



**ALLIED HEALTH**  
Career Institute

**CATALOG AND  
STUDENT HANDBOOK  
Illinois**

*Effective November 1, 2022*

1601 Bond Street, Naperville, IL 60563

Phone & Fax: (855) 255 - 4334

[info@alliedhealthcareerinstitute.com](mailto:info@alliedhealthcareerinstitute.com)

[www.alliedhealthcareerinstitute.com](http://www.alliedhealthcareerinstitute.com)

*Hours of Operation: Monday thru Friday 9:00am – 6:00pm*

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This institution "is approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education."

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## ABOUT US

Allied Health Career Institute (AHCI), with its main campus located in Fairfax, VA, and satellite campuses nationwide, offers blended/hybrid online and in-person learning models in the areas of health and wellness. Our unique and innovative curriculum delivery allows students to pursue new careers by providing flexible options in the educational environment and using state-of-the-art methods of learner engagement leading to individual success and a direct pathway to employment. Due to Illinois regulations the program at our campus in Naperville will be in-person instruction.

Our signature program, the Massage Therapy Training Certificate (training hours vary by state requirements), offers a few different pathways to becoming a professional massage therapist, depending on the state requirements and approvals. AHCI offers in-person, and blended hybrid options that lead to success in passing the national Massage and Bodywork Licensing Exam (MBLEx), individual state exams (where applicable), and direct connections to employers ready to offer you a job upon completion. AHCI believes that each student can achieve a high level of competency through active engagement with our quality curriculum created by some of the best massage therapy educators in the profession. Our experienced instructors will provide you with the proper guidance and training, both throughout your AHCI journey. We believe that with focus and dedication our students can develop their skills to an effective level as an entry-level massage therapist. AHCI takes pride in providing a solid educational foundation for continued growth and success in this emerging field of integrative medicine, therapeutic arts, health, and wellness.

### Mission Statement

Allied Health Career Institute leverages innovation, technology, and experience to provide high quality education for our students directly leading them to careers in high demand allied health professions at an affordable cost. We successfully prepare our graduates to become qualified entry-level allied health and wellness professionals who display exceptional proficiency in skills, professionalism, quality service, and execute core principles of the body of knowledge in their professional pathways.

### Institutional Vision, Values, and Program Objectives

#### Our Vision

Allied Health Career Institute will provide greater access to vocational programs for in demand employment opportunities. AHCI envisions becoming the program of choice for students by offering the highest educational value and direct pathways to gainful employment. This is achieved through the creation and delivery of meaningful learning experiences within the curriculum using modern technology and the development of effective collaborations with industry related partnerships within local communities nationwide.

Our emphasis on instruction is anchored with an equal effort to continually stay abreast of industry specific research to improve our instructional resources and technologies. The services offered at our school locations are made available to individuals and organizations as a contribution of public service, by making the services available to those who can benefit from such treatments, that could otherwise

not afford them. We believe in creating lasting relationships with the community, educating both our students and the public we serve as the demand for health and wellness offerings becomes more mainstreamed in our society.

### AHCI's Values

**LEARNING:** We are committed to providing innovative and quality instructional design for optimal learning transfer and teaching our students the value of lifelong learning in the pursuit of excellence for all professional endeavors.

**RESPONSIBILITY:** We foster understanding and compassion with the knowledge that our students place their trust in our faculty to ensure that respect, service, cultural competency, knowledge, and professionalism are at the core of all aspects of the program. This is also transcended to the clients and their trust in our graduates to have met all required competencies at the national and state levels as they enter into employment and professional practice.

**INTEGRITY:** We uphold and maintain the highest ethical principles in relationships with our faculty, students, graduates, partners, clients, colleagues, and the communities we prepare them to serve.

**HEALTH AND WELLNESS:** We are advocates of our profession and support our role as allied health professionals in our contributions to the overall health and wellness of our clients, but also for ourselves. We demonstrate its importance to our students, faculty, and partners through the emphasis of self-care in creating work-life balance.

### Program Objectives

Upon successful completion of this program, AHCI Massage Therapy graduates will be able to:

1. Utilize knowledge of human anatomy and physiology, pathology, and musculoskeletal kinesiology in the application of massage therapy.
2. Identify, evaluate, and generally explain current outcome-based research in massage therapy.
3. Provide a full body massage using a variety of professional therapeutic massage techniques.
4. Recognize client pathologies, health conditions, cautions and contraindications to massage.
5. Create a therapeutic massage treatment session for each individual client using appropriate techniques, goal setting, assessment skills, session planning, and outcome evaluation according to client intake information.
6. Cultivate a therapeutic relationship with clients by maintaining boundaries, providing a supportive and safe environment, and effectively communicating with clients and professionals using appropriate written and verbal skills, including documentation/maintenance of client records.
7. Successfully prepare and take the national Massage and Bodywork Licensure Exam (MBLEx) and state required exams (where applicable) to become a professional Massage Therapist with immediate gainful employment opportunities.

## History of Allied Health Career Institute

Allied Health Career Institute was founded in January 2018 in the State of Virginia and became licensed to operate in April 2019 by the State Council of Higher Education for Virginia (SCHEV). Offering a state-of-the-art Massage Therapy Program focusing on empowering our students with quality education, clinical experience, and modern resources to ensure success entering the workforce as a professional massage therapist. Following the opening of our main campus in VA, AHCI opened 2 more satellite campuses in Arizona – Tucson and Chandler locations, which are approved by the Arizona State Board for Private Postsecondary Education. All AHCI locations are owned by Allied Health Career Institute, LLC, with its direct business partner, MPower Interactive, LLC (dba MPower Education).

The development of AHCI is rooted in decades of health and wellness instructional experience combined with a passion to harness the modern technologies that allow our hybrid education programs to be delivered effectively and efficiently to our students.

## Facilities, Equipment, & Safety Standards

### Our Campuses

*The Flagship Campus is located at:*  
11350 Random Hills Rd., Suite 800,  
Fairfax, VA 20175

*Satellite Campuses Nationwide:*  
6206 E Pima Street, Suite 1, Tucson, AZ 85712  
4981 S Arizona Avenue, Chandler, AZ 85248

### Description of Instructional Facilities

All campus facilities encompass an administrative office space instructional space and classroom space. The instructional space can accommodate approximately 8 – 12 students at a time. Each space is equipped with student desks, portable massage tables, linens, treatment supplies, and other learning resources. For students completing their hands-on instruction in a workforce partner location, students can expect to have no more than 8 students in the instructional space at one time with one instructor present. The space is equipped with massage tables, linens, and treatment supplies for lab practice and clinical practicum.

### Safety Standards

All AHCI's physical campuses adhere to jurisdictional codes and inspections for fire safety permissions, standard precautions and hygiene, floor space and occupancy limits, air ventilation, heat, and light in accordance with all health and safety codes within the state, regional, and community regulations.

## AHCI Administration & Faculty

*VP/Executive Director of Education:*  
Mr. Jeff McGrath

*Regional Directors of Education:*  
Mr. David O'Brien

*Admissions-* Gillian Schultz and Haley Harrel

*Career Services -* Christy Antonakos

*Director of Operations/Registrar:*  
Ms. Caitlin Bombard

*Campus Director:*  
Mitzi Pearson

*Instructors:*

Mitzi Pearson - Program Coordinator/Director - Instructor  
Chelsea Jiminez - Instructor  
Michelle Packard - Instructor  
Rebecca Billenstein - Instructor

## Professional Memberships

### Professional Memberships

We are proud members of the following professional organizations that help promote and oversee the massage therapy industry:

**AMTA - American Massage Therapy Association - <https://www.amtamassage.org/>**

**ABMP - Associated Bodywork and Massage Professionals - [www.abmp.com/](http://www.abmp.com/)**

## AHCI Ownership & Advisory Board Structure

### School Ownership

AHCI is owned and operated by its parent company, MPower Interactive, LLC (dba MPower Education). All institutional governance is the primary responsibility of the Chief Executive Officer (CEO), Mr. Peter Medd, and the Vice President/Executive Director of Education (EDE), Mr. Jeff McGrath, with AHCI Advisory Board oversight.

