



**TONSORE**  
THE ART OF BARBERING

*2026*

*Tonsore Master Academy*

*School Catalog*

*Vol 5\_02.01.2026*

6856 INGRAM ROAD  
SAN ANTONIO, TX 78238  
210-816-3868  
[www.tonsore.com](http://www.tonsore.com)

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**TONSORE MASTER ACADEMY, INC.**  
**6856 Ingram Road**  
**San Antonio, Texas 78238**

## STATE APPROVAL / DISCLOSURE STATEMENT

Tonsore Master Academy, Inc. is a **private educational institution** approved to operate by the Texas Department of Licensing and Regulation (TDLR).

The Academy is approved to offer the following program:

- **Class A Barber – 1,000 Clock Hours**

Instruction is delivered through **in-residence training** at the approved facility. The facility occupancy is designed to accommodate instructional needs while maintaining compliance with applicable safety and educational standards. Upon successful completion of the program, students are awarded a **Program Certificate** verifying completion of required training. Prospective students are encouraged to carefully review this School Catalog **prior to signing an Enrollment Agreement**. The Texas Department of Licensing and Regulation establishes minimum standards for barbering education, including required instructional content and total clock hours, which must be met to qualify for licensure.

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### Questions, Concerns, or Complaints

Any questions regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

**Texas Department of Licensing and Regulation**

P.O. Box 12157

Austin, Texas 78711

 (800) 803-9202

 [www.tdlr.texas.gov](http://www.tdlr.texas.gov)

Students are encouraged to first address concerns or complaints with the **instructor in charge**. If further review is needed, requests may be submitted in writing to:

**Robert Diaz, CEO**

Tonsore Master Academy, Inc.

If a complaint cannot be resolved at the institutional level, students or members of the public may file a formal complaint with the Texas Department of Licensing and Regulation by calling (800) 803-9202 or by submitting a complaint form through the TDLR website at [www.tdlr.texas.gov/Complaints](http://www.tdlr.texas.gov/Complaints).

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### Certification Statement

All information contained in this School Catalog is current and accurate and is certified as true and correct.

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Robert Diaz, CEO

Tonsore Master Academy, Inc.

Date: January 1, 2026

## 1.0 WELCOME

**Welcome to Tonsore Master Academy**, where *The Art of Barbering Is in Your Hands*.

We are pleased that you have chosen to pursue your barbering education with us. Tonsore Master Academy provides hands-on, industry-based training focused on developing the technical skills, discipline, and professionalism required for success in the barbering profession.

Our program emphasizes foundational barbering techniques, practical experience, and professional standards designed to prepare students for state licensure and entry-level employment. As a student at Tonsore, you are joining a learning environment built on craftsmanship, accountability, and respect for the profession.

We look forward to supporting your growth and guiding you through your training as you work toward your goal of becoming a licensed barber.

Sincerely,

Robert Diaz, CEO

*Tonsore Master Academy, Inc.*

## 1.1 VISION

To prepare future barbers with the skills, discipline, and professionalism to succeed in the industry.

## 1.2 MISSION

Teaching the foundational skills of barbering, cultivating professional growth, and promoting strong work ethics to prepare students for licensure and entry-level employment. To teach classic barbering skills that encourages professional development and good work ethics.

## 1.3 MOTTO

Where the clipper meets the comb, and the razor loves the foam.

## 1.4 NOTICE OF OPERATIONAL POLICIES AND ANNUAL REVIEW

Tonsore Master Academy follows applicable city, state, and public health guidelines related to school operations and safety. The Academy reserves the right to review and modify its curriculum, academic calendar, program structure, school hours, and class schedules as necessary.

Tuition, fees, the Student Catalog, and Student Enrollment Agreements are reviewed annually and updated as required. Students will be notified of material changes in accordance with institutional policy.

## 1.5 OBJECTIVES

The objectives of Tonsore Master Academy are to provide structured training in traditional and classic barbering techniques through hands-on instruction and supervised practice. The Academy prepares students for the written and practical examinations required for state licensure in barbering.

Tonsore Master Academy is committed to equipping students with the knowledge, skills, and credentials necessary to pursue professional licensure and entry-level employment in the barbering field. Instruction emphasizes foundational barbering services, practical experience, and adherence to industry standards.

In addition, the Academy promotes the development of professional conduct, strong work ethics, and accountability to support continued professional growth and long-term success within the barbering profession.

## **1.6 CULTURE**

Tonsore Master Academy provides a hands-on learning environment rooted in traditional and classic barbering, delivered through structured instruction and supervised practical training. The Academy emphasizes professionalism, discipline, and respect for the craft, creating a setting that reflects the standards of a professional barbershop.

Instruction focuses on foundational barbering skills, hands-on demonstrations, and real-world practice designed to prepare students for licensure and entry-level employment. Students are expected to engage actively in their training and to uphold professional conduct throughout their enrollment.

## **2.0 FACILITY**

Tonsore Master Academy is located at 6856 Ingram Road, San Antonio, Texas 78238, within the Ingram Square Plaza II. The facility is accessible from Loop 410 West and is located near the VIA Ingram Transit Center.

The Academy occupies approximately 2,300 square feet of instructional space designed to support barbering education. The facility includes a dedicated theory classroom, a clinic floor for supervised practical training, and instructional resources to support student learning.

### **2.1 LEARNING ENVIRONMENT**

The learning environment at Tonsore Master Academy is designed to support both classroom instruction and supervised hands-on-training. The theory classroom is equipped with instructional technology and workspace to facilitate lectures, demonstrations, and student engagement.

The clinic floor is located adjacent to the theory area and is used for practical training in barbering services. Students apply classroom instruction through supervised practice while working with the public. Each student is assigned a workstation equipped with a barber chair and necessary fixtures to support practical training. Handwashing sinks and shampoo area are available to support sanitation and efficient workflow.

This structured environment is intended to support skill development, professional conduct, and readiness for licensure.

## 2.2 LEARNING RESOURCE CENTER

Tonsore Master Academy maintains a Learning Resource Center to support student instruction and skill development. Instructional resources include a curated video library covering barbering techniques, professional practices, and business fundamentals relevant to the barbering profession.

Learning resources are available for in-house use only and are maintained by the Academy. All instructional materials are the property of Tonsore Master Academy and may not be removed, duplicated, or distributed.

## 2.3 REFRESHMENT AREA

Tonsore Master Academy provides a designated area with limited amenities for student meals and breaks.

## 2.4 HOURS OF OPERATION

### Office Hours

Tonsore Master Academy administrative office hours are **Monday through Friday, 1:00 p.m. to 3:00 p.m.** These hours are reserved for scheduled tours, conferences, and administrative assistance.

### Instructional Hours

#### Full-Time Schedule (40 Hours per Week)

Instruction is conducted Monday through Friday, 9:00 a.m. to 5:30 p.m.

#### Reduced Schedule (30 Hours per Week)

Instruction is conducted Monday through Friday, 9:00 a.m. to 3:00 p.m.

#### Part-Time Schedule (22 Hours per Week)

Instruction is conducted Monday through Friday, 9:00 a.m. to 1:40 p.m.

### Daily Instructional Structure

#### Theory Instruction

Theory instruction is conducted Monday through Friday, 9:00 a.m. to 10:00 a.m. and consists of classroom-based learning and laboratory instruction.

#### Clinic Floor Training

Clinic floor training is conducted Monday through Friday, 10:00 a.m. to 4:30 p.m. and consists of supervised client services and practical barbering experience.

#### Additional Instructional Schedule (Evening)

Tonsore Master Academy may offer an evening instructional schedule to accommodate student needs. When available, evening instruction is conducted **Monday through Friday, 5:00 p.m. to 9:00 p.m.**, for a total of **20 hours per week**.

Availability of evening instruction is contingent upon a **minimum enrollment of six (6) students**, as well as staffing and institutional scheduling considerations. Students should contact the administrative office for current availability and start dates.

### Schedule Changes

Instructional schedules, hours, and formats are subject to change in accordance with institutional policy and applicable regulatory requirements. Students will be notified of material changes as applicable.

## 2.5 PARKING

Parking is available near the facility entrances and along the west side of the building. Parking spaces near the front entrance are reserved for clients and visitors. Students are expected to park in designated student areas and avoid parking near the front entrance.

## 3.0 PROGRAM OVERVIEW

Tonsore Master Academy currently offers the **Class A Barber Certificate Program**, which provides **1,000 clock hours** of instruction designed to prepare students for entry-level employment in the barbering profession and for state licensure examination.

The program is structured to be completed in approximately **25 weeks**, depending on the student's enrolled schedule and attendance. Upon successful completion of all program requirements, graduates are awarded a **Certificate of Completion**.

### 3.1 Class A Barber Program

The **Class A Barber Program** consists of **1,000 clock hours** of instruction designed to prepare students for entry-level employment and state licensure in the barbering profession. The curriculum includes theory, practical application, and supervised clinical training in accordance with applicable state requirements.

#### 1. Theory and Related Instruction

Theory and related instruction provide foundational knowledge necessary for professional barbering practice and includes, but is not limited to, the following subject areas:

- Barbering history and professional ethics
- Anatomy and physiology
- Skin, scalp, and hair structure and disorders
- Bacteriology, sanitation, and infection control
- Health, safety, and first aid

- State laws, rules, and regulations governing barbering
- Tools, implements, and equipment
- Haircutting and hairstyling theory
- Chemical services applicable to barbering
- Scalp care and treatments
- Business practices and customer service

## 2. Practical Training and Specialty Instruction

Practical training and specialty instruction emphasize hands-on skill development through supervised practice and include, but are not limited to:

- Shaving using various razor types and techniques
- Mustache and beard design and care
- Advanced haircutting and barbering techniques
- Client consultation and service procedures
- Professional conduct and shop readiness

*Licensed cosmetologists pursuing the Class A Barber license will focus primarily on the practical training and specialty instruction outlined in this section, in accordance with state requirements.*

## 3. Advanced Standing for Licensed Cosmetologists

Individuals who hold a **current cosmetology license** may be eligible for advanced standing within the **Class A Barber Program** in accordance with rules established by the Texas Department of Licensing and Regulation (TDLR).

Licensed cosmetologists enroll in the **1,000-hour Class A Barber Program** and complete required barbering instruction. Under applicable TDLR regulations, a licensed cosmetologist may become eligible to take the **Class A Barber licensing examinations** after completing a minimum of **300 clock hours**, provided all state requirements are met. Eligibility to test is determined by TDLR.

Students who elect to continue training beyond examination eligibility may complete additional hours toward the full **1,000-hour** program.

### 3.2 Class A Barber 1,000-Hour Program Curriculum

**SOC:** 39.5011.00

**CIP Code:** 12.0402

**DOT:** 330.371-101

The **Class A Barber Program** consists of **1,000 clock hours** of combined theory and practical training designed to prepare students for entry-level employment and state licensure in barbering. Instruction includes haircutting, chemical services applicable to barbering, shaving, men's grooming, customer service, and professional development.

**Prerequisites:**

Applicants must be **at least 18 years of age** and possess a **high school diploma or high school equivalency certificate (GED)**.

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### 3.3 Program Curriculum Overview

#### A. Basic Theory Instruction – 150 Hours

Foundational knowledge required for professional barbering practice.

