

Appendices to the *Rules of Practice and Procedure*
January 2014

APPENDICES

Appendix #1 – Statement of Scope

The following change to the NACCAS *Rules of Practice and Procedure* was adopted, after comment, at the June 1988 meeting;

Section 1.0(d) is amended to read as follows:

“(d) For purposes of these *Rules*, the term "cosmetology arts and sciences," in addition to encompassing the teaching of the art and science that concerns the external treatments on the body for the health, condition and appearance of the hair, skin, and nails shall also encompass massage and cognate areas that serve to supplement the practical, scientific and business skills of the cosmetology, massage and related spa professions. For a representative list of curricula and programs covered, refer to Appendix #1.”

The following non-exhaustive list illustrates curricula and programs covered under NACCAS' scope of accreditation:

- | | |
|--|---|
| 1. Advanced Cosmetology | 12. Manicuring |
| 2. Barbering | 13. Massage Therapy |
| 3. Beauty School Management | 14. Permanent Waving |
| 4. Cosmetology (Basic) | 15. Platform Artistry |
| 5. Esthetics and Skin Care | 16. Refresher Course |
| 6. Ethnic Hair Studies | 17. Salon Coordination |
| 7. Hair Coloring | 18. Salon Management and Administration |
| 8. Hair Cutting | 19. Sculptured Nails |
| 9. Hair Waving | 20. Shampoo Specialist |
| 10. Hair Removal
(Temporary and Permanent) | 21. Teacher Training |
| 11. Makeup Specialist, including
stage and theatrical | 22. Wig Specialist |

The following is a non-exhaustive list of cognate curricula and programs covered under NACCAS' expanded scope of accreditation, including programs unrelated to cosmetology or massage. Note that, while NACCAS can accredit these programs within the institution's accreditation, they may not be eligible for purposes of federal student aid, until such time as NACCAS applies for and secures an expanded scope from the U.S. Department of Education.¹⁰

Cognate Areas (Expanded Scope) (non-exhaustive)

- | | |
|--------------------------------|---|
| 1. Dental Assistant | 7. Related Computer Training |
| 2. Interpersonal Communication | 8. Repair and Maintenance of Industry Equipment |
| 3. Marketing/Advertising | 9. Retailing and Merchandising, including Fashion |
| 4. Medical Assistant | 10. Salon Accounting |
| 5. Modeling | 11. Spa/Health Club Management |
| 6. Nursing Assistant | 12. Tanning |

¹⁰ See [Appendix #6](#) (see page 164) and related footnotes.

Appendices to the *Rules of Practice and Procedure*

January 2014

Appendix #2 – Schedule of Fees

The National Accrediting Commission of Career Arts and Sciences is a 501(c) (3) non-profit corporation. The program of accreditation is sustained solely by payment of fees by applicant, candidate, and accredited schools. All applications submitted to the NACCAS office must include all required fees. The application will not be processed until the money is received.

Note: Consult NACCAS' [website](#), www.naccas.org, for the current schedule of fees for all applications and processes.

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #3 – NACCAS Workshop Requirements

In order for a school to receive credit towards meeting the requirements of NACCAS' Workshop Policy, a representative of the school must attend an accreditation workshop.

Non-Accredited Institutions

The owner of an institution that has been granted candidate status must attend a NACCAS Accreditation Workshop before the institution will receive the technical assistance accorded to candidates. Attendance at a workshop within the 12-month period prior to requesting a candidate consultation visit will fulfill this requirement. The owner or designee of an institution (see page 74, [Section 3.7](#), of the Rules) applying for Initial Accreditation must attend a NACCAS Accreditation Workshop within not less than three (3) months and not more than twelve (12) months prior to submitting an Application for Initial Accreditation. The owner or designee who attended the workshop must be present during the on-site evaluation. This policy does not apply to a school owner who currently owns an accredited school. An owner who currently owns a NACCAS-accredited school, and has met the workshop attendance requirements set out below, may apply for initial accreditation without attending an additional NACCAS accreditation workshop.¹¹

Accredited Institutions

Workshop attendance for an accredited institution is based on the school's accreditation anniversary date. The owner or designee of an accredited institution (see page 74, [Section 3.7](#), of the Rules) must attend a NACCAS Accreditation Workshop at least nine (9) months prior to, but no longer than twenty four (24) months prior to, the next anniversary date.

An institution (re)accredited subsequent to a Commission deferral, show cause or denial action also may be required to attend a NACCAS accreditation workshop within nine (9) months of the Commission action. (This does not apply if the deferral, show cause or denial action was rendered mainly for financial reasons or failure to pay fees). The institution is also required to follow its regular workshop requirement schedule.

Any institution that does not satisfy this workshop attendance requirement within the timeframe described above may be assessed a penalty fee of \$300.

Multiple Schools

In the case of multiple institutions under common ownership where the schools have different anniversary dates, the owner may request, in writing, to be assigned the same mandatory attendance year. The individual responsible for the accreditation process for those schools must be available or present during all on-site evaluations in accordance with [Section 3.7](#) (see page 74) of the *Rules*. It is possible for a single individual to represent more than one institution in this capacity.

New Owner

Any owner who attains a controlling interest in a NACCAS-accredited institution must attend a workshop between three (3) months before and four (4) months after acquisition. However, if the new owner already

¹¹ It is the intention of the Commission that a school in candidate status that applies for initial accreditation within the 24 month timeframe allowed by [Section 2.4\(a\)](#) (see page 65) of the *Rules* and has attended the Accreditation Workshop required for candidates does not have to attend another workshop before applying for initial accreditation.

Appendices to the *Rules of Practice and Procedure*

January 2014

owns another NACCAS-accredited school or has been the accreditation liaison for the school purchased, he or she will meet the new owner workshop requirement by complying with the other provisions of this policy.

**Appendices to the *Rules of Practice and Procedure*
January 2014**

Appendix #4 – Policy and Procedures Governing Measurement of Academic Programs

1. Academic Measurement

Institutions accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS) may express their academic measurement in terms of:

- a. Clock Hours
- b. Competencies
- c. Credit Hours

2. Notification

The institution must notify NACCAS of its academic measurement at the following points:

- a. Application for Initial Accreditation (main campus or additional location)
- b. Before a change from one form of measurement to another or before adding a form of measurement
- c. Annual Report

3. Definitions

Clock Hours: Clock hour is defined as a minimum of 50 minutes of instruction during a 60 minute period.

Competencies: Competencies are skills and knowledge a person needs to acquire in order to obtain a license or certification to work in the field of cosmetology arts and sciences, massage, related or unrelated areas.

Competency-based program: A self-paced program measured by the student's acquisition of knowledge and skills (competencies) rather than seat time.

Non-standard term semester credit hour: At least 37.5 hours of instruction (theory, practical and laboratory).

Non-standard term/semester program: A student-centered program with many start dates throughout the year (e.g., the second Monday of every month) which may be shorter than one academic year in length, equal to one or more academic years, or longer than one or more academic years with the remainder more or less than one half of an academic year in length.

Quarter: An academic period of 10 to 12 weeks.

Non-standard term quarter credit hour or quarter hour: At least 25 clock hours of instruction (theory, practical or laboratory) = 1 quarter credit hour.

Non-standard term quarter credit hour or quarter hour Quarter Credit Hour or Quarter Hour: At least 25clock hours of instruction (theory, practical or laboratory) is equal to 1 quarter credit hour.

Semester: An academic period of approximately 15 weeks.

Appendices to the *Rules of Practice and Procedure*

January 2014

4. Validity of Academic Measurement

A school must decide which of its academic programs will be offered on a clock hour basis, competency basis, non-standard term basis, semester basis, or quarter basis. While for many years institutions of cosmetology arts and sciences have generally measured their academic programs in terms of clock hours, as provided in state laws, more and more institutions are also measuring on the basis of competencies or credit hours. No matter which academic measurement a school uses, it must establish the educational validity of the program.

- a. A program measured in competencies must link acquisition or demonstration of knowledge and competencies to a curriculum developed around minimum state licensure or certification requirements, state minimum requirements augmented by recommendations from its Advisory Committee, or skills necessary for entry-level employment according to skills standards developed by a national body with recognized expertise in this area that go beyond minimum state requirements.
- b. Competencies must be linked to the curriculum through grades, a point system, or similar assessment measure. Methods for assessing competency may include:
 - i. Initial assessment of the student's knowledge and skills at time of enrollment, with advanced placement, if eligible;
 - ii. Written or oral examinations;
 - iii. Observation and assessment of practical skills;
 - iv. Observation and assessment of work performed in an externship, if applicable;
 - vi. Assessment of student portfolios;
 - vii. Assessment of special projects; and
- c. A program measured in credit hours must satisfy at a minimum, the following requirements:
 - i. Academic Program measured on non-standard term basis:
1 credit hour = At least 37.5 clock hours of theory (academic learning), practice/demonstration, and/or laboratory experience.
 - ii. Academic Program measured on semester (approximately 15 weeks) basis (minimum):
1 credit hour = At least 37.5 clock hours of theory (cognitive/lecture), practice/demonstration, and/or laboratory experience.
 - iii. Academic Program measured on quarter (10 – 12 weeks) basis (minimum):
1 credit hour = At least 25 clock hours of theory (cognitive/lecture), practice/demonstration, and/or laboratory experience.
 - iv. If a state mandates a specific conversion rate, that conversion rate should be used.

5. Conversion to or Addition of Credit Hour or Competency-Based Programs

- a. An institution that measures its academic programs on a clock hour basis may convert to a credit hour or competency-based academic measurement, by complying with the procedure set out in [Section 4.10](#) (see page 83) of the NACCAS *Rules of Practice and Procedure*, the procedures set out in [Section 5b](#) (see page 139) of this policy, and the following conversion formula:

Appendices to the *Rules of Practice and Procedure*

January 2014

- i. In establishing the appropriate conversion, a school must decide whether to organize its academic programs and the courses offered at the school in competencies, non-standard terms, semesters or quarters and how many weeks there will be in each semester or quarter. It must then divide the clock hours of the program by 37.5 (non-standard term semester) or 25 (non-standard term quarter) to determine the number of credit hours. Credits must be expressed in whole numbers and rounded down, as needed. A school must then develop curricula, lesson plans, and course schedules in conformance with the new measure of academic programs and NACCAS *Standards and Criteria*.
 - ii. If a state mandates a specific conversion rate, that conversion rate should be used.
- b. Procedure to obtain approval for changes and conversions are outlined in the required application found on the NACCAS [website](#).
 - c. Sample Conversions¹²

Non-Standard Term Sample: 1450-hour basic cosmetology program

- $1450 \div 37.5 = 38.66$, which rounded down = 38 credits

Non-Standard Term Quarter Credits Sample: 1450-hour basic cosmetology program

- $1450 \text{ hours} \div 25 = 58$ quarter credits

6. Review

A change or conversion from clock hours to credit hours must be approved by the Commission according to [Section 4.10](#) (see page 83) of the *Rules of Practice and Procedure*.

¹³Schools should take state and federal requirements into consideration when making conversions.

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #5A – Institutional Self-Study: Candidate Status

The requirements in [Appendix #5B](#) (see page 141) must be used by an institution when preparing its preliminary institutional self-study (ISS), which is required to be completed before an institution in candidate status may receive a consultation visit.

REQUIREMENTS FOR COMPLETING THE ISS

An institution that has been granted candidate status shall complete a preliminary ISS before it may receive the consultation visit that is accorded to candidates for accreditation. One copy of the preliminary ISS must be submitted to NACCAS as an attachment to the institution's candidate consultation request. The institution must retain one copy and the original preliminary ISS on-site. The consultation team will review one copy with the institution during the consultation visit. The institution should retain the original preliminary ISS at the institution for its permanent record and future reference.

The preliminary ISS must:

- Be typed clear and concise language;
- Include narrative responses and exhibits that are tabbed to designate each standard , with tabs placed behind each response; and
- Contain a list of individuals who participated in the completion of the preliminary ISS.

Upon completion of the preliminary ISS, the institution is ready to request a candidate consultation visit by submitting the Candidate Consultation Request Form to NACCAS, accompanied by the following:

- The name of the institution owner or employee designated to be the liaison throughout the candidate and accreditation application processes.
- Evidence that the designated liaison has attended an accreditation workshop within the past twelve (12) months.
- A copy of the current catalog and enrollment agreement/contract
- A copy of the preliminary ISS.

Upon receipt of the request for a candidate consultation visit and all required attachments, NACCAS shall schedule the consultation visit. During the visit, the NACCAS team will discuss the following with the liaison and any other designated institution personnel:

- All elements of the operation of the institution covered by the preliminary ISS with suggestions for improving compliance; and
- The other documents submitted for review with suggestions for improving compliance.

Upon completion of the on-site consultation, the NACCAS team will discuss the elements of the written visit report that will be provided to the institution within 15 business days of the NACCAS staff's return to the office.

Appendices to the *Rules of Practice and Procedure*

January 2014

Appendix #5B – Institutional Self-Study: Requirements For Completing The Institutional Self-Study (ISS): Accredited Status

The self evaluation of an institution is the most important part of the accreditation process and must be considered a major effort on the part of the institution. The institution must plan and devote appropriate time and resources for each member of its staff to participate in the preparation of the self-study. It is an endeavor that should not be taken lightly or completed in haste.