### Advisory Board Information

The AHCI Advisory Board is comprised of industry professionals, educators, and business experts with decades of experience on the regional and national levels. Its board members have been strategically selected to serve on this board based on their unique backgrounds and extensive knowledge; their purpose is to help guide the corporate school brand and its locations to ensure accountability across all facets of operations, financial stability, and adherence to the corporate educational mission. The Board will meet 2 times per year and review reports prepared by the CEO and EDE.

## Board Members and School Governance

Advisory Board Members (2022): Mr. Peter Medd, Chief Executive Officer, AHCI; Mr. Jeff McGrath, Vice President/Executive Director of Education, AHCI; Ms. Robin B. Anderson and Mr. David O'Brien, Regional Directors of Education, AHCI; Ms. Hannah Rutzen, Director of Human Resources/Marketing, AHCI; and Mr. Nathan Nordstrom, Director of Massage Therapy Training, Hand & Stone Franchise Corporation.

Our CEO, Mr. Peter Medd, and VP/EDE, Mr. Jeff McGrath, are the executive leadership and governance of Allied Health Career Institute. Students do not have a staff in school governance or on the Advisory Board at this time; however, should AHCI achieve full COMTA Institutional Accreditation status, a student representative will be added to the Board for a one-year term each year thereafter.

## Detailed Board Information

Complete detailed information about the activities of the AHCI Advisory Board and the roles of each of the board members can be found in Appendix A – Advisory Board Structure.

## Workforce Employer Partnerships

In an effort to provide gainful employment for our students and graduates, AHCI has formed partnerships with local, regional, and national employers to facilitate entry into the workforce. In some states depending on regulatory standards, students have the ability to complete externships with employer partners in their region or they are able to complete some of their hands-on training at a partner facility. While we are appreciative of the integral role our employer partnerships play in our innovative educational model, AHCI is still responsible and oversees all instruction and supervision of students enrolled in our programs until they have completed their training and obtained licensure to work legally in their state.

# ADMISSIONS POLICY AND ENTRANCE REQUIREMENTS

## Eligibility

Prospective students for either the Massage Therapy or Esthetics programs must meet the following eligibility requirements:

1. Must be at least 18 years of age
2. Earned a High School Diploma or Equivalent (GED)
3. Interview with Admissions Department
4. Completed Application to include 3 personal references
5. Be of Good Moral Character\*

\*" Good Moral Character" is considered a conviction of any crime, whether a felony or misdemeanor, or any crime that is directly related to the practice of the profession. Refer to Illinois section 225 ILCS 57/15 for more information.

## Application Procedures

Eligible students meeting the criteria above who are interested in applying to one of our programs must do the following:

- Speak to our Admissions Counselors who can provide advisement on start dates and eligibility criteria.
- Complete our online Student Application by the 15<sup>th</sup> or 30<sup>th</sup> of the month (approximately 2 class starts per month, depending on number of qualified applicants) (<https://alliedhealthcareerinstitute.com/admissions/>)
- Schedule and attend an interview with a school official either in person, or via video conference if applying from outside the local area.
- Applications may be submitted and accepted up until 72 hours prior to a class start, contingent upon space in the current class cohort. ALL enrollment requirements and finalization deadlines will still apply.

## Applicant Review and Admissions Process

Student applicants are evaluated based on the following criteria:

- Completed application by the required deadline with required supporting documentation including transcripts and letters of recommendation

- Scoring from student interview process

Once prospective students are notified of our decision and are admitted to an AHCI program, the accepted student must complete the following within 24 hours of the start of classes and orientation:

- Completion of a clear criminal background check\*
- Completion of Identity Verification Form for student file (See **Appendix B** on Admissions Documents)
- Completion of Enrollment Agreement, Retail Installment Contract (if applicable), and Catalog and Student Handbook Policies and Procedures Agreement before the start of orientation and program classes

*\*AHCI may elect to rescind an acceptance offer to a potential student or reject a student applicant if they do not or cannot pass a basic criminal background check. Many allied health care professions require this for eligibility for licensure and successful employment. AHCI may not be held accountable for any potential rejections for admission to an AHCI if a potential student fails to disclose this information during the admissions process.*

## AHCI Statement Against Human Trafficking in Schools

Human trafficking is a nationwide problem that has been wrongfully aligned with the massage therapy profession and massage therapy education. AHCI takes a firm stance against human trafficking as a professional private career school. Our commitment to quality education, criminal background checks, and identity authentication of enrolling students are just some examples of how AHCI is doing its part in deterring our school brand as a potential avenue for human trafficking rings leading to prostitution and other illegal activity conducted under the guise of massage. AHCI incorporates many touchpoints of interaction with students in the hands-on classrooms to assure that students are progressing through their learning as they are intended. All students must abide AHCI's Student Conduct policies and promotes integrity and honesty for students with regards to cheating, plagiarism, and authenticated assessments. We believe that all legitimate massage therapy schools and establishments must do their part in helping to provide awareness to this issue in their local communities to improve public trust in the massage therapy profession as a whole.

## Dual Relationships Policy and Disclosure Requirement

In the event that a student is previously employed by a workforce employer partner prior to their enrollment into the program, this must be disclosed upon admission into the program as this is a prior existing working relationship. This type of dual relationship will be permitted, provided it does not create an issue between employer, student employee, and instructor in the educational relationship required for successful program completion. However, in all other instances, students are not permitted

to work for an employer partner during their enrollment in the program as this presents a conflict of interest between the student and employer.

## EDUCATIONAL PROGRAMS

The Massage Therapy Program will reflect the mission of the institution in the following ways to support the program that is in a high demand healthcare sector.

### Educational Options

AHCI offers the Traditional Training Option.

- The **Traditional Option** allows students to attend one of our campus locations and take their coursework in a fully in-person instructional environment. Students are given a course schedule, attend their local AHCI campus, and receive their training from experienced instructors meeting the individual state regulations and accreditation standards. Some components of the homework assignments and/or exams may be managed by our Learning Management System (LMS), Canvas, however, all instruction is given in person

### Overall Curricula Design

The curricula for our programs are designed to allow for a logical educational progression from simple to more complex concepts with each unit of coursework building upon the other. Students are responsible for satisfying the prerequisites for all courses. Additionally, once a student begins the core program courses, it is mandatory for the student to continue directly on to the next level upon successful completion.

Students who do not continue on to the next coursework level for whatever reason, must meet with their designated Regional Director of Education to obtain approval for a temporary leave with proper documentation and determine a restart point within one (1) year of the beginning of the temporary leave period. Students who do not return to the Program within the 1-year window may be required to reapply to the program and/or repeat courses as determined by the Program Director. Placement back into the program is not guaranteed. Please refer to the section on Withdrawal and Readmission policies.

All programs follow the basic competencies for distance education. All programs have also been instructionally designed to meet the program requirements as noted by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB). AHCI is not an Approved School with NCBTMB; however, it has submitted its application for review.

### Massage Therapist Certificate Program (620 hours):

#### Program Overview

This state-of-the-art program is delivered in a blended curriculum using interactive tools and engaging lesson planning creating a virtual classroom experience combined with a variety of hands-on techniques within an instructor-supervised classroom experience. This specific program has achieved COMTA

Endorsed Curriculum status. Comprehensive bioscience and theory courses provide students with the necessary knowledge to apply to the direct hands-on massage techniques that are studied. The faculty instructing this program consists of veteran therapists and educators that have a passion to share this exciting body of work. In addition to the basic Western Massage techniques included in the 620-hour Program, this Massage Therapist Certificate Program goes deeper into the various contemporary modalities including Trigger Point Therapy, Reflexology, Hydrotherapy, as well as a Clinical Externship to further prepare for entry into the industry. The following is a list of the required courses for the program.