- Anatomy and Physiology – **30 hours**
  - Disorders of the Skin, Hair, and Scalp – **30 hours**
  - Chemistry (Hair Color, Chemical Waving, Relaxing) – **30 hours**
  - Bacteriology (Sterilization and Sanitation) – **30 hours**
  - Safety and First Aid – **20 hours**
  - Barber Implements – **5 hours**
  - History of Barbering – **5 hours**
- 

#### B. Practical Training and Clinical Practice – 750 Hours

Supervised hands-on training focused on barbering skills and client services.

- Haircutting – **500 hours**
  - Shaving – **75 hours**
  - Mustache and Beard Services – **15 hours**
  - Razor Techniques – **25 hours**
  - Hair Styling (Sculpted and Thermal) – **10 hours**
  - Hair and Scalp Treatments – **25 hours**
  - Scalp Massage – **10 hours**
  - Safety, First Aid, and Sanitation Practices – **30 hours**
  - Hair Weaving, Extensions, and Wigs – **5 hours**
  - Face and Neck Massage and Treatments – **10 hours**
  - Facial Hair Removal – **10 hours**
  - Manicuring – **10 hours**
  - Chemistry (Hair Color, Chemical Waving, and Relaxing) – **25 hours**
- 

#### C. Business and Professional Development – 100 Hours

Preparation for professional practice and shop readiness.

- Texas Barber Laws – **5 hours**
- Customer Service – **5 hours**
- Barbershop Management – **75 hours**
- Professional Ethics and Image – **5 hours**
- Safety, Sanitation, and Related Practices – **5 hours**
- Personal Hygiene and Professional Grooming – **5 hours**

### 3.4 Educational Goals and Objectives

The educational goals of Tonsore Master Academy are to prepare students for professional licensure and entry-level employment in the barbering profession by developing technical competency, professional conduct, and workplace readiness.

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### 3.5 Knowledge and Skill Development

Students are trained to:

- Acquire a working knowledge of **Texas barber laws, rules, and regulations** governing professional practice
- Understand and apply **sanitation, sterilization, and infection control procedures** in all barbering services
- Learn foundational theory related to barbering, including **anatomy, physiology, chemistry, and health and safety**
- Develop proficiency in **haircutting, shaving, facial hair services, and related barbering techniques**
- Demonstrate proper use of barbering tools, implements, and equipment
- Analyze the **scalp, hair, and facial area** prior to performing services to identify conditions that may affect service delivery
- Understand professional terminology and standard procedures used in barbering services
- Apply principles of **professional ethics, client consultation, and basic business practices** relevant to barbering

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### 3.6 Professional Conduct and Customer Service

Students are expected to demonstrate professional behavior by:

- Maintaining a **positive and respectful attitude** toward clients, peers, and instructional staff
- Acting with **honesty, integrity, and accountability** in all professional interactions
- Communicating effectively and professionally with clients during consultations and services
- Upholding standards of **appearance, hygiene, and professionalism** appropriate to the barbering industry

## 4.0 Admission Policies and Requirements

Tonsore Master Academy accepts applicants for admission to the **Class A Barber Program** once all admission requirements have been met.

## 4.1 General Admission Requirements

Applicants must meet the following criteria prior to enrollment:

- Be **at least 18 years of age**
- Possess a **high school diploma or high school equivalency certificate (GED)**
- Provide **official transcripts**, if applicable, prior to enrollment
- Complete all required enrollment documentation

## 4.2 Advanced Standing – Licensed Cosmetologists

Applicants seeking advanced standing in the Class A Barber Program must:

- Hold a **current cosmetology license**, as applicable
- Meet all general admission requirements

Advanced standing eligibility and licensure examination approval are determined by the appropriate state regulatory authority.

## 4.3 Enrollment Process

Applicants must complete the following steps prior to enrollment:

1. **Complete the Student Enrollment Agreement**
2. **Submit Registration Fees**
  - Fees must be submitted in the form of a **money order or cashier's check**, payable to *Tonsore Master Academy, Inc.*
3. **Submit Photographs**
  - Two (2) recent **2" head-and-shoulder photographs**
4. **Provide Required Verification Documents**, including:
  - Valid state driver's license or government-issued photo identification
  - Social Security card
  - High school diploma or GED
  - Official transcripts or prior credit documentation, if applicable

## 4.4 Veteran and Eligible Person Admission Requirements

Applicants utilizing **Veterans Affairs (VA) education benefits** must also provide:

- Certificate of Eligibility (COE)
- Form DD-214

- Joint Services Transcript (if applicable)

All VA documentation must be submitted and approved prior to certification.

#### 4.4.1 Title 38 U.S.C. § 3679(e) Pending Payment Compliance (Chapters 31 & 33)

In accordance with Title 38 U.S.C. § 3679(e), Tonsore Master Academy permits any covered individual utilizing education benefits under Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post-9/11 GI Bill®) to attend or participate in the program of education during the period beginning on the date the individual provides a Certificate of Eligibility (COE) or other verifiable proof of eligibility and ending on the earlier of:

- (1) the date payment is made by the U.S. Department of Veterans Affairs to the institution, or
- (2) ninety (90) days after the date the institution certifies tuition and fees following receipt of the COE.

During this period, Tonsore Master Academy will not impose any penalty on the covered individual due to delayed VA payment, including the assessment of late fees, denial of access to classes or institutional facilities, or requiring the individual to borrow additional funds.

To qualify for this provision, the student must submit the Certificate of Eligibility (or equivalent proof), submit a written request to use VA education benefits, and provide any additional information required to certify enrollment.

#### 4.5 Enrollment Procedure and Agreement

Prior to enrollment, all prospective students are required to complete an admissions interview and attend a tour of Tonsore Master Academy. Applicants must review the **Student Catalog**, which outlines institutional policies, program requirements, and student responsibilities.

Applicants are required to complete and sign the **Student Enrollment Agreement** and submit the required enrollment deposit before enrollment is finalized.

#### 4.6 Transfer Student Policy

*(Texas Department of Licensing and Regulation – Barbering Rules)*

Tonsore Master Academy may accept transfer students in accordance with applicable rules established by the Texas Department of Licensing and Regulation (TDLR). Transfer students must meet all admission requirements and comply with the following institutional policies.

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#### 4.7 General Transfer Requirements

- Students transferring from another institution must **officially withdraw** from the previous school prior to enrollment at Tonsore Master Academy. Enrollment in more than one school at the same time is prohibited.
- Tonsore Master Academy must receive **official transcripts and documented clock hours** from the transferring institution **prior to enrollment**.

- **All transfer hours must be posted and verified in the TDLR SHEARS system prior to enrollment.** Transfer students will not be enrolled until hours are visible and confirmed in SHEARS.
  - Students with training completed outside the State of Texas must submit proof of training and clock hours to TDLR and provide official transcripts to Tonsore Master Academy prior to enrollment.
- 

#### 4.8 Evaluation and Acceptance of Transfer Hours

- Transfer hours are reviewed in accordance with TDLR regulations and institutional policy.
  - Students are evaluated in required **State Board barbering procedures** to determine appropriate instructional placement and remaining training needs.
  - The number of transfer hours accepted is determined on a **case-by-case basis**, subject to regulatory limits and institutional evaluation.
  - Tonsore Master Academy accepts transfer hours **only** for the **Class A Barber Program** currently offered.
  - Credits earned through **challenge examinations or achievement tests are not accepted.**
- 

#### 4.9 Transfer Student Tuition and Payment Policy

- **Tuition payments for transfer students will not be accepted or processed until all required official transcripts and transfer hours have been received and verified**, including confirmation that applicable hours are posted in the TDLR SHEARS system.
  - Due to the individualized nature of transfer evaluation and training, **transfer students are required to pay tuition in full prior to enrollment.** Payment plans are not available for transfer students.
  - Transfer tuition is assessed at a rate of **\$20 per accepted clock hour.**
  - Tuition for transfer hours exceeding **500 clock hours** is **non-refundable**, in accordance with applicable TDLR regulations.
  - Transfer tuition does **not include a complete Tonsore tool kit.** Tool kits will be inventoried, and required items must be purchased separately.
- 

#### 4.10 Enrollment and Completion Requirements

- Upon execution of the Student Enrollment Agreement, Tonsore Master Academy will notify TDLR of the transfer and issue a **new student permit**, as required.
  - All transfer students must complete required remaining hours and program requirements in order to receive a **Tonsore Master Academy Certificate of Completion.**
-

#### 4.11 Institutional Discretion

Tonsore Master Academy reserves the right to **deny enrollment** to transfer applicants who do not meet documentation requirements, present transcripts, academic readiness standards, or institutional policies.

#### 4.12 Transferability of Credits and Credentials

##### Notice Concerning Transferability

The transferability of clock hours and credentials earned at Tonsore Master Academy is determined **solely at the discretion of the institution** to which a student may seek to transfer.

- Acceptance of clock hours earned at Tonsore Master Academy is not guaranteed and is subject to the receiving institution's policies.
- Acceptance of the certificate awarded by Tonsore Master Academy is also determined by the receiving institution.
- If clock hours or credentials earned at this institution are not accepted by another institution, a student may be required to **repeat some or all coursework** at the receiving institution.
- Students are encouraged to ensure that enrollment at Tonsore Master Academy aligns with their educational and professional goals.
- Students considering transferring to another institution should contact the receiving institution **in advance** to determine whether clock hours or credentials earned at Tonsore Master Academy will be accepted.

#### 4.13 Transfer Agreements

Tonsore Master Academy does **not** have formal transfer or articulation agreements with any other institution.

#### 4.14 Long Distance Education

Tonsore Master Academy **does not currently offer long distance or distance education** for the Class A Barber Program. All required instruction and clock hours are completed through **in-person attendance** at the school's approved facility.

This delivery method applies to **all students**, including those utilizing education benefits administered by the U.S. Department of Veterans Affairs.

#### 4.15 Transcript and Records Retention Policy

Tonsore Master Academy maintains student academic records, including transcripts, for a minimum of **five (5) years** in accordance with institutional policy and applicable regulatory requirements.

## 5.0 Tuition, Fees, Tool Kit & Instructional Materials

This section outlines tuition, fees, and required educational materials associated with enrollment at Tonsore Master Academy.

### 5.1 Program Tuition and Fees – Class A Barber (1,000 Hours)

The following tuition and fees apply to the **Class A Barber Program** consisting of **1,000 clock hours** of instruction. All costs are subject to change in accordance with institutional policy.

#### Tuition Breakdown

- **Program:** Class A Barber
- **Total Clock Hours:** 1,000
- **Cost per Clock Hour:** \$13.00
- **Total Tuition:** \$13,000.00

#### Additional Fees

- **Student Permit Fee:** \$25.00
- **Registration Fee:** \$100.00
- **Tool Kit:** \$1,395.00
- **Instructional Materials:** \$411.00
- **Sales Tax (Tool Kit):** \$149.00

#### Required Deposit

- **Enrollment Deposit:** \$2080

#### Total Program Cost

- **\$15080.00**

The enrollment deposit is applied toward tuition and fees as outlined in the Student Enrollment Agreement.