The self-study process and completion of the ISS provides the institution with guidance in conducting a comprehensive analysis of all aspects of its operation as they relate to the Standards. Completing the ISS is designed to elicit a thorough analysis of the institution's compliance with the stated criteria. It allows the institution to examine its educational programs, student support services, and curriculum. If completed properly, the ISS should serve as a tool for both short- and long-term planning and goal setting.

The institution must submit one copy of the ISS to the NACCAS office and retain at least four copies at the institution. Three copies will be mailed by the institution to the evaluators conducting the renewal or initial visit. The institution should retain the original ISS at the institution for its permanent record and future reference.

The self-study process should involve participation by all members of the institution's faculty, administrative staff, and members of the institution's advisory board, as well as graduates, employers of graduates, and other interested parties from the community. Participation of the aforementioned constituencies is a requirement of both the U.S. Department of Education and NACCAS.

The ISS must:

- Be typed in clear and concise language,
- Include responses and exhibits that are tabbed to designate each standard, and
- Contain a list of individuals who participated in the completion of the ISS.

The institution **must not** encase each page or group of pages in plastic sleeves. Incomplete or poorly organized institutional self-studies may be returned to the institution and action taken against the institution pursuant to [Part 7](#) (see page 102) and [Section 8.14](#) (see page 113) of NACCAS' *Rules of Practice and Procedure*.

SUGGESTIONS FOR PREPARING THE SELF-STUDY

In preparing to conduct a self-evaluation, it is essential that the institution's staff meet to discuss the approach that will best suit their institution. The Commission does not require that an institution follow an exact organizational plan in compiling the information for the ISS; however, the Commission has provided some suggestions that may be of assistance to the institution in conducting its self-study:

1. Designate one individual on the institution's staff who will be responsible for coordinating the self-study process.
2. Establish a written time schedule for the self-study to be completed and enforce the deadlines.
3. Consider establishing separate working groups to prepare specific sections of the self-study, who, in turn, will present their findings to the full committee.

Appendices to the *Rules of Practice and Procedure*

January 2014

Appendix #5C – Institutional Self-Study Format

Review each standard statement and the corresponding criteria. Determine whether the institution is in compliance, out of compliance, or if the criterion does not apply to the institution and check, circle, or underscore the appropriate response. Whenever blank forms are requested as exhibits, expect to provide completed forms for the on-site evaluation.

The institution shall provide exhibits, as requested, with each standard. Exhibits should be placed behind the standard, labeled to correlate with the applicable criterion, and entered into the ISS. For example, when providing a copy of the evaluation used for instructors, label the exhibit as Exhibit II. 10.

Inclusion of exhibits can be achieved in a variety of ways:

1. Documents may be copied, labeled and placed behind a tab after the applicable standard if submitting a hard copy of the ISS.
2. Documents may be “cut and pasted,” labeled, and placed after the standard if submitting via a CD ROM.
3. Documents may be labeled, saved into a pdf format and placed after the standard if submitting via CD ROM.

Appendices to the *Rules of Practice and Procedure*
January 2014

I. EDUCATIONAL OBJECTIVES AND INSTITUTIONAL EVALUATION

The institution has a published mission statement identifying the institution as providing career preparation. The institution assesses its performance as related to its stated objectives, summarizes the results of the assessment, and uses the assessment to maintain or improve institution performance.

Yes No N/A D 1. A mission statement has been adopted by the institution and clearly identifies the institution as one preparing graduates for employment.

State the institution's mission statement below (it may also be provided as an exhibit at the end of the standard).

Yes No N/A D 2. The mission statement is published in the institution's catalog.

List below the page number in the institution's catalog where the mission statement can be found.

Yes No N/A D 3. The data contained in the institution's most recent NACCAS Annual Report are accurate.

Explain the procedures used by the institution to determine the data contained in the most recent NACCAS Annual Report are accurate below.

Yes No N/A D 4. The institution maintains documentation that can be verified and supports the rates of completion, licensure/certification, and employment for the most recent Annual Report year.

Describe below the documentation that will be available for review by the on-site evaluation team.

D 5. The institution is responsible for the achievement of expected and Acceptable outcomes, regardless of mode of educational delivery (check either yes, no, or N/A for each outcome rate below):

Yes No N/A a. Completion rate – 50%

Yes No N/A b. Pass rate on certification or state licensing examinations, if required - 70%

Yes No N/A c. Placement rate of graduates - 60%

Enter the applicable outcome rate below for the institution's most recent annual report year.

Completion: _____

Licensure: _____

Placement: _____

Indicate below if the institution is currently in low outcomes monitoring for any of the outcomes rates?

Completion: Yes No

Licensure: Yes No

Placement: Yes No

If yes is indicated above, provide an explanation below of how the institution has complied with related commission directives for each, as applicable.

Appendices to the *Rules of Practice and Procedure*
January 2014

Yes No N/A D 6. The institution has an external advisory committee comprised of an employer or employers representing the field(s) of study offered by the institution. A committee member may represent multiple fields.

List the names, name of business, business address, and fields for which each member may employ graduates below.

Committee Member Name

Business Name

Business Address

Fields of Employment

D 7. Advisory committee members shall provide annual feedback in those areas relevant to their experience and/or background. The feedback from the committee must include, but does not have to be limited to, information about the institution's:

Yes No N/A a. Curriculum;

Yes No N/A b. Facilities and equipment; and

Yes No N/A c. Completion, licensure or certification, and placement rates.

List the topics contained in your advisory committee survey or the agenda for your most recent Advisory Committee meeting. You may also place an agenda or survey document in the exhibits section for Standard I.

Yes No N/A D 8. The institution must solicit feedback from current students based on its mission and educational objectives at least annually.

Explain the institution's procedure for soliciting feedback from current students based on its mission and educational objectives.

Yes No N/A D 9. The institution must solicit feedback from graduates based on its mission and educational objectives at least annually.

Explain the institution's procedure for soliciting feedback from graduates based on its mission and educational objectives at least annually.

Yes No N/A D 10. The institution must maintain a summary of the feedback received from the advisory committee members, students and graduates.

Provide a copy of the summary of the feedback received from advisory committee members, students, and graduates below or as an exhibit at the end of the standard.

Yes No N/A D 11. Based on the feedback received, the institution implements improvements and changes, as applicable.

Describe below any changes or improvements the institution has undertaken or implemented as a result of feedback.

**STANDARD I: EDUCATIONAL OBJECTIVES AND INSTITUTIONAL EVALUATION
EXHIBITS SECTION**

Appendices to the *Rules of Practice and Procedure* January 2014

II. INSTRUCTIONAL STAFF

The institution employs an instructional staff that is fully qualified and of adequate size to fulfill the objectives of the educational courses and/or program(s) regardless of mode of delivery.

Yes No N/A D 1. Instructors hold teaching credentials demonstrating compliance with applicable state requirements.

Insert copies of licenses for all regularly employed, current instructors in the exhibits section of the ISS. In states where a teaching credential is not required, submit a copy of the applicable practitioner license(s) and a copy of the state regulation addressing qualifications for instructors.

Yes No N/A O/A 2. The student/teacher ratio meets the state requirements, if applicable, and in the absence of state requirements, the student/teacher ratio must not exceed 30 students in attendance per instructor.

Indicate the below student/teacher ratios:

Student/teacher ratio required by the state (if applicable):

Student/teacher ratio utilized by the institution:

Yes No N/A A 3. Qualified substitute instructors are familiar with the institution's curriculum, policies and procedures.

Provide a list of all substitute instructors and their license numbers below. Explain how the institution ensures that substitutes are familiar with the institution's curriculum, policies, and procedures.

Yes No N/A A 4. Qualified substitute instructors are used when needed.

Insert your policy and procedure for using substitute instructors below or submit as an exhibit at the end of this standard. NOTE: Students and instructors will be interviewed during the on-site evaluation to assure that substitutes are available and used when needed.

Yes No N/A D 5. Instructors, with the exception of substitutes, attend meetings according to the institution's policy which shall require a meeting at least once every 12 months.

Yes No N/A A 6. Instructor meeting topics are relevant to the institution's stated mission and educational objectives.

Insert your policy and procedure for staff meetings below or submit it as an exhibit at the end of the standard. Describe how the institution ensures that relevant topics are discussed during staff meetings.

Yes No N/A D 7. Within each year of employment, each regularly employed instructor (but not substitute instructors) meets the applicable state requirements for continuing education or obtains 12 hours of continuing education, whichever is greater. This requirement shall not apply during the employee's first year of employment. A year of employment shall be measured on a calendar basis or rolling 12-month basis, as defined by the institutions' policy.

Insert a copy of the institution's written plan for continuing education here or as an exhibit at the end of the standard.

Yes No N/A D 8. Continuing education, completed in person or online, includes a minimum of 4 hours in teaching methodology.

Appendices to the *Rules of Practice and Procedure*

January 2014

Insert copies of continuing education certificates or rosters that document that each instructor employed for more than one year has completed 12 hours of continuing education including a minimum of 4 hours in teaching methodology.

Yes No N/A D 9. Each instructor, with the exception of substitutes, acknowledges receipt of a written performance evaluation at least once every 12 months.

Yes No N/A D 10. The evaluation includes, at a minimum, teaching preparation and effectiveness.

Explain the institution's procedures for ensuring that each instructor receives a performance evaluation at least every 12 months. Clarify whether the institution performs the evaluations based on the instructor's date of hire or at the same time each year. Insert a copy of the evaluation form used for instructor evaluations below or as an exhibit at the end of the Standard. List the names of all regularly employed instructors below and state their date of hire.

INSTRUCTOR NAME DATE OF HIRE

STANDARD II: INSTRUCTIONAL STAFF EXHIBITS SECTION

Appendices to the *Rules of Practice and Procedure* January 2014

III. ADMINISTRATIVE SERVICES

The institution has in place administrative policies and services appropriate to the educational courses and/or program(s). Such policies and services meet applicable federal, state, local, and NACCAS policies.

Yes No N/A D 1. The institution is legally authorized to provide training.

Insert a copy of the institution's license as an exhibit at the end of the Standard.

Yes No N/A O 2. Appropriate licenses and certificates issued by state and/or other regulatory authorities are publicly displayed in accordance with state regulations.

Describe where the licenses are displayed. (The on-site team will observe the publicly displayed licenses and certificates.)

Yes No N/A A/O/D 3. The institution complies with applicable federal, state, and local statutes and regulations governing the operations of the institution including the NACCAS [Rules of Practice and Procedure](#) (see page 55).

Describe below how the institution ensures that it remains in compliance with all the local, state, and federal regulations that impact the institution.

Yes No N/A D 4. The institution has adopted written operating policies and procedures.
Yes No N/A A 5. The institution's written operating policies and procedures are implemented and maintained effectively.

Describe below how the institution adopts, implements, and maintains its written policies and procedures.

Yes No N/A D 6. The institution has current, signed participation agreement(s) and Eligibility Certification Approval Report (ECAR) listing approved courses and/or programs, if applicable.

List the financial aid programs in which the institution participates below. (Be prepared to produce the signed agreements during the on-site evaluation.)

Yes No N/A D 7. If participating in federal loan programs, the institution maintains an official cohort default rate below the threshold established by the U.S. Department of Education.

State your most recent cohort default rate below. (Have the institution's official cohort default rate letter available for the on-site evaluation).

Yes No N/A D 8. Advertising conforms to the NACCAS [Policy on Advertising](#) (see page 26).

Provide a list of types of advertising media (e.g.: billboard, radio, television, newspaper, website, etc.) used for the most recent six month period. Submit as an exhibit, copies of at least three examples of advertising. (The evaluation team may require more examples of advertising during the on-site evaluation).

Appendices to the *Rules of Practice and Procedure*

January 2014

- Yes No N/A D 9. The institution maintains copies of any training agreements with government agencies, school districts and/or other entities, if applicable.

List below the names of any other entities with which the institution has entered into training agreements. (Be prepared to provide copies of the agreements during the on-site evaluation.)

- Yes No N/A D 10. The institution guarantees each student (or parent or guardian if the student is a dependent minor) access to that student's records.

- Yes No N/A D/O 11. The institution requires written consent from the student or guardian before releasing student information in response to a third party request, other than a request by NACCAS, unless required by law.

List the page number in the catalog where these policies can be found.

- Yes No N/A D 12. The institution provides access to student and other institution records as required for any accreditation process initiated by the institution or by the National Accrediting Commission of Career Arts and Sciences, or in response to a directive of the Commission.

Describe how the institution complies with its privacy policies and insert as exhibits at the end of the standard any forms used for compliance.

- Yes No N/A O 13. All institution records are maintained and safeguarded against loss, theft, identify theft, or damage.

Describe how the institution ensures that all institution records are maintained and safeguarded against loss, theft, identity theft, or damage.

- Yes No N/A O 14. The institution utilizes technologies and practices that are effective in verifying the identity of a distance learning student who participates in class or coursework (such as secure login and pass code or proctored examinations) while protecting student privacy.

Describe how the institution verifies the identity of the distance learner and insert any exhibits or forms used for compliance.

- Yes No N/A A/D 15. Any information provided to applicants, enrollees, or students that is relevant to their decision to enroll in the institution or to satisfactorily complete the course and/or program must be available in the language in which the course will be taught.

Describe the policies, procedures and documents used by the institution that ensures compliance with this requirement. List each program of study and the languages in which each program is taught.

STANDARD III: ADMINISTRATIVE SERVICES EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure* January 2014

IV. ADMISSIONS POLICIES AND PROCEDURES

The institution has published student admissions policies that are appropriate for the educational courses and/or program(s), and the institution follows these policies.

