Attempted Hours Allowed (1.5x)
Massage Therapy—Diploma	775 hours	1162.5 hours
Professional Barbering – Diploma	1500 hours	2250 hours
Combination Welding – Diploma	750 hours	1125 hours

There are several benchmarks set by Moore Career College to assure that a student is tracking toward graduation and attempting less than 150% of the credits in the program.

<u>Benchmarks:</u>	<u>Minimum Acceptable Course Completion %</u>
1. (25% of maximum attempted hours allowed)	50%
2. (50% of maximum attempted hours allowed)	75%
3. (100% of maximum attempted hours allowed)	100%

Note: These measurements will be made at the end of the term for which the minimum acceptable course completion percentage is achieved, but at no time can a student attempt more than 100% of the maximum attempted hours allowed and be considered a graduate of Moore Career College or remain eligible for Federal Financial Aid.

Note: Students must meet both the Satisfactory Academic Progress – Grades (Qualitative) and Satisfactory Academic Progress - Pursuit of Program (Quantitative) measurements.

Academic Probation for Failing to Pursue Program

If a student has not met the minimum acceptable standards for the above benchmarks the student is placed on Academic Probation. Eligibility for financial aid continues. The student must achieve the next benchmark or be dismissed from the program. A student may appeal dismissal based upon extenuating circumstances. The appeal must be made in writing to the Campus Director. If the appeal is accepted, the student may continue to pursue the program with eligibility for financial aid,

but under no circumstances may a student continue once the student has attempted 150% of the program without successfully completing all coursework.

Student Services

The goal of Moore Career College is to see students succeed while in school and after they graduate. Some of the services that are available to support the educational and job search process follow.

Advising

The Student Services Coordinator, Lead Instructor and/or Campus Director are available to assist students with academic and personal problems that may impede their educational progress. They work with the faculty to arrange make-up work and tutoring and are the persons to see if a period of non-attendance becomes necessary. The Registrar and Lead Instructor also monitor satisfactory progress and attendance. Information can be provided concerning agencies and organizations that provide assistance with daycare, housing, health, welfare, and crisis intervention services. Students with academic and/or attendance problems should consult regularly with the School Director or Lead Instructor to address issues relating to the problem. Students are welcome to discuss problems or issues such as make-up exams, program or schedule changes, attendance, tardiness, etc. We make this service freely available.

It is the student's responsibility to:

- Learn the name and office location of the Student Services Coordinator, Lead Instructor and/or Campus Director as early as possible in the program,
- Become familiar with graduation requirements, and program requirements,
- Schedule appointments to assure needs are addressed more quickly,
- Consult with an Instructor or the Lead Instructor when they are experiencing academic difficulty, or before changing schedules or programs, transferring to another college, or withdrawing from the College.

Tutoring

Tutoring is available for all courses subject to scheduling. The school may require tutoring for students who are not meeting minimum attendance or academic standards. This service is meant to help students who are experiencing academic difficulty to become independent learners or to satisfy the academic policies. Tutors are available for students who need assistance with either the theory or the technique portion of their classes. Students needing tutoring should see their Instructor, the Lead Instructor, the Student Services Coordinator or Campus Director.

Refresher Privileges

Graduates that are in good standing have the privilege of returning to refresh their knowledge and skills in coursework previously taken in their program of study. This privilege is available as space permits and the graduate is responsible for the cost of books and/or any other materials. The graduate must abide by all rules and policies that apply to regularly enrolled students.

Financial Aid Services

Financial Planners are available to provide information relating to financing tuition and meeting ongoing personal expenses.

Orientation

All incoming students or students returning after a period of non-attendance greater than six months are required to attend an orientation session. This session is designed to review institutional policies and procedures in an effort to help the student prepare for his/her upcoming educational experience.

Career Services

Moore Career College has a Student Services Coordinator to assist with all aspects of the job search and career development; including, but not limited to, resume writing assistance and interviewing techniques. The Student Services Coordinator can also assist with the job search process. Placement services are always available for graduates in good standing should they suffer job loss or would like further job search advice.

Note: There are many positions in the career field offered via training at Moore Career College that routinely do criminal background checks, with some even requiring the absence of any criminal history in the applicant's background to be considered for employment. Therefore, students enrolling in the program at Moore Career College should be aware that they may be subjected to a criminal background check when applying for employment positions.

Although we do offer the above assistance, Moore Career College specifically disclaims any guarantee of job placement for the student upon graduation.

Student/Instructor Ratio

The student/instructor ratio for theory/lecture classes shall not exceed 20 to 1 with a maximum of 20 students. The ratio for skills training, laboratory or clinical instruction classes shall not exceed 20 to 1 with a maximum of 20 students. Any class that exceeds the stated student/instructor ratios will have the presence of an instructor assistant but at no time will the aforementioned maximum number of students be exceeded.

All classes: The student/instructor ratio and actual class size will be reasonable for the subject matter being taught, as well as, the type of class involved. Instructor assistants will be added if necessary but class maximums will not be exceeded.

Transcript Requests

Current or past students, as well as, graduates may request, in writing, that a transcript of grades be sent to any party or institution. The College provides two transcripts at no cost to each graduating student. All subsequent transcripts will be sent at a cost of \$10.00 each (*see "Tuition and Fees"*). Transcripts will not be provided for persons with outstanding financial obligations to the College. Upon receipt of a properly authorized request and payment of transcript fee, transcripts will be sent by mail within thirty workdays. Transcripts will not be made at the time course grades and reports are being processed. Moore Career College can release information considered to be Directory Information (*see "Records and Confidentiality"*).

Records and Confidentiality

The Family Education Rights and Privacy Act of 1974, a federal law, provides that students in postsecondary institutions be extended the right to inspect and review records, files, documents and other materials which contain information directly related to them. The law specifically denies access to such confidential records to all other parties without the written consent of the student, except under limited and specific circumstances. Moore Career College is in full compliance with the federal law pertaining to student records (*see "Student Privacy: Family Educational Rights and Privacy Act (FERPA)"*).

Transferring Moore Career College Credit

The granting of credit is an institutional prerogative and each institution's policies differ. Therefore, Moore Career College **cannot and does not** guarantee the policies of other colleges relative to accepting our credit. The Lead Instructor or Campus Director will assist in providing course descriptions and/or other necessary information which may be useful to graduates wishing to have Moore Career College credits evaluated for transfer consideration by other institutions. Transfer of credits between programs at MCC is not allowed due to their being nothing in common between the programs.

Library/Resource Center

The library/resource centers located at each facility offer a range of library and media services. Students should regularly use the library to enhance the training received in class and to gain exposure to different methods of instruction. The library's resources include the school catalog, books, periodicals, information literacy instruction, magazine subscriptions, computer network access, and material on various media formats, including, videotapes, CDs and cassettes. Students are encouraged to suggest titles they would like see added to the library's resources. Theft or defacement of print and non-print library materials may result in disciplinary actions.

Parking

Students are required to abide by campus parking policies, as well as, local and state laws. Use of parking facilities may require registration and, if so, registration tags must be displayed on all vehicles. Parking tickets or towing fees associated with illegally parked vehicles are the responsibility of the student.

Note: See Campus Safety and Security below.

Campus Safety and Security

Moore Career College does not have designated Security Officers. Students should report any criminal activity to college officials who are responsible for reporting any criminal activity to the police or other appropriate authorities. The College has set up policies for securing the building, its classrooms and offices. These policies include securing the facility after the completion of classes and administrative operations and everyone has left the building.

Moore Career College does not accept liability for a student's car, personal belongings or safety while on campus or in parking and/or off-site locations. Students are expected to carry their own medical and personal property insurance and to act accordingly to insure their own safety.

Drug Prevention Program

In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act (Public Law 101-226) the School is committed to providing a workplace which is free from the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance (as defined in the Controlled Substance Act, 21 U.S.C. Sections 801, et seq.). The Drug-Free Schools and Communities Act requires that, as a condition of receiving any federal funds or form of financial assistance, that schools must certify, adopt, and implement a program to prevent the unlawful possession, use, or distribution of illegal drugs or alcohol.

Moore Career College Drug Prevention Policy

The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances and alcohol is prohibited on campus. It is the intent of Moore Career College to provide a drug-free, safe and secure work and learning environment for its employees and its students. No student will be allowed to report for class or an employee for work evidencing any effects of illegal drug or alcohol use.

Any violation of the above policy by a student may lead to the imposition of sanctions, up to and including suspension or expulsion. Any employee violating this policy is subject to disciplinary actions up to and including termination of employment. Employees and students may appeal any such decisions to the Board of Directors of the College for review. In addition to the sanctions imposed by the College there are legal penalties under federal and state laws to which employees and students may be held accountable. The College supports programs aimed at the prevention and treatment of substance abuse by College employees and students. Employees and students are encouraged to seek assistance for substance-dependency problems. Employee counseling and leaves of absence to attend rehabilitation programs are permitted and encouraged as appropriate means of dealing with these problems. Please contact the Student Services Coordinator or Campus Director for the names of appropriate agencies to contact.

Housing

Moore Career College does not provide or have arrangements with anyone to provide housing or housing assistance to students. However, the Student Services Coordinator can assist students in

finding information on furnished and unfurnished apartments, condos, and houses to rent or buy that are available near campus and throughout the surrounding areas from local realtors.

Student Rights and Responsibilities

Student Conduct

The submission of an application for admission to Moore Career College represents a voluntary decision by a prospective student. Acceptance for admission to the College represents the extension of the privilege to join the Moore Career College academic community. Students may remain part of the College as long as they fulfill academic and behavioral expectations as outlined in the catalog, as announced by College authorities, and as posted on bulletin boards. When students are closely associated in an academic community, externally imposed restraints on behavior are necessary to maintain order and fairness and to protect the majority from possible inconsistent behavior of those who infringe on the rights of others.