### 5.2 Mandatory Tool Kit and Instructional Materials Policy

*(Prices subject to change)*

Enrollment in the Class A Barber Program requires the purchase and use of the Pivot Point LAB digital learning platform and the professional barber toolkit necessary for training and practical instruction. All required items are mandatory unless otherwise noted.

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### 5.3 Digital Learning Platform (Pivot Point Lab)

Students are required to obtain access to the **Pivot Point LAB digital learning platform**, which provides instructional materials, assignments, and study resources used throughout the program. **ISBN: 978-1-948482-68-4.**

Access to the Pivot Point LAB digital platform is required for participation in theory instruction and completion of course assignments.

Additional textbooks and reference materials may be available in the Student Learning Resource Center to support student learning.

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#### 5.4 Mandatory Professional Tool Kit

- **Tonsore Professional Barber Kit**  
A complete professional barber tool kit is required and provided for use in training and skill development throughout the program.
- 

#### 5.5 Additional Equipment

- **Electric Shavers**  
Electric shavers of any brand may be used for special-need clients. Electric shavers are **not provided** by the school and are optional.
- 

#### 5.6 Non-Refundable Fees

- Fees associated with the **mandatory tool kit and required learning materials** are **non-refundable** once issued or accessed.

### 6.0 Attendance Policy

Regular and punctual attendance is required for successful progress and completion of the Class A Barber Program. Attendance policies are designed to support student learning, ensure compliance with program requirements, and promote professional responsibility.

Students are expected to attend all scheduled instructional hours and comply with institutional attendance, clock-in, and timekeeping requirements. Failure to maintain satisfactory attendance may impact program completion, academic standing, and eligibility for graduation.

#### 6.1 Attendance Requirements

1. **Minimum Attendance Standard**  
Students must maintain a minimum attendance rate of **80%** of scheduled hours to remain in good standing with the Academy.
2. **Program Completion Requirement**  
While 80% attendance is required to remain in good standing, students must complete all required program clock hours to graduate, qualify for state licensure examinations, and meet regulatory requirements. Students are responsible for completing any missed hours.
3. **Mandatory Program Milestones**

- At **900 clock hours**, students are required to schedule the **written licensing examination**.
- At **1,000 clock hours**, students are required to schedule the **practical licensing examination**. Failure to complete examination applications in a timely manner may result in delays in licensure.

#### 4. **Schedule Commitment**

Students are expected to attend class according to their assigned schedules, including **Mondays, Fridays, and instructional days following holidays**, unless otherwise approved by the school.

### 6.2 Attendance Monitoring and Support

Tonsore Master Academy actively monitors student attendance to ensure compliance with program requirements and professional standards. Students who demonstrate patterns of excessive absences, tardiness, or failure to adhere to assigned schedules may be subject to formal advisement.

#### Attendance Advisement

- An **Attendance Advisement Form** may be issued when a student fails to meet attendance expectations, including repeated absences on scheduled instructional days such as **Mondays, Fridays, or days following holidays**.
- Advisement serves as **formal notification** that attendance behavior is not in compliance with institutional policy and must be corrected.
- Advisements are documented in the student's academic record and may include required corrective actions.

#### Corrective Action

Corrective actions may include, but are not limited to:

- Required attendance improvement plans
- Scheduled meetings with school administration
- Restrictions on schedule flexibility
- Academic probation or further review

Failure to demonstrate improvement after advisement may result in additional administrative action in accordance with institutional policy.

### 6.3 Attendance Requirements for Funded Students

Students receiving educational funding or assistance through external agencies are subject to **additional attendance, reporting, and compliance requirements** established by the funding source. These requirements are separate from, and in addition to, Tonsore Master Academy's institutional attendance policies.

#### Veterans Affairs (VA) Students

Students receiving education benefits administered by the U.S. Department of Veterans Affairs must comply with all VA attendance, progress, and reporting requirements. Excessive absences, failure to attend scheduled classes, or extended periods of non-attendance may result in required reporting to the VA and may affect a student's eligibility to continue receiving benefits.

## Texas Workforce Commission (TWC) Vocational Rehabilitation Students

Students receiving services through the Texas Workforce Commission Vocational Rehabilitation program are subject to attendance monitoring and reporting requirements established by TWC. Excessive absences may require notification to the assigned counselor and may impact continued program authorization or funding.

### General Compliance Notice

Failure to meet attendance requirements imposed by external funding agencies may result in the interruption or termination of benefits. Such actions may occur **independent of the student's academic standing** with Tonsore Master Academy.

Students receiving external funding are responsible for understanding and complying with the attendance requirements of their funding source in addition to institutional policies.

## 6.4 Leave of Absence (LOA) Policy

Tonsore Master Academy permits students to request a **Leave of Absence (LOA)** when circumstances temporarily prevent continued attendance.

### 6.5 LOA Eligibility

A Leave of Absence may be granted for documented circumstances including, but not limited to:

- Medical conditions
- Family emergencies
- Personal hardships
- Military obligations
- Other significant life events beyond the student's control

### 6.6 Leave of Absence (LOA) Requests

- LOA requests must be submitted **in writing** at least **five (5) calendar days** prior to the requested start date, unless circumstances prevent advance notice.
- The request must include the **proposed start and end dates** and any required supporting documentation.
- All LOAs must be **approved in writing** by the School Director.
- Approved LOA documentation will be maintained in the student's academic file.

Approval of an LOA is **not automatic** and is subject to institutional review and applicable regulatory or funding-source requirements.

### 6.7 Leave of Absence (LOA) Duration

A Leave of Absence may not exceed **five (5) consecutive instructional days**.

- Students requiring an absence **longer than five (5) instructional days** will be **administratively withdrawn** from the program.
- Students who are withdrawn due to extended absence must **reapply and reenroll** in accordance with current admissions policies.

- Reenrollment may be subject to **availability, updated tuition, and regulatory or funding-source requirements.**

Extended absences and withdrawal status may impact a student's eligibility for **external funding or benefits** administered by third-party agencies.

### 6.8 Return from Leave of Absence (LOA)

Upon return from an approved LOA, students must:

- Resume their **previous academic and attendance status**
- Comply with all institutional attendance and timekeeping policies
- Provide medical clearance or documentation if required as a condition of return

Failure to return as scheduled or failure to comply with LOA conditions may result in changes to enrollment status.

### 6.9 What Counts as an Absence

An absence is recorded any time a student is **not present for scheduled instructional hours**. Absences are calculated based on the amount of instructional time missed.

### 6.10 Types of Absences

Absences include, but are not limited to:

- **Partial Absences:**  
Any portion of scheduled class time missed. For example, arriving 30 minutes late will result in 30 minutes of recorded absence.
- **Late Arrivals:**  
If a student arrives after the scheduled start time, the time missed will be recorded as an absence. For example, arrival at 10:00 a.m. for a class scheduled from 9:00 a.m. to 1:00 p.m. will result in one (1) hour of absence.
- **Full-Day Absences:**  
Failure to attend a scheduled instructional day will be recorded as a full-day absence.

### 6.11 Absence Calculation and Impact

Total absence time is tracked in **clock hours** and converted into days based on the student's assigned schedule.

#### Example:

If a student is scheduled for five (5) instructional hours per day, five (5) hours of absence equals one (1) full day absent.

#### Impact of Absences

Excessive absences may:

- Delay program completion and graduation
- Affect academic progress and attendance standing
- Impact eligibility for program completion, certification, or licensure

- Affect eligibility for external funding or benefits administered by the U.S. Department of Veterans Affairs or the Texas Workforce Commission

Absence tracking is used in conjunction with institutional advisement, corrective action, and applicable reporting requirements.

### 6.12 Class Cuts and Unapproved Absences

Students are required to remain in their assigned instructional areas for the full duration of scheduled class time unless prior approval is granted by an instructor or school administrator.

- **Unapproved Absences:**  
Failure to attend scheduled class time without prior approval is considered an unapproved absence and may negatively impact academic progress and attendance standing.
- **Class Cuts:**  
Students who leave the classroom, clinic floor, or assigned instructional area **without authorization** will have the time missed recorded as an absence. Leaving early, failing to return after breaks, or independently departing instructional activities without approval constitutes a class cut.
- **Documentation and Enforcement:**  
Unapproved absences and class cuts are subject to attendance monitoring and may result in formal advisement, corrective action, and reporting in accordance with institutional policy and applicable external funding requirements.

### 6.13 Schedule Expectations

Students are required to follow their assigned instructional schedules and participate fully in all scheduled class activities. Tonsore Master Academy operates as a professional training environment that reflects real-world barbershop expectations.

- Students must arrive on time and remain for the entire duration of their scheduled instructional hours.
- Arriving significantly late, departing early without approval, or attending only select portions of the instructional day is not permitted.
- Students may not attend class solely to perform client services and then leave without authorization.

### 6.14 Attendance Cut-Off Time

Students are expected to arrive on time for their scheduled class period. A grace period of up to **30 minutes** after the scheduled start time is allowed to accommodate occasional delays.

Students arriving more than **30 minutes after the scheduled start time** may not clock in for that attendance period and may begin earning hours at the next scheduled attendance period.

Consistent attendance and punctuality help students remain on schedule for program completion and avoid extending beyond their contracted completion date.

### 6.15 Unauthorized Schedule Deviations

The following behaviors are considered deviations from the assigned training schedule:

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- Leaving the classroom or clinic floor without permission
- Performing services outside assigned instructional times
- Independently altering assigned schedules

Students are expected to follow the daily instructional schedule and obtain instructor approval before leaving assigned training areas or changing scheduled activities.

### 6.16 Professional Conduct and Accountability

Failure to follow assigned schedules and instructional expectations may result in one or more of the following, depending on the nature of the frequency of the concern:

- Advisement and documentation
- Corrective guidance or probationary status
- Adjustments to schedule participation
- Administrative review of enrollment status

Ongoing or unresolved concerns may lead to withdrawal from the program in accordance with institutional policy.

### 6.17 Make-Up Time

Any instructional time missed due to tardiness, early departure, unapproved absence, or schedule noncompliance must be **made up immediately**.

- Missed time must be completed **on the next scheduled instructional day**, unless otherwise approved by school administration.
- Students may not delay make-up hours, accumulate missed time, or choose alternative dates without authorization.
- Failure to complete required make-up hours promptly may result in formal advisement, corrective action, or additional administrative review.

Make-up time is assigned by the school and must be completed in accordance with institutional scheduling and instructional requirements.

### 6.18 Tardiness and Early Departure

Arriving late or leaving early disrupts instructional continuity and is treated as a form of absence.

- **Definition:**  
Any time missed due to late arrival or early departure will be recorded as **absence hours** and applied toward the student's total attendance record.
- **Expectation:**  
Students are required to arrive on time and remain for the **entire duration of their scheduled instructional day**.

Repeated tardiness or early departure may result in advisement and corrective action in accordance with institutional policy.

### 6.19 Schedule Change Requests

- Requests for time off, late arrivals, early departures, or anticipated absences must be **submitted in advance** and approved by school administration.
- Approval is **not guaranteed** and is subject to instructional, attendance, and compliance considerations.
- Students are expected to manage personal schedules in a manner that does not interfere with assigned instructional hours.

Failure to obtain approval prior to a schedule deviation may result in the time missed being recorded as an **unapproved absence**.