**620-Hour Program:**

Course Number	Course Name	Length	Hours	Delivery Method
<b>AP75</b>	Anatomy & Physiology	75	Clock-hours	In-Person
<b>BUS25</b>	Business of Massage Therapy	25	Clock-hours	In-Person
<b>ETH25</b>	Professional Ethics and State Laws/Regulations	25	Clock-hours	In-Person
<b>PTH40</b>	Pathology	40	Clock-hours	In-Person
<b>KIN1</b>	Kinesiology I – Musculoskeletal Anatomy	60	Clock-hours	In-Person
<b>KIN2</b>	Kinesiology II – Kinesthetic Assessment	20	Clock-hours	In-Person
<b>TMB60</b>	Theory of Massage & Bodywork	60	Clock-hours	In-Person
<b>HYDRO</b>	Hydrotherapy	20	Clock-hours	In-Person
<b>MAS1</b>	Western Massage	120	Clock-hours	In-Person
<b>MAS2</b>	Trigger Point Therapy	45	Clock-hours	In-Person
<b>MAS3A</b>	Reflexology	20	Clock-hours	In-Person
<b>MAS4A</b>	Myofascial Applications	20	Clock-hours	In-Person
<b>CPEVA</b>	Clinical Practicum	90	Clock-hours	In-Person
<b>TOTAL PROGRAM HOURS</b>		<b>620</b>		

Upon successful completion of all required courses in the Massage program, the student will be awarded a Certificate of Completion/ Diploma compliant with entry-level requirements specified by the Board for initial massage therapy licensure.

For detailed information about class schedules, please refer to **Appendix C – Course Plans and Schedules**.

## Course Descriptions

Here is a general list of descriptions of the courses offered in the Massage Therapy Program. Please check each course syllabus for more detailed information about modular content, assignment and assessment requirements for successful completion of each course and the program as a whole.

### AP75 - Anatomy & Physiology (75 contact hours):

This course provides a detailed overview of the anatomical structures and physiology of the human body. The course discusses each body system in terms of the major anatomical structures and functions and explains how each system participates in homeostasis of the body. Additional discussion on the common issues and changes that occur in each body system throughout the lifespan is explored.

**PREREQUISITE(S):** TMB60. This course may be taken concurrently with KIN1 or MAS1.

### BUS25 - The Business of Massage Therapy (25 contact hours):

This course provides excellent interactive instruction about the many facets of the massage therapy business. Instruction focuses on the basic knowledge and skills of business and professional development, including career path opportunities, writing resumes, goal setting, business plans, self-care, and job interview comportment. Students will also have the knowledge and tools for basic entrepreneurship, including marketing for massage therapy. **PREREQUISITE(S):** TMB60. This course may be taken concurrently with ETH25.

### CPEVA - Clinical Practicum ( 90 contact hours):

Students will complete a designated number of hours performing documented massage therapy treatments allowing students to directly apply the knowledge and experience in the classroom to real life situations by working on members of the general public in a supervised clinical setting. Instructors will evaluate learning transfer through constructive feedback, practical application assessment, and identifiable continued development for each student to refine their professionalism to becoming a massage therapist. In addition, students will spend some time learning firsthand what it is like to work in a massage therapy clinic and interact directly with other therapists in the workplace. Students will have the opportunity to work as a receptionist and spa back/attendant prior to completion of this course.

**PREREQUISITE(S):** MAS1 or permission from the Director(s) of Education.

### ETH25 - Professional Ethics and State Laws/Regulations (25 contact hours):

This course emphasizes utmost professionalism and ethical behavior as a massage therapist and allied health professional. Students will gain valuable insight about the profession in the marketplace and gain competency in their ability to become state licensed as a professional massage therapist. Ethics and professionalism are extremely important with any therapeutic practice and these topics focus on the real-world ethical challenges professionals' face, providing clear rationales for ethical behavior. The content encourages introspection, conversation, critical thinking, and problem solving, and promotes meaningful conversation about ethical concepts and dilemmas. **PREREQUISITE(S):** TMB60. This course may be taken concurrently with BUS25.

### HYDRO – Hydrotherapy (15 contact hours):

Hydrotherapy is the use of water in health and healing practices. The trio of water, massage, and exercise is a natural combination found all over the globe in bathhouses, spas, and health clubs. This course explores some of the more common hydrotherapy methods and hot and cold applications within the scope of massage therapy. Topics discussed are the history and terms, practical applications, mechanisms, indications and contraindications, temperatures, incomplete and unfavorable reactions, physical modalities, necessary equipment, and cryotherapy. Used in conjunction with massage, hydrotherapy can enhance the effectiveness of an individual treatment session. This course will educate you when and how to appropriately to apply the techniques available. **PREREQUISITE(S):** MAS1 and

TMB60.

### KIN1 - Kinesiology I – Musculoskeletal Anatomy (60 contact hours):

This course offers a well-organized study of the bones, joints, and muscles, illustrated with beautiful full-color photographs, precise anatomical drawings, and clear mechanical drawings, and exciting interactive animations that allow the student to fully engage a 3-dimensional analysis of each major joint and muscle. These topics are presented in a specific order that reflects the Ida P. Rolf method for developing structural integrity of the myofascial systems in the body. Each topic includes palpation exercises to help you become comfortable with locating bony landmarks and exploring joint structures and motions, as well as learning the locations, actions, and trigger points of the muscles. **PREREQUISITE(S):** *This course is taken at the beginning of the program either concurrently with TMB60 or independently.*

### KIN2 - Kinesiology II – Kinesthetic Assessment (20 contact hours):

This course provides students with the fundamental concepts and applications of kinesiology for massage practice. The class covers basic kinesiology principles as they apply to musculoskeletal anatomy and neuromuscular physiology. It emphasizes practical applications for hands-on practice, biomechanics applications for activities of daily living, whole-body patterns in posture and gait, and range of motion. Students will practice applying these principles to therapeutic massage methods for clients and themselves through a number of experiential exercises designed to keep the students engaged and help them learn through the body as well as the mind. In addition, self-care and stress management is emphasized as it relates to career longevity and practice. **PREREQUISITE(S):** *KIN1 and TMB60.*

### MAS1 - Western Massage (120 contact hours):

This course explores the fundamental skills of massage therapy. It serves to orient practitioners in training to become comfortable and familiar in human therapeutic touch, as well as to solidify a foundation that will continually be added to throughout your career. The practice of traditional Swedish massage will be instrumental and serve as a foundation for each student as they continue to refine their practical skills throughout the program. Trigger point therapy is also introduced, which involves the identification and deactivation of painful fibrous nodules in muscle and connective tissue called trigger points. Students will gain a practical foundation for which to begin their practice of working with the neuro-muscular systems of the body. Instruction, demonstration, and supervised practice are all components of this course. As students integrate this modality into their therapeutic sessions, their level of effectiveness with the client is highly increased. Upon completion of this course, each student will be competent to perform a full body therapeutic massage using the integrated techniques of Swedish massage and trigger point therapy. **PREREQUISITE(S):** *TMB60.*

### MAS2 - Trigger Point Therapy (45 contact hours):

One of the highest requested and practiced forms of massage is trigger point therapy. In this course students will gain a knowledgeable and practical foundation for which to begin their practice of working with the neuro-muscular systems of the body. Trigger Point Therapy involves the identification and deactivation of painful fibrous nodules in muscle and connective tissue called trigger points. Instruction, demonstration, and supervised practice are all components of this course. As students integrate this modality into their therapeutic sessions, their level of effectiveness with the client is highly increased! **PREREQUISITE(S):** *MAS1, KIN1, and TMB60.*

### MAS 3A – Reflexology (20 contact hours):

Reflexology explores the history and philosophy of reflexology and demonstrates the reflexology

patterns on the feet. Pressure applied to specific points and patterns on the feet stimulates corresponding areas in other parts of the body; pressure applied to reflexes is mapped to marshal the body's innate healing forces and to help normalize body functions. Practical application of reflexology addresses a full hour treatment and gives the practitioner a way to incorporate reflexology into a Swedish massage. **PREREQUISITE(S):** MAS1, MAS2, and TMB60.