Yes No N/A D 1. The institution's admission policies require that each student meet one of the following:

- a. Have successfully completed high school or its equivalent as evidenced by any of the items on the following non-exhaustive list: copy of diploma, copy of GED certificate, copy of a transcript showing high school completion, or a certificate of attainment (only applicable for non-Title IV recipients), etc.; or
- b. Have evidence of completion of home schooling that state law treats as a home or private school. If the state issues a credential for home schooling, maintain this credential; or
- c. Have the ability to benefit from the training, according to the NACCAS [Ability-To-Benefit Policy](#) (see page 32).
- d. If attending under a training agreement with a government agency, school district, and/or other entity, meet the admission requirements set out in the training agreement and/or applicable state licensing or certification regulations.

State below the page number in the catalog where the institution's admission policy can be found.

Yes No N/A D 2. A limited number of secondary students who are not enrolled under a training agreement as described in item d above (no more than 10% of the number of students currently enrolled) may be admitted if the applicant meets the state requirements for admission, obtains permission in writing from the secondary school in which they are enrolled and successfully completes a pre-enrollment evaluation as established by the institution.

Yes No N/A D 3. The institution's written catalog complies with the NACCAS [Catalog Requirements](#) (see page 35).

Submit a copy of the institution's cross-referenced student catalog as an exhibit at the end of the standard.

Yes No N/A D 4. Before accepting an applicant for admission, the institution provides the applicant access to the institution's catalog.

Describe the procedure followed to ensure that all applicants have access to a copy of the institution's catalog prior to signing an enrollment agreement.

Yes No N/A D 5. Before enrollment each applicant is provided access to written information that accurately reflects the most recent annual report statistics.

Describe below how the institution ensures that applicants have access to written information that accurately reflects the institution's most recent annual report year statistics.

Yes No N/A D 6. Before enrollment each applicant is provided access to written information that accurately reports the certification or licensing requirements of the jurisdiction for which it is preparing graduates.

Appendices to the *Rules of Practice and Procedure* January 2014

Describe below how the institution ensures that applicants have access to written information that accurately reflects the licensure requirements.

Yes No N/A D 7. The institution uses an enrollment agreement that complies with the NACCAS [Enrollment Agreement Requirements](#) (see page 33).

Insert as an exhibit a cross-referenced copy of the institution's enrollment agreement.

Yes No N/A D 8. The enrollment agreement must be fully executed prior to the enrollee starting classes.

Yes No N/A D 9. A copy of the fully executed enrollment agreement is provided to the student and legal guardian, as applicable.

Yes No N/A D 10. A copy of the fully executed enrollment agreement is maintained by the institution.

Describe below how the institution ensures that each accepted applicant receives a copy of the fully executed enrollment agreement. Describe when a copy of the enrollment agreement is received by the enrollee. Identify where the school maintains its copy of the fully executed enrollment agreement.

Yes No N/A D 11. If the institution has a leave of absence policy, it must be in compliance with the NACCAS [Leave of Absence Policy](#) (see page 40).

State the institution's leave of absence policy below (it may also be provided as an exhibit at the end of the standard).

Yes No N/A D 12. The institution's policies clearly state that the institution does not discriminate on the basis of sex, age, race, color, religion, or ethnic origin in admitting students.

State below the page number of the catalog where the non-discrimination statement can be found.

Yes No N/A D 13. The institution has a policy that clearly defines how training or education received at another institution is applied to the receiving institution's course or program requirements (including the possibility that no such transfer credit is granted).

State below the page number of the catalog where the transfer policy can be found.

Yes No N/A D 14. The institution maintains a list of institutions with which it has established an articulation agreement, if applicable.

Provide the list below, or enter as an exhibit at the end of the Standard.

Yes No N/A D 15. The institution's practices are consistent with its admissions policies and requirements.

Describe how the institution ensures that its admission practices are consistent with its admissions policies (e.g.: training of admissions representatives, enrollment interview checklists, registration process checklists, etc.)

Yes No N/A D 16. The institution notifies distance learning students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity.

Appendices to the *Rules of Practice and Procedure*
January 2014

Describe how the institution notifies distance learning students of any projected additional charges associated with the verification of student identify.

Yes No N/A D 17. If the institution offers a program that is longer than the state requirements, before enrollment, each applicant is provided the rationale for completing the additional hours and the benefits to be derived from the additional training.

Please provide a copy below or as an exhibit at the end of this standard, the rationale given to applicants for the additional hours of training and include any documents or promotional material used for this purpose.

Yes No N/A D 18. Before enrollment, each applicant is provided access to written Information that reflects generally known pre requisites for employment and factors that might preclude an individual from obtaining employment in the field for which training is provided such as:

- licensure requirements,
- regulatory oversight restrictions,
- physical requirements of the industry,
- ability to meet requirements set forth by employers.

Describe how the institution provides information on pre requisites and other factors relevant to obtaining employment including all bullet point items listed and include as an exhibit to this standard any documents or forms utilized for this purpose.

STANDARD IV: ADMISSIONS POLICIES AND PROCEDURES
EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*

January 2014

V. STUDENT SUPPORT SERVICES

The institution has in place student support services which provide appropriate information and advice to students.

Yes No N/A A 1. The institution provides access to an orientation program whether verbal, printed, Web-based, or other media format on or before the first day of class.

A 2. The orientation program provides, at a minimum, information about:

Yes No N/A a. the instructional course or program,

b. the educational objectives of each program or course;

Yes No N/A c. administrative policies affecting students, and

Yes No N/A d. support services available to students.

Describe below the institution's orientation process, content, and when it occurs.

Yes No N/A A 3. Students are provided with academic advising and additional assistance as necessary.

Describe below the institution's policy and procedures regarding advising or counseling students.

Yes No N/A A 4. Contact information for professional assistance is made available to students.

Describe below how the institution makes information for professional assistance available to students.

D 5. The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in:

Yes No N/A a. Professionalism

Yes No N/A b. Resume development

Yes No N/A c. Interview preparation

Yes No N/A d. Job search skills

State below the page number in the catalog where the institution's policy on employment assistance can be found.

Yes No N/A A 6. Information and advice on available financial assistance is accessible to students.

Describe how the institution makes information and advice on applicable financial assistance programs accessible to students.

Appendices to the *Rules of Practice and Procedure*

January 2014

- | | | | | |
|-----|----|-----|------|---|
| Yes | No | N/A | D 7. | The institution has an internal complaint or grievance procedure to consider student complaints that complies with the NACCAS <u>Internal Grievance Procedure Policy</u> (see page 41). |
| Yes | No | N/A | A 8. | The institution implements the <u>Internal Grievance Procedure Policy</u> (see page 41), as applicable. |

Insert the institution's grievance policy and procedure below or submit as an exhibit at the end of the Standard. State whether the institution has incurred any internal grievances within the last year and the status of said grievances.

STANDARD V: STUDENT SUPPORT SERVICES EXHIBIT SECTION

**Appendices to the *Rules of Practice and Procedure*
January 2014**

VI. CURRICULUM

The institution offers educational courses and/or programs congruent with the mission of the institution and its educational objectives. Courses and/or programs incorporate job market requirements in instruction through involvement with the institution's advisory committee. The institution ensures that all courses and/or programs offered by the institution, regardless of location or mode of delivery, are qualitatively consistent.

Yes No N/A A/O 1. Courses and/or programs are congruent with the mission of the institution and its educational objectives.

Describe how the courses offered by the institution are relative to the institution's mission and educational objectives.

Yes No N/A A/O 2. Courses and/or programs meet the state requirements where the student is seeking licensure and/or certification, if applicable.

List below each course offered at the institution, along with the hours/credits required by the institution, as well as the hours required by the state.

COURSES OFFERED

HOURS/CREDITS REQUIRED BY INSTITUTION

HOURS/CREDITS REQUIRED BY STATE

Yes No N/A D 3. Each student is provided with a written program and/or course outline, at the beginning of the program and/or course.

Describe the institution's procedure to ensure that each student has access to a copy of the program and/or course outline at the beginning of the course.

D 4. The course and/or program outlines(s) must include each of the following elements:

Yes No N/A a. Name of the course or program;

Yes No N/A b. Course or program description;

Yes No N/A c. Course or program educational objectives;

Yes No N/A d. Contents of the units of instruction and, as applicable, hours, credits and/or competencies devoted to each unit;

Yes No N/A e. Instructional methods used to teach the course or program;

Yes No N/A f. Grading procedures.

Submit a copy of the most recently revised outline for each course or program offered by the institution as an exhibit at the end of the Standard.

A/O 5. In order to fulfill course and/or program requirements, the institution makes available to students the following:

Yes No N/A a. Textbooks and/or text materials;

Appendices to the *Rules of Practice and Procedure*
January 2014

- | | | | |
|-----|----|-----|--|
| Yes | No | N/A | b. Supplementary instructional resources |
| Yes | No | N/A | c. Equipment, as applicable; |
| Yes | No | N/A | d. Products and supplies, as applicable. |

Describe below how the institution ensures that it meets each of the requirements of this criterion.

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | A/O 6. The institution provides students and teachers with access to current written reference materials to support the educational course and/or program(s) offered. |
|-----|----|-----|---|

Describe below how the institution provides sufficient current, written, or web-based reference materials to support the educational courses and/or programs offered.

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | D 7. Courses and/or programs offered by the institution comply with the applicable regulatory agency curriculum requirements. In the absence of oversight agency regulations regarding curriculum, courses and/or programs are designed to meet industry standards using feedback from the institution's advisory committee and required elements of the state or national examination, if applicable, and/or requirements defined in the oversight agency's statutes or regulations for licensure. |
|-----|----|-----|---|

Describe below how the institution's courses and/or programs comply with applicable regulatory agency requirements or with industry standards.

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | A 8. Each course and/or program provides instruction on the regulations governing the scope of practices for which students are training. |
|-----|----|-----|---|

Describe below how students are advised or educated about the laws and regulations applicable to the program in which they are enrolled.

- | | | | |
|-----|----|-----|--|
| Yes | No | N/A | A 9. Each course or program provides supervised instruction in the applicable skills and competencies. |
|-----|----|-----|--|

Describe below how the institution's courses and/or programs provide supervised instruction in the applicable skills and competencies for the course and/or program.

- | | | | |
|-----|----|-----|--|
| Yes | No | N/A | D 10. Academic and practical learning precede student salon or clinic activities, as applicable. |
|-----|----|-----|--|

Describe how the institution's curriculum is designed to ensure that students acquire knowledge and skills prior to entering the student salon and providing services to the public. Submit as an exhibit at the end of the standard the schedule for the institution's first phase or level of study.

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | A/O 11. Academic and practical learning methods (e.g. discussion, question and answer, demonstration, cooperative learning, distance learning, problem solving, interactive lecture, individualized instruction, student and classroom presentations, labs and student salon activities) are used during the program. |
|-----|----|-----|---|

List below the academic and learning methods used during each program.

Appendices to the *Rules of Practice and Procedure* January 2014

Yes No N/A A/O 12. Effective training aids and audiovisual materials are used to supplement the instructional process.

Provide a list below of training aids and audiovisual materials used by the institution to support the instructional process or submit as an exhibit at the end of the Standard.

D 13. Instruction in classrooms, labs, student salons, and/or via distance learning, if applicable, is effectively organized as evidenced by:

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | a. Program and/or course outlines |
| Yes | No | N/A | b. Lesson objectives |
| Yes | No | N/A | c. Evaluations |
| Yes | No | N/A | d. Other applicable instructional materials |

Submit the following as exhibits at the end of the standard for at least one course and/or program:

- Course and/or program objectives as stated in the course/program outline.
- One example of lesson objectives.
- One example of a written and practical evaluation.
- Any other applicable instructional materials the institution utilizes.

D 14. To offer a course and/or program that exceeds the required minimum course length by more than 50%, the institution must justify the course or program length. In accordance with the mission of the institution, the justification must state how the course or program length is necessitated by the following factors:

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | a. Industry needs as determined and/or recommended by the institution's advisory committee; |
| Yes | No | N/A | b. Special academic needs of the students served. |

List below any courses and/or programs whose length exceeds the state requirements by more than 50% as well as the hours required by the state.

COURSES OFFERED	INSTITUTION'S HOURS/CREDITS	STATE HOURS/CREDITS
-----------------	-----------------------------	---------------------

For any courses that exceed the state requirements by more than 50% describe the method used to determine the course and/or program length and the rationale for establishing the expanded course.

Yes No N/A D 15. If an institution participates in an externship, the institution's course complies with all applicable requirements established by the state regulatory agency, however, not to exceed 10% of the total course and/or program. In the absence of regulations promulgated by the state regulatory agency, the institution's externship will comply with the NACCAS [Externship Requirements Policy](#) (see page 42).

If applicable, describe the institution's externship program below or submit as an exhibit at the end of the Standard.

Yes No N/A D 16. The institution is responsible for the management, control, and delivery of distance education instruction.

Appendices to the *Rules of Practice and Procedure*

January 2014

If applicable, describe how the institution ensures that the management, control and delivery of the distance education are done by the approved institution.

Yes No N/A D 17. Distance education cannot be used as a mode of delivery for more than 50% of any program.

If applicable, describe how the institution ensures that no more than 50% of any program is delivered via distance education. Provide as an exhibit to this standard a list of units of instruction that delineates what portion is delivered on site and what portion is documentation of the percentage of any program that is delivered via distance education.