### 6.21 Attendance Challenges

Students who experience ongoing attendance challenges may receive additional support and administrative review in accordance with institutional and external funding requirements.

- **Interruption of Enrollment:**  
Students whose attendance falls below **80%**, fail to comply with attendance policies, or demonstrate ongoing noncompliance may experience interruption of enrollment.
- **Advisement and Corrective Action:**  
Students with unsatisfactory attendance will receive formal advisement and may be required to follow an attendance improvement plan.
- **External Funding Impact:**  
Changes in enrollment status due to unsatisfactory attendance may result in interruption or loss of benefits and/or creation of a debt for students receiving assistance administered by the U.S. Department of Veterans Affairs or other external funding sources.

### 6.22 Monthly Attendance Review

Student attendance is reviewed on a **monthly basis** as part of Tonsore Master Academy's Satisfactory Academic Progress (SAP) monitoring process.

- Absences and tardiness are tracked by **clock hours** each month.
- Hours of absence do **not carry over** from one calendar month to the next for SAP evaluation purposes.
- Consistent attendance is required to maintain progress toward the **80% minimum attendance standard**.
- Students are expected to communicate anticipated absences in advance to allow for timely advisement and corrective action when necessary.

Failure to meet monthly attendance expectations may result in advisement, corrective action, or changes to enrollment status in accordance with institutional policy and applicable external funding requirements.

### 6.23 Attendance Milestones

Students are required to maintain attendance standards that support timely program completion and licensure eligibility. To meet state licensure requirements, students must complete the following milestones:

- **Written Examination Application: 900 clock hours**
- **Practical Examination Application: 1,000 clock hours**

Failure to remain on schedule due to attendance deficiencies may delay examination eligibility and program completion.

### 6.24 Schedule Coordination

Requests for time off, late arrivals, early departures, or anticipated absences must be **communicated in advance** and coordinated with **school administration** whenever possible.

Approval of schedule adjustments is not guaranteed and is subject to institutional attendance, instructional, and compliance requirements.

Failure to properly coordinate schedule changes may result in unapproved absences, advisement, or further administrative action.

### 6.25 VA Re-Certification

Students receiving education benefits administered by the U.S. Department of Veterans Affairs (VA) are subject to VA attendance, progress, and reporting requirements. An interruption of benefits due to excessive absences or non-attendance may result in a debt owed to the VA, depending on the circumstances.

Students whose VA benefits have been interrupted and who wish to resume training may be considered for re-certification, subject to institutional review and VA regulations.

Re-certification may require:

- Documentation explaining the reason for the interruption (such as illness, jury service, or death in the immediate family)
- A meeting with school administration to review attendance expectations and establish a plan for successful continuation of training
- Acknowledgment that related documentation will be maintained in the student's academic file for compliance purposes

Re-certification is not automatic and depends on the student's ability to meet institutional attendance requirements and applicable VA standards. Approval to resume VA certification does not remove any debt or obligation determined by the VA.

## 6.27 Administrative Withdrawal

Tonsore Master Academy reserves the right to administratively withdraw or terminate a student's enrollment for failure to comply with institutional policies, including attendance, schedule adherence, academic progress, or professional conduct requirements.

Administrative withdrawal or termination may occur for reasons including, but not limited to:

- Failure to maintain the minimum 80% attendance standard
- Repeated unapproved absences, tardiness, class cuts, or schedule noncompliance
- Failure to complete required make-up instructional time
- Failure to comply with an approved attendance improvement or corrective action plan
- Extended absence beyond the maximum allowable Leave of Absence (LOA)
- Failure to meet Satisfactory Academic Progress (SAP) requirements
- Conduct inconsistent with professional training standards or institutional policies

## 6.29 Notification Process

- Administrative withdrawal or termination decisions are made by **school administration** following documented advisement, monitoring, and review.
- Students will be notified in writing of the effective date of withdrawal or termination and any next steps applicable.
- Administrative withdrawal may occur **without student request** when continued enrollment is not feasible due to noncompliance.

## 6.30 External Funding Impact

Students receiving education benefits or assistance through external agencies should be aware that administrative withdrawal or termination may result in **interruption or loss of benefits** and/or creation of a debt determined by the funding agency, including the U.S. Department of Veterans Affairs or the Texas Workforce Commission.

## 6.31 Reenrollment

Students who are administratively withdrawn or terminated must **reapply and reenroll** in accordance with current admissions policies. Reenrollment is **not guaranteed** and may be subject to:

- Program availability
- Updated tuition and fees
- Compliance with regulatory and funding-source requirements

## 7.0 Professional Conduct Standards

Tonsore Master Academy is committed to maintaining a **respectful, professional, and productive learning environment**. Students are expected to conduct themselves in a manner consistent with **industry standards**, institutional policies, and professional workplace expectations.

As future professionals in the barbering and beauty industry, students are required to uphold standards that reflect **personal integrity, accountability, and professional readiness**.

Students are expected to adhere to the following principles:

1. **Punctuality and Attendance**

Students must arrive on time and remain for the full duration of their scheduled instructional hours, respecting the schedules of clients, classmates, and instructors.

2. **Professional Boundaries**

Personal matters must be kept separate from instructional activities. Students are expected to remain focused on learning, skill development, and professional growth while on campus.

3. **Client-Centered Service**

Students must prioritize the client experience by providing attentive, courteous, and professional service always.

4. **Professional Communication**

Respectful language is always required. Vulgar, offensive, or inappropriate speech is prohibited. Personal entertainment devices, videos, games, or Bluetooth speakers are not permitted during instructional hours.

5. **Cleanliness and Sanitation**

Students are responsible for maintaining a clean, orderly, and sanitary workstation and must properly clean and disinfect tools and areas after each use.

6. **Substance-Free Campus**

The use or possession of tobacco products, vaping devices, alcohol, or illegal substances on campus is prohibited. Students may not attend class under the influence of alcohol or drugs.

7. **Professional Interaction and Conduct**

Students are expected to foster a cooperative and respectful environment. Disruptive behavior, inappropriate humor, or conduct that interferes with instruction or client services is not permitted.

8. **Respectful Observation and Learning**

When observing demonstrations or services, students must remain attentive and respectful. Interruptions, unsolicited criticism, or distractions are not permitted.

9. **Respect, Inclusion, and Non-Discrimination**

All individuals must be treated with dignity and respect. Discrimination, harassment, intimidation, or exclusion of any kind will not be tolerated.

Failure to follow these professional conduct standards may result in advisement, corrective action, suspension, or administrative withdrawal in accordance with institutional policy.

## 7.1 Professional Dress Guidelines

Tonsore Master Academy maintains a professional learning environment that reflects the standards of the barbering industry while ensuring students' safety and comfort. Students are required to comply with the following dress code while on campus, in the classroom, and on the clinic floor.

### Dress Code Standards

1. **Barber Smock (Required)**  
Students must wear an approved barber smock during all instructional and clinic training sessions. The smock must be worn properly and kept in clean, presentable condition.
2. **Appropriate Attire**  
Students may wear jeans, slacks, or professional casual pants that fit securely at the waist. Clothing must allow safe movement and support professional appearance.
3. **Length and Fit Standards**  
Shorts, dresses, or skirts—if worn—must be fingertip length or longer. Clothing that is excessively tight, revealing, or restrictive is not permitted.
4. **Professional Messaging**  
Clothing displaying offensive, vulgar, discriminatory, or inappropriate language, images, or logos is prohibited.
5. **Tops and Coverage**  
Tops must provide appropriate coverage. Tank tops, spaghetti straps, midriff-baring clothing, or excessively low-cut styles are not permitted during instructional hours.
6. **Footwear (Safety Requirement)**  
Closed-toe shoes are always required. Shoes must be suitable for standing and working safely on the clinic floor. Flip-flops, house slippers, Crocs, or similar footwear are not permitted.
7. **Grooming and Personal Presentation**  
Students are expected to maintain a clean, neat, and well-groomed appearance consistent with professional barbering standards, including appropriate personal hygiene and hair presentation.

### Dress Code Expectations

Students may be asked to correct dress code concerns before participating in class or clinical activities. Repeated concerns may result in advisement or further action in accordance with institutional policy.

The School Director or Instructor may determine appropriate dress standards consistent with professional training requirements.

## 7.2 Classroom and Clinic Floor Expectations

To maintain a safe, productive, and professional learning environment, students are required to follow the expectations below during all classroom and clinic floor activities.

## Daily Operational Standards

### 1. **Daily Station Setup**

Students must sanitize and properly set up their workstation at the start of each scheduled day. Stations must be clean, organized, and ready for instruction or client services before class activities begin.

### 2. **End-of-Day Responsibility**

At the end of each day, students must sanitize tools and properly store personal items, tools, and materials from top counter. Students are responsible for their belongings and for leaving their assigned area clean and orderly.

### 3. **Barber Chair Protocol**

Barber chairs must remain locked and in the upright position when not in use. Chairs are reserved exclusively for clients receiving services. Sitting, spinning, leaning, or resting in barber chairs is not permitted.

### 4. **Respect for Equipment**

Students must respect the tools and equipment of others. Borrowing or using another student's tools without prior permission is prohibited.

### 5. **Approved Tools and Products Only**

Students may use only school-approved toolkits, chemical products, and hair color products. Unauthorized tools or products are not permitted due to safety and regulatory requirements.

### 6. **State Board Procedure Compliance**

All services must be performed according to Texas State Board procedures and school instructional standards. Safe, consistent, and professional execution is required at all times.

### 7. **Towel and Linen Use**

Proper towel usage is required:

- White towels: shaving services
- Black towels: facials and color services
- Designated rags: cleaning purposes

Towels must be used only for their intended purpose to maintain sanitation standards.

### 8. **Completion of Assigned Work**

Daily instructional assignments must be completed before any personal or elective services are performed. Instructional responsibilities take priority during scheduled class hours.

### 9. **Active Participation and Productivity**

Students are expected to remain engaged and productive throughout the day by practicing skills on clients, mannequins, or approved models, applying techniques demonstrated during instruction.

### 10. **Client Service Area Conduct**

To ensure a professional client experience and support student focus during services, loitering or congregating around a student performing a service is not permitted. Only the assigned student, approved instructor, and the client receiving the service may be present at the workstation unless otherwise directed by an instructor for instructional purposes.

### 11. **Electronic Device and Cell Phone Use**

To maintain a focused learning environment and ensure a professional client experience, personal cell phone use is restricted during instructional hours.

Cell phones must be silenced and stored away during theory instruction, demonstrations, and while performing or observing client services. Phone use is permitted only during scheduled breaks or when explicitly approved by an instructor for instructional or emergency purposes.

The use of cell phones for texting, social media, video recording, or entertainment during class or clinic activities is prohibited. Unauthorized phone use may result in advisement or loss of clinic privileges.

Students are expected to follow classroom and clinic floor expectations to support a professional learning environment. When expectations are not met, advisement or adjustments to clinic participation may occur in accordance with school policy.

Instructors and school administration may provide direction as needed to maintain safety, professionalism, and effective clinic operations.

### 7.3 Personal Services

Personal services, including haircuts, color services, and other approved barbering services—are considered a **privilege**, not a right. Personal services are offered as a professional courtesy and are intended to reinforce accountability, attendance, and active participation in training.