Moore Career College maintains policies and rules which are consistent with its announced educational objectives and which are related to the accomplishment and protection of these objectives. Any student unable or unwilling to abide by College policies and rules may expect disciplinary action by the College. The College may dismiss any student whose conduct is unsatisfactory and shall be under no liability for such action. Degrees of disciplinary action in the College include: reprimand, probation and dismissal (*see "Disciplinary Standards"*).

The general policy of Moore Career College is that for a first offense, the instructor will determine an appropriate penalty, with a possible penalty of "F" for the course. For a second offense, the instructor and Director will determine an appropriate penalty, up to and including dismissal from the College. *Depending on the nature and severity of the offense, the College reserves the right to impose the maximum penalty even in the case of a first offense.*

The College defines the following as disciplinary offenses:

1. **Academic Dishonesty:** submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a College academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, and awards.
2. **Falsification:** willfully providing College offices or officials with false, misleading, or incomplete information; intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a College official or an emergency service agency; misusing, altering, forging, falsifying, or transferring to another person College-issued identification; forging, or altering without proper authorization, official College records or documents or conspiring with or inducing others to forge or alter without proper authorization College records or documents.
3. **Identification and Compliance:** willfully refusing to or falsely identifying one's self, willfully failing to comply with a proper order or summons when requested by an authorized College official.
4. **College Facilities and Services:** acting to obtain fraudulently--by deceit, by unauthorized

procedures, by bad checks, by misrepresentation--goods, services, or funds from College departments or student organizations or individuals acting in their behalf; misuse, alteration, or damage of fire-fighting equipment, safety devices, or other emergency equipment or interference in the performance of those specifically charged with carrying out emergency services; wrongful use of College properties or facilities.

5. **Disorderly Conduct on the Campus:** threats to, physical abuse of, or harassment which threatens to or endangers the health, safety, or welfare of a member of the Moore Career College community; breach of the peace; physically assaulting another; fighting; obstructing or disrupting teaching, administrative, or public service functions; obstructing or disrupting disciplinary procedures or authorized College activities; vandalism.
6. **Theft and Property Damage:** theft or embezzlement of, destruction of, damage to, unauthorized possession of, or wrongful sale or gift of property belonging to the College, a member of the College community, or a campus guest.
7. **College Rules:** violating College policies and rules, which have been posted or publicized and/or announced verbally or by postings, provisions contained in College contracts with students shall be deemed "rules" under this code.
8. **Weapons on Campus:** possession of firearms, incendiary devices, explosives, articles, or substances usable as weapons or means of disruption of legitimate campus functions, activities, or assemblies; or using firearms, incendiary devices, explosives, articles, or substances calculated to intimidate, disturb, discomfort, or injure a member of the College community.
9. **Violations of Federal or State Laws of Special Relevance to the College:** when the violation of federal or state law, including but not limited to those governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson occurs on campus, the offense will also constitute an offense against the College. If a student is suspected of being under the influence of drugs while on Campus or participating in a College sponsored event, the student may be requested to submit to drug testing at their expense. Before resuming classes, the student must produce a drug test document that states the student tested negative for drugs. The student will not be permitted to return to class until this document is provided to the Campus Director.
10. **Disruptive Noise:** making noise or causing noise to be made in any manner, which disturbs classes, meetings, office procedures, and other authorized College activities.
11. **Attempt to Injure or Defraud:** to make, forge, print, reproduce, copy, or alter any record, document, writing, or identification used or maintained by the College when done with intent to injure, defraud, or misinform.
12. **Persistent Violations:** repeated conduct or action in violation of the above code is relevant in determining an applicant's or a student's membership in the College.

The expectation of professionalism begins when the student makes application to the College for admission. In addition, Moore Career College students are expected to conduct themselves at all times as professional, mature ladies and gentlemen, ethical in their actions, manners, and dress.

General Dress Code for Students

Uniforms are required for students while on campus.

It is the student's responsibility to familiarize themselves with the dress code and standards of grooming policies of their program, especially those relating to clinic interaction that have been established by the College. No head covers or sunglasses are allowed in class or clinic except the

welding lab. It is the student's responsibility to comply with the dress code. Failure to comply with the dress code may result in reprimand, probation; suspension, dismissal, and/or required compliance (*see "Student Rights and Responsibilities"*). There will be no exceptions, and anyone not following the dress code will not be allowed to participate in class and will not receive credit for attendance.

Proper attire for Moore Career College is the uniform for all classes. All jewelry will be removed for hygiene and safety reasons when in massage therapy clinic or technique classes (*see Clinic Dress Code below*).

Clinic Dress Code: A specific dress code exists for Supervised Clinical Practice. There will be no exceptions and anyone not following the dress code will not be allowed to participate in the clinic and will not receive credit for attendance. All jewelry will be removed for hygiene and safety reasons when in clinic or technique classes (Massage Therapy).

Disciplinary Standards

The following are the various degrees of disciplinary standards that can be imposed on students. Students charged with disciplinary offenses have the rights of due process and appeal (*see "Appeals of Student Discipline"*).

1. **Reprimand:** An oral or written warning per the circumstances of the particular case. The immediate compliance with the policy in question or the discontinuance of wrongful behavior is required. Failure to comply can lead to Probation or Dismissal.
2. **Probation:** A special status with conditions imposed for a limited time after determination of policy violation or behavioral misconduct. The immediate and permanent compliance with the policy in question or the discontinuance of wrongful behavior is required. Failure to comply can lead to Dismissal.
3. **Dismissal:** An indefinite dismissal/suspension from school. If after evaluating the evidence received, and considering the safety and well being of students, faculty, and College property, the Campus Director believes that there is an indication that a student's misconduct will be repeated or continued or poses serious threat to students, faculty and college property, he/she will immediately dismiss/suspend a student from school.

Note: The College will confiscate any goods used or possessed in the violation of College regulations, rules or policies or local, state, federal laws.

Cell Phone Policy

Cell phones are to be turned off during class and clinic. Students answering cell phones while in class may be asked to leave school for the remainder of the day, further violations may result in stiffer penalties. Students may use their cell phones during breaks. The school phone number should be given to those who may call you with an emergency.

Violations and Appeals of Student Discipline

If the College receives accusations or allegations from students, faculty, staff, or guests of the College about alleged violations of any disciplinary standard, the complainant will be directed to first attempt resolution, informally and directly, with the person who is at the source of the complaint. If

that attempted informal/mediated resolution is not productive or acceptable to the complainant, the complainant should proceed with the steps outlined below:

1. File a written, signed and dated complaint against the student, instructor, or school official. The Campus Director will respond in writing within fourteen (14) days of receipt of the original complaint to the complainant and copy the supervisor of the instructor or school official. Should this not satisfactorily resolve the complaint, the complainant should:
2. File a written, signed and dated complaint with the Moore Career College Review Committee at the address below. The Review Committee shall be composed of the Campus Director, the school's Financial Planner and Lead. The Review Committee will collect all documentation relevant to the matter, meet as appropriate and respond in writing within fourteen (14) days of receipt of the original complaint, with a copy sent to the Campus Director. Should this not satisfactorily resolve the complaint, the complainant may consider:
3. Contacting the appropriate accrediting agency and/or the state agency that licenses the school. Names, addresses and phone numbers are listed in following sections.
4. The address to file any written complaints to the school is:

Moore Career College
14141 Airline Hwy
Bldg 1 Ste X
Baton Rouge, LA 70817

Student Complaint / Grievance Procedure

Schools accredited by COE must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting COE. All complaints considered by COE must be in written form, with permission from the complainant(s) for the Commission to forward a copy of the complaint to the school for a response. The Council will keep the complainant(s) informed as to the status of the complaint as well as the final resolution. Please direct all inquiries to COE at the address listed below. A copy of the Commission's Complaint Form is available and may be obtained by contacting the Campus Director.

Council of Occupational Education
7840 Roswell Rd
Bldg. 300, Suite 325
Atlanta, GA 30350
770-396-3898
<http://www.council.org/>

Grievance Procedures

Issues may arise about which reasonable people will disagree. Moore Career College has developed a systematic and equitable process to resolve student complaints and grievances. A grievance is defined as a difference or dispute between a student and the College or its

employees with respect to the application of rules, policies, procedures, and regulations. Students with a grievance need to raise their concerns within ten calendar days of the event which gave rise to the grievance in order to assure that a settlement is made in a timely fashion.

- **Classroom Matters** - Students with grade complaints or grievances related to classroom matters must first discuss their concerns with the instructor. If the matter is not resolved, students may bring the complaint to the attention of the Lead Instructor or Campus Director, who will meet with all parties involved for resolution.
- **Other Academic Matters** - Students with grievances concerning academic policies, procedures, or regulations not related to the classroom should discuss their concerns with their Lead Instructor or Campus Director.
- **Non-Academic Matters** - Students with grievances concerning non-academic matters, e.g., financial aid, should direct the matter to the appropriate departmental supervisor. Should the grievance remain unresolved, the student will be advised to submit the matter in writing to the Campus Director. The Campus Director may review the matter with all the parties concerned, and may meet with the student. A decision will be returned within seven days of receipt of the written grievance.