STANDARD VI: CURRICULUM EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*
January 2014

VII. FINANCIAL PRACTICES AND MANAGEMENT

The institution maintains a sound financial condition and has qualified financial management.

Yes No N/A D 1. Financial statements must be submitted no later than six months after the end of the institution's fiscal year. Institutions applying for initial accreditation must submit their financial statements for the most recent fiscal year at the time they submit their application for initial accreditation.

Indicate below the institution's fiscal year end as well as the date of the most recent submission to NACCAS, as applicable. Indicate how often the institution prepares financial statements (monthly, quarterly, etc.).

Yes No N/A D 2. The financial statements of the institution demonstrate that it has the financial resources to ensure continuity of operation, education programs and services, and to fulfill its obligations to students and employees, by meeting the following requirements:

- a. Has met the requirements as set forth by the U.S. Department of Education in accordance with 34 C.F.R. 668.171(b) (1), or the successor regulation, or
- b. A ratio of current assets to current liabilities of one-to-one or greater (current ratio); a positive tangible net worth; and a profit in the most recent accounting year or in two of the most recent three accounting years. Any assets of the institution that are excluded in the calculation of the composite score shall also be excluded by NACCAS in the calculation of the current ratio and net worth, or;
- c. If the institution is not in compliance with Criterion 2 (a) or 2 (b), it has the option to demonstrate financial stability by meeting the following requirements:
 - i. Cash and cash equivalents plus available lines of credit are equal to at least 16.7% of annual revenue.
 - ii. Ratio of net liabilities (total liabilities minus cash and cash equivalents) to tangible net worth is 2:1 or less, OR ratio of total debt to earnings before interest, taxes, depreciation, and amortization (EBITDA) is 3:1 or less.
 - iii. At the institution's expense, it agrees to an onsite evaluation of its financial stability by an independent Certified Public Accounting firm selected by NACCAS, and NACCAS determines the evaluation report demonstrates positive financial stability. A copy of this report shall be provided to the institution. The evaluation shall include a series of agreed upon procedures to be determined by NACCAS. These procedures may include (but may not be limited to) the following areas of concern:
 - A. Capacity to meet financial obligations as they come due.
 - B. Compliance with loan and lease agreements.
 - C. Compliance with state requirements for posting surety bonds for student tuition refunds where institution operates instructional programs.

**Appendices to the *Rules of Practice and Procedure*
January 2014**

- D. Compliance with federal and state tax requirements, and regulations of the U.S. Department of Education (if applicable).
- E. Budget process and internal financial reporting.
- F. If applicable, the institution's financial relationship with a holding company.
- G. Personal interviews with the institution's auditor and key members of management.

In accordance with [Section 8.18](#) (see page 116) of the NACCAS [Rules of Practice and Procedure](#) (see page 55), an institution is required to bring itself into compliance with accreditation requirements within the time frames established by the *Rules*.

In addition, the institution's financial statements:

- d. Do not contain a "going concern" note from the institution's auditor;
- e. Do not disclose that the institution is in default on any of its debt obligations;
- f. Are audited by an independent Certified Public Account; and
- g. Are prepared on an accrual basis, and in accordance with Generally Accepted Accounting Principles (GAAP).

Yes No N/A D 3. Institutions participating in Title IV funding programs must submit audited financial statements in accordance with federal auditing standards and guidelines.

The institution's financial statements are submitted to the NACCAS Director of Finance who will determine if they are in compliance with [Standard VII](#) (see page 16).

Yes No N/A D 4. Unless superseded by a state-, federal-, or program-mandated refund policy, the Institution shall adopt a policy that complies with the NACCAS [Withdrawal and Settlement Policy and Checklist](#) (see page 43).

Explain below which refund policy is used by the institution and submit as an exhibit at the end of the standard a cross-referenced NACCAS [Withdrawal and Settlement Policy and Checklist](#) (see page 43) regardless of which policy is followed. State if the institution participates in federal financial aid programs.

Yes No N/A D 5. For institutions participating in federal Title IV financial aid programs, the institutional refund policy applies in addition to applicable returns to Title IV programs.

Describe the institution's procedure for ensuring that an institutional refund is applied to all Title IV recipients after any applicable returns to Title IV have been made.

Yes No N/A D 6. The institution applies the applicable refund policy to all terminations or any reason, by either party, including student decision, course and/or program cancellation, or institution closure.

Yes No N/A D 7. The institution maintains evidence that institutional refunds are received by the recipient in a timely manner, such as, but not limited to, a cancelled check, bank reconciliation, signed receipt of delivery, or documentation

**Appendices to the *Rules of Practice and Procedure*
January 2014**

that funds were disposed of in accordance with applicable federal or state regulations.

Yes No N/A D 8. The institution accurately implements the applicable refund policy.

Describe below how the institution ensures that the institution applies the appropriate refund policy to all terminations and accurately implements the policy. Describe below the documentation that will be available for review by the on-site evaluation team verifying that institutional refunds were received by the recipient in a timely manner.

Yes No N/A D 9. The institution complies with the NACCAS [Policy on Extra Instructional Charges](#) (see page 47), if applicable.

Insert the institution's policy below on extra instructional charges, if applicable.

Yes No N/A D/A 10. Staff working with financial and accounting records is qualified by training and/or experience in accounting and bookkeeping.

Describe below how the institution ensures that staff members working with financial and accounting records are qualified to do so. Submit a copy of the resume for each staff member working with financial and accounting records as an exhibit at the end of the standard.

Yes No N/A D/A 11. Staff working with student financial aid is qualified by training and/or experience in applicable laws and regulations.

Describe below how the institution ensures that staff members working with financial aid programs are qualified to do so. Submit a copy of the resume for each staff member working with financial aid programs as an exhibit at the end of the standard.

**STANDARD VII: FINANCIAL PRACTICES AND MANAGEMENT
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure*

January 2014

VIII. INSTRUCTIONAL SPACE AND FACILITIES

The institution provides equipment, instructional and laboratory space, and other physical facilities that are adequate for instructional needs and meet professional standards of safety and hygiene.

Yes No N/A O 1. Instructional areas allow for effective delivery of instruction.

Describe how the institution ensures that all instructional areas allow for effective delivery of instruction.

Yes No N/A O/A2. Institutional space is equipped to accommodate the numbers of students assembled at one time.

Describe how the institution's space is equipped to accommodate the number of students assembled at one time.

O 3. The institution meets applicable fire, building, health, ventilation, heating and safety requirements. In particular:

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | a. Sanitary drinking water is available; |
| Yes | No | N/A | b. Sanitary lavatories have hot and cold running water; |
| Yes | No | N/A | c. Appropriately located fire extinguishers are maintained in operable condition; |
| Yes | No | N/A | d. Electrical service is adequate to serve institution needs; and |
| Yes | No | N/A | e. Emergency evacuation plans are known to staff and students. |

Describe how the institution ensures that it meets each of the requirements for this criterion.

Yes No N/A O 4. Classrooms and service facilities are used exclusively for training.

Describe how the institution ensures that classroom and service facilities are used exclusively for training.

Yes **No** **N/A** **O 5.** A sign indicating clearly that all services are performed by supervised students is posted in a place easily seen by all service customers.

Describe where the sign indicating clearly that all services are performed by supervised students is located.

Yes No N/A O 6. When a professional service facility or other business entity and an institution are under the same ownership or otherwise associated, separate operation of each entity is maintained.

Describe how the institution maintains the separate operation of each of these entities. Explain how the institution ensures that students and the public can clearly differentiate between a professional service facility and the institution.

Yes No N/A O 7. The name clearly identifies the institution as an educational institution.
Yes No N/A O 8. The name of the institution appears on exterior signs at the institution location.

Include as an exhibit a photograph of the exterior sign.

STANDARD VIII: INSTRUCTIONAL SPACE AND FACILITIES EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure* January 2014

IX. EVALUATION OF STUDENTS

The institution uses systematic student evaluation to assist student learning and to demonstrate satisfactory student achievement before a certificate of completion is awarded.

Yes No N/A D 1. Each student is evaluated periodically on attendance, academic and/or practical learning, as applicable.

Describe how and when students are periodically evaluated on academic and practical learning.

Yes No N/A D 2. Practical learning is evaluated using written criteria, such as rubrics or similar means.

Provide examples of written criteria used and any applicable forms used to evaluate practical learning.
Describe how the institution ensures consistency in practical grading among instructors. Describe how the institution's practical grading process informs the student of any deficiencies that may exist in any specific skill set.

Yes No N/A A 3. Student evaluation results are provided to students.

Describe when students are apprised of their academic performance, practical skills development, and, as applicable, attendance. Include a copy of applicable forms used as exhibits at the end of the Standard.

Yes No N/A D 4. The institution documents that each student who graduates or is otherwise awarded a certificate of completion has fully met the institution's published graduation requirements.

List below the page number in the catalog where the graduation requirements can be found. Describe how the school ensures that a student has fully met the requirements prior to being issued a diploma or certificate of completion.

Yes No N/A D 5. The institution's Satisfactory Academic Progress Policy complies with the NACCAS Satisfactory Academic Progress Policy and Checklist for [Programs Measured in Clock Hours or Competencies](#) (see page 49) or for [Programs Measured in Credit Hours](#) (see page 52).

Provide a copy of the institution's satisfactory academic progress policy cross-referenced to the NACCAS *Satisfactory Academic Progress Policy and Checklist for [Programs Measured in Clock Hours or Competencies](#)* (see page 49) or for [Programs Measured in Credit Hours](#) (see page 52).

Yes No N/A D 6. The institution accurately evaluates student progress according to the requirements of the NACCAS Satisfactory Academic Progress Policy and Checklist for [Programs Measured in Clock Hours or Competencies](#) (see page 49) or for [Programs Measured in Credit Hours](#) (see page 52).

Provide copies of the Satisfactory Academic Progress evaluation forms used by the institution.

STANDARD IX: EVALUATION OF STUDENTS EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*

January 2014

X. OCCUPATIONAL ASSOCIATE DEGREE PROGRAMS

The institution offers Occupational Associate Degree programs and/or courses that are consistent with the institution's mission and educational objectives. The general education courses offered in the program are applicable to the occupation. Institutions offering degree programs and/or courses must meet all other applicable standards of accreditation.

- Yes No N/A D 1. Instructors teaching applied general education courses must have at least an associate's degree with appropriate course work in the subject area(s) taught **OR** related work experience (3 years) and college level course work in the subject area being taught.

Provide a list of instructors including a resume indicating formal education or related work experience, as applicable.

- Yes No N/A D 2. If the institution has a transfer policy, it must state that a minimum of 25 % of the degree program must be delivered by the institution awarding the degree.

State the institution's transfer policy below or include as an exhibit at the end of the standard.

- Yes No N/A D 3. The program must consist of a minimum of two academic years and 60 semester credit hours in length.
- Yes No N/A D 4. A minimum of 45 semester credit hours must be included in the occupational area.
- Yes No N/A D 5. A minimum of 15 semester credit hours must be included in general education courses.

List below the page number in the catalog where the program content and requisite course hours can be found.

Complete the following list:

PROGRAM TITLE

PROGRAM LENGTH

Describe course and/or program content and explain how credits are allocated to occupational and general education. List the page in the catalog where this information can be found.

- Yes No N/A A 6. Courses and/or programs enhance the ability of an individual to apply academic and occupational skills in the workplace.

Describe how the institution ensures that courses and/or programs enhance the ability of the individual to apply academic and occupational skills in the workplace.

- Yes No N/A A 7. Courses and/or programs must be qualitatively related to the occupational degree offered.

Describe how the institution ensures that courses and/or programs are qualitatively related to the occupational degree offered.

- Yes No N/A D 8. Resource materials available to degree-seeking students are relevant, current, and appropriate to the courses of study and/or programs.

List examples of materials available to degree-seeking students and explain how the institution ensures they are relevant, current, and appropriate to the courses of study and/or programs.

STANDARD X: OCCUPATIONAL ASSOCIATE DEGREE PROGRAMS EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure* January 2014

Appendix #6 – Procedure for Addition Or Change Of A Substantive Program

Pursuant to [Section 1.3](#) (see page 58) of the NACCAS *Rules of Practice and Procedure*, any program exceeding 150 hours in length, or the equivalent in credits or competencies and/or leading to state licensure or certification or offered by a school that obtains state licensure by means of accreditation must be approved by the Commission. When an institution makes substantive additions and/or changes to program offering as defined in [Part 4A.4](#) (see page 82) of NACCAS' *Rules of Practice and Procedure*, they must be evaluated and approved by NACCAS either through the renewal process or the change procedure described in this policy.

All substantive additions or program changes including specialized programs as specified in [Appendix #1](#) (see page 133), those in cognate areas that serve to supplement the practical, scientific and business skills of the cosmetology or massage professions and programs within NACCAS' expanded scope¹³, added subsequent to the time of the institution's most recent accreditation evaluation, shall be subject to review by two outside program evaluators, one practitioner in the field represented by the new program, and one academic. The program shall also be subject to in-house review.