#### Personal Service Guidelines

1. **Eligibility for Personal Services**

Personal services are available only to students who maintain a minimum of **80% attendance**, demonstrate punctuality, and actively participate in daily instruction and clinic activities.

2. **Designated Days and Availability**

Personal services may be scheduled on **Tuesdays or other designated days** as determined by school administration. Personal services are **not permitted on Mondays or Fridays**, which are reserved for core instructional and licensure preparation activities.

3. **Scheduling and Approval**

All personal services must be scheduled in advance and approved by school administration. Students must complete all assigned instructional tasks for the day prior to receiving a personal service.

4. **Client Priority Policy**

Client services always take priority over personal services. If the clinic floor is busy or client demand requires full staffing, personal services may be postponed, rescheduled, or denied at the discretion of the instructor or administration.

5. **Professional Conduct During Personal Services**

Personal services must not interfere with instructional time, disrupt clinic operations, or detract from the professional learning environment. Failure to comply with this policy may result in loss of personal service privileges.

#### Personal Services and Clinic Priorities

Participation in personal services is a privilege and is permitted only when instructional, attendance, and clinic needs are being met. The clinic environment prioritizes client services and learning objectives.

Personal service privileges may be limited or paused when attendance concerns, incomplete assignments, professional conduct issues, or clinic demands require instructional focus.

## 7.4 Classroom Expectations

To maintain an effective, focused, and professional learning environment, students are required to adhere to the following expectations during all theory instruction.

### Theory Instruction Standards

1. **Focus and Participation**  
Students must remain attentive and engaged during theory instruction and prioritize assigned learning activities and objectives.
2. **Assignment Completion**  
All theory worksheets, practical assignments, and required coursework must be completed by the assigned due dates. Weekly submissions are required by **Mondays**, unless otherwise directed by the instructor.
3. **Pivot Point LAB Engagement**  
Students are responsible for regularly reviewing Pivot Point LAB for posted lessons, assignments, reviews, announcements, and deadlines. Failure to monitor the platform does not excuse missed work.
4. **Testing and Assessments**  
Students are required to participate in scheduled quizzes, exams, and weekly assessments administered through the Computer Testing Center to evaluate academic progress.
5. **Cleanliness and Classroom Standards**  
Theory tables and learning areas must remain clean, organized, and sanitized. Students are expected to follow a “clean-as-you-go” standard at all times.
6. **Health and Classroom Safety**  
Students who appear ill or are unable to participate fully in instruction may be required to leave campus and return when well enough to resume class safely.
7. **Return After Illness**  
A doctor’s note may be required prior to returning to class following an illness, at the discretion of school administration.
8. **Preparedness and Required Materials**  
Students must arrive prepared for theory instruction with required tools, materials, and supplies. Students who arrive unprepared may be assigned alternative work or directed to retrieve required items before participating.

Meeting theory requirements supports successful participation in classroom learning. Students who need additional support may receive advisement or instructional guidance in accordance with school policy. 7.5 Classroom Management, Safety, and Complaint Procedures

## 7.5 Reporting Concerns

Tonsore Master Academy is committed to maintaining a safe, respectful, and professional learning environment. Students are encouraged to share concerns related to classroom experiences, safety, or conduct so they can be reviewed and addressed in a timely and appropriate manner.

## 1. Timely Reporting

Students are encouraged to report concerns as soon as possible to allow for timely review and resolution. Early reporting helps promote fairness, safety, and clarity for all parties involved.

## 2. Reporting Channels

Concerns may be reported to:

- The instructor in charge, or
- The School Director or Administration

Reports may include, but are not limited to, concerns related to classroom conduct, safety issues, harassment (including sexual harassment), discrimination, or violations of school policy.

## 3. Non-Retaliation

Tonsore Master Academy prohibits retaliation against any student who reports a concern or participates in a review process. Any suspected retaliation should be reported promptly and will be addressed in accordance with institutional policy.

## 4. Review and Resolution

All reported concerns will be reviewed promptly and handled professionally. When appropriate, corrective or supportive actions will be taken to ensure compliance with school policies and to maintain a safe learning environment.

### Urgent Safety Concerns

Concerns involving immediate safety risks should be reported to an instructor or administrator immediately so appropriate action can be taken without delay.

## 7.6 Corrective Actions

Tonsore Master Academy uses a supportive, step-by-step approach to address concerns related to professional conduct and expectations. Corrective actions are intended to guide improvement, reinforce accountability, and support student success while maintaining a safe and professional learning environment.

Disciplinary action may include one or more of the following steps, depending on the nature and severity of the violation:

### 1. Verbal Advisement

Minor or first-time infractions may result in verbal advisement. This step provides immediate feedback and guidance to correct behavior and reinforce expectations.

## 2. **Written Warning**

Continued or repeated violations may result in a written warning. The warning will document the behavior, outline expectations for improvement, and identify potential consequences if non-compliance continues.

## 3. **Probation**

Ongoing violations may result in disciplinary probation. During this period, the students' conduct will be closely monitored, and a corrective action plan may be established. Failure to comply with probation terms may result in further disciplinary action.

## 4. **Dismissal**

Serious misconduct or continued violations despite corrective efforts may result in dismissal from the program. Dismissal decisions are made by school administration to protect the integrity, safety, and professionalism of the learning environment.

### **Administrative Authority**

Tonsore Master Academy may take immediate action, including suspension or dismissal, when serious misconduct, safety concerns, or violations of law or policy require prompt response.

### **7.7 Advisement and Support**

The purpose of verbal and written advisement is to support accountability, professional behavior, and student success. Advisement is intended to guide improvement—not to punish—and students are encouraged to take prompt corrective action when guidance is provided.

For minor or first-time conduct or performance concerns—such as incomplete tasks, lack of focus, or difficulty following classroom or clinic expectations—students may receive verbal advisement.

Advisement is intended to:

- Clarify expectations
- Provide guidance for improvement
- Support continued learning and professional growth

Verbal advisement is instructional in nature and may be provided by an instructor or school administration. If similar concerns continue, written advisement may be used to document expectations and support further guidance in accordance with school policy.

### **7.8 Written Guidance and Improvement Plan**

Improvement planning may be used when additional structure or clarity would support a student's progress following verbal guidance. Written guidance helps outline next steps, expectations, and support strategies so students can successfully move forward.

Written advisement may be used in situations such as:

- **Client Service Support**

When a student needs additional guidance related to assigned client services.

- **Ongoing Support Needs**

When concerns such as tardiness, incomplete assignments, or difficulty meeting classroom, clinic, or attendance expectations continue after verbal guidance has been provided.

### **Purpose of Written Advisement**

Written advisement is intended to:

- Document areas where additional support is needed
- Clearly outline expectations and next steps
- Establish an improvement plan with achievable goals to support student success

Students are encouraged to demonstrate timely and sustained improvement. When additional support is needed, next steps may be discussed in accordance with school policy.

## **7.9 Suspension**

When additional time or reflection is needed to support student success, a temporary suspension may be used following documented written guidance and ongoing support efforts. Suspension decisions are made by school administration to maintain a safe, professional, and productive learning environment.

### **Suspension Terms**

- **Duration**

Suspension may be issued for a period of up to thirty (30) calendar days.

- **Instructional Hours**

Instructional hours are not earned during the suspension period.

- **Tuition and Financial Responsibility**

Tuition and fees paid prior to suspension remain non-refundable and non-transferable. Suspension does not change the financial obligations outlined in the Enrollment Agreement.

- **Program Completion Timeline**

A student's projected completion date may be adjusted to account for the suspension period.

### **Purpose of Suspension**

Suspension provides an opportunity for the student to pause, reflect, and prepare to return with a renewed commitment to program expectations, professional standards, and successful completion.

### **Return from Suspension**

Before returning, a student may meet with school administration to review expectations and confirm readiness to resume training. Upon return, students are encouraged to demonstrate consistent engagement and progress. When additional support is needed, next steps may be discussed in accordance with school policy.

## 7.10 Termination of Enrollment

Termination of enrollment is considered only when concerns related to conduct, performance, or program participation cannot be resolved through guidance, support, or corrective action, or when serious misconduct requires immediate separation from the program. Decisions are made by school administration to protect the safety, integrity, and learning environment of the academy.

### Circumstances That May Lead to Termination

Termination may be considered in situations including, but not limited to:

- **Failure to Engage with Program Expectations**  
Ongoing difficulty meeting instructional responsibilities, assignments, attendance standards, or professional expectations after support and corrective efforts have been provided.
- **Unprofessional or Disruptive Conduct**  
Behavior that interferes with instruction, clinic operations, or the client experience, including harassment, intimidation, threats, aggressive behavior, or repeated disruptive conduct.
- **Safety and Policy Violations**  
Conduct that compromises safety or violates school policies or applicable laws, including the use or possession of alcohol, illegal drugs, or controlled substances on campus, or damage to school or personal property.
- **Program and Agreement Requirements**  
Inability to meet institutional requirements outlined in the Student Catalog, program policies, or the signed Enrollment Agreement.

### Termination Review Process

Termination decisions are made following a review of documented concerns and prior support efforts. When appropriate, students may be given an opportunity to discuss concerns and next steps before a final decision is made.

In situations involving serious misconduct, safety concerns, or violations of law or policy, immediate termination may be necessary to protect the learning environment. When termination occurs, the school will provide appropriate guidance regarding next steps, records, and applicable transition information in accordance with institutional policy.

## 7.11 Daily Operational Readiness

To support a professional, efficient, and client-centered learning environment, students are expected to meet the following daily operational expectations. These standards help ensure smooth clinical flow, quality instruction, and a positive experience for clients and classmates.

### Daily Expectations

- **Tool and Station Readiness**  
Students are expected to promptly set up tools and workstations upon clock-in so they are ready for instruction and client services.
- **Required Tool Kit**  
Students are expected to arrive prepared with their required tool kit and essential supplies. When required tools are unavailable, participation for the day may be paused, and instructional hours may not be earned.
- **Client Assignment and Responsibility**  
Clients are assigned based on clock-in order, clinic availability, and instructional readiness, as determined by instructors.  
If a student feels unprepared to perform an assigned service, the student should immediately notify an instructor so appropriate support or reassignment can be arranged.

Students are expected to assist with responsible reassignment when needed. Abandoning a client assignment or failing to communicate concerns may result in advisement or adjustment to daily participation.

Same-day dismissal, when used, serves as a corrective measure to reinforce professional readiness, accountability, and client care. It does not constitute termination of enrollment.

## 7.12 Administrative Withdrawal

Administrative withdrawal may be considered when ongoing concerns indicate that program expectations cannot be met despite guidance and corrective efforts. This action is intended to protect instructional integrity, support compliance requirements, and ensure a productive learning environment.

Administrative withdrawal is not disciplinary in nature; rather, it is an institutional action used when continued enrollment is not feasible.

### Circumstances That May Lead to Administrative Withdrawal

Administrative withdrawal may be considered for reasons including, but not limited to:

- **Excessive Unapproved Absences**  
Difficulty maintaining attendance standards or repeated unapproved absences without appropriate communication or documentation.