If unsatisfied with the decision of the Campus Director, students may write to the Chief Executive Officer of the Moore Career College system: Chief Executive Officer, 11207 Proverbs Avenue, Suite B, Baton Rouge, LA 70816, or to the relevant State licensing body or accrediting agency, as follows:

State of Louisiana: Student complaints relative to actions of school officials may be addressed to the Louisiana Board of Regents, Division of Planning, Research and Performance, Proprietary Schools Section, 1201 North Third Street, Suite 6-200, Baton Rouge, LA 70802, phone 225-342-4253, only after the student has unsuccessfully attempted to resolve the matter with the school after having first filed a written and signed complaint with the school's officials.

Procedure for handling complaints:

1. All complaints handled by the Office of Proprietary School Licensing and Services staff must be in writing and must include:
 - (A) Permission from the complainant for a copy of the complaint to be sent to the proprietary school. If permission is not included in the complaint letter, a letter is sent to the individual requesting permission for the complaint to be forwarded to the institution. In cases where permission is not received, the complaint procedures cannot be pursued any further. Anonymous complaints are not acted upon.
 - (B) Documentation that a reasonable effort was made to resolve the complaint directly with the institution, and
 - (C) Evidence bearing on the issues including names, dates, places and other pertinent information.
2. A copy of the complaint is forwarded to the institution requesting the institution promptly investigate the allegations and responds before a specific date (usually 10 days).
3. In case of advertising violations, a copy of the advertisement is sent to the institution, citing the regulation that may have been violated and requesting a response before a specific date.
4. The institution forwards its response to the Office of Proprietary School Licensing and Services staff, at which time the staff reviews it.

- (A) If it is concluded that the allegations do not establish a violation of licensing standards or any serious deviation of educational standards imposed by the State Board, a letter is sent to the complainant confirming this, along with a copy of the institution's response.
- (B) If it appears that a licensing standard has been violated or that the institution has not complied with the institution's established policies, licensing staff shall attempt a settlement through negotiation. If there is evidence that the institution may no longer be maintaining minimum standards, an investigation may be made to determine whether the institution's license should be revoked.

Sexual Harassment Policy

Sexual harassment is illegal and will not be tolerated. Moore Career College is committed to providing a learning environment that is free from unlawful harassment and that is in compliance with our Company policy.

Moore Career College's sexual harassment policy focuses on prevention and encourages individuals to report prohibited behavior and insures a commitment on the part of the school to take prompt and effective disciplinary action against any individual who violates it. While a consensual sexual relationship between an employee and student is not considered sexual harassment, it is prohibited. All employees and students are required to comply with this policy. Below are brief descriptions of topics related to sexual harassment, including a legal definition, prohibited conduct, how to report sexual harassment, informal and formal resolutions, and the appeal process. This section also addresses non-reprisal for filing sexual harassment charges and the consequences of filing false and malicious complaints.

1. Legal Definition: Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, and occurs when such behavior constitutes unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical behavior of a sexual nature where:
2. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational experience;
3. Submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; or
4. Such conduct is sufficiently severe and pervasive so as to alter the conditions of, or have the purpose or effect of substantially interfering with an individual's academic performance by creating an intimidating, hostile, or offensive educational environment.
5. Prohibited Conduct: Sexual harassment may occur in a variety of relationships, including employees harassing students, students harassing students, students harassing employees, and involving other persons having business with, visiting the office or educational environment. Sexual harassment may occur when it is directed at members of the opposite gender or when it is directed at members of the same gender. Moore Career College's policy on sexual harassment prohibits, but is not limited to, the following conduct:
 - Unwelcome sexual flirtations, advances or propositions;
 - Unwelcome actions, words or comments based on an individual's gender;
 - Sexually suggestive or offensive personal references about an individual;
 - Subtle pressure or requests for dates or sexual activities;
 - Unwanted physical conduct or contact, including touching, pinching, brushing the body,

and impeding or blocking one's movement;

- Sexually explicit or offensive jokes and references, pictures and photographs, suggestive objects, verbal comments, leering or whistling.

6. Reporting Suspected Sexual Harassment: An initial course of action for any student who feels that he/she is being sexually harassed is for them to inform the harasser that their conduct is not welcomed and must stop. However, in some circumstances this course of action might not be feasible, might be feasible but unsuccessful, or the individual might be uncomfortable dealing with the matter in this manner. To encourage persons experiencing alleged sexual harassment to come forward, Moore Career College provides several channels of communication for formal or informal complaint resolution.
7. Informal Complaint Resolution, Information and Advising: Anyone may seek information or advising on matters related to sexual harassment, without lodging a formal complaint. Persons who feel they are being harassed or are uncertain as to whether what they are experiencing is sexual harassment, are encouraged to talk with instructors or other members of the school's management at their location.
When the informal resolution process is used, typically, the third party will meet privately with each person involved; try to clarify their perceptions and attempt to develop a mutually acceptable understanding that can insure that the parties are comfortable with their future interactions. Other processes, such as a mediated discussion among the parties or with the Campus Director, also may be explored in appropriate cases. Possible outcomes of informal complaint resolution include explicit agreements about future conduct, changes in teaching or classroom assignments and/or other relief, where appropriate.
8. Formal Complaint Resolution: Formal complaints of sexual harassment should be reported first to the Lead Instructor, then to the Campus Director. If results of the grievance are not satisfactory at this point, please contact the Board of Directors at 6120 Perkins Road Suite 100, Baton Rouge, LA, 70808.
9. While not a requirement, filing a written complaint is strongly encouraged for the matter to be formally investigated. A complainant who chooses not to proceed with a formal complaint may be asked to state that preference in writing. The Campus Director will be responsible for thoroughly investigating the complaint. During the course of the investigation, the Campus Director will meet with and hear the complainant, the respondent, and witnesses identified by each party. To the extent possible, complaints will be handled confidentially, with the facts made available only to those who have a compelling need to know for purposes of investigation or resolution.
10. The Campus Director will make a determination as to whether there was a violation of policy and will inform the complainant and the accused student or employee of the final disposition of the complaint. The Campus Director will decide what corrective action will be taken or whether any discipline will be imposed. Appropriate discipline may range from an oral reprimand up to and including termination/dismissal from school or employment or any other appropriate remedial action.
11. Appeal of Formal Complaint Resolution and Disciplinary Action: Either the complainant or person accused may file a written appeal to the Review Committee within five days of any decision concerning the resolution of the complaint. The written appeal must state in detail the reason(s) for the appeal. The Review Committee will review the Campus Director's written record of the investigation, as well as, the Campus Director's determination and may either affirm, amend, or return the recommendation for further investigation and deliberation by the Campus Director. The Review Committee will review the complaint and

that decision will be the final decision. Written records relating to a finding that sexual harassment has occurred may be placed in the accused student or employee's official file.

12. Non-Reprisal: No employee, student, or member of the public may be subjected to restraint, interference, coercion or reprisal for action taken in good faith to seek advice about sexual harassment matters, to file a sexual harassment complaint, or to serve as a witness or otherwise assist in the investigation of sexual harassment complaint.
13. False and Malicious Accusations: A complainant whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action, up to and including termination/dismissal from school.

Student Privacy: Family Educational Rights and Privacy Act (FERPA):

Under the authority of the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), students have the right to examine certain files, academic records and documents maintained by the School, which pertain to them. This law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

1. The Registrar controls access to records. Students may request a review of their records at the Registrar's office. Such review will be allowed during regular business hours under appropriate supervision. A copy of the records may be obtained for a fee of \$1 per page. When grades are included, the transcript fee applies.
2. Students may request that the School amend its education records on the grounds that they are inaccurate, misleading, or in violation of their right to privacy.
3. Challenging records for purposes of correcting or deleting any of the contents must be done in writing with the reason fully stated. Grades and course evaluations can only be challenged on the grounds that they are improperly recorded. Challenges must be made within 90 days of the student's last date of attendance.

The procedure is:

- a) The Lead Instructor and/or Campus Director will review the written challenge and meet with the student to allow the student a full and fair opportunity to present evidence relevant to the disputed issues. The School Director will then make the final recommendation.
- b) A copy of the challenge and/or written explanation of the contents will then be included as part of the student's permanent record.
- c) "Directory Information" listing name, dates of attendance and diploma awarded and date of graduation may be provided to third parties by the school unless the request to omit such information is presented in writing within ten days of enrollment.
- d) The following items are exempt from the Privacy Act (ACT):
 - i. Parents' financial information and other financial need data.
 - ii. Records about students made by teachers or administrators are maintained by and accessible only to the teachers or administrators.
 - iii. Campus security records.
 - iv. Employment records for school employees who are not also current students.
 - v. Records compiled or maintained by physicians, psychiatrists, psychologists or other recognized professionals and paraprofessionals acting or assisting in such capacities for treatment purposes and which are available only to persons

providing the treatment.

- e) The College will not disclose address, telephone listing, program of study, awards received and the most recent previous education agency or previous institution attended without first receiving a written release from the student. The school reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know. Information regarding the student's record; grades, courses. GPA, SSN and other personal information will not be released without the student's written consent.

Campus Security and Crime Information

The Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the school to provide information on the campus security policies and procedures, specific statistics on criminal incidents and arrests on campus, and make information and statistics available to prospective students and employees upon request. This information may be obtained from the Campus Director.

Drug-Free and Smoke-Free School

Moore Career College is designated a drug-free and smoke-free school. As such, the following activities are prohibited while the student is on the College premises or otherwise engaged in student activities:

- The manufacture, possession, use, sale, distribution, dispensation, receipt, or transportation of any controlled substances or illegal drugs. This includes all forms of narcotics, hallucinogens, depressants, stimulants, and other drugs whose use, possession, or transfer is restricted or prohibited by law.
- The consumption of alcoholic beverages.
- Being under the influence of alcohol, illegal drugs, or controlled substances in any matter during school hours whether or not consumed on College premises and whether or not consumed outside of school hours.