#### MAS4A – Myofascial Applications (20 contact hours):

This course is designed to begin to understand and use manual myofascial techniques in bodywork treatments. Myofascial massage addresses the body's fascial anatomy with the intent to release restrictions in superficial fascia, deep fascia surrounding muscles, and fascia related to body alignment to facilitate and optimize movement and comfort in the human body. **PREREQUISITE(S):** MAS1, MAS2, and MAS3A.

#### PTH40 – Pathology (40 contact hours):

This course discusses common pathologies, including disease definitions and causes, signs and symptoms, diagnostic procedures, and possible treatments. Studies will focus on common medications used, cautions and side effects, and contraindications for bodywork with a highlight on positive effects that therapeutic massage and bodywork can offer for certain conditions. Some research will be incorporated into the evidence-informed approach of treatment. Musculoskeletal pain and dysfunction are specifically highlighted for the massage therapist. **PREREQUISITE(S):** AP75 and TMB60.

#### TMB60 - Theory of Massage & Bodywork (60 contact hours):

Students will learn the entire theoretical and scientific basis for each style of massage & bodywork and be prepared to apply that knowledge throughout their professional practice. An overview of the history of massage is provided to give students a historical understanding of the origins of massage and bodywork and insight as to how contemporary therapeutic modalities have developed over time. Client preparation, draping, and product options to be used during treatments are all addressed in order to prepare therapists for practical applications. Finally, the effects and benefits, as well as the contraindications and indications are introduced and emphasized to ensure professional competency and client safety. **PREREQUISITE(S):** This course is taken at the beginning of the program and may be taken concurrently with KIN1.

## Clinical Practicum Policies

The following are our policies regarding clinical practicum experiences

- All sessions and work will be monitored by the AHCI instructor of record during the entire period of the Clinical Practicum.
- If the school opts to charge for the massage sessions provided to the public, the students are not permitted to receive any remuneration or tips of any kind. Students may not be used to provide labor or as replacement for a permanent employee at any externship site. Sessions will be performed according to a specified schedule of time required for training including an expected completion date.

- The student may not be considered as a graduate or issued a graduation credential until the Clinical Practicum is satisfactorily completed and all hours are properly documented.
- Should AHCI receive nominal compensation for services provided by students as part of their education program (in the form of the Clinical Practicum), AHCI will disclose to customers that services are being performed by students by posting a notice in plain view of the public. These funds will be used to offset the costs of clinical operations and supplies used during Clinical Practicum.

## Program Evaluation & Success

The institution will evaluate the quality of the programs of instruction on a continual basis. There will be several ways in which we will assess the programs:

- **Student & faculty course reviews** – In accordance with our official Roles and Responsibilities (outlined above), after each course, the Faculty, the Executive Director of Education, and Chief Executive Officer will meet to review all student and faculty course reviews. All aspects of the course that was deemed below excellent will be documented with remedies identified to be implemented by the next course start date.
- **Student pass and placement rates.** These figures will include the pass rate of all enrolled students of the program they enrolled in, the pass rate of all enrolled students of the MBLEx National Exam (for Massage Therapists), and the successful job placement rate for all successful graduates. We will monitor these rates to ensure we are maintaining the highest % possible and that those rates are increasing or staying the same, not decreasing. This will be done on a bi-annual basis in conjunction with the prescribed Board Meetings.
- **Renewals of curriculum and program approvals by independent 3<sup>rd</sup> parties.** For our massage therapy programs, this includes renewing our annual NCBTMB (National Certification Board for Therapeutic Massage and Bodywork) status as an Approved School – which will allow our graduates to sit for the National Board exam, in addition to state licensure

## Canvas- LMS

AHCI utilizes Canvas for our Learning Management System (LMS). Canvas is used in ALL educational options offered at our schools. In the Traditional Educational Option, the LMS is used to access the textbooks, submit assignments, complete examinations, and maintain a gradebook to track student progression through the program of study.

### Minimum Technology Specifications

All students must meet the following technology requirements in order to successfully complete their coursework in their program.

- Access to high-speed network connection (NOT dial-up services such as direct cable connection, DSL, Satellite, etc.)
- Our LMS platform is compatible with any standard compliant web browser. We regularly test it with the following browsers:

Desktop:

- ✓ Chrome

- ✓ Firefox
- ✓ Safari
- ✓ Edge
- ✓ Internet Explorer

Mobile:

- ✓ MobileSafari
- ✓ Google Chrome

*(For the best experience and optimum security, we recommend that you keep your browser up to date. <https://whatbrowser.org> )*

- Current anti-virus software
- Microsoft Office 365 or Word 2010 or newer (or an MS Word-format compatible word processor)
- Java/JRE - <http://java.sun.com/javase/downloads/index.jsp>
- Adobe Flash Player - <http://get.adobe.com/flashplayer/>
- Adobe Reader - <http://get.adobe.com/reader>
- QuickTime - <http://www.apple.com/quicktime/download/>

## Learning the Canvas LMS and Technical Support

- During New Student Orientation, students will be introduced to the LMS, in person, where each student will log in with the instructor for the first time and there will be a brief training on how to navigate the Canvas LMS. There are also helpful videos that walk you through the Canvas LMS environment. It is very user friendly.
- If you need technical assistance in Canvas, please go to the Help section in the lower left corner of your LMS menu on the left side of your screen. The Panda menu will open up and provide a few options for you.
  - You can chat with Canvas Support (Student ONLY) link, and they can try to assist you through the chat feature
  - You can go to the Canvas Guides for common issues or Ask the Community for a peer or expert to assist
  - You can Report a Problem and our Admins will check it out for you, but it could take a few hours, depending on the issue
  - You can call Canvas Support Hotline, 877-248-1688, offered 24/7 access

## Information Exchange Privacy & Safety Policy

The Canvas LMS platform has security features to assure student and instructor safe access and information exchange in the following ways:

- Secure hosting architecture built in a secure cloud
- Data center safeguards
- Layered
- SAS70 Type II
- Robust server access controls
- Encrypted access (HTTPS / SFTP)

Allied Health Career Institute (AHCI) will not sell, swap, rent, or otherwise disclose to any third party any personal information for commercial purposes. Such information will be used only for the purpose stated or as otherwise described in this Privacy Policy. To accomplish such purposes, AHCI may disclose the information to its employees, consultants and agents who have a legitimate need to know the information, and to AHCI clubs and other AHCI organizations. AHCI also reserves the right to disclose this information under special circumstances, including disclosures required by law, court order or circumstances under which disclosure, in the sole discretion of AHCI, is necessary to protect the legal rights, including the intellectual property rights, of AHCI.

When you login to the Canvas LMS platform, our web server will record the numerical Internet Protocol (IP) address of the computer you are using, information about your browser and operating system, date, and time of access. AHCI's faculty and technical staff uses such information to help diagnose problems with our server, to administer and improve our platform, to monitor student progress within active LMS courses, and to generate student usage reports. Grading information is stored within the Canvas LMS when a student is actively enrolled and completing coursework. Once a student has completed all coursework and graduated and/or a student formally withdraws from an AHCI program, the student profile will be archived, and the records maintained for reference purposes only in accordance with the state regulations of the educational program.

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## FINANCIAL INFORMATION

### Massage Therapist Certificate Program (620 hours)

#### Tuition & Costs:

- Tuition - \$10,499.00
- Required Texts, Resources, Applications, Supplies - \$500.00
- TOTAL 10,999.00

When enrolling at AHCI, students have the options to pay tuition and costs in full or pay a 25% deposit and make monthly payments for the remaining balance directly to AHCI. If students opt to pay in full at the time of enrollment, a \$1000 discount will be applied to total tuition costs. We also offer an up to 36-month, no interest payment plan for students. If you are interested in a payment plan, please request information from your admissions advisor.

### Enrollment Agreement and Procedures

To view a sample of our Enrollment Agreement meeting your state requirements, please go to **Appendix E – Student Financial Commitment Forms** for reference.