- **Repeated Same-Day Dismissals**  
Multiple dismissals resulting from unmet daily operational expectations, such as lack of required tools, refusal of assigned client services, or failure to follow scheduled responsibilities.
- **Failure to Return from Suspension or Leave of Absence**  
Failure to return to class as scheduled following an approved suspension or Leave of Absence (LOA).
- **Abandonment of Program**  
Failure to attend scheduled classes for a consecutive period without notice or approved leave.
- **Funding or Program Requirement Concerns**  
Inability to meet requirements associated with external funding sources, including Veterans Affairs or workforce assistance programs, when applicable.
- **Ongoing Institutional Policy Concerns**  
Continued difficulty meeting expectations outlined in the Student Catalog, Enrollment Agreement, attendance standards, or professional conduct guidelines after advisement and corrective support.

### **Administrative Withdrawal Process**

When administrative withdrawal occurs:

- The student will be notified when possible.
- Instructional hours will cease as of the effective withdrawal date.
- Enrollment records will be updated accordingly.

Administrative withdrawal may affect:

- Program completion timelines
- Financial obligations
- Eligibility for external funding or benefits

Any applicable refunds will be calculated in accordance with institutional refund and withdrawal policies and applicable regulations.

## **8.0 Campus Safety**

Tonsore Master Academy is committed to providing a safe, respectful, and orderly environment for students, staff, clients, and visitors. Campus safety is a shared responsibility, and everyone is encouraged to contribute to a secure and professional learning environment.

### **Safety Expectations**

- **Firearms and Weapons**  
Tonsore Master Academy follows applicable Texas law regarding licensed concealed carry. Individuals who are legally authorized to carry must do so in accordance with state law. Any unsafe handling, display, or misuse of a weapon is not permitted and will be addressed promptly to protect campus safety.

- **Safe and Respectful Conduct**

Behavior that places others at risk—including threats, physical altercations, or reckless actions—is addressed promptly to maintain a safe and professional environment. When necessary, appropriate administrative steps may be taken in accordance with school policy.

- **Reporting Safety Concerns**

Students are encouraged to report safety concerns, incidents, or hazards to an instructor or school administration as soon as possible. Reports are reviewed promptly so concerns can be addressed and resolved appropriately.

## Emergency Situations

In the event of an emergency or immediate safety concern, students and staff should follow instructor or administrative guidance and contact emergency services when appropriate.

## 8.1 Training and Learning Expectations

Tonsore Master Academy provides structured training designed to build technical skills, professional habits, and readiness for licensure. Students are encouraged to actively engage in assigned training activities and follow instructional guidance to support steady progress and successful completion of the program.

### Training Expectations

1. **Daily Training Agenda**

Instruction is guided by a daily or weekly training agenda established by the instructor. The agenda helps students stay organized, focused, and productive throughout the instructional day.

2. **Study Guides and Learning Materials**

Students use assigned study guides and learning materials to reinforce theory, technique, and state board preparation. Consistent use of these resources supports confidence and long-term success.

3. **State Board Practical Alignment**

Training activities align with Texas State Board practical requirements. Daily assignments are designed to build consistency, accuracy, and confidence in tested procedures.

4. **Mannequin Practice**

Mannequin practice provides a controlled environment for developing and refining technical skills before performing services on clients. Assigned mannequin practice supports skill readiness and professional growth.

5. **Clinic Floor Training**

Students apply learned skills through supervised clinic floor services provided to clients or approved models. Clinic participation is an essential part of professional development and hands-on learning.

6. **Demonstrations and Instructor Guidance**

Instructor-led demonstrations and guided activities support proper technique and safe practice. Students are expected to observe demonstrations before beginning assigned work to reinforce learning outcomes.

7. **Opening Instructional Routine**

Each instructional day begins with a structured opening routine to promote preparedness and consistency.

Opening activities may include reviewing the daily agenda, working in study guides, preparing tools, or completing instructor-directed readiness tasks.

## 8.2 Professional Performance Benchmarks

Tonsore Master Academy is committed to preparing students for licensure, employment, and long-term professional success in the barbering industry. Training is designed to align with Texas Department of Licensing and Regulation (TDLR) practical examination requirements and real-world barbershop service standards.

Professional performance benchmarks help students understand expectations for technical accuracy, safety, sanitation, professionalism, and efficiency as they progress through training. These benchmarks support readiness for licensure and employment while recognizing that learning and skill development occur at different paces.

### Benchmark Purpose

- Performance benchmarks are guidelines for growth, not penalties.
- Performance benchmarks reflect licensure requirements and workplace expectations and are used to guide professional readiness.
- Quality, sanitation, and client safety are always the priority; benchmarks are applied only when services are performed safely and correctly.

### Progress and Development

As students advance through training, they are encouraged to demonstrate steady improvement toward established performance benchmarks. When additional time or support is needed, instructors may provide targeted coaching, practice opportunities, or advisement to support continued progress.

In some cases, consistently extended completion times—despite instruction, practice, and support—may indicate the need for additional skill development or adjusted training focus.

### Support strategies may include:

- Skill reinforcement or focused retraining
- Temporary adjustment of service assignments to support readiness
- Advisement and structured improvement planning
- Review of academic and professional development goals

### Professional Readiness

The academy recognizes that learning is a process and that improvement develops over time. At the same time, training is designed to reflect the expectations of:

- State Board practical examinations
- Client service environments
- Professional workplace productivity

Students are encouraged to actively participate in their development by applying instructor feedback, practicing consistently, and working toward professional benchmarks throughout the program.

## 9.0 Academic Progress and Graduation

Tonsore Master Academy is committed to supporting student success from enrollment through program completion and graduation. Academic progress is monitored to ensure students are developing the knowledge, skills, and professional readiness required for licensure and entry into the barbering profession.

This section outlines how academic progress is evaluated, how grades and performance are reviewed, and the requirements students must meet to successfully complete the program and graduate.

### 9.1 Grading and Evaluation

Student academic progress is evaluated using a **percentage-based grading system** that measures performance in theory, practical skill development, and attendance.

Grades are calculated and reviewed on a regular basis to ensure students are making satisfactory progress toward program completion and licensure eligibility.

### 9.2 Theory Evaluation

Theory grades are calculated by averaging test and assessment scores administered during the evaluation period.

**Example:**

$$(100 + 70 + 90) \div 3 = 87\%$$

**Theory Grading Scale:**

- **A** = 90–100
- **B** = 80–89
- **C** = 73–79 (*minimum satisfactory grade*)
- **D** = 60–72
- **F** = Below 60

Students must maintain at least a **C (73%) average** in theory to remain in satisfactory academic standing.

### 9.3 Attendance Evaluation

Attendance is an evaluated component of academic progress and is calculated monthly based on scheduled versus attended hours.

**Attendance Calculation:**

$$\text{Hours Attended} \div \text{Monthly Scheduled Hours} = \text{Attendance Percentage}$$

**Example:**

97 hours attended ÷ 120 scheduled hours = 80% Attendance

Students are encouraged to review and verify attendance records monthly to support accurate progress tracking and timely program completion.

*Note: Detailed attendance requirements are outlined in Section 6.*

**9.4 Practical Skill Evaluation**

Practical performance is evaluated based on a student's ability to safely and competently perform assigned services and technical operations in alignment with instructional standards.

Practical evaluation may include:

- Technical accuracy
- Sanitation and safety practices
- Application of demonstrated techniques
- Consistency and professionalism

Practical evaluations reflect ongoing skill development and readiness for licensure preparation.

**9.5 Monitoring and Student Support**

Tonsore Master Academy regularly reviews student progress to support steady advancement in attendance, academic learning, and practical skill development.

**Progress monitoring may include review of:**

- Attendance and punctuality
- Theory and practical performance
- Completion of required instructional activities

When additional support may be helpful, students may receive advisement or instructional guidance to address specific areas and stay on track toward successful program completion.

*Note: Monitoring and support activities are designed to assist student progress and do not change program requirements or graduation standards.*

**9.6 Progress Review**

Students are encouraged to maintain steady academic progress and demonstrate growth in required technical and professional skills throughout the program. When minimum standards are not being met, a formal progress review may be used to identify areas where additional support or guidance may be helpful.

A progress review may be initiated for the following reasons:

### **1. Academic Performance**

A minimum score of 73% is required on tests, assignments, and practical evaluations. When a passing score is not achieved after multiple attempts, additional instruction, reassessment, or review of instructional content may be provided to support competency development.

### **2. Practical Skill Development**

Students are expected to demonstrate ongoing progress in required practical skills. When performance benchmarks are not yet met, instructors may recommend additional practice, focused coaching, or temporary adjustment of assigned tasks to support skill readiness.

### **3. Attendance and Professional Development**

Difficulty meeting attendance, punctuality, or professional behavior expectations may prompt a progress review to help clarify expectations and support improvement.

### **4. Advisement and Next Steps**

Students identified as needing additional support will receive written advisement outlining areas for improvement and recommended next steps. Continued difficulty meeting progress expectations may result in further guidance, probation, or adjustment of training status as outlined in this catalog.

## **9.7 Re-Entry After a Break in Training**

Students who experience a break in training due to withdrawal, administrative action, or extended absence may request to return to the program. Re-entry requests are reviewed to determine readiness for successful continuation of training.

### **Re-Entry Review**

Requests may be reviewed based on factors such as:

- Prior academic progress and attendance history
- Professional conduct during previous enrollment
- Readiness to meet current program expectations

### **Re-Entry Request**

Students seeking to return may be asked to submit a written request outlining:

- The reason for the interruption
- Steps taken to address previous challenges
- Readiness to meet attendance, academic, and conduct standards

## Re-Entry Determination

Re-entry decisions are made by school administration. When approved, re-entry may include conditions designed to support success, such as:

- Review or repetition of instructional content
- Skills reassessment
- Adjusted schedules or additional support during the transition period

Students approved for re-entry are subject to the catalog requirements in effect at the time of re-enrollment.

## 9.8 Academic Probation and Support

Academic probation may be used when a student is experiencing ongoing difficulty meeting academic or practical progress standards despite prior advisement and support. Probation is intended to provide focused time and guidance to help the student return to satisfactory standing.

**A student may be placed on academic probation when one or more of the following occur:**

- The cumulative academic average falls below 73%
- Practical skill benchmarks are not being met over time
- Progress remains limited following prior advisement or improvement planning

### Probation Terms

- Academic probation is temporary and designed to support improvement and successful continuation of training.
- The probationary period will not exceed two instructional modules or evaluation periods.
- During probation, students are encouraged to demonstrate measurable progress in identified areas with the support of instructors and administration.

### Veterans and Eligible Persons

In accordance with U.S. Department of Veterans Affairs regulations, students placed on academic probation may not be eligible for VA education benefit certification during the probationary period.

### Equal Application

Academic progress standards and probation policies apply equally to all students, regardless of funding source.

## 9.9 Program Discontinuation After Probation

When a student is unable to demonstrate satisfactory improvement during the academic probation period, continued enrollment in the program may no longer be feasible. In such cases, program discontinuation may be considered following review and documentation.

**Program discontinuation may occur when:**

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- Required academic or practical benchmarks are not met within the probationary period
- Attendance, conduct, or performance continues to fall below program expectations
- The student demonstrates difficulty meeting essential program requirements despite support and guidance

### **Effect of Program Discontinuation**

- The discontinuation decision will be documented in the student's academic record
- Enrollment and certification eligibility for the current program will end
- Certification for third-party funding sources will be updated or discontinued as required

Decisions regarding program discontinuation are made by school administration following review of prior advisement, probation, and support efforts.