A student who engages in such behavior will be subject to disciplinary action up to and including expulsion from the College.

As a condition of receiving the Federal Pell Grant and other federal financial aid, students are required to maintain a drug free environment. Failure to do so will jeopardize the student's eligibility for funding.

Exceptions: Drugs prescribed by a physician, dentist, or other person licensed by the state or federal government to prescribe or dispense controlled substances or drugs, used in accordance with their instructions, are not subject to the restrictions of this policy.

Smoking is prohibited inside all college buildings.

Program of Study and Course Descriptions

Program	Clock Hours	Months to Complete
Diploma		
Massage Therapy (Day)	775	9
Massage Therapy (Evening)	775	15

Course Objectives in Massage Therapy

The Massage Therapy Diploma program prepares the student for entry level positions in the massage therapy industry. There are three primary goals to the Massage Therapy Diploma program. The first is to provide a solid educational foundation in anatomy, physiology and pathophysiology, which forms the basis for training in specific massage modalities. Hands-on techniques include Swedish Massage, Deep Tissue Massage, Neuromuscular Therapy Massage, Sports Massage, Chair Massage, Basic Shiatsu, Supervised Clinical Practice and Community Service events.

The second goal of this program is to help our graduates prepare to obtain licensure to practice as a Licensed Massage Therapist. Successful completion of this program qualifies the graduate to test for massage therapy licensure in Louisiana and provides eligibility to sit for the Federation of State Massage Therapy Boards national examination. Massage Therapy Regulations for Louisiana may be found at <http://lsbmt.org/laws2002>. Regulations in others state may vary from Louisiana and must be checked by the student for the state he or she is interested in practicing.

The third goal of our program is to provide our graduates with basic skills to become employable in the field of massage therapy working for employers as well as pursuing self-employment opportunities. Our graduates obtain the skills they need in order to pursue a variety of jobs including private practice, sports medicine, medical settings, massage therapist in a Spa and many other settings.

To achieve the above goals, our program is designed to achieve educational objectives related to planning and organizing an effective massage and bodywork session; performing massage therapy and bodywork for therapeutic benefits; developing and implementing a self-care strategy; developing a successful and ethical therapeutic relationship with clients; developing a strategy for a successful practice, business or employment situation; and identifying strategies to participate in professional activities and pursuing personal professional development.

The normal completion time for the day program is nine (9) months and for the evening program, fifteen (15) months. Upon successful completion of 53 quarter credit hours and all other graduation requirements, the program culminates in the awarding of a Massage Therapy Diploma.

Required courses in the Diploma in Massage Therapy program

Content Courses

MT111 Body Structure & Function 1 (40/4)	MT124 Spa Therapies 2 (25/1.5)
MT112 Body Assessment, Theory & Application 1 (30/2)	MT125 Supervised Clinical Practice 1 (36/1)
MT113 Massage 1: Swedish Techniques (60/4)	MT126 Adaptive Massage (20/1)
MT114 Spa Therapies 1 (25/1.5)	MT127 Sports Massage (20/1)
MT115 Massage Laws, Legislation & Ethics (10/1)	MT128 Supervised Clinical Practice 2 (36/1)
MT116 Therapeutic Communications (20/2)	MT131 Body Structure & Function 3 (40/4)
MT117 Tai Chi (20/1)	MT133 Massage 3: Neuromuscular Therapy (60/4)
MT118 CPR/First Aid/HIV (25/2)	MT135 Supervised Clinical Practice 3 (36/1)
MT119 Care for Self (12/1)	MT136 Eastern Modalities (50/3.5)
MT120 Medical Terminology (20/2)	MT137 Subtle Body Energies (20/1)
MT121 Body Structure & Function 2 (40/4)	MT138 Marketing (28/2.5)
MT122 Body Assessment, Theory & Application 2 (30/2)	MT 140 Licensure/Certification Seminar (12/1)
MT123 Massage 2: Integrating Deep Tissue Techniques (60/4)	

Massage Therapy Course Descriptions

MT111 Body Structure & Function 1

40 Contact Hours

This course provides an introduction to the structure of the human body including medical terminology, body planes, and directional terms and movements, as well as basic physiological concepts that prepare students for learning the complex body system. A comprehensive study of the skeletal system follows; including, bone physiology and extensive study of the axial and appendicular skeleton. This course begins at the atomic level, including basic chemistry and cellular function, and emerges into histology. Students study the origin, insertion and actions of the major muscles of the human body. The student will explore muscle physiology, with emphasis on connective tissue and the mechanisms, which produce muscle contraction. General and specific bony landmarks and an overview of the superficial muscles of the body prepare the student for hands-on massage work.

MT112 Body Assessment, Theory & Application 1

30 Contact Hours

This course emphasizes the identification of bony landmarks and the origins and insertions of muscles. The student will develop a comprehensive practical knowledge of muscle types and structure, the names and location of the bones and muscles of the human body, and the principles and modes of muscular extension and flexion, particularly as this knowledge relates to the practice of massage therapy. The

student will integrate this knowledge of muscle anatomy with the skill of muscle palpation of the attachments and belly of the muscles. This course covers the upper body.

MT113 Massage 1: Swedish Techniques **60 Contact Hours**

This course teaches Swedish massage techniques, recognized as the basis for many other forms of massage therapy. Through a combination of lecture, demonstration, and hands-on practice, the student will learn the seven basic manipulations of Swedish massage: effleurage, petrissage, friction, tapotement, vibration, and active and passive range of motion. The role Swedish massage plays in stimulating circulation, increasing muscle flexibility, and fostering general balance in the structure and function of the muscular, skeletal and neural systems are also explored. The student will gain confidence in techniques of manual therapy and learn to perform a complete one-hour Swedish massage routine. This course is every student's introduction to hands-on massage techniques and includes instruction in such fundamentals as proper draping, therapeutic sensitivity, the use of oils and creams, the rudiments of professional appearance and behavior, and other issues related to professional massage therapy.

MT114 Spa Therapies 1**25 Contact Hours**

This course explores methods for accommodating a variety of clients with special needs. It covers the effective and appropriate use of various forms of hydrotherapy, including saunas, hot and cold packs, hot and cold stone work, sitz baths, salt glows, and wet compresses. Water, in its many forms, has long been used with great therapeutic effect. Completion of this course will enable the student to make effective use of hydrotherapy as part of a comprehensive therapeutic program. In addition, an introduction to prenatal massage, spa massage, or reflexology may also be included into this course.

MT115 Massage Laws, Legislation & Ethics **10 Contact Hours**

This course consists of a review of the history of massage therapy law and the development of statutes and rules governing its practice. The student will learn specific state and local regulations which will affect him/her and will also learn the requirements of the national certification exam. Ethics is included and is the discipline concerned with right or wrong conduct. It involves morals and making choices or judgments about what should or should not be done. This course explores these issues as they relate to massage therapy, and includes discussion of codes of conduct, scope of practice, and ethical dilemmas.

MT116 Therapeutic Communications **20 Contact Hours**

This course teaches students charting methods necessary for proper client file documentation. The student will develop proper client interview techniques based on the medical models for data collection. The course also assists the student in developing an understanding of the subtle modes of communication, which exist between practitioner and client and learn how to employ these modes in such a way that the client's sense of well being is enhanced by virtue of this communication alone. A significant emphasis will be placed on teaching observation skills.

MT117 Tai Chi **20 Contact Hours**

This course teaches the dynamic aspect of body mechanics necessary for effective treatment. The student learns Tai Chi as a technique which facilitates a favorable relationship between movement of the body and application of pressures required while performing massage therapy.

MT118 CPR/First Aid/HIV **25 Contact Hours**

This course trains the student Cardio-Pulmonary Resuscitation/First Aid certification and HIV awareness. This class increases the student's competence and confidence with regard to the welfare of the massage

client. Decisions and precautions concerning the treatment of HIV-positive individuals are increasingly a part of any therapeutic practice. Students will receive up-to-date information from experts in the field so they can make informed judgments about massage and the HIV positive client.

MT119 Care for Self

12 Contact Hours

This experiential course focuses on emotional awareness, body awareness, and the dynamics of interaction. Students will learn the basic principles for taking care of the self. Class exercises include body dialogue, journaling, visualization, stress management, and communication skills. Students will begin to understand that working in the healing arts requires a deep knowledge of oneself.

MT120 Medical Terminology

20 Contact Hours

This course will provide an understanding of the primary components of anatomical root words with an emphasis on understanding secondary components: combining forms, prefixes, suffixes, and homonyms. This will provide the student with a strong knowledge base of medical terminology which is essential for anyone entering the health care profession.

MT121 Body Structure & Function 2

40 Contact Hours

This course continues the study of the human body to include the integumentary system and associated pathology conditions are discussed as they relate to the application of massage techniques to the skin. Students also study the respiratory system, including the importance of its interrelationship with the cardiovascular system. The action of lymph and lymphatic tissue in the immune response is presented along with their importance in the prevention and elimination of disease. The endocrine and urinary systems are explained, focusing on their importance as control systems within the human body. Each system concludes with the pathological conditions related to that system and the associated implications for massage.

MT122 Body Assessment, Theory & Application 2

30 Contact Hours

This course is a continuation of MT112 Body Assessment, Theory & Application 1, but covers the lower body.

MT123 Massage 2: Integrating Deep Tissue Techniques 60 Contact Hours

This course is a natural continuation of Massage 1: Swedish Techniques. Deep tissue massage provides the invaluable link between anatomy and physiology of the body and introductory massage techniques. Movements, bony landmarks, joints, muscle origins, insertions and functions are explored, discussed, and located on the body. Myofascial release technique integration is also emphasized.