### Postponement of Start Date

Postponement of a starting date, whether at the request of the school or the student, requires a written agreement signed by the student and the school. The agreement must set forth:

- whether the postponement is for the convenience of the school or the student; and,
- the deadline for the new start date, beyond which the start date will not be postponed.

If the course is not commenced, or the student fails to attend by the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and fees within 30 days of the deadline in accordance with the school's refund policy and all applicable laws and Rules concerning the Private Occupational Education Act of 1981.

### Cancellation & Refund Policies

#### CANCELLATION AND REFUND POLICY

If for any reason an applicant is not accepted by the school, the applicant is entitled to a refund of all monies paid.

Three-Day Cancellation: An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment

agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund.

Other Cancellations: An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid, less the administration/cancellation fee of \$100.

Holder in Due Course Statement: Any holder of this consumer contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds hereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor. (FTC Rule effective 5-14-76.)

Refund After the Commencement of Classes:

**1. Procedure for withdrawal/withdrawal date:**

- A. A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the Director of the school. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
- B. For a student who is on authorized Leave of Absence (LOA), the withdraw date is the date the student was scheduled to return from the LOA and failed to do so.
- C. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days.
- D. All refunds will be issued within 30 days of the determination of the withdrawal date.

**2. Tuition charges/refunds:**

- A. Before the beginning of classes, the student is entitled to a refund of 100% of the tuition. The administrative/cancellation fee of \$100 will be deducted after the tuition refund calculation.

Should the student's enrollment be terminated, or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

<b>% of the clock hours attempted:</b>	<b>Tuition refund amount:</b>
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%

More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	No Refund is required

The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student's start date to the student's last day of attendance, by the total number of clock hours in the program.

After the completion of the refund calculation, the school will deduct the administrative/cancellation fee of \$100.

**Books, supplies and fees:** The Required Texts, Resources, and Supplies fee of \$380 is non-refundable after the 21<sup>st</sup> day after commencement of the enrolled program.

**Refunds will be issued within 30 days of the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.**

## Program Cancellation

Upon the cancellation of any program, a written statement will be issued explaining the reason for cancellation, and all monies will be refunded that have been prepaid for the cancelled program. If a student is expelled from the program due to violation of our Student Academic or Conduct policies, no monies will be refunded.

## Financial Assistance

Allied Health Career Institute does not participate in the federal student aid program.

## TRANSFER POLICY

### Transfer of Existing Credits to Allied Health Career Institute

Students who wish to transfer in existing credits completed previously must submit transcripts directly from that institution, accompanied with a copy of the school catalog. Any course hours being considered for transfer will be reviewed by a Regional Director of Education and the Executive Director of Education (EDE) before being granted. Any accepted contact hours/credits transferred in will be credited towards the equivalent course in AHCI's program if they are determined to meet the educational standards and benchmarks as required by the school. All final credit determinations will be made by the EDE at his discretion.

In order to be considered for transfer credit, the courses previously taken must meet the following minimum standards:

- All courses must have been completed within the past 3 years, unless given special exemption by the EDE.
- The student must have achieved a minimum of a 75%, or equivalent to be given credit. There will be no partial credit given for incomplete classes at another institution. All courses must be complete with a grade in order to be considered.
- In some cases, a transfer student may be required to complete a didactic examination or practical skills test to determine academic level that meets competency prior to being transferred into one of AHCI's programs.

### Transfer of Coursework from Allied Health Career Institute

Credits/contact hours earned at Allied Health Career Institute may be transferable to another institution at the sole discretion of the accepting institution. AHCI only provides course credit when 100% of the course is completed; we do not report courses that were not completed, and a final grade was not calculated. AHCI does not guarantee the transferability of its credits to any other institution unless there is a written agreement with another institution. Please contact the institution you are transferring to for guidance in the transfer process. Please notify our Director of Operations/Registrar with the specific institution contact information should you need an official transcript sent to another institution on your behalf.

### Credit for Life / Work Experience

Allied Health Career Institute does not grant any credit for life or work experience.

## CAREER AND SUPPORT SERVICES

### Student Academic Support Services and Faculty Accessibility

The availability of academic support services includes tutoring, student services, and personal advising. If a student is in need of these services, they should ask their course instructor(s) or their mentor for assistance. Hands-on instructors are generally available for about 2 hours before or after your hands-on class periods. It is suggested that you contact your instructor directly to schedule an appointment to request for assistance. If an instructor cannot help, they will refer you to another member of our Educational Team to assist you.

### Career Advising and Placement Services

While Allied Health Career Institute does not guarantee placement for employment, we do provide career advising for entry-level employment opportunities. We have many connections with employers throughout the United States. If there is a particular career path that interests you, your mentors and our Educational Team can help point you in the right direction to get you started. Also, if you have questions regarding your MBLEx applications or licensure processes for your state, your mentors or our Educational Team can assist you.

### Requirements for Graduates to Practice Massage Therapy

In order to practice massage therapy legally and professionally in most states that regulate it, graduates are required to successfully pass the MBLEx National Exam and applying to meet regulations and requirements in their individual states such as successfully passing a jurisprudence exam, completing a criminal background check, and/or successfully passing a practical skills exam. Our admission representatives are also available to assist you with planning your education for successful compliance with the state(s) you intend to become licensed. Requirements for each state are variable and do not necessarily grant reciprocity if you move to another state. In addition, some regional, municipality, and town governments regulate massage therapy. Be sure to discuss your post-graduation plans with your mentor if you are intending to obtain licensure in more than one state.

### Disclosure Statement – State Licensure and Gainful Employment

Your AHCI program may not comply with licensure requirements in terms of the number of hours required to practice in all states. It is the responsibility of the student to make sure the hours offered in their selected program will satisfy his or her own state(s) and/or municipal licensure requirements. Licensure requirements are considered on a state-by-state basis; therefore, students who anticipate working in more than one state must assume the responsibility of inquiring with each individual state. In addition, Allied Health Career Institute does not guarantee employment upon graduation. Please contact us for assistance with planning your education accordingly, as we are happy to assist you.

# STUDENT ACADEMIC PROGRESS AND EXPECTATIONS

## Grading Policies

A student must achieve a grading score average at least 75% in each course as well as their overall program grade score to successfully graduate from the program and receive a Certificate of Completion. Student proficiency is based on a minimum of 75% as evaluated by the primary instructor of any practical massage therapy course. The grading system is as follows:

92 – 100% = A	Excellent, High Skill Competency
84 – 91% = B	Good, Above Average Skill Competency
75 – 83% = C	Average, Meeting Basic Skill Competency
66 – 74% = N	Needs Improvement, Not Meeting Some of Basic Skills Required
Under 66% = U	Unsatisfactory, Not Meeting Most of Basic Skills Required

Students can monitor their progress in each course in the Canvas LMS. As assignments are turned in and graded, the LMS keeps track of each student's overall grade for each course in the gradebook. Mentors also keep track of students' progress and check in frequently.

Grades are calculated based on the following components in each course (depending on the course):

- Attendance
- Completion of Assignments / Discussion Forums / Activities
- Quizzes / Written Exams / Projects
- Practical Exams

All students are expected to turn in their assignments in a timely manner. If a student is not keeping up with their course plan, it is up to the student to discuss this with their instructor to determine the best course of action in achieving a successful outcome. All students are responsible for any material missed due to absence and must be in contact with an instructor to make up time or class work within one week of the student's return to classes. The only exception to this is with exams; all exams must be made up on the first day that students return to class.

## Academic Dishonesty

Integrity is one of our core values at AHCI. Students, faculty, administrators, and staff have the right to expect a learning environment where integrity is valued and respected. Cheating is defined as an act of dishonesty or an act which an individual gains unfair advantage in an examination. Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as their own. Both of these elements are considered in violation of the Student Conduct policies for unethical behavior.