## **9.10 Readmission After Program Discontinuation**

Students whose enrollment ended due to unsatisfactory academic or practical progress may request readmission to the program. Readmission requests are reviewed to determine readiness for successful continuation of training and are not guaranteed.

### **Readmission Review**

Requests may be evaluated based on:

- Prior academic performance and attendance history
- Resolution of challenges that led to program discontinuation
- Readiness to meet current academic, attendance, and professional expectations

### **Readmission Request**

Students seeking readmission may be asked to submit a written request that includes:

- A brief explanation of prior challenges
- Steps taken to address those challenges
- Confirmation of readiness to meet program expectations

When approved, readmission may include conditions designed to support success. Students approved for readmission are subject to the catalog policies in effect at the time of re-enrollment.

Failure to meet readmission conditions may result in interruption of continued enrollment.

## **9.11 Veteran and Eligible Person Certification**

Students receiving educational benefits through the U.S. Department of Veterans Affairs (VA) or other eligible person programs are held to the same academic, attendance, and conduct standards as all enrolled students.

Certification of enrollment for VA or eligible person benefits is based on the student's ability to maintain satisfactory academic progress (SAP) and follow institutional policies. When standards are not met, certification may be paused until satisfactory progress is restored, in accordance with applicable federal regulations.

Any changes in enrollment status that affect benefit certification will be reported as required.

## 9.12 Graduation Requirements

To successfully complete the program and receive a Certificate of Completion, students must meet the following requirements:

1. Maintain a minimum cumulative grade average of 73% in both theory and practical instruction.
2. Maintain an attendance rate of at least 80% while completing 100% of required program hours.
3. Successfully complete 1,000 clock hours in the Class A Barber Program.
4. Pass all required theory examinations with a minimum score of 73%.
5. Pass all required practical assessments with a minimum score of 73%.
6. Complete the program within the maximum timeframe permitted under institutional and regulatory guidelines.
7. Fulfill all financial obligations to Tonsore Master Academy prior to graduation.

Certificates of Completion, official transcripts, and related documentation are issued once all academic, attendance, and financial requirements have been satisfied.

## 10.0 Responsibility, Cancellation, Refund, and Withdrawal Policies

This section outlines student financial responsibilities, attendance eligibility requirements, and withdrawal-related policies. These guidelines are designed to promote transparency, ensure regulatory compliance, and support students in successfully managing tuition obligations and program progression.

### 10.1 Veterans Benefits & Tuition Responsibility (Chapter 35 Clarification)

VA Chapter 35 (Dependents' Educational Assistance – DEA) benefits provide a monthly stipend paid directly to the student. This stipend is intended to assist with living and education-related expenses and is not designed to cover full tuition costs.

Students using Chapter 35 benefits remain responsible for all tuition and fees in accordance with the school's payment schedule, tuition ledger, and Enrollment Agreement. Any portion of tuition not covered by the Chapter 35 stipend is the student's responsibility.

Receipt of Chapter 35 benefits does not change tuition due dates, payment obligations, or institutional policies.

### 10.2 Attendance and Hour Tracking Requirements (TDLR Compliance)

In accordance with Texas Department of Licensing and Regulation (TDLR) requirements, student attendance and clocked hours must be accurately recorded and verified.

**To support compliance and uninterrupted training:**

- Tuition accounts must remain in good standing for students to continue clocking attendance hours.
- When an account becomes past due, attendance eligibility may be temporarily paused until the balance is resolved.
- During a non-attendance period, students will not be able to clock in, and hours will not count toward program completion.
- Once the account is brought current, attendance eligibility is reinstated, and training schedules may be adjusted as needed to support program completion.

Changes in attendance eligibility related to account standing may affect program timelines. Students receiving Veterans Affairs (VA) benefits are encouraged to proactively manage tuition balances and attendance requirements to support continued progress.

**10.3 Student Tuition Responsibility**

Tuition and all associated fees are the responsibility of the student. Payment obligations and schedules are outlined in the Tonsore Master Academy Enrollment Agreement, which must be reviewed and signed prior to enrollment.

**Payment Schedule**

- Tuition payments are due according to the payment plan selected at enrollment (monthly or weekly), as specified in the Enrollment Agreement.
- The required down payment must be submitted no later than two (2) weeks prior to the start date of the program.

**Accepted Forms of Payment**

- Payments must be made by money order or cashier's check unless otherwise approved in writing by the school.
- Personal checks, credit cards, and electronic payments are not accepted unless expressly authorized.

**Registration Fee**

- A non-refundable registration fee of \$100.00 is required for each program of study.
- This fee is due at initial enrollment and again upon re-entry or re-enrollment, if applicable.

**Tuition Adjustments**

Tonsore Master Academy reviews tuition and fees periodically. Any adjustments are effective at the start of a new calendar year and apply only to students enrolling after the effective date. Students enrolled under an active Enrollment Agreement are not affected by future tuition changes.

## 10.4 Refund Policy (Texas Occupations Code §1603.3602)

Tonsore Master Academy maintains a refund policy in accordance with Texas Occupations Code §1603.3602. Refunds are calculated based on the percentage of the program completed at the time of a student's withdrawal or termination, after the expiration of the cancellation period established under §1603.3601.

**A refund of the unused portion of tuition and applicable charges will be provided when a student:**

- Fails to begin or enter the program of training;
- Voluntarily withdraws from the program of training; or
- Is terminated from the program of training prior to completion.

Refund calculations are based on the student's last date of attendance as recorded in the official attendance records.

All refunds, if applicable, are processed in accordance with state law and institutional procedures and issued within the timeframe required by regulation.

## 10.5 Refund Calculation and Effective Date

Refunds, if applicable, are calculated based on the student period of enrollment, expressed in scheduled clock hours, as defined in the Enrollment Agreement or other documentation acceptable to the Texas Department of Licensing and Regulation (TDLR).

Effective Date of Termination for Refund Purposes

**The effective date used to determine refund eligibility is the earliest of the following:**

- The student's last date of attendance, if terminated by the school;
- The date the school receives the student's written notice of withdrawal; or
- Ten (10) school days after the student's last date of attendance if no written notice is provided.

### Cancellation Period Retention

The school may retain no more than \$100.00 if:

- Tuition is collected before the training program begins; and
- The student does not begin training before the expiration of the cancellation period established under Texas Occupations Code §1603.3601.

All refunds are issued in accordance with applicable state law and institutional procedures.

## 10.6 Student Withdrawal or Termination (Texas Occupations Code §1603.3603)

This policy applies to programs of training scheduled to run not more than twelve (12) months.

### **Withdrawals or Terminations During the Last 50% of the Program**

If a student withdraws from or is terminated by the school during the final fifty percent (50%) of the program:

- The school may retain up to \$100.00 of tuition and fees paid; and
- The school is not required to refund any additional outstanding tuition.

### **Withdrawals or Terminations Before the Last 50% of the Program**

If a student withdraws from or is terminated by the school before completing the first fifty percent (50%) of the program, tuition is refunded according to the following schedule, based on the student's last date of attendance:

- **90% refund** of outstanding tuition if withdrawal or termination occurs after the first week or first one-tenth (10%) of the program, whichever is shorter
- **80% refund** of outstanding tuition if withdrawal or termination occurs after the first week or first ten percent (10%), whichever is shorter, but within the first three (3) weeks of the program
- **75% refund** of outstanding tuition if withdrawal or termination occurs after the first three (3) weeks, but not later than completion of the first twenty-five percent (25%) of the program
- **50% refund** of outstanding tuition if withdrawal or termination occurs not later than completion of the first fifty percent (50%) of the program

Refund calculations are based on the effective date of termination as defined in Section 10.5 Refund Calculation and Effective Date.

### **Veterans and Eligible Persons**

Refunds for students receiving Veterans Affairs (VA) education benefits are processed in accordance with 38 U.S.C. §3679 and applicable federal regulations.

### **10.7 Payment of Refunds (Texas Occupations Code §1601.566)**

Any refund owed to a student will be issued no later than the 30th day after the student becomes eligible for the refund.

Notice of cancellation or withdrawal may be submitted by:

- Mail
- Hand delivery
- Email

Refunds are processed in accordance with applicable state and federal regulations.

### **10.8 Contract Completion Deadline & Over-Term Enrollment**

Each student's enrollment is governed by a **contractual end date** as outlined in the Enrollment Agreement.

If a student does not complete the required program hours by the contract end date, continued enrollment will require execution of an **Over-Term Enrollment Addendum**.

- An **additional instructional rate of \$20 per hour** will apply to all remaining hours.
- This rate applies **only to hours completed after the original contract end date**.
- The addendum ensures continued access to instruction, facilities, and supervision until program completion.

Failure to complete hours by the contract end date does not guarantee automatic extension and is subject to administrative approval.

### 10.9 Termination Policy

Tonsore Master Academy may terminate a student's enrollment for documented cause, including but not limited to the following:

#### **Insubordination**

Refusal, verbal or non-verbal, to comply with lawful and reasonable directives issued by school administration or instructional staff.

#### **Unacceptable Conduct**

Including, but not limited to:

- Repeated failure to complete assigned coursework or practical requirements
- Harassment, theft, property damage, or substance use
- Profanity, aggressive behavior, or hostile conduct toward clients, students, or staff
- Conduct that disrupts the learning environment or compromises safety

#### **Non-Compliance**

Failure to meet academic, attendance, financial, or behavioral obligations as outlined in:

- This Student Catalog
- The Enrollment Agreement
- Program policies and procedures

Termination decisions are documented and made in accordance with institutional policy and applicable regulations.

### 10.10 Re-Enrollment Within 48 Months

In accordance with Texas Occupations Code §1603.3606(b), a student who withdraws or receives a grade of incomplete may re-enroll within forty-eight (48) months from the student's date of withdrawal (last date of attendance) and complete the remaining required subjects or hours without payment of additional tuition, except for any applicable fees permitted by law.

Tuition rate increases or catalog changes adopted after the students' original enrollment do not apply to students who re-enroll within this forty-eight (48) month period.

If a student does not re-enroll within forty-eight (48) months from the student's withdrawal (last date of attendance), the student must re-enroll under the catalog, tuition, and policies in effect at the time of re-enrollment.

## **11.0 Regulatory Information**

Tonsore Master Academy operates in accordance with applicable regulatory and licensing requirements and maintains policies designed to ensure compliance, transparency, and continuity of instruction.

### **11.1 Notice of Change**

Tonsore Master Academy complies with applicable city, state, federal, and public health guidelines related to school operations and safety. The Academy may review and update its curriculum, academic calendar, program structure, instructional hours, class schedules, tuition, fees, Student Catalog, and Enrollment Agreements as necessary to remain compliant.

All institutional policies and documents are reviewed annually. Updates are applied in accordance with applicable regulatory requirements.

### **11.2 Non-Discrimination and Accommodation Policy**

Tonsore Master Academy is committed to providing an inclusive and equitable educational environment in compliance with all applicable federal, state, and local laws. The Academy does not discriminate based on age, sex, race, color, religion, national or ethnic origin, disability, or sexual orientation in the administration of its educational programs, admissions policies, student services, publications, employment practices, or other school-administered activities.