Prerequisite: MT113 Massage 1: Swedish Techniques

MT124 Spa Therapies 2

25 Contact Hours

The student will learn how to provide a fifteen-minute on-site chair massage routine, which is highly effective in a variety of settings. The student will learn how to use chair massage as an effective tool for marketing and increasing public awareness of massage therapy. It will also introduce reflexology and its concepts.

MT125 Supervised Clinical Practice 1

36 Contact Hours

The major western technique courses (Massage 1, 2 and 3) are accompanied by supervised clinical practice, which allows the student to gain clinical experience through the performance of massage therapy on members of the public in a clinical setting. These clinical experiences also allow the student to develop a unique technique or style in a supervised setting conducive to self-critique. The student has the

opportunity to develop a professional attitude concerning such things as punctuality, appearance, client rapport, confidentiality, and communication skills. During clinics, the student will also develop skills in such areas as completing a massage within a given time frame, draping, working with the public, experiencing different body types, and individual massage preferences. The student gains experience with the practical part of a massage therapy practice: contacting the public, making, confirming and canceling appointments, maintaining client files, and record keeping. Prerequisites: MT113 Massage 1: Swedish Techniques

MT126 Adaptive

20 Contact Hours

This course addresses special populations that require the therapist to adapt to fit the client's special needs. Focus will be given to working with the pregnant client and infants, amputees, chronic or terminally ill clients, morbidly obese, hearing/speech/visually impaired, substance abuse and emotionally challenged clients.

MT127 Sports Massage

20 Contact Hours

This course enables the student to become well grounded in one of the fastest growing and most visible specialties within the field of massage therapy. The student will learn and practice the major components of sports massage, including pre-event and post-event massage techniques as well as participating as a student massage therapist at an athletic event.

MT128 Supervised Clinical Practice 2

36 Contact Hours

This course is a continuation of MT125 Supervised Clinical Practice 1.
Prerequisite: MT123 Massage 2: Integrating Deep Tissue Techniques.

MT131 Body Structure & Function 3

40 Contact Hours

This course, formerly known as Anatomy & Physiology & Pathophysiology, focuses on kinesiology, which is the study of movement. It is specifically designed to provide massage therapists with an understanding of how to work with the physically active. Fundamental movement is emphasized. This course also focuses on exercise physiology, which integrates basic concepts and relevant scientific information to provide the foundation for understanding nutrition, energy transfer, and exercise.

MT133 Massage 3: Neuromuscular Therapy

60 Contact Hours

This course provides an introduction to a powerful therapeutic method and focuses on myofascial anatomy, anatomically precise hands-on applications, and therapeutic muscle lengthening. The student will learn postural assessment and specific systematic techniques to use on clients with the chronic and acute muscle pain and spasm, which contributes to postural distortions. The student also practices specific clinical applications to alleviate neuromuscular disorders, including tennis elbow, carpal tunnel syndrome, shoulder girdle restrictions, and thoracic outlet compression syndrome.
Prerequisite: MT113 Massage 1: Swedish Techniques.

MT135 Supervised Clinical Practice 3

36 Contact Hours

This course is a continuation of MT128 Supervised Clinical Practice 2.
Prerequisite: MT133 Massage 3: Neuromuscular Therapy

MT136 Eastern Modalities

50 Contact Hours

This course teaches The Five Transformations theory of traditional Chinese medicine which provides a framework for the treatment of the meridians of Qi (Chi, Ki) in the body. Developed in Japan in the early part of this century, Shiatsu is a system of bodywork, which combines eastern and western techniques to

address the body/mind/spirit. Techniques taught include use of the hand, thumb, elbow, knee, and foot pressure of varying intensity and direction on the twelve primary meridians. The student learns joint mobilization techniques as well as proper body mechanics for working on a mat on the floor and on a massage table. Qi exercises are introduced and practiced. This course will also include auricular therapy and the specific effects of selected meridian points used in balancing the meridian flows of the body.

MT137 Subtle Body Energies

20 Contact Hours

This course teaches the student how to sense, experience, and describe the human energy fields and their relationship to modern scientific principles. The student will learn, develop, and practice the concepts of touching therapeutically and will further develop a daily practice of meditation, energy field expansion, movement, and personal development. The student will discuss and use the body/mind connection and become familiar with significant contributions in the field of holistic health and energy-based therapies. When a certified Healing Touch instructor is not available, the school will provide similar training in Subtle Body Energies.

Prerequisite: MT113 Massage 1: Swedish Techniques.

MT138 Marketing

28 Contact Hours

This course teaches the student methods and skills that will help him/her to become employable in the massage therapy profession. Throughout the course the student will participate in lectures where he/she will have the opportunity to brainstorm in order to broaden his/her awareness of massage therapy as a profession. Additionally, the student will participate in oral presentations as he/she begins to focus on individual marketing and business skills. Emphasis is placed on the development of job skills including resume writing, interview role-playing, locating job prospects, how to get the interview, and promotional material designs.

MT 140 Licensure/Certification Seminar

12 Contact Hours

This course will provide a comprehensive review of academic coursework to aid graduating/graduated students in preparing for Certification and/or Licensure based on the Federation of State Massage Boards exam content outline and Louisiana Board of Massage Therapy licensure requirements. Prerequisites: Completion of 35 credit hours or permission of the campus director.

Program	Clock Hours	Months to Complete
Diploma		
Professional Barbering Day	1500	11
Professional Barbering Evening	1500	17

Educational Objectives for Professional Barbering

The Professional Barbering Diploma program prepares the student for entry level positions in the Hair dressing industry. There are three primary goals to the Professional Barbering Diploma program. The first is to provide a solid educational foundation in all aspects of hair cutting, hair coloring, hair and scalp

treatment along with all of the sanitation and sterilization procedures which forms the basis for training in the hair industry. Hands-on techniques include all of the hair cutting techniques, coloring, and shampooing.

The second goal of this program is to help our graduates prepare to obtain licensure to practice as a Professional Barber. Successful completion of this program qualifies the graduate to test for the Professional Barber licensure in Louisiana.

The third goal of our program is to provide our graduates with basic skills to become employable in the field of hair dressing working for employers as well as pursuing self-employment opportunities.

To achieve the above goals, our program is designed to achieve educational objectives related to planning and organizing an effective shop.

The normal completion time for the day program is ten (10) months and for the evening program, sixteen (16) months. Upon successful completion of 1500 hours and all other graduation requirements, the program culminates in the awarding of a Professional Barber Diploma.

Content Courses	
PB 100 Study Skills (3)	PB 112 Shaving and Facial Hair Design (4)
PB 101 History of Barbering (6)	PB 113 Men’s Hair Cutting and Styling (10)
PB102 Professional Image (6)	PB 114 Men’s Hair Replacement (4)
PB 103 Microbiology (6) PB 104 Infection Control (8)	PB 115 Women’s Hair Cutting and Styling (6)
PB 105 Implements, Tools & Equipment (4)	PB 116 Chemical Texture (6)
PB 105 Body Structure & Function (6)	PB 117 Hair Coloring and Lightening (10)
PB 106 Chemistry (4)	PB 118 Nails and Manicuring (4)
PB 107 Electricity and Light Therapy (4)	PB 119 State Board Preparation/Licensing (6)
PB 108 Properties and Disorders of the Skin (6)	PB 120 Job Search (4) PB 121 Barbershop Management (6)
PB 109 Properties and Disorders of the Hair and Scalp (6)	PB 122 Practical Clinic (1369)
PB 110 Treatment of the Hair and Scalp (6)	
PB 111 Men’s Facial Massage and Treatment (6)	

Professional Barbering Course Descriptions

PB 100 Study Skills

3 clock hours

This course is designed to bring those who have been out of the school environment for a period of time, up to speed on how to study. One of the most important keys to a student’s success is their

ability to learn and master new information. This course provides some basic reminders and techniques to help students make the most of the learning experience while as a student at Moore Career College.

PB 101 History of Barbering

6 clock hours

An exploration of the history creates an interesting frame of reference about the trade for students and a greater appreciation for their roles within the profession.

PB 102 Professional Image

6 clock hours

One's attitude plays a vital role in a person's overall professional image, it is an aspect of professionalism that should not be overlooked or downplayed.

PB 103 Microbiology

6 clock hours

The most important aspects of barbering is the maintenance of a safe and sanitary work environment. Microbiology provides students with the necessary foundation to study and implement the decontamination and infection-control applications that will be introduced in Chapter 5. It is vitally important that students understand how easily germs and parasites can be spread in the school and barbershop. Students must also have a very clear understanding of their own personal responsibility in limiting the spread of diseases, disorders, and infestations.

PB 104 Infection Control

8 clock hours

Students need to know the extent to which state barber boards and health departments require the application of sanitary measures while serving the public. Hone awareness and observation skills in order to prevent or minimize accidents in the school and barbershop. This chapter addresses both of these important areas of barbering and provides several opportunities for students to begin their practical or hands-on applications while still within the theory or classroom setting

PB 105 Implements, Tools and Equipment

4 clock hours

Have students bring their kit items with them to class. This provides the instructor with an opportunity to review the purpose and care of each item and to link that information to the theory portion of the curriculum. Instructor should have a complete kit and list of the items to use for reference and demonstration. If students are not already in possession of a required kit list, such a form should be prepared for this class session. Doing so will help to facilitate an assessment of each student's kit items, which can be checked off as each of the required items are discussed. If student kits are not issued through the school, instructors will need to set a deadline for students to have obtained their complete kits.