Instructors who observe an act of apparent academic dishonesty or receive an allegation of academic dishonesty will investigate the incident and report it to the Regional Director of Education. The alleged student(s) will be required to meet with the instructor and Regional Director to discuss the incident. If the student does not respond and attend this meeting, action will be taken based on the evidence

presented and communicated to the student in writing. Possible actions which may be taken are any of the following options: automatic course failure and academic probation, suspension, or expulsion from the program. If academic dishonesty is established, the penalty for a first offense is an automatic failure in the course and the student will be placed on academic probation. The student will be notified in writing and will be required to retake the course and pay full tuition cost for the course retaken. Lesser penalties may be imposed if significant mitigating factors are present. Please refer to the section on Probation, Dismissal, and Readmission under Student Conduct (p. 36) for more specific guidance. Students who feel that they may have been wrongfully identified as committing an act of academic dishonesty may file a complaint as outlined in the Student Grievance and Complaint Procedure section under the Student Conduct heading (p. 35).

## Grade Reporting & Transcripts

All student final course grades and program completion status will be maintained on the school's official administrative computer systems. Students can request an official copy of their transcript at any time prior to or after the completion of their program. Official transcripts will be furnished upon individual completion of their program / course of study. Additionally, incomplete school transcripts will be officially furnished only to another state-licensed massage school or equivalent institution for the purpose of transferring completed credits/contact hours and is subject to a fee based on the number of courses completed. Credit will not be given for any coursework that is incomplete. If a student's financial accounts with the school are in arrears, transcripts will not be released until the account is made current or paid in full, whichever is applicable.

## In-Person Course Attendance & Make Up Policies

Any student enrolled may only miss a maximum of 10% of class instructional in any given hands-on course. It is required that you attend the first and last day of each course, so you do not miss any important instructions at the beginning of a course or final exams and coursework at the end of a course. All assignments missed due to absence or tardiness must be made up within one week of the students return to classes. All exams must be made up on the first day that students return to class. For any hands-on or clinical practicum hours that need to be made up, students will incur a charge of \$30 per hour of instructional time. If there are multiple students that need make up time, this fee can be divided amongst all students in attendance of the make-up session(s). Students will be billed within one week of the completed make-up time (verified by the instructor) and payment is due upon receipt. Failure to pay for the make-up time will result in forfeiture of those completed hours and automatic failure of the course

Independent of our 80% attendance policy, a student will be withdrawn from the program after missing 14 calendar days (including weekend and holidays) after the student's last date of attendance.

## Excused, Unexcused, Late Arrival Absences

Because the programs of the school are based on contact/clock hours, there is no distinction between excused and unexcused absences. Absences are recorded and count no matter the reason. If a student is in danger of falling below the 90% attendance standard and misses class due to illness, accident, or family emergency, a letter of explanation and any accompanying documentation (e.g., doctor's note, police report, etc.) should be submitted to the Campus Director for verification.

Arriving later than 1 hour past the start time of class and/or leaving class more than 15 minutes early will be considered an absence and the missed time (within the 1-hour window) must be made up with the instructor at a mutually agreed upon time and date. Attendance is recorded after every class in the LMS (Learning Management System) by the instructor.

## Leave of Absence

The school will allow one (1) leave of absence per student per enrollment. The leave of absence request must be in writing, stating the reason for the leave and requires approval and signature of ACHI Administration (CEO and EDE) within 10 days of submission. Once signed by the CEO and EDE, the official leave of absence will extend the Enrollment Agreement period by the same number of days designated in the leave document. No re-entry fee will be charged if the student returns to class on or before the date of return as planned when the leave of absence was requested and approved. The leave of absence may not exceed a total of 180 days in any twelve-month period. Upon the student's return, the student will resume the same payment period and course work.

If the student does not return to classes on or before the designated return date, the student will be automatically withdrawn and will be subject to all admissions policies and fees, unless an extension is agreed upon in writing by the CEO. The student must re-apply to the school and previous progress will be considered at the school's discretion, but not guaranteed to the student.

## Voluntary Withdrawal

A student may opt to withdraw from the program citing personal or other reasons. Depending on the circumstances surrounding the student choice to withdraw, the student may be entitled to a refund. A student will be furnished a transcript upon request for any coursework fully completed to date. No partial coursework will be noted.

## Non-Attendance Procedures Live Classes

Student attendance is a high priority for our programs, but sometimes students will fail to attend or access a course regularly for an extended period. In these instances, ACHI school administration may need to determine as to whether a student can continue and successfully complete their program. The following are the steps that ACHI will take to process student withdrawals.

- If a student *misses in-person classes*, both the Live Instructor and the Mentor assigned to the student will reach out to ensure the student returns to class within the legal 14-day requirement to avoid automatic withdrawal and address any challenges or concerns as needed.
- If a student *expects to miss class for an extended period of time and reports it in writing via email to their Instructor, beyond the 14-day limit*, they must submit a formal written request to our Registrar, Ms. Caitlin Bombard ([Caitlin@MPowerEducation.com](mailto:Caitlin@MPowerEducation.com)) to be granted a Leave of Absence and avoid being dropped the program; any financial aid issues can be addressed if they are impacted as well. The Director of Education is also made aware to make note of an anticipated date of return and update the student's program plan to completion.
- Students who *miss hours are required to make up all time*.
- If a student must be *withdrawn from their program* in its entirety, a meeting is held between the student's Mentor, the Director of Education, and the Registrar. This meeting will evaluate the full progression of communication that has taken place between the student, and instructors, and Mentor to that point. During this meeting, determination of student notification including schedule for removal of access to learning materials, any necessary changes to financial aid and payment plans, and what opportunities the student may have for re-enrolling or returning to the program in the future, if possible, will be assessed. The Registrar will then send out financial notifications, while the Director of Education and Mentor will communicate with the student about the withdrawal decision and any potential future options for re-enrollment. If a student chooses to contest the withdrawal decision, they may notify the Director of Education directly or via their Mentor. Unusual situations often occur with adult learners, and we will do what we can to assist them within the limitations of state law.
- All work completed prior to a student's withdrawal from a program will be maintained in our system in case the student chooses to return.
- A transcript containing all hours earned, limited to only classes completed, will be made available to the student upon written request via email to the Registrar.

## Graduation Requirements

Students must successfully pass ALL courses with a 75% or better to graduate and receive an official Certificate of Completion of the program. Student tuition must also be paid in full, and commitments of attendance and practicum must be met.

## STUDENT CONDUCT

### Students Rights, Privileges, & Responsibilities

Allied Health Career Institute does not discriminate in its admission, instruction, or graduation policies on the basis of age, race, creed, ethnic origin, color, religion, sex, financial status or area of origin or residence.

All student candidates will be informed of the necessary responsibilities and dedication they must have in class and in the field in which they are being trained. The school does not make any effort to recruit students that are already attending or admitted to another school offering similar programs of study.

To assure that each student has carefully considered and evaluated all information available, Allied Health Career Institute suggests that each student review the following statement of student rights and responsibilities.

It is your responsibility as a student to:

- ✓ Review and consider all information about a school program before you enroll.
- ✓ Read and understand all forms that you are asked to sign and keep copies of them.
- ✓ Accept responsibility for the promissory note and all other agreements that you sign.
- ✓ If you have a loan, notify the lender of any changes in name, address, or school status.
- ✓ Know and comply with your school refund policy.

You have the right to ask a school about:

- ✓ Its programs of study and approvals.
- ✓ Instructional laboratory.
- ✓ Other facilities and its faculty and administration teams.
- ✓ The costs of attendance.
- ✓ Refund policies should a student choose to withdraw.
- ✓ Understand how satisfactory progress is determined and what happens if you are not progressing satisfactorily.
- ✓ Special services and facilities needed for individuals with differing abilities.

### Discrimination Policy

The school does not discriminate or show partiality to students, faculty, staff, or clients on the basis of race, creed, color, gender, religion, ethnic origin, or sexual orientation.

## Ethical Behavior & Practice

Students must maintain a professional demeanor while in the on the premises of the school or other school related activity. When practicing bodywork, no student is permitted to leave the classroom unless fully dressed. Students must strictly follow the professional standards of practice of draping as noted in the AMTA Code of Conduct. While clothing is encouraged to be comfortable and provide the ability to move freely, it must also be modest, adhering to the Student Dress Code. All students who are enrolled at AHCI must acknowledge and clearly state their intent and purpose to gain training associated with the proper and professional practice of massage. Any student not showing moral and professional dignity to any student of any sexual orientation will be subject to immediate dismissal from the school.