PROGRAM REVIEW PROCEDURE

1. A request for a rationale for program requirements (competencies, credit hours, or clock hours) will be included in the applications for initial, additional location, and renewal of accreditation, as well as in the Application for Addition or Change of a Program (ANP). If the program requirements are more than 50%¹⁴ above the state requirements, or, if the program does not lead to licensure or certification and has not been previously approved by NACCAS for inclusion in the school's programs, the school is required to include a supplement to the application, a detailed rationale for the additional requirements over the state requirements.
2. Program evaluators will provide, in the Visit Reports of on-site evaluations and on the Review Form for Addition or Change of a Program, an explanation of their determination that a program's length is or is not appropriate for its content and objectives.
3. Programs added to schools' programs through the Addition or Change of a Program process will be reviewed by two evaluators: a practitioner with experience in the field represented by the program, and an academic.
4. Program evaluators shall fulfill the requirements for academic and practitioner representatives set out in [Section 3.3](#) (see page 71) of the *Rules*, except the workshop requirement may be waived in accordance with the NACCAS [Workshop Requirements](#) (see Appendix #3, page 135).

The steps for program approval vary depending on the category of program.

1. Programs directly related to fields covered by NACCAS' recognition by the Secretary of Education (new programs, expansion or reduction of requirements, or combination programs), i.e., manicuring, esthetics, massage, and teacher training:

¹³ At this time, courses approved under the expansion of scope are not covered by NACCAS' recognition by the Secretary of Education. Such recognition is not being sought at this time. Therefore, no federal student financial assistance monies are available to eligible students enrolled in these programs. However, schools that offer business-related courses, courses in the allied health field, the fashion field and other areas, may find it advantageous to ensure assessment of their quality through the peer review system of accreditation.

¹⁴ Effective May 2008, the requirement was changed from 20% to 50%.

**Appendices to the *Rules of Practice and Procedure*
January 2014**

- a. Schools must submit an application and required documents;
 - b. The application will be reviewed by two outside program reviewers;
 - c. Approval will be granted after the application process is completed; and
 - d. The new program can be funded by Title IV money if deemed eligible by the U.S. Department of Education.
2. Programs in cognate areas (see [Appendix #1](#) (page 133) to the *Rules*) i.e., fashion merchandising and business programs:
 - a. Schools must submit an application and required documents;
 - b. The application will be reviewed by two outside program reviewers;
 - c. Approval will be granted after the application process is completed.
 3. Programs unrelated to cosmetology or massage, i.e., nursing assistant, dental assistant and medical assistant:
 - a. Schools must submit an application and required exhibits;
 - b. The application will be reviewed and an on-site visit conducted by an administrator, an academic and a practitioner representative with knowledge of the program;
 - c. Approval will be granted after review of the report of the on-site evaluation; and
 - d. The new program cannot be funded by Title IV money.

Appendices to the *Rules of Practice and Procedure*

January 2014

Appendix #7 – Requirements For Completing The Program Self-Study (PSS)

Program self evaluation of an institution and its educational programs is a fundamental part of the Addition of a Program process. It allows the institution to examine itself in a number of areas and is an in-depth qualitative assessment of the new program's strengths and weaknesses measured in relation to stated institutional objectives and NACCAS' Standards of Accreditation.

The self-study consists of a series of narratives and supporting exhibits. The self-study process and completion of the PSS provides the institution with guidance in conducting a comprehensive analysis of the program as it relates to the Standards. Completing the PSS is designed to elicit a thorough analysis of the institution's compliance with the stated Criteria. Institutions may provide more information than what is required.

The institution must submit the required number of copies of the PSS, as outlined on the specific application form, to the NACCAS office via certified mail or some other means by which shipment can be traced. The PSS copies must be submitted prior to the scheduled beginning of the first class. Two copies will be mailed by the NACCAS office to two (2) outside reviewers for their analysis. These reviewers consist of a practitioner in the field and an academic evaluator. The institution should retain the original PSS at the institution for its permanent record and future reference.

The self-study process should involve participation by a representative portion of the institution's faculty, administrative staff, and members of the institution's advisory board, as well as graduates, employers of graduates, and other interested parties from the community. Each of these groups need not be involved in every phase of the evaluation process; however, participation of the aforementioned constituencies is a requirement of both the U.S. Department of Education and NACCAS.

The PSS must:

- Be typed in clear and concise language,
- Include responses and exhibits that are tabbed by Standards, and
- Contain a list of individuals who participated in the completion of the PSS.

The institution **must not** encase each page or group of pages in plastic sleeves. Incomplete or poorly organized program self-studies may be returned to the institution and will cause a delay in the reviewing program.

SUGGESTIONS FOR PREPARING THE SELF-STUDY

In preparing to conduct a self-evaluation, the institution must determine whether its objectives or purposes are realistic in relation to several components. The institution must consider its location, facilities and equipment, size of its student population, ability levels of students, the availability of instructional media and staff, and constraints that may be imposed by applicable regulatory agencies. Furthermore, the institution must consider how the addition of a program relates to the institution's mission and educational objectives. In short, what is the institution attempting to achieve (objectives)? Do established policies and procedures and existing location enable the institution to achieve these objectives? It is essential that the institution's staff meet to discuss the approach which will best suit their institution in developing the program self-study. The Commission does not require that an institution follow an exact organizational plan in compiling the information for the PSS; however, the Commission has provided some suggestions that may be of assistance to the institution in conducting its self-study;

1. Designate one individual on the institution's staff who will be responsible for coordinating the self-study process.
2. Establish a written schedule for completion and enforce the deadlines.
3. Consider establishing separate working groups to prepare specific sections of the self-study, who in turn will present their findings to the full committee.

Appendices to the *Rules of Practice and Procedure*

January 2014

Appendix #7A – Program Self-Study Format

Please review each standard statement and the corresponding Criteria. Determine whether the institution is in compliance, out of compliance, or if the criterion does not apply to the institution and check, circle, or underscore the appropriate response.

The institution shall provide exhibits as requested with each Standard. Exhibits should be placed behind the standard, labeled to correlate with the applicable criterion, and entered into the ISS. (See [Appendix 5B](#), page 141). For example, when providing a copy of the licenses of the instructors for the new program, please label the exhibit as Exhibit II. 1.

Inclusion of exhibits can be achieved in a variety of ways, as follows:

1. Documents may be copied, labeled and placed behind a tab after the applicable Standard, if submitting a hard copy of the ISS.
2. Documents may be “cut and pasted,” labeled, and placed after the Standard, if submitting via a CD ROM.
3. Documents may be labeled, saved into a pdf format, and placed after the Standard, if submitting via CD ROM.

I. EDUCATIONAL OBJECTIVES AND INSTITUTIONAL EVALUATION

The institution has a published mission statement identifying the institution as providing career preparation. The institution assesses its performance as related to its stated objectives, summarizes the results of the assessment, and uses the assessment to maintain or improve institution performance.

Yes No N/A D 1. A mission statement has been adopted by the institution and clearly identifies the institution as one preparing graduates for employment.

Yes No N/A D 2. The mission statement is published in the institution’s catalog.

List below the page number in the institution’s catalog where the mission statement can be found.

Yes No N/A D 6. The institution has an external advisory committee comprised of an employer or employers representing the field(s) of study offered by the institution. A committee member may represent multiple fields.

List the name(s) of the advisory committee member that satisfies this criterion for the new program. Also list the advisory committee member(s)’s name of business, business address, and field(s) for which the member may employ graduates below.

Committee Member Name	Business Name	Business Address	Fields of Employment
-----------------------	---------------	------------------	----------------------

Yes No N/A D 11. Based on the feedback received, the institution implements improvements and changes, as applicable.

Describe how the institution will assess the effectiveness of the new program and implement improvement and changes.

STANDARD I: EDUCATIONAL OBJECTIVES AND INSTITUTIONAL EVALUATION EXHIBITS SECTION

**Appendices to the *Rules of Practice and Procedure*
January 2014**

II. INSTRUCTIONAL STAFF

The institution employs an instructional staff that is fully qualified and of adequate size to fulfill the objectives of the educational courses and/or program(s) regardless of mode of delivery.

Yes No N/A D 1. Instructors hold teaching credentials demonstrating compliance with applicable state requirements.

Insert copies of licenses for all regularly employed, current instructors responsible for the new program as exhibits at the end of this Standard. In states where a teaching credential is not required, submit a copy of the applicable practitioner license(s) and a copy of the state regulation addressing qualifications for instructors.

Yes No N/A O/A 2. The student/teacher ratio meets the state requirements, if applicable, and in the absence of state requirements, the student/teacher ratio must not exceed 30 students in attendance per instructor.

Indicate the below student/teacher ratios:

Student/teacher ratio required by the state (if applicable):

Student/teacher ratio utilized by the institution:

Yes No N/A A 3. Qualified substitute instructors are familiar with the institution's curriculum, policies and procedures.

Provide a list of all substitute instructors for the new program and their license numbers below. Please explain how the institution ensures that substitutes are familiar with the institution's curriculum, policies, and procedures.

**STANDARD II: INSTRUCTIONAL STAFF
EXHIBITS SECTION**

**Appendices to the *Rules of Practice and Procedure*
January 2014**

III. ADMINISTRATIVE SERVICES

The institution has in place administrative policies and services appropriate to the educational courses and/or program(s). Such policies and services meet applicable federal, state, local, and NACCAS policies.

Yes No N/A A/O/D 3. The institution complies with applicable federal, state and local statutes and regulations governing the operations of the institution including the NACCAS [Rules of Practice and Procedure](#) (see page 55).

Provide evidence that the school is approved to teach the new or changed program from applicable state or local regulatory agencies.

Describe below how the institution ensures that it remains in compliance with all the local, state, and federal regulations that impact the institution.

Yes No N/A D 6. The institution has current, signed participation agreement(s) and Eligibility Certification Approval Report (ECAR) listing approved courses and/or programs, if applicable;

List the financial aid programs in which the institution participates below. Indicate if the school will be utilizing financial aid programs for the new program offered.

Yes No N/A D 8. Advertising conforms to the NACCAS [Policy on Advertising](#) (see page 26).

Submit as an exhibit, copies of examples of any current or proposed advertising relevant to the new or changed program.

Yes No N/A O 14. The institution utilizes technologies and practices that are effective in verifying the identity of a distance learning student who participates in class or coursework (such as secure login and pass code or proctored examinations) while protecting student privacy.

Describe how the institution verifies the identity of the distance learner and insert any exhibits or forms used for compliance.

Yes No N/A A/D 15. Any information provided to applicants, enrollees, or students that is relevant to their decision to enroll in the institution or to satisfactorily complete the course and/or program must be in the language in which the course will be taught.

Describe the policies, procedures and documents used by the institution that ensures compliance with this requirement.

**STANDARD III: ADMINISTRATIVE SERVICES
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure* January 2014

IV. ADMISSIONS POLICIES AND PROCEDURES

The institution has published student admissions policies that are appropriate for the educational courses and/or program(s), and the institution follows these policies.

Yes No N/A D 1. The institution's admission policies require that each student meet one of the following:

- a. Have successfully completed high school or its equivalent as evidenced by any of the items on the following non-exhaustive list: copy of diploma, copy of GED certificate, copy of a transcript showing high school completion, or a certificate of attainment (only applicable for non-Title IV recipients), etc.; or
- b. Have evidence of completion of home schooling that state law treats as a home or private school. If the state issues a credential for home schooling, maintain this credential; or
- c. Have the ability to benefit from the training, according to the NACCAS [Ability-To-Benefit Policy](#) (see page 32).
- d. If attending under a training agreement with a government agency, school district, and/or other entity, meets the admission requirements set out in the training agreement and/or applicable state licensing or certification regulations.

State below the page number in the catalog where the institution's admission policy can be found.

Yes No N/A D 3. The institution's written catalog complies with the NACCAS [Catalog Requirements](#) (see page 35).

Submit a copy of the institution's cross-referenced student catalog as an exhibit at the end of the standard. Indicate by either highlighting the catalog or listing the page numbers below where the changes made to the catalog in relation to the new program are located, including but not limited to: admission requirements, program listing, tuition and fees, refund policy, graduation requirements, etc.

Yes No N/A D 4. Before accepting an applicant for admission, the institution provides the applicant access to the institution's catalog.

Describe the procedure followed to ensure that all applicants have access to a copy of the institution's catalog prior to signing an enrollment agreement.

Yes No N/A D 5. Before enrollment, each applicant is provided access to written information that accurately reflects the most recent annual report statistics.

Describe below how the institution ensures that applicants have access to written information that accurately reflects the institution's most recent annual report year statistics.

Yes No N/A D 6. Before enrollment each applicant is provided access to written information that accurately reports the certification or licensing requirements of the jurisdiction for which it is preparing graduates.

Describe below how the institution ensures that applicants have access to written information that accurately reflects the licensure requirements of the new program.

Yes No N/A D 7. The institution uses an enrollment agreement that complies with the NACCAS [Enrollment Agreement Requirements](#) (see page 33).

**Appendices to the *Rules of Practice and Procedure*
January 2014**

Insert as an exhibit at the end of this Standard a copy of the institution's enrollment agreement that is highlighted to show the changes made for the new program.

Yes No N/A D 16. The institution notifies distance learning students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity.

If the new program incorporates distance learning, describe how the institution notifies distance learning students of any projected additional charges associated with the verification of student identity.

Yes No N/A D 17. If the institution offers a program that is longer than the state requirements, before enrollment, each applicant is provided the rationale for completing the additional hours and the benefits to be derived from the additional training.

Please provide a copy below or as an exhibit at the end of this standard, the rationale given to applicants for the additional hours of training and include any documents or promotional material used for this purpose.