PB 106 Body Structure & Function

6 clock hours

In as much as Chapter 7, Anatomy and Physiology (which we term as Body Structure & Function) provides students with a general overview of the human form, it also incorporates medical terms and details that students will probably not be familiar with. The depth of the information found in this chapter, it is recommended that instructors review the material and select the information that is most relevant to their state barber board's examinations. Every effort should be made during chapter presentations to emphasize information to actual barbering services. For example, knowledge of the position of the cranial and facial bones assists students in the performance of haircutting, styling, shaving, facial hair design, facial massage, and scalp treatment services.

PB 107 Chemistry

4 clock hours

The study of chemistry should provide students with the foundation to understand important

principles such as physical and chemical changes in matter, the chemistry of water, the pH scale, and the chemistry of cosmetic preparations such as shampoos, conditioners, and so forth. A foundation of understanding will help students to better comprehend the changes that take place in the hair during chemical services, how to mix solutions, or which hair product to select on its composition and the desired outcome. This topic of study, it is recommended that instructors take every opportunity to link the chapter content with examples or situation that student barbers may encounter on the clinic floor or in the barbershop.

PB 108 Electricity and Light Therapy

4 clock hours

Review this chapter and take an inventory of all the electrical devices and tools used in the school. Be prepared to link theory discussions and information with actual practical applications that can be used in the school and barbershop. Students need to come away from this lesson having learned important safety precautions regarding the use of electricity. In addition, they need to be introduced to scalp and facial electrotherapy and light treatment that may be performed on the clinic floor or in the barbershop

PB 109 Properties and Disorders of the Skin

6 clock hours

This chapter provides foundational information that barbering students need to know in order to perform facial and shaving services at an optimum level. With a clear understanding of the structure of the skin will students be able to correctly analyze and make determinations about their clients' skin and the appropriate treatment of service options that can be recommended. This chapter also lends itself to the creation of innovative activities that students may engage in for the purpose of learning itself to the creation of innovative activities that students may engage in for the purpose of learning the material for a lifetime and not just to pass the chapter test or state board exams.

PB 110 Properties and Disorders of the Hair and Scalp

6 clock hours

It is vitally important that students understand the structure of hair because many of the judgments and decisions they will have to make about client services are dependent upon this information. They need to be able to analyze the hair and then suggest appropriate treatment and services; this cannot be achieved without a thorough understanding of the variables (texture, density, growth patterns, etc.) that are applicable from one individual to another. Students should be reminded that their professional responsibilities should include the goal to maintain their clients' hair in a healthy condition through proper care and treatment.

PB 111 Treatment of the Hair and Scalp

6 clock hours

Treatment of the hair and scalp included regular shampoo and scalp massage as well as special treatment for hair and scalp conditions. Shampoo and condition service should be a standard operating procedure in the barber school environment for the following reasons: (1) to maintain sanitary procedures and conditions for clients and students; (2) to provide students with hair that is in a clean and manageable condition in order to optimize cutting and styling practice; and (3) to foster conscientious professionalism in the industry

PB 112 Men's Facial Massage and Treatment

6 clock hours

It is important for students to realize that many men today are aware of the need to pay attention to their skin. Deep-cleansing facials, firming masks, and moisturizers have found a significant place in the male market- and what better place is there to offer these services than the barbershop? Male clients currently represent 15 to 20 percent of the skin-care clientele in spas and salons, a percentage

that is on a regular basis. It is the responsibility of today's barbers to master and promote skin-care services and to bring this market back to the barbershop.

PB 113 Shaving and Facial Hair Design

4 clock hours

Shaving and Facial Hair Design will require several demonstrations on the part of the instructor. Once students are proficient in the proper handling of the razor, encourage them to find models they can practice on in the school.

PB 114 Men's Hair Cutting and Styling

10 clock hours

As one of the most important chapters in the textbook, Men's Haircutting and Styling requires demonstration, guidance, and student coaching from the educator. Students first need to learn the basic of tool and implement manipulation, which can be practiced on a mannequin, and then to proceed to practice on a model or school client. Because student may find it challenging to bridge the gap between theoretical concepts and practical applications, it is recommended that they take part in the activates that follow each technique or skill to be mastered as outlined in the lesson plan. Once students have mastered the basics of tool manipulation and the effects of cutting at elevations, it rests with the instructor to guide them in bringing these elements together to achieve blended and proportioned haircuts.

PB 115 Men's Hair Replacement

4 clock hours

It is important for students to have some familiarity with hair replacement system in order to know what to do if a client who wears one visits the clinic or barbershop for a haircut or maintenance. Due to cost of replacement systems, many schools do not have samples available for students to gain firsthand knowledge of working with these typed of hair goods; however, students can learn the basics of measuring and template-making while in the school environment.

PB 116 Women's Hair Cutting and Styling

6 clock hours

This chapter provides students with the basic techniques required to service female patrons including applications of the four basic haircutting elevations and basic hairstyling techniques. In those cases where your state's curriculum requires the inclusion of wet setting methods such as roller setting, pin curling, finger-waving, and so forth, please refer to Milady's Standard Cosmetology. Hands-on applications for practice and effective learning experience, it is recommended that instructors first demonstrate and then workshop the particular skill to be learned with students.

PB 117 Chemical Texture

6 clock hours

Study of permanent waving reformation curls, and chemical hair relaxing provides barbering students with the ability to offer alternative services to their clients. For students in those states that require these services in the barbering curriculum, this chapter will provide the basic of chemical texture services chemistry and application procedures. It is recommended that instructors review the similarities and differences of the products and procedures. It is recommended that instructors review the similarities and differences of the products and procedures in some depth to facilitate and ensure students' understanding of the information

PB 118 Hair Coloring and Lightening

10 clock hours

Hair coloring and lightening are subject that require comprehensive instruction and diligent study to master. There are two distinct areas of knowledge that require this attention. First, students need a thorough understanding of the laws of color to help them apply concepts needed to analyze existing hair colors, choose appropriate hair coloring products, and formulate tints for the desired end result.

Second, students need to understand the reasons underlying different application techniques and how to perform them. Application proficiency can only be accomplished with repeated and diligent practice. Mock products can be used during the initial stages of application mastery, but actual hair coloring and lighting products should be used as soon as possible for students to benefit effectively from the practice.

PB 119 Nails and Manicuring

4 clock hours

In some states, the study of nails and manicuring is a subject within the barbering curriculum and should be taught in order to comply with state board rules and regulations. In those states where the subject is not a mandatory course of study, the inclusion of this chapter is best left to the discretion of sometimes It is recommended that students who aspire to barbershop ownership spend some time studying the topic so they are better prepared to oversee future employees should a manicurist ever be hired for the barbershop.

PB 120 State Board Preparation/Licensing

6 clock hours

Prepare students for their state board examinations

PB 121 Job Search

4 clock hours

It is recommended that students participate in as many field research and networking opportunities as possible while still attending barbering school. In addition to proving students with potential jobs opportunities for their futures, these experiences will also help to motivate and encourage students to complete their studies and state board testing for licensure

PB 122 Barber Shop Management

6 clock hours

The main purposes of this chapter are to enlighten students about the many responsibilities of business ownership. It is intended for use as a general form which students can become familiar with some of the factors business ownership entails. All too often, newly licensed individuals venture into business ownership without fully understanding what is necessary to establish a successful operation. This lack of understanding can lead to business failure – obviously sometimes we want to avoid! For those instructors who have owned or operated a business, take the time to tell the students the positives, negatives, mistakes, and successes.

PB 123 Practical Clinic Work

1369 clock hours

This course is designed to give the students time to practice what they have been taught and will have to be proficient at upon completion. This time will be used to show advanced techniques to the students that go above and beyond the requirements of the State to include such things as hair weaving and braiding. Much of the beginning theory will be reviewed by attending 5 hours a week in review classes. Guest speakers and performers will be invited in during this time.

Program	Clock Hours	Months to Complete
Diploma		
Combination Welding Day/Evening	750	7/9

Educational Objectives for Welding Programs

This program prepares individuals for employment in the field of welding. Instruction is provided in various processes and techniques of welding, flux-cored arc welding, plasma arc welding, blueprint reading, weld symbols, and joints. After completion of the chosen program, the student will have covered the skills designated by the American Welding Society (AWS) and will be prepared to take the AWS Entry Level Welder’s test for certification. Our program, Combination Welding certifies the graduate to test for welding on plate and pipe.

Welders have the ability to take their skills and cross over into a variety of fields. This skilled trade program, offered at Moore Career College in Baton Rouge, helps you acquire the skills needed for welding in construction, fabrication, plant maintenance settings and more.

As a graduate of Moore’s Welding program, your career options include manufacturing, commercial construction, mining, agriculture, wholesale trade and repair and maintenance. From the tallest skyscrapers to machines and appliances that help make life easier, welders play a critical role in keeping our economy moving.

Content Courses – Combination Welding	
CW101 Introduction to Welding	CW 112 Flux Core Arc Welding Equipment, set-up and operation
CW102 Safety in Welding	CW 113 Flux Cored Welding
CW103 Shielding Metal Arc Equipment, set-up and operation	CW 115 Gas Tungsten Arc Welding Equipment, set-up and operation
CW104 Shielding Metal Arc Welding of Plate	CW 116 Gas Tungsten Arc Welding of Plate
CW 105 Shielding Metal Arc Welding of Pipe	CW 117 Gas Tungsten Arc Welding of Pipe
CW 106 Advanced Shielded Metal Arc Welding	CW 119 Reading Technical Drawings
CW 107 Flame Cutting	CW 123 Testing and Inspection of Welds
CW 108 Plasma Arc	
CW 109 Related Cutting Processes	
CW110 Gas Metal Arc Welding Equipment, set-up	

and operation	
CW 111 Gas Metal Arc Welding	

COMBINATION WELDING CURRICULUM

PW101 Introduction to Welding (75 hours)

This includes an orientation to the program and the college and its policies. It explains safety obligations to ensure a safe workplace, skills needed for a successful career, the importance of attitudes and work ethics and maintenance of equipment. It also covers welding symbols with the corresponding welds, cutting torch operations, stick welding procedures and methods to clean and evaluate welds. Procedures to cut and prepare metal plate, perform overlap beads in various plate positions and begin fillet welds for plate T-joints.