In accordance with the Americans with Disabilities Act (ADA), the Academy provides reasonable accommodations to qualified applicants, students, clients, and employees with documented disabilities, unless such accommodations would impose an undue hardship or fundamentally alter the nature of the program.

Requests for accommodation must be submitted in a timely manner and supported by appropriate documentation to allow for review and implementation when appropriate.

### **11.3 Notice of Potential Ineligibility for Licensure**

*(Texas Occupations Code §53.152)*

In accordance with Texas Occupations Code §53.152, an individual may be ineligible for licensure if they have been convicted of certain criminal offenses, engaged in conduct involving dishonesty, fraud, or deceit, or committed acts that may constitute grounds for denial of licensure by the Texas Department of Licensing and Regulation (TDLR).

An applicant may also be disqualified from taking the state licensure examination if false statements or inaccurate information are knowingly provided during the licensure application process.

The Academy does not guarantee licensure and is not responsible for licensure decisions made by TDLR based on criminal history or other disqualifying factors.

Students seeking additional information about criminal history evaluations are encouraged to review TDLR guidelines at: [www.tdlr.texas.gov/crimconvict.htm](http://www.tdlr.texas.gov/crimconvict.htm)

#### **11.4 Attribution and Veterans Benefits Statement**

Tonsore Master Academy accepts eligible students using Veterans Affairs (VA) education benefits, including the GI Bill®, as well as Texas Workforce Commission (TWC) Vocational Rehabilitation funding, in accordance with applicable regulations.

The term “GI Bill®” is a registered trademark of the U.S. Department of Veterans Affairs (VA). Its use does not imply endorsement by the VA.

In compliance with 38 U.S.C. §3679(e)(1)(A) and (B), the Academy does not prohibit attendance, impose late fees, or assess penalties against students receiving VA education benefits while awaiting payment from the VA, provided the student has submitted required documentation and remains in good standing with institutional policies.

#### **11.5 Accreditation**

Tonsore Master Academy, Inc. is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a national accrediting agency recognized by the U.S. Department of Education.

Questions regarding accreditation may be directed to:

Accrediting Commission of Career Schools and Colleges (ACCSC)  
2101 Wilson Boulevard, Suite 302  
Arlington, VA 22201  
(703) 247-4212  
[www.accsc.org](http://www.accsc.org)

#### **12.0 Enrollment & Registration Dates**

Tonsore Master Academy offers monthly program start dates to allow students to begin training throughout the year.

New student orientation and program entry typically occur on the first training week of each month, provided enrollment requirements have been completed and space is available.

The academy maintains scheduled enrollment periods to ensure proper orientation, documentation, and student onboarding.

## 2026 Enrollment Schedule

<b>Start Date</b>	<b>Registration Opens</b>
January 6	November 11, 2025
February 3	December 9, 2025
March 3	January 13, 2026
April 7	February 10, 2026
May 5	March 10, 2026
June 2	April 14, 2026
July 7	May 12, 2026
August 4	June 9, 2026
September 1	July 14, 2026
October 6	August 11, 2026
November 3	September 15, 2026
December 1	October 13, 2026

## 2027 Enrollment Schedule

<b>Program Start Date</b>	<b>Registration Opens</b>
January 5, 2027	November 9, 2026
February 1, 2027	December 7, 2026
March 1, 2027	January 5, 2027
April 5, 2027	February 8, 2027

## 12.1 Academic Calendar – 2026

<b>Holiday / Break</b>	<b>Dates</b>
New Year's Break	January 1 – January 4, 2026
Martin Luther King Jr. Day	January 19, 2026
Presidents' Day	February 16, 2026
Spring Break	March 9 – March 15, 2026
Memorial Day	May 27, 2026
Independence Day Break	June 29 – July 5, 2026

<b>Holiday / Break</b>	<b>Dates</b>
Labor Day	September 7, 2026
Columbus Day	October 12, 2026
Thanksgiving Break	November 26 – November 29, 2026
Christmas Break	December 21 – December 31, 2026

## 12.2 Academic Calendar – 2027

<b>Holiday / Break</b>	<b>Dates</b>
New Year's Break	January 1 – January 3, 2027
Martin Luther King Jr. Day	January 18, 2027
Presidents' Day	February 15, 2027
Spring Break	March 8 – March 14, 2027
Memorial Day	May 31, 2027
Independence Day Break	June 28 – July 4, 2027
Labor Day	September 6, 2027
Columbus Day	October 11, 2027
Thanksgiving Break	November 25 – November 28, 2027
Christmas Break	December 20 – December 31, 2027

## 12.3 Professional Development

Professional development is incorporated throughout the training program to support career readiness, service excellence, and long-term success in the barbering profession. These activities are designed to strengthen professionalism, communication skills, and industry awareness and may include the following components:

### 1. Industry and Alumni Engagement

Guest speakers, industry professionals, and alumni may be invited to share insights related to career pathways, workplace expectations, and professional growth.

### 2. Customer Service and Professional Communication

Training emphasizes interpersonal skills, professional conduct, and effective communication to support positive client interactions and workplace readiness.

### 3. Service Excellence and Client Experience

Students are introduced to client-focused service principles that promote consistency, professionalism, and quality service delivery.

#### 4. **Career and Educational Goal Setting**

Students are encouraged to establish short- and long-term goals related to licensure, employment, and continued professional development.

#### 5. **State Board Examination Preparation**

Professional development activities may support preparation for written and practical licensure examinations through review, guidance, and structured practice.

#### 6. **Employment Readiness Support**

Guidance may be provided in areas such as resume preparation, interview readiness, and professional presentation.

#### 7. **Networking and Employment Awareness**

When available, employment opportunities, industry events, and networking resources may be shared with students and graduates.

#### 8. **Community Outreach and Professional Service Events**

Participation in community service or outreach events may be offered to help students gain experience, build confidence, and demonstrate professional responsibility.

#### 9. **Professional Branding and Client Development**

Students may be introduced to foundational concepts related to professional branding, referrals, and client relationship development as part of career readiness training.

#### 10. **Service Frameworks and Professional Mindset**

As part of professional development, students may be introduced to structured service frameworks—such as the **B.L.A.D.E. System**—which emphasizes professional analysis, service recommendations, client education, rebooking awareness, and referral development. These concepts align with industry-recognized service principles, including the 80/20 service approach, and support consistency and professionalism in client services.

## 12.4 Student Support Services

The Academy provides student support services designed to promote safety, accountability, academic progress, and professional readiness. While the Academy does not operate as a counseling or job placement agency, students are encouraged to use the following support resources as part of their training experience:

#### 1. **Emergency Services**

In the event of a medical or safety emergency, students should immediately contact **911**. The Academy does not provide on-site emergency medical services.

#### 2. **Community Crisis Resources**

Students experiencing emotional distress or crisis are encouraged to seek assistance through community-based resources, including:

- **S.M.A.R.T. Crisis Call Line:** 210-223-7233
- **Center for Health Care Services (CHCS):** 210-261-CHCS

These services are provided by external organizations and are not operated or supervised by the Academy.

#### 3. **Wellness and Personal Responsibility**

Students are encouraged to maintain their own physical and mental well-being. While counseling services are not provided, the Academy supports responsible decision-making and self-care through clear attendance policies, structured expectations, and advisement when appropriate.

#### 4. **Academic Guidance and Advisement**

Academic support is provided through:

- Instructor feedback during training
  - Scheduled advisement when academic or attendance concerns arise
  - Structured improvement plans when benchmarks are not met
- Formal tutoring services are not guaranteed; however, additional instructional guidance may be provided at the discretion of the instructional staff.

#### 5. Career Awareness and Employment Readiness

The Academy does not guarantee employment or job placement. When available, the Academy may:

- Share employment opportunities
- Provide general resume guidance
- Offer interview readiness tips

Students are responsible for securing employment upon graduation.

#### 6. Professional Development Integration

Professional development topics—such as professionalism, communication, service standards, and workplace expectations—are integrated into daily instruction and clinic operations rather than offered as separate workshops.

#### 7. Guest Speakers and Industry Exposure

Periodically, industry professionals or alumni may be invited to share insights related to career paths and professional expectations. Participation is optional, and availability is not guaranteed.

#### 8. Educational Platform Access

Students are provided access to **Pivot Point LAB** as part of the approved curriculum. This platform supports theory instruction, demonstrations, and structured learning activities aligned with State Board requirements.

#### 9. Business Awareness (Informational Only)

Basic exposure to business-related concepts—such as professionalism, client retention, time management, and service benchmarks—may be discussed as part of training. The Academy does not provide business startup services, legal advice, or financial planning.

#### 10. Responsibility for External Services

Any services beyond those listed above—including counseling, fitness programs, peer support groups, or specialty workshops—are not provided by the Academy and remain the responsibility of the student to pursue independently.

## 12.5 Learning Resource Center

The Academy provides access to learning resources that support and enhance the approved curriculum. These resources are intended to supplement classroom instruction, practical training, and professional development. Availability of external resources may change and is not operated or controlled by the Academy.

### Curriculum Support Resources

The following platforms are used or referenced to support barbering and cosmetology education:

- Milady  
Textbooks and educational resources supporting theory and foundational knowledge  
<https://www.milady.com/>
- Pivot Point  
Digital learning platform used for structured theory instruction, demonstrations, and curriculum alignment  
<https://www.pivot-point.com>

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### **Industry Exposure and Networking**

Students are encouraged to explore professional development opportunities outside the classroom, such as:

- Local and regional hair shows and industry events, including those held in the San Antonio area

Participation in external events is voluntary and not required for program completion.

### **Adult and Continuing Education (External Resources)**

The following organizations may provide additional learning opportunities beyond the Academy's curriculum:

- Northside Independent School District Community Education  
<https://www.nisd.net/district/community-education>
- Coursera  
Online courses in business, communication, and professional skills  
<https://www.coursera.org>
- edX  
Online educational courses from universities and institutions  
<https://www.edx.org>

### **Mentorship and Business Guidance (External)**

- SCORE  
Volunteer-based mentoring and educational resources for small business development  
<https://www.score.org>

Mentorship services and external educational resources are provided by independent organizations and are not affiliated with or supervised by the Academy.

## **12.6 Faculty and Administrative Support**

### **Faculty**

Robert Diaz – Education Director

- Texas Licensed Barber and Instructor
- Barber educator with over 20 years of instructional experience
- Instructional specialties include professional shaving, clipper cutting, haircutting and styling, color, permanent waving, texture services, long hair, and thermal styling
- Former National Educator and Color Educator for John Paul Mitchell Systems
- Experience in business and marketing management

**Administrative and VA Certification Support**

The Academy maintains a streamlined administrative structure to support regulatory compliance, student records, and Veterans Affairs (VA) education benefits.

**School Certifying Official (SCO):**

Robert Diaz serves as the primary onsite School Certifying Official (SCO) and is responsible for enrollment certification, attendance reporting, and compliance with U.S. Department of Veterans Affairs regulations.

Additional VA certification support may be provided through contracted administrative personnel as needed. Contracted support operates under the authority of the Academy and does not serve in a faculty or instructional capacity.