Yes No N/A D 18. Before enrollment, each applicant is provided access to written information that reflects generally known pre requisites for employment and factors that might preclude an individual from obtaining employment in the field for which training is provided such as:

- licensure requirements;
- regulatory oversight restrictions;
- physical requirements of the industry;
- ability to meet requirements set forth by employers.

Describe how the institution provides information on prerequisites and other factors relevant to obtaining employment including all bullet point items listed and include as an exhibit to this standard any documents or forms utilized for this purpose.

**STANDARD IV: ADMISSIONS
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure*
January 2014

V. STUDENT SUPPORT SERVICES

The institution has in place student support services that provide appropriate information and advice to students.

Yes No N/A A 1. The institution provides access to an orientation program whether verbal, printed, web-based, or other media format on or before the first day of class.

Yes No N/A A 2. The orientation program provides, at a minimum information about:

Yes No N/A a. the instructional course or program,

Yes No N/A b. the educational objectives of each program or course,

Yes No N/A c. administrative policies affecting students, and

Yes No N/A d. support services available to students.

Describe below the institution's orientation process, content, and when it occurs.

Yes No N/A A 3. Students are provided with academic advising and additional assistance as necessary.

Describe below the institution's policy and procedures regarding advising or counseling students.

Yes No N/A A 4. Contact information for professional assistance is made available to students.

Describe below how the institution makes information for professional assistance available to students.

Yes No N/A A 6. Information and advice on available financial assistance is accessible to students.

Describe how the institution makes information and advice on applicable financial assistance programs accessible to students.

STANDARD V: STUDENT SUPPORT SERVICES
EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure* January 2014

VI. CURRICULUM

The institution offers educational courses and/or programs congruent with the mission of the institution and its educational objectives. Courses and/or programs incorporate job market requirements in instruction through involvement with its advisory committee. The institution ensures that all courses and/or programs offered by the institution, regardless of location or mode of delivery, are qualitatively consistent.

Yes No N/A A/O 1. Courses and/or programs are congruent with the mission of the institution and its educational objectives.

Describe how the new course and/or program offered by the institution is relative to the institution's mission and educational objectives.

Yes No N/A A/O 2. Courses and/or programs meet the state requirements where the student is seeking licensure and/or certification, if applicable.

List below the new course offered at the institution along with the hours/credits required by the institution, as well as the hours required by the state.

COURSE OFFERED- HOURS/CREDITS REQUIRED BY INSTITUTION - HOURS/CREDIT REQUIRED BY STATE

Yes No N/A D 3. Each student is provided with a written program and/or course outline, at the beginning of the program and/or course.

Describe the institution's procedure to ensure that each student has access to a copy of the program and/or course outline at the beginning of the course.

Yes No N/A D 4. The course and/or program outlines(s) must include each of the following elements:

Yes No N/A a. Name of the course or program;

Yes No N/A b. Course and/or program description;

Yes No N/A c. Course and/or program educational objectives;

Yes No N/A d. Contents of the units of instruction and, as applicable, hours, credits and/or competencies devoted to each unit;

Yes No N/A e. Instructional methods used to teach the program and/or course;

Yes No N/A f. Grading procedures.

Submit a copy of the most recently revised outline for the new program or course offered by the institution as an exhibit at the end of the Standard.

Yes No N/A A/O 5. In order to fulfill course and/or program requirements, the institution makes available to students the following:

Yes No N/A a. Textbooks and/or text materials,

Yes No N/A b. Supplementary instructional resources,

Yes No N/A c. Equipment, as applicable,

Appendices to the *Rules of Practice and Procedure*

January 2014

Yes No N/A d. Products and supplies, as applicable.

Describe below how the institution ensures that it meets each of the requirements of this criterion in regards to the new program.

Yes No N/A A/O 6. The institution provides students and teachers with access to current written reference materials, to support the educational course and/or program(s) offered.

Describe below how the institution provides sufficient, current, written, or web-based reference materials to support the new program offered.

Yes No N/A D 7. Courses and/or programs offered by the institution comply with the applicable regulatory agency curriculum requirements. In the absence of oversight agency regulations regarding curriculum, courses and/or programs are designed to meet industry standards using feedback from the institution's advisory committee and required elements of the state or national examination, if applicable, and/or requirements defined in the oversight agency's statutes or regulations for licensure.

Describe below how the institution's new course and/or program complies with applicable regulatory agency requirements or with industry standards. Attach as an exhibit at the end of this Standard a copy of any applicable state statutes and/or regulations with any curriculum requirements in relation to the new program.

Yes No N/A A. 8. Each course and/or program provides instruction on the regulations governing the scope of practice for which students are training.

Describe below how students will be advised or educated about the laws and regulations applicable to the new program.

Yes No N/A A 9. Each course or program provides supervised instruction in the applicable skills and competencies.

Describe below how the institution's new course and/or program offered provides supervised instruction in the applicable skills and competencies for the new course and/or program.

Yes No N/A D 10. Academic and practical learning precede student salon or clinic activities, as applicable.

Describe how the institution's curriculum for the new program is designed to ensure that students acquire knowledge and skills prior to entering the student salon and providing services to the public. Submit as an exhibit at the end of the standard the schedule for the institution's first phase or level of study of this program.

Yes No N/A A/O 11. Academic and practical learning methods (e.g. discussion, question and answer, demonstration, cooperative learning, distance learning, problem solving, interactive lecture, individualized instruction, student and classroom presentations, labs and student salon activities) are used during the program.

List the academic and learning methods used during the new program.

Yes No N/A A 12. Effective training aids and audiovisual materials are used to supplement the instructional process.

Appendices to the *Rules of Practice and Procedure* January 2014

Provide a list below of training aids and audiovisual materials to be used by the institution to support the instructional process of the new program.

- | | | | | |
|-----|----|-----|-------|---|
| Yes | No | N/A | D 13. | Instruction in classrooms, labs, student salons, and/or via distance learning, if applicable, is effectively organized as evidenced by: |
| Yes | No | N/A | | a. Program and/or course outlines |
| Yes | No | N/A | | b. Lesson objectives |
| Yes | No | N/A | | c. Evaluations |
| Yes | No | N/A | | d. Other applicable instructional materials |

Submit as exhibits at the end of the standard for the new course and/or program the following:

- Course and/or program objectives as stated in the course/program outline.
- Five examples of lesson objectives.
- Five examples of a written and practical evaluation.
- Any other applicable instructional materials the institution will utilize for this program.

- | | | | | |
|-----|----|-----|-------|--|
| Yes | No | N/A | D 14. | To offer a course and/or program that exceeds the required minimum course length by more than 50%, the institution must justify the course or program length. In accordance with the mission of the institution, the justification must state how the course or program length is necessitated by the following factors: |
| Yes | No | N/A | | a. Industry needs as determined and/or recommended by the institution's Advisory Committee. |
| Yes | No | N/A | | b. Special academic needs of the students served. |

If the new program length exceeds the required minimum by more than 50%, list it below, as well as the hours required by the state.

COURSES OFFERED	INSTITUTION'S HOURS/CREDITS	STATE HOURS/CREDITS
-----------------	-----------------------------	---------------------

For any new course that exceeds the state requirements by more than 50%, please describe the method used to determine the course and/or program length and the rationale for establishing the expanded course.

- | | | | | |
|-----|----|-----|-------|---|
| Yes | No | N/A | D 15. | If an institution participates in an externship, the institution's course complies with all applicable requirements established by the state regulatory agency, however, not to exceed 10% of the total course and/or program.. In the absence of regulations promulgated by the state regulatory agency, the institution's externship will comply with the NACCAS <u>Externship Requirements Policy</u> (see page 42). |
|-----|----|-----|-------|---|

If applicable, please describe the institution's externship program below or submit as an exhibit at the end of the standard.

**Appendices to the *Rules of Practice and Procedure*
January 2014**

Yes No N/A D 16. The institution is responsible for the management, control, and delivery of distance education instruction.

If applicable, describe how the institution ensures that the management, control and delivery of the distance education are done by the approved institution.

Yes No N/A D 17. Distance education cannot be used as a mode of delivery for more than 50% of any program.

If applicable, describer how the institution ensures that no more than 50% of any program is delivered via distance education. Provide as an exhibit to this standard a list of units of instruction that delineates what portion is delivered on site and what portion is documentation of the percentage of any program that is delivered via distance education.

Note: If the program does not lead to licensure/certification, include as a supplement a detailed rationale for the program length and requirements.

**STANDARD VI: CURRICULUM
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure*
January 2014

VII. FINANCIAL PRACTICES AND MANAGEMENT

Yes No N/A D 1. Financial statements must be submitted no later than six months after the end of the institution's fiscal year. Institutions applying for initial accreditation must submit their financial statements for the most recent fiscal year at the time they submit their application for initial accreditation.

Indicate below the institution's fiscal year end as well as the date of the most recent submission to NACCAS, as applicable. Indicate how often the institution prepares financial statements (monthly, quarterly, etc.).

Yes No N/A D 2. The financial statements of the institution demonstrate that it has the financial resources to ensure continuity of operation, education programs and services, and to fulfill its obligations to students and employees, by meeting the following requirements:

- a. Has met the requirements as set forth by the U.S. Department of Education in accordance with 34 C.F.R. 668.171 (b) (1), or the successor regulation, or
- b. A ratio of current assets to current liabilities of one-to-one or greater (current ratio); a positive tangible net worth; and a profit in the most recent accounting year, or in two of the most recent three accounting years. Any assets of the institution that are excluded in the calculation of the composite score shall also be excluded by NACCAS in the calculation of the current ratio and net worth, or;
- c. If the institution is not in compliance with Criterion 2 (a) or 2 (b), it has the option to demonstrate financial stability by meeting the following requirements:
 - i. Cash and cash equivalents plus available lines of credit are equal to at least 16.7% of annual revenue.
 - ii. Ratio of net liabilities (total liabilities minus cash and cash equivalents) to tangible net worth is 2:1 or less, OR ratio of total debt to earnings before interest, taxes, depreciation, and amortization (EBITDA) is 3:1 or less.
 - iii. At the institution's expense, it agrees to an onsite evaluation of its financial stability by an independent Certified Public Accounting firm selected by NACCAS, and NACCAS determined the evaluation report demonstrates positive financial stability. A copy of this report shall be provided to the institution. The evaluation shall include a series of agreed upon procedures to be determined by NACCAS. These procedures may include (but may not be limited to) the following areas of concern:
 - A. Capacity to meet financial obligations as they come due.
 - B. Compliance with loan and lease agreements.
 - C. Compliance with state requirements for posting surety bonds for student tuition refunds where institution operates instructional programs.
 - D. Compliance with federal and state tax requirements, and regulations of the U.S. Department of Education (if applicable).
 - E. Budget process and internal financial reporting.
 - F. If applicable, the institution's financial relationship with a holding company.

**Appendices to the *Rules of Practice and Procedure*
January 2014**

G. Personal interviews with the institution's auditor and key members of management.

In accordance with [Section 8.18](#) (see page 116) of the NACCAS [Rules of Practice and Procedure](#) (see page 55), an institution is required to bring itself into compliance with accreditation requirements within the time frames established in the *Rules*.

In addition, the institution's financial statements:

- d. Do not contain a "going concern" note from the institution's auditor;
- e. Do not disclose that the institution is in default on any of its debt obligations;
- f. Are audited by an independent Certified Public Accountant; and
- g. Are prepared on an accrual basis, and in accordance with Generally Accepted Accounting Principles (GAAP).

Yes No N/A D 3. Institutions participating in Title IV funding programs must submit audited financial statements in accordance with federal auditing standards and guidelines.

The institution's financial statements are submitted to the NACCAS Director of Finance who will determine if they are in compliance with [Standard VII](#) (see page 16).

Yes No N/A D 4. Unless superseded by a state-, federal-, or program-mandated refund policy, the Institution shall adopt a policy that complies with the NACCAS [Withdrawal and Settlement Policy and Checklist](#) (see page 43).

Explain below which refund policy is used by the institution and submit as an exhibit at the end of the standard a cross-referenced NACCAS [Withdrawal and Settlement Policy and Checklist](#) (see page 43) regardless of which policy is followed. State if the institution participates in federal financial aid programs.

Yes No N/A D/A 10. Staff working with financial and accounting records is qualified by training and/or experience in accounting and bookkeeping.

Describe below how the institution ensures that staff members working with financial and accounting records are qualified to do so. Submit a copy of the resume for each staff member working with financial and accounting records as an exhibit at the end of the Standard. Describe any staff changes made or changes planned in this area since the change of ownership.

Yes No N/A D/A 11. Staff working with student financial aid is qualified by training and/or experience in applicable laws and regulations.

Describe below how the institution ensures that staff members working with financial aid programs are qualified to do so. Submit a copy of the resume for each staff member working with financial aid programs as an exhibit at the end of the Standard. Describe any staff changes made or planned in this area since the change of ownership.

**STANDARD VII: FINANCIAL PRACTICES
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure*
January 2014

VIII. INSTRUCTIONAL SPACE AND FACILITIES

The institution provides equipment, instructional and laboratory space, and other physical facilities that are adequate for instructional needs and meet professional standards of safety and hygiene.

Yes No N/A O 1. Instructional areas allow for effective delivery of instruction.

Describe how the institution ensures that all instructional areas allow for effective delivery of instruction.

Yes No N/A O/A 2. Institutional space is equipped to accommodate the numbers of students assembled at one time.