PW102 Structural Welding I (75 hours)

Students will learn SMAW welding process, welding codes, proper rod selection, reading basic blue prints and calculating dimensions and completing layouts. Career skills and safety will be expanded in this section and how to research projects. Safe operational procedures of Plasma and Carbon Arc cutting will be introduced in this section. Students will perform plate welding in various positions using 7018 electrodes and perform Plasma and Carbon Arc cutting.

PW103 MIG and Fluxcore Welding (75 hours)

Explanation of pipe and fitting markings, metal color codes, pipe welding symbols, diagrams and welds. Introduction of isometric sketch drawings and the completion of researching projects will be covered. Introduction of MIG and Fluxcore welding procedures and the welding of plate in various positions (2F, 2G, 3G) with MIG and Fluxcore.

PW104 Structural Welding II (75 hours)

Continued instruction in blueprint and layout beyond the basics will be covered in this phase. Students will perform additional plate welding in various positions to include 4G. Electrodes 6010 will be used in this section for stringer welds and 7018 electrodes for other welds. Pipe bevel preparation will be discussed in this section.

PW105 Basic Pipe Welding (75 hours)

Basic techniques of welding pipe fittings, use of 90's, T's, flanges, valves and take offs will be introduced in this section. The use of pipe blueprints, sketches, templates and uphill welding on pipe will be practiced. Using 6010 electrodes to perform SMAW stringer welds on pipe and using 7018 electrodes for welding pipe in the 2G and 5G positions is covered in this course.

PW106 Pipe Welding I (75 hours)

TIG equipment will be introduced in this section along with setup procedures, metals identification and tungsten safety and preparation. Students will perform 6010 electrode root welds and 7018

electrode fill and cap welds in the 6G position along with TIG stringer and hot pass welds on T-plate. TIG root and 7018 fill cap will be performed on 2G and 6G pipe positions.

PW107 Pipe Welding II (75 hours)

Portable equipment operation requirements, weld test lab procedures and testing approaches will be reviewed. Students will perform mild steel TIG welding on pipe in the 2G, 5G and 6G positions with TIG stringer and cap methods.

PW108 Advanced Pipe Welding (75 hours)

Advanced pipe welding projects and industrial applications with multiple pipe sizes and schedules in the 2G, 5G and 6G positions will be performed in the section.

PW109 H.F. TIG &/or Pipeline Welding (75 hours)

This section will introduce procedures to maintain clean work environments, heat settings on thin gauge applications will be taught. Students will practice welding on plates using TIG in various positions and with different rod sizes. The selection of rod size for pipeline welding, layout procedures for pipeline fitting and electrolysis prevention with anode protection and performance of SMAW downhill stringer, fill and cap in the 5 and 6G positions will be covered.

PW110 Career Preparation (75 hours)

In this final section before the students enter into the employment market. Instruction in applying for employment, preparing a resume, preparation for the stress of a welding test and proper appearance and attitudes for the market is covered in this section. Final tests competencies are directed to the 5G and 6G pipe welding using 6010 and 7018 electrodes to include TIG in various combinations with bend tests. Individual competencies are specified with each student by the instructor to prepare the graduate for employer weld tests.

ADDENDUM A



**CATALOG ADDENDUM
Massage Therapy Diploma Program**

Janet Moore, Financial Aid Officer/Owner; Nicholls State University FT
Edward Moore, Director of Education; Nicholls State University FT

John Darcy, Registrar / Receptionist	PT
Charles Lee, Admissions Representative; Mid-America Baptist Theological Seminary; PHD	FT
Michael Chow, Tai Chi Instructor; University of Beijing	PT
Kathleen Powenski, Tai Chi Teaching Assistant; LSU	PT
Susan Jones, LMT	PT
Allison Nicholson, LMT	PT
Kathy Lea BS, LMT	PT
Barbara Spano, LMT, LPN	PT

Professional Barbering Diploma Program

Janet Moore, Financial Aid Officer/Owner; Nicholls State University	FT
Edward Moore, Director of Education; Nicholls State University	FT
John Darcy, Registrar / Receptionist	PT
Charles Lee, Admissions Representative; Mid-America Baptist Theological Seminary; PHD	FT
Gilbert Poydra, Licensed Barber Instructor	FT
Jerry Poydras, Licensed Barber Instructor	FT
Roderick Brown, Licensed Barber Instructor	PT
Rebecca Washington, Licensed Barber Instructor	PT
Stephon Robbins, Licensed Barber Instructor	PT

Combination Welding Diploma Program

Janet Moore, Financial Aid Officer/Owner; Nicholls State University	FT
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Edward Moore, Director of Education; Nicholls State University	FT
John Darcy, Registrar / Receptionist	PT
Charles Lee, Admissions Representative; Mid-America Baptist Theological Seminary; PHD	FT FT
Randy Pearson	FT
Anthony Trosclair	PT



Drug and Alcohol Abuse Prevention Information

A school that participates in the FSA programs must provide information to its students, faculty, and employees to prevent drug and alcohol abuse as per 34 CFR 86 – Drug and Alcohol Abuse Prevention.

In addition, a school that participates in the Campus-Based programs must have a drug-free awareness program for its employees that include a notice to its employees of unlawful activities and the actions the school will take against an employee who violates these prohibitions as per the Drug-Free Workplace Act of 1988 (Public Law 101-690).

Information that Must Be Included in Drug Prevention Materials for Students:

- Information on preventing drug and alcohol abuse;
- Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the school’s property, or as part of the school’s activities;

- A description of the sanctions under local, state, and federal law for unlawful possession, use, or distribution of illicit drugs and alcohol;
- A description of any drug and alcohol counseling, treatment, or rehabilitation programs available to students and employees;
- A description of the health risks associated with the use of illicit drugs and alcohol;
- A clear statement that the school will impose sanctions on students and employees for violations of the standards of conduct (consistent with local, state, and federal law) and a description of these sanctions, up to and including expulsion, termination of employment, and referral for prosecution.

****Information from the 2008-2009 FSA Handbook, Volume 2, Chapter 6, Page 85****

Helpful Websites:

http://www.brainsource.com/brain_on_drugs.htm

<http://www.nida.nih.gov>

DRUG FREE CAMPUS GUIDELINES

In compliance with the Drug-Free Schools and Communities Act (DFSCA), the school has set forth in this guide the legal penalties under Federal law for the illegal possession or distribution of drugs and alcohol, as well as the range of school sanctions that can be imposed for violation of the school's policies regarding substance abuse. Both students and employees should read this carefully.

Policy:

The United States Department of Education has issued regulations for the implementation of the provisions of the "Drug-Free Schools and Communities Act Amendments of 1989" (Public law 101-226). The school will distribute annually to each student and employee information regarding the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on school property.

Standards of Conduct:

The school is committed to a campus free of illegal drug use, misuse and abuse of prescription drugs, underage drinking and alcohol abuse. The school has no tolerance for illegal activity or any other harmful conduct influenced by drugs or alcohol. Unlawful possession as well as the distribution of illegal drugs or alcohol is prohibited on school property or as part of its activities. The school will cooperate fully with law enforcement agencies and will apply appropriate internal disciplinary processes should a student or an employee violate criminal statutes with regard to illegal drugs or possession or sale of alcohol.

The following shows the Federal penalties:

Federal Trafficking Penalties

DRUG/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500 - 4999 gms mixture	First Offense: Not less than 5 yrs, and not more than 40 yrs. If	5 kgs or more mixture	First Offense: Not less than 10 yrs, and not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than \$4 million if an individual, \$10 million if not an individual.
Cocaine Base (Schedule II)	5-49 gms mixture		50 gms or more mixture	
Fentanyl (Schedule II)	40 - 399 gms mixture	Death or serious injury, not less than 20 or more than life. Fine of not more than \$2 million if an individual, \$5 million if not an individual Second Offense: Not less than 10 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$4 million individual; \$10 million other than individual.	400 gms or more mixture	Second Offense: Not less than 20 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$20 million if not an individual. 2 or More Prior Offenses: Life imprisonment
Fentanyl Analogue (Schedule I)	10 - 99 gms mixture		100 gms or more mixture	
Heroin (Schedule I)	100 - 999 gms mixture		1 kg or more mixture	
LSD (Schedule I)	1 - 9 gms mixture		10 gms or more mixture	
Methamphetamine (Schedule II)	5 - 49 gms pure or 50 - 499 gms mixture		50 gms or more pure or 500 gms or more mixture	
PCP (Schedule II)	10 - 99 gms pure or 100 - 999 gms mixture	100 gm or more pure or 1 kg or more mixture		
PENALTIES				
Other Schedule I & II drugs (and any drug product containing Gamma Hydroxybutyric Acid)	Any amount	First Offense: Not more than 20 yrs. If death or serious injury, not less than 20 yrs, or more than Life. Fine \$1 million if an individual, \$5 million if not an individual. Second Offense: Not more than 30 yrs. If death or serious injury, not less than life. Fine \$2 million if an individual, \$10 million if not an individual		
Flunitrazepam (Schedule IV)	1 gm or more			
Other Schedule III drugs	Any amount	First Offense: Not more than 5 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual. Second Offense: Not more 10 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual		
Flunitrazepam (Schedule IV)	30 to 999 mgs			

All other Schedule IV drugs	Any amount	First Offense: Not more than 3 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual.
Flunitrazepam (Schedule IV)	Less than 30 mgs	Second Offense: Not more than 6 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual.
All Schedule V drugs	Any amount	First Offense: Not more than 1 yr. Fine not more than \$100,000 if an individual, \$250,000 if not an individual. Second Offense: Not more than 2 yrs. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.