## Student Dress Code

Massage therapy is considered as an integrative health care profession; therefore, students are reminded that a professional presentation is mandatory and expected at all times. Students must come to class dressed in suitable, tasteful attire, appropriate for the time of year and keeping in mind the content being taught in bodywork practice labs. The following list of clothing (and not limited to) is considered **inappropriate** and is **NOT permitted** in class (virtual or in-person) or clinical externship sites:

- Any apparel, which has some design or wording that may be considered as being denigrating, lewd, lascivious, or offensive
- Tank tops, halter tops, muscle shirts, short tops that reveal the abdomen or cleavage, short shorts as well as low riding attire that may reveal gluteal cleavage and beachwear of any kind
- Clothing which has been altered from its original design (e.g., shirts which have had arms removed at the shoulders)
- Jewelry, including rings, that can be caught on anything. Body and ear piercings are permitted provided that they are kept simple and are not big or dangling creating a safety hazard
- Shoes that will alter your center of balance
- Open toed shoes or dress shoes at a clinical externship site or in-person practice lab
- Long polished fingernails – they must be kept short, neatly filed, and free from any nail polish
- Gum chewing

## Alcohol and Drugs

The use of alcohol and non-prescription drugs is banned on school property. The improper use of prescription drugs that impairs the student's ability to perform massage professionally and ethically is

also not permitted. Any students who come to class under the influence of alcohol/drugs are subject to immediate disciplinary action. Smoking is banned inside and outside all school buildings.

## Harassment

Harassment may be, but is not limited to negative words, signs, jokes, pranks, intimidation, physical contact, violence, or threat of violence, and racial, gender or ethnic slurs. Harassment is not always sexual in nature. Sexual harassment may include unwelcome or uninvited sexual advances, requests for sexual favors, or other verbal or physical contact of a sexual nature when such conduct creates an intimidating environment, preventing an individual from effectively performing his/her duties. Faculty, staff, and students may not engage in any form of verbal, physical, or emotional abuse, harassment, sexual harassment, intimidation, violence, or threat of violence toward any student, clinic client, instructor, or staff member.

Please refer to the subsection entitled Probation, Dismissal, and Readmission for policies concerning unsatisfactory conduct by students, including dismissal from the school.

## Student Grievance & Complaint Procedures

Students do not have a specific role or participation in school governance; however, they have the right to express concerns about their educational experiences. This can be about a course, instructor, fellow student, client, or other individual affiliated with AHCI. Students are expected to follow these Grievance and Complaint Procedures by going through a proper progression of school faculty and administration.

Should a concern or issue arise with a faculty member, the best initial course of action is to talk directly with them, discussing your concerns/issues in a constructive and polite manner. Usually, a misunderstanding can be resolved in an informal meeting; however, students should also follow up a concern or issue in writing (via email is acceptable). The faculty member has up to 48 hours to respond to the concern in writing via email.

If the issue is unable to be resolved with the faculty member directly, the student and/or faculty member may submit the concern in detailed writing describing the nature of the issue to the Campus Director and/or Regional Director. AHCI Administration will review and investigate all grievances, complaints, or disputes, within 7 business days upon receipt of the complaint. Within 21 business days, AHCI Administration will respond in writing to the complainant and other involved parties stating the school's findings and offer resolution including any actions to be taken or already taken. In some cases, the Executive Director of Education will be asked to make the final determination in settling a grievance or complaint.

AHCI Administration will make every attempt to resolve the grievance, complaint, or dispute that is satisfactory to all parties. Furthermore, the school will not tolerate any unfair treatment by any other student or affiliate of the school as a result of the initiation of a false or unfounded complaint.

**\*Important Note:** The school ensures that student(s) will not be subject to unfair action and/or treatment by any school official as a result of the initiation of a complaint. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Illinois Board of Higher Education:

1 N. Old State Capitol Plaza  
Suite 333  
Springfield, IL 62701  
www.ibhe.org

## Probation, Dismissal, and Readmission

The violation of school policies, and/or professional standards in ethical behavior may result in probation, suspension, or even expulsion. The Campus Director will provide written documentation to the student in the event that they have violated school policy. A meeting date will be set in order to discuss any events, behaviors, and attitudes regarding the violations. Subsequent written documentation will be provided to the student to summarize the official school position after the above-mentioned meeting has taken place.

The following situations may result in probation, suspension, and/or expulsion from the school:

- The violation of school policies and/or professional standards in ethical behavior and practice.
- Unexcused absences of greater than 10% of the current course hours
- Student grades dropping below 70%

### AHCI Protocols for Probation or Dismissal:

**Step 1:** The Campus Director will provide written documentation to the student outlining how they have violated school policy, academic integrity incident, have missed more than 10% of the course with unexcused absences, or that the student's grade has dropped below 70%

**Step 2:** A meeting date (in-person or virtual) between the Campus Director and the student will be set in order to discuss any events, behaviors, and attitudes regarding the violations noted. The Regional Director and/or instructor may also attend this meeting to provide insight, depending on the issue.

**Step 3:** Written documentation will then be provided to the student to summarize the official school position after the above-mentioned meeting has taken place. This position may include receiving an automatic failing grade and mandatory retake, putting the student on probation at the Director's discretion, or may be simply a warning, with the next violation resulting in a 30-day probation. Probation will be for a full 30 days. In order for the student to clear probationary status, there must be no further violations, no absences, and/or the composite grade for the student must be raised above 75%.

**Step 4:** If student currently on probation continues with behavior that violates school policy such as demonstrating poor professional standards in ethical behavior or practice, failing to bring their grade up to 75% after a reasonable amount of time, or continuing to miss classes, the Regional Director in consult

with the Executive Director of Education (EDE), will provide in writing to the student notice of their suspension from the school. The suspension duration will be at the discretion of the Director based on the circumstances. During the suspension one more meeting will take place with the Regional Director and possibly the EDE, to address the behavior/performance of the student. Subsequent written documentation will be provided to the student to summarize the official school position after the above-mentioned meeting has taken place to notify the student that one more violation will result in expulsion.

**Step 5:** If, after suspension from the school, the student's behavior or performance does not improve, the student will be dismissed from the school. The CEO and the EDE must both sign off on the Dismissal Letter to the student and all fees that the student has paid are non-refundable. Students that are dismissed from the school will not be re-admitted under any circumstances.

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## TEXTBOOKS AND TECHNOLOGY CONSIDERATIONS

### Required Textbooks & Learning Materials

The total cost of your education includes all required textbooks for your selected program. In addition to the tuition and fees, required textbooks are necessary and must be purchased as part of your attendance at the school, in accordance with the schedule of courses. The school will order all required course texts and will charge to each individual student at cost, as the books are distributed throughout the program. Many courses also require manuals that are published by the school and the instructors; these reference materials are part of the required texts. There are additional resources that are optional available for purchase.

### Canvas – Learning Management System

AHCI uses a Learning Management System (LMS) in some capacity (e.g., assignment submission, exams, learning content access) for all programs offered at our campuses. AHCI uses Canvas (<https://community.canvaslms.com/t5/Video-Guide/Canvas-Overview-Students/ta-p/383771>) which is a widely used LMS in higher education that is user friendly. Students are required to have basic computer user skills in order to use Canvas effectively throughout their training program. During new student orientation, students will be given some guidance on how to use the Canvas LMS. You can also reference several online resources through the Canvas Community on how to use Canvas by going to this site: <https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#Students>. Select “Students” from the resources list.

### Equipment, Technology, & Competency Requirements

Students enrolled in our training programs are required to meet minimum competencies in the following areas:

- ✓ High school/secondary level reading comprehension
- ✓ Basic math skills
- ✓ High school/secondary level study skills
- ✓ Note taking and attentive auditory and visual skills
- ✓ Basic computer literacy/user skills (e.g., word processing, email usage, internet browser usage, keyboarding)

Individual counseling is provided to assist students that may require review and improvement in these areas. Consult the section on Student Academic Support Services for further guidance and assistance.