Describe how the institution's space is equipped to accommodate the number of students assembled at one time. Provide an explanation of any changes that have occurred or will occur to the space, facilities or equipment with regard to the new program. Submit as an exhibit at the end of the Standard a floor plan and a description of the facilities provided for the program.

Yes No N/A O 3. The institution meets applicable fire, building, health, ventilation, heating and safety requirement. In particular:

Yes No N/A a. Sanitary drinking water is available.

Yes No N/A b. Sanitary lavatories have hot and cold running water.

Yes No N/A c. Appropriately located fire extinguishers are maintained in operable condition.

Yes No N/A d. Electrical service is adequate to serve institution needs; and

Yes No N/A e. Emergency evacuation plans are known to staff and students.

Describe any changes that were made for the new program by the institution to ensure that it meets each of the requirements for this criterion.

STANDARD VIII: INSTRUCTIONAL SPACE AND FACILITIES
EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure* January 2014

IX. EVALUATION OF STUDENTS

The institution uses systematic student evaluation to assist student learning and to demonstrate satisfactory student achievement before a certificate of completion is awarded.

Yes No N/A D 1. Each student is evaluated periodically on attendance, academic and/or practical learning, as applicable.

Describe how and when students are periodically evaluated on academic and practical learning in the new program.

Yes No N/A D 2. Practical learning is evaluated using written criteria, such as rubrics or Similar means.

Provide examples of written criteria used and any applicable forms used to evaluate practical learning. Describe how the institution ensures consistency in practical grading among instructors. Describe how the institution's practical grading process informs the student of any deficiencies that may exist in any specific skill set.

Yes No N/A A 3. Student evaluation results are provided to students.

Describe when students are apprised of their academic performance, practical skills development, and, as applicable, attendance in the new program. Include a copy of applicable forms used as exhibits at the end of the Standard.

Yes No N/A D 4. The institution documents that each student who graduates or is otherwise awarded a certificate of completion has fully met the institution's published graduation requirements.

List below the page number in the catalog where the graduation requirements can be found. Describe how the school ensures that a student has fully met the requirements of the new program prior to being issued a diploma or certificate of completion.

Yes No N/A D 5. The institution's satisfactory academic progress policy complies with the NACCAS Satisfactory Academic Progress Policy and Checklist for [Programs Measured in Clock Hours or Competencies](#) (see page 49) or for [Programs Measured in Credit Hours](#) (see page 52).

If applicable, provide a copy of the institution's satisfactory academic progress policy, which incorporates the new program, cross-referenced to the NACCAS *Satisfactory Academic Progress Policy and Checklist* for [Programs Measured in Clock Hours or Competencies](#) (see page 49) or for [Programs Measured in Credit Hours](#) (see page 52).

Yes No N/A D 6. The institution accurately evaluates student progress according to the requirements of the NACCAS *Satisfactory Academic Progress Policy and Checklist* for [Programs Measured in Clock Hours or Competencies](#) (see page 49) or for [Programs Measured in Credit Hours](#) (see page 52), if applicable.

If applicable, provide copies of the satisfactory academic progress evaluation forms used by the institution for this program.

STANDARD IX:EVALUATION OF STUDENTS EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*

January 2014

X. OCCUPATIONAL ASSOCIATE DEGREE PROGRAMS

*****Only complete this portion of the PSS format if the program being added is an Occupational Associate Degree program and/or course.*****

The institution offers Occupational Associate Degree programs and/or courses that are consistent with the institution's mission and educational objectives. The general education courses offered in the program are applicable to the occupation. Institutions offering degree programs and/or courses must meet all other applicable standards of accreditation.

- Yes No N/A D 1. Instructors teaching applied general education courses must have at least an associate's degree with appropriate course work in the subject area(s) taught **OR** related work experience (3 years) and college level course work in the subject area being taught.

If the program being added falls under this category, provide a list of instructors including a resume indicating formal education or related work experience, as applicable.

- Yes No N/A D 2. If the institution has a transfer policy, it must state that a minimum of 25% of the degree program must be delivered by the institution awarding the degree.

State the institution's transfer policy below or include as an exhibit at the end of the standard.

- Yes No N/A D 3. The program must consist of a minimum of two academic years and 60 semester credit hours in length.

- Yes No N/A D 4. A minimum of 45 semester credit hours must be included in the occupational area.

- Yes No N/A D 5. At least 15 semester hours in general education courses must be included.

List below the page number in the catalog where the program content and requisite course hours can be found. Describe course content and explain how credits are allocated to occupational and general education. List the page in the catalog where this information can be found.

- Yes No N/A A 6. Courses and/or programs enhance the ability of an individual to apply academic and occupational skills in the workplace.

Describe how the institution ensures that the new course and/or program enhances the ability of the individual to apply academic and occupational skills in the workplace.

- Yes No N/A A 7. Courses and/or programs must be qualitatively related to the occupational degree offered.

Describe how the institution ensures that the new course and/or program is qualitatively related to the occupational degree offered.

- Yes No N/A D 8. Resource materials available to degree-seeking students are relevant, current, and appropriate to the courses of study and/or programs.

List examples of materials available to degree-seeking students and explain how the institution ensures they are relevant, current, and appropriate to the courses of study and/or programs.

STANDARD X: OCCUPATIONAL ASSOCIATE DEGREE PROGRAMS EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #7B – Modified Program Self-Study Format

This self-study format is only to be used when multiple schools under the exact same ownership are applying for approval of the same substantive change. In this case, the full Program Self-Study must be completed for one school; all other schools under the same ownership that will be offering the new program must then submit the appropriate number of copies of the Modified Program Self-Study as required by the Application Form.

Please review each Standard statement and the corresponding Criteria. Determine whether or not the institution is in compliance, out of compliance, or if the criterion does not apply to the institution and check, circle, or underscore the appropriate response.

The institution shall provide exhibits as requested with each Standard. Exhibits should be placed behind the Standard, labeled to correlate with the applicable criterion, and entered into the institutional self-study (ISS). For example, when providing a copy of the licenses of the instructors for the new program, please label the exhibit as Exhibit II. 1.

Inclusion of exhibits can be achieved in a variety of ways as follows:

1. Documents may be copied, labeled and placed behind a tab after the applicable Standard if submitting a hard copy of the PSS.
2. Documents may be “cut and pasted,” labeled, and placed after the Standard, if submitting via a CD ROM.
3. Documents may be labeled, saved into a pdf format, and placed after the Standard, if submitting via CD ROM.

I. EDUCATIONAL OBJECTIVES AND INSTITUTIONAL EVALUATION

The institution has a published mission statement identifying the institution as providing career preparation. The institution assesses its performance as related to its stated objectives, summarizes the results of the assessment, and uses the assessment to maintain or improve institution performance.

Yes No N/A D 1. A mission statement has been adopted by the institution and clearly identifies the institution as one preparing graduates for employment.

Yes No N/A D 2. The mission statement is published in the institution’s catalog.

List below the page number in the institution’s catalog where the mission statement can be found.

Yes No N/A D 6. The institution has an external advisory committee comprised of an employer or employers representing the field(s) of study offered by the institution. A committee member may represent multiple fields.

List the name(s) of the advisory committee member that satisfies this criterion for the new program. Also list the advisory committee member(s)’s name of business, business address, and field(s) for which the member may employ graduates below.

Committee Member Name Business Name Business Address Fields of Employment

**STANDARD I: EDUCATIONAL OBJECTIVES AND INSTITUTIONAL EVALUATION
EXHIBITS SECTION**

**Appendices to the *Rules of Practice and Procedure*
January 2014**

II. INSTRUCTIONAL STAFF

The institution employs an instructional staff that is fully qualified and of adequate size to fulfill the objectives of the educational courses and/or program(s) regardless of mode of delivery.

Yes No N/A D 1. Instructors hold teaching credentials demonstrating compliance with applicable state requirements.

Insert copies of licenses for all regularly employed, current instructors responsible for the new program as exhibits at the end of this Standard. In states where a teaching credential is not required, submit a copy of the applicable practitioner license(s) and a copy of the state regulation addressing qualifications for instructors.

Yes No N/A O/A 2. The student/teacher ratio meets the state requirements, if applicable, and in the absence of state requirements, the student/teacher ratio must not exceed 30 students in attendance per instructor.

Indicate the below student/teacher ratios:

Student/teacher ratio required by the state (if applicable):

Student/teacher ratio utilized by the institution:

Yes No N/A A 3. Qualified substitute instructors are familiar with the institution's curriculum, policies and procedures.

Provide a list of all substitute instructors for the new program and their license numbers below. Please explain how the institution ensures that substitutes are familiar with the institution's curriculum, policies, and procedures.

**STANDARD II: INSTRUCTIONAL STAFF
EXHIBITS SECTION**

**Appendices to the *Rules of Practice and Procedure*
January 2014**

III. ADMINISTRATIVE SERVICES

The institution has in place administrative policies and services appropriate to the educational courses and/or program(s). Such policies and services meet applicable federal, state, local, and NACCAS policies.

Yes No N/A A/O/D 3. The institution complies with applicable federal, state and local statutes and regulations governing the operations of the institution including the NACCAS *Rules of Practice and Procedure*.

Provide evidence that the school is approved to teach the new or changed program from applicable state or local regulatory agencies.

Describe below how the institution ensures that it remains in compliance with all the local, state, and federal regulations that impact the institution.

Yes No N/A O 14. The institution utilizes technologies and practices that are effective in verifying the identity of a distance learning student who participates in class or coursework (such as secure login and pass code or proctored examinations) while protecting student privacy.

Describe how the institution verifies the identity of the distance learner and insert any exhibits or forms used for compliance.

Yes No N/A A/D 15. Any information provided to applicants, enrollees, or students that is relevant to their decision to enroll in the institution or to satisfactorily complete the course and/or program must be in the language in which the course will be taught.

Describe the policies, procedures and documents used by the institution that ensures compliance with this requirement.

**STANDARD III: ADMINISTRATIVE SERVICES
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure* January 2014

IV. ADMISSIONS POLICIES AND PROCEDURES

The institution has published student admissions policies that are appropriate for the educational courses and/or program(s), and the institution follows these policies.

Yes No N/A D 3. The institution's written catalog complies with the NACCAS [Catalog Requirements](#) (see page 35).

Submit a copy of the institution's cross-referenced student catalog as an exhibit at the end of the Standard. Indicate by either highlighting the catalog or listing the page numbers below where the changes made to the catalog in relation to the new program are located, including but not limited to: admission requirements, program listing, tuition and fees, refund policy, graduation requirements, etc.

Yes No N/A D 4. Before accepting an applicant for admission, the institution provides the applicant access to the institution's catalog.

Describe the procedure followed to ensure that all applicants have access to a copy of the institution's catalog prior to signing an enrollment agreement.

Yes No N/A D 6. Before enrollment, each applicant is provided access to written information that accurately reports the certification or licensing requirements of the jurisdiction for which it is preparing graduates.

Describe below how the institution ensures that applicants have access to written information that accurately reflects the licensure requirements of the new program.

Yes No N/A D 7. The institution uses an enrollment agreement that complies with the NACCAS [Enrollment Agreement Requirements](#) (see page 33).

Insert as an exhibit at the end of this Standard a copy of the institution's enrollment agreement that is highlighted to show the changes made for the new program.

Yes No N/A D 16. The institution notifies distance learning students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity.

Describe how the institution notifies distance learning students of any projected additional charges associated with the verification of student identify.

Yes No N/A D 17. If the institution offers a program that is longer than the state requirements, before enrollment, each applicant is provided the rationale for completing the additional hours and the benefits to be derived from the additional training.

Please provide a copy below or as an exhibit at the end of this standard, the rationale given to applicants for the additional hours of training and include any documents or promotional material used for this purpose.

Yes No N/A D 18. Before enrollment, each applicant is provided access to written information that reflects generally known pre requisites for employment and factors that might preclude an individual from obtaining employment in the field for which training is provided such as:

- licensure requirements;
- regulatory oversight restrictions;
- physical requirements of the industry;
- ability to meet requirements set forth by employers.

Appendices to the *Rules of Practice and Procedure*

January 2014

Describe how the institution provides information on prerequisites and other factors relevant to obtaining employment, including all bullet point items listed and include as an exhibit to this standard any documents or forms utilized for this purpose.

STANDARD IV: ADMISSIONS EXHIBIT SECTION

**Appendices to the *Rules of Practice and Procedure*
January 2014**

V. STUDENT SUPPORT SERVICES

The institution has in place student support services that provide appropriate information and advice to students.

- | | | | | |
|-----|----|-----|------|---|
| Yes | No | N/A | A 1. | The institution provides access to an orientation program, whether verbal, printed, web-based, or other media format on or before the first day of class. |
| Yes | No | N/A | A 2. | The orientation program provides, at a minimum, information about: |
| Yes | No | N/A | | a. the instructional course or program; |
| Yes | No | N/A | | b. the educational objectives of each program or course; |
| Yes | No | N/A | | c. administrative policies affecting students; |
| Yes | No | N/A | | d. support services available to students. |

Describe below the institution's orientation process, content, and when it occurs.

**STANDARD V: STUDENT SUPPORT SERVICES
EXHIBIT SECTION**

**Appendices to the *Rules of Practice and Procedure*
January 2014**

VI. CURRICULUM

The institution offers educational courses and/or programs congruent with the mission of the institution and its educational objectives. Courses and/or programs incorporate job market requirements in instruction through involvement with its advisory committee. The institution ensures that all courses and/or programs offered by the institution, regardless of location or mode of delivery, are qualitatively consistent.