Federal Trafficking Penalties - Marijuana

DRUG	QUANTITY	1st OFFENSE	2nd OFFENSE
Marijuana	1,000 kg or more mixture; or 1,000 or more plants	<ul style="list-style-type: none"> Not less than 10 years, not more than life If death or serious injury, not less than 20 years, not more than life Fine not more than \$4 million if an individual, \$10 million if other than an individual 	<ul style="list-style-type: none"> Not less than 20 years, not more than life If death or serious injury, mandatory life Fine not more than \$8 million if an individual, \$20 million if other than an individual
Marijuana	100 kg to 999 kg mixture; or 100 to 999 plants	<ul style="list-style-type: none"> Not less than 5 years, not more than 40 years If death or serious injury, not less than 20 years, not more than life Fine not more than \$2 million if an individual, \$5 million if other than an individual 	<ul style="list-style-type: none"> Not less than 10 years, not more than life If death or serious injury, mandatory life Fine not more than \$4 million if an individual, \$10 million if other than an individual
Marijuana	more than 10 kgs hashish; 50 to 99 kg mixture more than 1 kg of hashish oil; 50 to 99 plants	<ul style="list-style-type: none"> Not more than 20 years If death or serious injury, not less than 20 years, not more than life Fine \$1 million if an individual, \$5 million if other than an individual 	<ul style="list-style-type: none"> Not more than 30 years If death or serious injury, mandatory life Fine \$2 million if an individual, \$10 million if other than individual
Marijuana	1 to 49 plants; less than 50 kg mixture	<ul style="list-style-type: none"> Not more than 5 years Fine not more than \$250,000, \$1 million other than individual 	<ul style="list-style-type: none"> Not more than 10 years Fine \$500,000 if an individual, \$2 million if other than individual
Hashish	110 kg or less		
Hashish Oil	1 kg or less		

Health Risks

The following briefly summarizes health risks and symptoms associated with the use of alcohol and other drugs. It is important to note that individuals experience alcohol and drugs in different ways based on physical tolerance, body size and gender, and on a variety of other physical and psychological factors.

Alcohol:

Alcohol consumption causes a number of changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasingly the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts. Moderate to high doses of alcohol cause marked impairments in higher mental functions severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described. Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations and convulsions. Long-term consumption of large quantities of alcohol can also lead to permanent damage to vital organs such as the brain and the liver. Mothers who drink during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than others of developing alcohol related problems.

Cigarettes and other Nicotine Products:

In 1989, the U.S. Surgeon General issued a report that concluded that cigarettes and other forms of tobacco, such as cigars, pipe tobacco and chewing tobacco, are addictive and that nicotine is the drug in tobacco that causes addiction. In addition, the report determined that smoking was a major cause of stroke and the third leading cause of death in the United States. Nicotine is both a stimulant and a sedative to the central nervous system. Nicotine is absorbed readily from tobacco smoke in the lungs, and it does not matter whether the tobacco smoke is from cigarettes, cigars, or pipes, Nicotine also is absorbed readily when tobacco is chewed.

In addition to nicotine, cigarette smoke is primarily composed of a dozen gases (mainly carbon monoxide) and tar. The tar in a cigarette, which varies from about 15 mg for a regular cigarette to 7 mg in a low-tar cigarette, exposes the user to a high expectancy rate of lung cancer, emphysema, and bronchial disorders. The carbon monoxide in the smoke increases the chance of cardiovascular diseases. The Environmental Protection Agency has concluded that secondhand smoke causes lung cancer in adults and greatly increases the risk of respiratory illnesses in children and sudden infant death.

Prescription Medications:

Prescription drugs that are abused or used for non-medical reasons can alter brain activity and lead to dependence. Commonly abused classes of prescription drugs include opioids (often prescribed in the treatment of pain), central nervous system depressants (often prescribed to treat anxiety and sleep disorders), and stimulants (prescribed to treat narcolepsy, ADHD, and obesity). Long-term use of opioids or central nervous system depressants can lead to physical dependence and addiction. Taken

in high doses, stimulants can lead to compulsive use, paranoia, dangerously high body temperatures and irregular heartbeat.

Marijuana:

Marijuana use can lead to a number of long term and short term physical and psychological effects. Marijuana use leads to a substantial increase in the heart rate, impairs short term memory and comprehension and motivation can be altered.

Cocaine and Crack:

Health risks may include changes in body temperature and blood pressure as well as heart and breathing rates. Even small amounts may cause the body to exceed its own limits, sometimes resulting in death. Snorting cocaine may severely damage nasal tissue and the septum. Smoking cocaine may damage the lungs. Someone using cocaine may experience muscle twitching, panic reactions, anxiety, numbness in hands and feet, loss of weight, a period of hyperactivity followed by a crash, a runny or bleeding nose, and depression. Other symptoms of cocaine use may include nausea, vomiting, insomnia, tremors, and convulsions. Chronic users may become paranoid and/or experience hallucinations.

Barbiturates:

In small doses, barbiturates produce calmness, relaxed muscles, and lowered anxiety. Larger doses cause slurred speech, staggering gait, and altered perception. Very large doses or doses taken in combination with other central nervous system depressants (e.g., alcohol) may cause respiratory depression, coma and even death. A person who uses barbiturates may have poor muscle control, appear drowsy or drunk, become confused, irritable, or inattentive, or have slowed reactions.

Amphetamines:

Amphetamines, methamphetamines, or other stimulants can cause increased heart rate and respiratory rates, elevated blood pressure, and dilated pupils. Larger doses cause rapid or irregular heartbeat, tremors, and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, high fever, heart failure and death. An individual using amphetamines might begin to lose weight, have the sweats, and appear restless, anxious, moody, and unable to focus. Extended use may produce psychosis, including hallucinations, delusions and paranoia.

Hallucinogens:

PCP, or angel dust, interrupts the part of the brain that controls the intellect and keeps instincts in check. PCP blocks pain receptors. Violent episodes, including self-inflicted injuries, are not uncommon. Chronic users report memory loss and speech difficulty. Very large doses produce convulsions, coma, heart and lung failure, or ruptured blood vessels in the brain. LSD, mescaline, peyote, etc. cause dilated pupils, elevated body temperature, increased heart rate and blood pressure and tremors. Someone under the influence of PCP might appear moody, aggressive, or violent. Sleeplessness, confusion, anxiety, and panic, and may report perceptual distortions. Flashbacks may occur.

Steroids (anabolic):

Anabolic steroids are human-made substances related to male sex hormones. Some athletes abuse anabolic steroids to enhance performance. Abuse of anabolic steroids can lead to serious health problems, some of which are irreversible. Short term side effects include depression, hallucinations, paranoia, severe mood swings and aggressive behavior. Major side effects also can include liver

tumors and cancer, jaundice, high blood pressure, kidney tumors, severe acne and trembling. In males side effects may include shrinking of the testicles and breast development. In females, side effects may include growth of facial hair, menstrual changes and deepened voice. In teenagers, growth may be halted prematurely and permanently.

Narcotics:

Because narcotics are generally injected, the use of contaminated needles may result in the contraction of many different diseases, including AIDS and hepatitis. Symptoms of overdose include shallow breathing, clammy skin, convulsions, and coma and may result in death. Some signs of narcotic use are euphoria, drowsiness, constricted pupils, and nausea. Other symptoms include itchy skin, needle or “track” marks on the arms and legs, nodding, lack of sex drive and appetite, sweating, cramps and nausea when withdrawing from the drug.

Treatment:

Medication and behavioral therapy, alone or in combination, are aspects of an overall therapeutic process that often begins with detoxification, followed by treatment and relapse prevention. Easing withdrawal symptoms can be important in the initiation of treatment; preventing relapse is necessary for maintaining its effects. And sometimes, as with other chronic conditions, episodes of relapse may require a return to prior treatment components. A continuum of care that includes a customized treatment regimen, addressing all aspects of an individual’s life including medical and mental health services, and follow-up options (e.g. community or family based recovery support systems) can be crucial to a person’s success in achieving and maintaining a drug-free lifestyle.

Hotline Numbers:

National Drug and Alcohol Treatment referral Services: 800-662-4357
Alcoholism Council of Greater New York: 800-56-SOBER
New York Center for Addiction: 212-966-9537

School Disciplinary Sanctions:

It is the school policy to discourage all violations of Federal, State or local laws by any member of the school community. In addition to possible prosecution and punishment by civil authorities, a student or employee violating any law may be subject to sanctions imposed by the school.

Students:

Sanctions against students include, but are not limited to, disciplinary expulsion, suspension, and/or probation. When appropriate, school sanctions may be entered into permanent records. Parents of dependent students will be notified of pending charges or subsequent decisions.

Faculty:

Faculty who violate the school’s standards of conduct are subject to disciplinary action including reprimand, suspension, or dismissal.

Other Employees:

The school may impose sanctions against any employee who violates Federal, State or local laws, or the standards of school conduct. Depending on the nature and severity of the violation, these sanctions can range from warnings and/or mandatory referral for drug or alcohol rehabilitation to outright termination of employment.