### Virtual Library

AHCI has assembled a library that is a direct reflection of our institutional mission to leverage innovation and technology into high quality education to more people for less cost. The unique feature of the library is that it is offered completely in the online learning environment as a “virtual library”. The

features and educational objectives for our virtual library are:

- **ACCESSIBLE** – The AHCI Virtual Library is available online to all enrolled students, on demand, 24 hours a day, 7 days a week. Students may also use the school computer on our campuses if needed.
- **EXPANSIVE** - Our library is a robust virtual repository of digital resources such as e-books, links to a wide range of professional periodicals (both free and paid subscriptions by the school), newsletters, and websites.
- **PROFESSIONAL COMMUNITY** – AHCI’s school memberships in professional organizations and industry trade groups help to keep the school and its students connected to the industry and the latest information.
- **INDIVIDUAL SUCCESS** – In addition to traditional formatted books and periodicals, AHCI also has purchased access to an array of learning apps that students can use to enhance their studying and knowledge retention. This information is shared through the Canvas LMS.

### E-Books on File

1. Title: Tappan’s Handbook of Healing Massage Techniques, Edition: 5e, Author: Patricia J. Benjamin, Ph.D.
2. Title: The Business of Massage Therapy, Building a Successful Career, Edition: 1e, Author: Jessica Abegg
3. Title: Ethics and Professionalism for Massage Therapists and Bodyworkers, Edition: 1e, Author: Beverley A. Giroud
4. Title: Essentials of Anatomy and Physiology, Edition: 10e, Author: Elaine Marieb

All e-books are published by Pearson Publishing, the largest publisher in the world and accessible to the student via the online bookshelf provider, Vital Source. Students may access the e-books directly from the Canvas LMS. Students are permitted to download the e-books to any 2 devices (phone, tablet, or PC). Students may also request to be shipped a physical hard copy of the book for a fee. Features of the online bookshelf by Vital Source include:

- Bookshelf makes studying easy by automatically syncing your last page read, bookmarks, and notes and highlights among your devices. You can even set up a custom color-coding system for your highlights, print out an automatic study guide, review your notebook in an interactive study session, or export your notebook to Microsoft OneNote. Highlight and copy content directly from your e-textbook to easily create digital flashcards. Create your own unique study experience tailored to your course and ace that test!
- With the text-to-speech tool, students do not have to look at their device to absorb your content. Listen to your e-textbooks while on the go to multitask and save time.
- When you want a refresher on a specific concept, but you cannot remember where to locate it in the textbook, use Bookshelf’s search function. If you cannot remember which e-book covered a specific topic you want to find? With our tool, you can search across your entire Bookshelf library.

### Newsletters

**Hands on Newsletter** – monthly via AMTA Membership (American Massage Therapy)

Association)

AMTA's **Student Experience Newsletter** is a bimonthly, e-newsletter designed for massage therapy students. Inside each issue, you'll find resources to jump-start your career, articles to help you start and build your practice, and other tools geared specifically toward AMTA Student members.

**Members News** – via ABMP Membership (Associated Bodywork & Massage Professionals)

### Periodicals

**Massage Therapy Journal** – quarterly publication via AMTA Membership

**Massage & Bodywork Magazine** – via ABMP Membership

**Massage Today**

**Massage Magazine**

### Websites (Blogs and News)

<https://www.fsmtb.org/>

[www.ncbtmb.org/](http://www.ncbtmb.org/)

<https://www.abmp.com/>

<https://www.amtamassage.org/index.html>

<https://www.massagemag.com/>

[www.massagetoday.com/](http://www.massagetoday.com/)

<https://www.massagetherapy.com/>

<https://massagetherapyfoundation.org>

# STUDENT RECORDS

## Maintenance of Permanent Records

Student records are kept in accordance with the U. S. Department of Education as it relates to the Family Educational Rights and Privacy Act (FERPA) - [https://studentprivacy.ed.gov/node/548/#0.1\\_se34.1.99\\_112](https://studentprivacy.ed.gov/node/548/#0.1_se34.1.99_112) . All student records are kept in a secure filing cabinet, kept current in individual student files, and are also maintained per Illinois law. Electronic gradebooks and individual assignment information is securely kept within the Canvas learning management system with limited access to only assigned instructors teaching individual courses and field administrators of the LMS. Once a student has graduated from AHCI, the student account is archived and can only be accessed by school administration electronically on an as needed basis.

Types of Records Maintained:

- **Application for Admission and Admission Records** – These records include information regarding the educational qualifications of each student admitted relevant to the school’s admissions standards and all justification for admission to the school. These records are maintained by the school (and all successors or assigns) in perpetuity.
- **A Transcript of Coursework** - These records are maintained by AHCI (and all successors or assigns) permanently.
- **A Record of Course Progress** – These records include programs of study, dates of enrollment, courses taken and completed, grades, and an indication of the student’s current status (graduated, probation, etc.) These records are maintained by the school (and all successors or assigns) permanently.
- **Financial Transactions** – These records include all financial transactions between each individual student and AHCI including payments from the student, payments from other sources on the student’s behalf, and refunds. They also include the signed Truth in Lending statement if payments are made by student in installments. These records are maintained by AHCI (and all successors or assigns) in perpetuity.

## Obtaining Your Records

Students may obtain a copy of his/her admissions, financial, or course progress records by requesting in writing (by letter or email to AHCI Administration) and AHCI will provide copies within 10 business days. Academic transcripts shall be provided upon request if the student is in good financial standing.

## Student Record Confidentiality

All student records are kept in a locked cabinet and on a secure, private server in electronic form. No student records of any kind will be released to any third party for any reason unless expressly requested by the student in writing as specified in FERPA (<https://studentprivacy.ed.gov/> ).

## MISCELLANEOUS

### Holidays Observed

Each year AHCI observes the following national holidays and in-service days listed below.

Martin Luther King Jr Day – 3<sup>rd</sup> Monday in January  
Presidents Day – 3<sup>rd</sup> Monday in February  
Spring Break – Mid-April – 1 week  
Memorial Day – Last Monday in May  
Independence Day – July 4<sup>th</sup>  
Labor Day – 1<sup>st</sup> Monday in September  
Columbus Day – 2<sup>nd</sup> Monday in October  
Veterans Day – November 11<sup>th</sup>  
Thanksgiving – 4<sup>th</sup> Thursday and Friday in November  
Winter Break – Late December through early January

### Catalog Update Acknowledgement

Within 10-days from the date any revisions are done to the program catalog, a new catalog will be published, and AHCI shall submit a written or electronic copy of the updated and most current catalog to the State Board, or as state regulations require. Additionally, the current catalog shall always be available to students and prospective students in either a written or electronic format.

### Inclement Weather Policy

It is AHCI policy to remain open during most periods of inclement weather; however, where extraordinary circumstances warrant due to weather conditions or unforeseen business interruption, we reserve the right to close the facility for the safety of the students, faculty, and administration. Should this occur, students will be notified via Announcement posting in the Canvas LMS on the home page(s) of each course affected by the closure. Students will also be notified via email through the email account on file that is linked to the Canvas LMS. We encourage students to sign up for text alerts within the Canvas LMS for each course so they will receive notifications of announcement postings. If a class is cancelled, class schedules will be updated within 1 week of the closure to make up any time missed and will be posted in the Canvas LMS for students.

Regardless of whether the facility remains open or closed on an inclement day, it is each student's decision to determine if they can safely arrive to class under the noted weather conditions. If a student elects not to attend on an inclement weather day when we are open, prior notification via email, phone, or text to the instructor is still required and the student must make up any time or assignments missed in accordance with AHCI's attendance and make-up policies on pgs. 29 - 31. If a student is scheduled to complete externship hours offsite, AHCI follows whatever the offsite location chooses to do. Clinical instructors may opt to work with the facility to contact clients to verify their appointments, avoiding significant no-show issues.