Yes No N/A A/O 1. Courses and/or programs are congruent with the mission of the institution and its educational objectives.

Describe how the new course and/or program offered by the institution is relative to the institution's mission and educational objectives.

Yes No N/A A/O 2. Courses and/or programs meet the state requirements where the student is seeking licensure and/or certification, if applicable.

List below the new course offered at the institution, along with the hours/credits required by the institution, as well as the hours required by the state.

COURSE OFFERED - HOURS/CREDITS REQUIRED BY INSTITUTION- HOURS/CREDITS REQUIRED BY STATE

D 4. The course and/or program outlines(s) must include each of the following elements:

Yes No N/A a. Name of the course or program;

Yes No N.A b. Course and/or program description;

Yes No N/A c. Course and/or program educational objectives;

Yes No N.A d. Contents of the units of instruction and, as applicable, hours, credits and/or competencies devoted to each unit;

Yes No N/A e. Instructional methods used to teach the program and/or course;

Yes No N/A f. Grading procedures.

Submit a copy of the most recently revised outline for the new program or course offered by the institution as an exhibit at the end of the Standard.

Yes No N/A A/O 5. In order to fulfill course and/or program requirements, the institution makes available to students the following:

Yes No N/A a. Textbooks and/or text materials;

Yes No N/A b. Supplementary instructional resources;

Yes No N/A c. Equipment, as applicable;

Yes No N/A d. Products and supplies, as applicable.

Describe below how the institution ensures that it meets each of the requirements of this criterion in regards to the new program.

Appendices to the *Rules of Practice and Procedure*

January 2014

Yes No N/A A/O 6. The institution provides students and teachers with access to current written reference materials, to support the educational course and/or program(s) offered.

Describe below how the institution provides sufficient, current, written, or web-based reference materials to support the new program offered.

Yes No N/A D 7. Courses and/or programs offered by the institution comply with the applicable regulatory agency curriculum requirements. In the absence of oversight agency regulations regarding curriculum, courses and/or programs are designed to meet industry standards using feedback from the institution's advisory committee and required elements of the state or national examination, if applicable, and/or requirements defined in the oversight agency's statutes or regulations for licensure.

Describe below how the institution's new course and/or program complies with applicable regulatory agency requirements or with industry standards. Attach as an exhibit at the end of this Standard a copy of any applicable state statutes and/or regulations with any curriculum requirements in relation to the new program.

Yes No N/A A/O 11. Academic and practical learning methods (e.g. discussion, question and answer, demonstration, cooperative learning, distance learning, problem solving, interactive lecture, individualized instruction, student and classroom presentations, labs and student salon activities) are used during the program.

List below the academic and learning methods used during the new program.

Yes No N/A A/O 12. Effective training aids and audiovisual materials are used to supplement the instructional process.

Provide a list below of training aids and audiovisual materials to be used by the institution to support the instructional process of the new program.

Yes No N/A D 13. Instruction in classrooms, labs, student salons, and/or via distance learning, if applicable, is effectively organized as evidenced by:

- Yes No N/A a. Program and/or course outlines
- Yes No N/A b. Lesson objectives
- Yes No N/A c. Evaluations
- Yes No N/A d. Other applicable instructional materials

Submit as exhibits at the end of the standard for the new course and/or program the following:

- Course and/or program objectives as stated in the course/program outline.
- Five examples of lesson objectives.
- Five examples of a written and practical evaluation.
- Any other applicable instructional materials the institution will utilize for this program.

STANDARD VI: CURRICULUM EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*

January 2014

VIII. INSTRUCTIONAL SPACE AND FACILITIES

The institution provides equipment, instructional and laboratory space, and other physical facilities that are adequate for instructional needs and meet professional standards of safety and hygiene.

Yes No N/A O 1. Instructional areas allow for effective delivery of instruction.

Describe how the institution ensures that all instructional areas allow for effective delivery of instruction

Yes No N/A O/A 2. Institutional space is equipped to accommodate the numbers of students assembled at one time.

Describe how the institution's space is equipped to accommodate the number of students assembled at one time. Submit as an exhibit at the end of the Standard a floor plan and a description of the facilities provided for the program.

Yes No N/A O 3. The institution meets applicable fire, building, health, ventilation, heating and safety requirements. In particular:

Yes No N/A a. Sanitary drinking water is available.

Yes No N/A b. Sanitary lavatories have hot and cold running water.

Yes No N/A c. Appropriately located fire extinguishers are maintained in operable condition.

Yes No N/A d. Electrical service is adequate to serve institution needs; and

Yes No N/A e. Emergency evacuation plans are known to staff and students.

Describe any changes that were made for the new program by the institution to ensure that it meets each of the requirements for this criterion.

STANDARD VIII: INSTRUCTIONAL SPACE AND FACILITIES EXHIBIT SECTION

**Appendices to the *Rules of Practice and Procedure*
January 2014**

IX. EVALUATION OF STUDENTS

The institution uses systematic student evaluation to assist student learning and to demonstrate satisfactory student achievement before a certificate of completion is awarded.

Yes No N/A D 1. Each student is evaluated periodically on attendance, academic and practical learning, as applicable.

Describe how and when students are periodically evaluated on academic and practical learning in the new program.

Yes No N/A A 3. Student evaluation results are provided to students.

Describe when students are apprised of their academic performance, practical skills development, and, as applicable, attendance in the new program. Include a copy of applicable forms used as exhibits at the end of the Standard.

Yes No N/A D 4. The institution documents that each student who graduates or is otherwise awarded a certificate of completion has fully met the institution's published graduation requirements.

List below the page number in the catalog where the graduation requirements can be found. Describe how the school ensures that a student has fully met the requirements of the new program prior to being issued a diploma or certificate of completion.

**STANDARD IX: EVALUATION OF STUDENTS
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure*

January 2014

Appendix #8 – Requirements For Contracting For Educational Programs Or Courses

NACCAS encourages accredited schools to institute separate classrooms and/or additional locations to accommodate overflow problems. However, in the event that an accredited school wishes to contract with another institution, school or organization, accredited or otherwise, for educational program(s) or course(s), the institution must notify NACCAS according to [Section 4.15](#) (see page 87) of the *Rules* and the following applies:

1. There must be a written contract or agreement between the accredited institution and other institution, school or organization.
2. Credit shall be given by the accredited institution for programs or courses contracted as if the institution itself were offering these programs or courses.
3. The applicant must demonstrate that students are informed of the arrangement. The school catalog must reflect the educational arrangement.
4. The applicant must demonstrate that the contractual arrangement does not conflict with any applicable state licensure laws and regulations.
5. The first 25% of a course or program cannot be contracted outside the school. (Note: Remedial courses or programs excepted).
6. In the event that an accredited institution contracts with a non-accredited institution, in addition to the foregoing, the total contracted portion cannot exceed 10% of a student's total course or program of study.

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #9 – Change Of Control Categories And Requirements

Warning: When a Change of Control occurs, the institution is subject to the voluntary relinquishment provisions of [Section 8.13](#) (see page 112) of the Rules UNLESS the New Controlling Owner complies with all the requirements for a Change of Control.

The Commission must know, at all times, who is in Control of an accredited institution. The Commission must be notified of any change in the direct or indirect ownership of an institution (whether by transfer of Voting Interests or otherwise) and must approve any Change of Control (including any change in ownership that results in a Change of Control). The accreditation process that will follow a Change of Control will depend on the category into which the Change of Control falls. The three general categories of Change of Control are described below. Any person or entity that proposes to acquire an ownership interest in an accredited institution is urged to contact the Commission before the proposed acquisition becomes effective, in order to verify the category that fits a contemplated Change of Control.

Categories of Changes of Control

Category 1

1. Change in organizational structure from (a) a Sole Proprietorship or General Partnership to another form of Business Entity (or vice versa) or (b) from one form of Business Entity to another form of Business Entity, without either the Owners or their respective Ownership Interests changing.

Category 2

1. A Controlling Owner ceases to Control an institution.
2. An existing Minority Owner becomes a Controlling Owner.
3. A person or Business Entity which currently Controls a NACCAS-accredited institution acquires Control of another NACCAS-accredited institution or multiple NACCAS-accredited institutions from the same Owner(s).
4. Acquisition of Control by a person who has worked for five years or longer in a management position at the applicable institution.
5. Acquisition of Control by a person who has overseen the applicable institution for five years or longer in an administrative position at the home office of multiple NACCAS-accredited institutions.
6. Division of one institution into two or more institutions.

Category 3

1. Acquisition of Control by a person or Business Entity that, prior to such acquisition, was not an Owner.
2. Acquisition of Control by a person or Business Entity that has not Controlled a NACCAS-accredited institution within the past five years.
3. A person or Business Entity acquires Control of an institution that has been in (non-administrative) withdrawal status within the past eighteen months.

Appendices to the *Rules of Practice and Procedure* January 2014

When a Change of Control has characteristics in more than one Category, it will fall in the higher numbered Category.

Change of Control Process by Category

Requirements Specific to Category 1: A Category 1 Change of Control is a non-substantive change (see Rules [Section 4.16](#), page88.) Refer to Notification Form #1 (Non-Substantive Change) for submission requirements.

Requirements General to Categories 2 and 3

1. At least 30 days before the expected effective date of the Change of Control, submit the required application form, together with:
 - a. A non-refundable application fee.
 - b. Fully-executed copies of the Transfer Agreement and all other closing documents, which include all of the terms of the transfer. (The closing documents must be submitted within 7 days after the effective date of the Change of Control). (If the New Controlling Owner is entering into a lease agreement, a copy of the lease agreement must also be submitted.)
 - c. A copy of the state license showing the Owner(s) or statement from the state licensing agency accepting the new Owner(s) for licensing (to be submitted within 30 days after the effective date of the Change of Control).
 - d. Biographies of the new Owner(s). Indicate any family relationships to the former Owner(s). Indicate any business or employment relationships with the former Owner(s) and the institution acquired or another NACCAS-accredited institution.
 - e. Evidence that the liaison has attended a workshop within the previous 24 month, or evidence the liaison is registered to attend a workshop within 90 days of the application date.
 - f. A balance sheet for the institution as of the effective date of the Change of Control (to be submitted within 30 days after the effective date of the Change of Control), compiled by an independent certified public accountant on an accrual basis of accounting according to GAAP.
 - g. A signed statement indicating whether (i) the new Owner(s) or (ii) the previous Owner(s) assume(s) the responsibility for refunds due to students attending the institution prior to the effective date of the Change of Control.
2. The institution can request an early renewal of accreditation to combine the Change of Control evaluation with an up-coming renewal process. The Institutional Self-Study must be submitted not later than 90 days after the effective date of the Change of Control, to permit the on-site visit to occur within the required six-month timeframe.
3. The NACCAS Board of Commissioners, a delegated Committee, or staff may request other pertinent information. This should be submitted within 15 days of receipt of the request.

Requirements Specific to Category 2

1. The institution shall undergo a partial team on-site evaluation, at the institution's expense, within six months after the effective date of the Change of Control.

**Appendices to the *Rules of Practice and Procedure*
January 2014**

Requirements Specific to Category 3

1. The institution shall undergo a consultation prior to submitting the Institutional Self-Study and undergoing the Change of Control visit. The consultation can be at a NACCAS workshop, the institution, or the NACCAS office.
2. The institution must submit an Institutional Self-Study within 90 days after the date of approval of the Change of Control.
3. The institution shall undergo a full-team on-site evaluation, at the institution's expense, within six months after the effective date of the Change of Control.

Appendices to the *Rules of Practice and Procedure*
January 2014

GUIDE TO CHANGE OF CONTROL
CATEGORIES OF CHANGE AND THEIR REQUIREMENTS

Requirements	Category of Change	
	2	3
Submit application form at least 30 days before the effective date of the Change of Control.	X	X
Submit a non-refundable fee with the application.	X	X
Submit a copy of the certificate of incorporation (or applicable organizational document) for the new Business Entity created. If an existing Business Entity was dissolved, submit a copy of the certificate of dissolution.		
List Owner(s) with specifics on any family relationships to the former Owner(s). Indicate any business or employment relationships with the former Owner(s) and the institution acquired, or another NACCAS-accredited institution.	X	X
Submit biographies of the new Owner(s).	X	X
Submit the name of the Owner or employee designated as liaison with NACCAS for accreditation processes.	X	X
Evidence that the liaison has attended a workshop within the previous 24 months, or evidence the liaison is registered to attend a workshop within 90 days of the application date.	X	X
Submit a signed statement indicating which of (1) the new Owner(s) or (2) the previous Owner(s) assumes the responsibility for refunds due to students attending the institution prior to the effective date of the Change of Control.	X	X
Submit a list of shortened versions of the institution name and where they will be used.	X	X
The NACCAS Board of Commissioners, a delegated Committee, or staff may request other pertinent information. This should be submitted within 15 days of receipt of the request.	X	X
Within 7 days after the effective date of the Change of Control, submit fully-executed copies of the Transfer Agreement and all other closing documents, which include all the terms of the transfer of Ownership Interests. (If a lease agreement, a copy of the lease agreement must be submitted.)	X	X
Within 30 days after the effective date of the Change of Control, submit a copy of the state license showing the new Owner(s), or a statement from the state licensing agency accepting the new Owner(s) for licensing.	X	X
Within 30 days after the effective date of the Change of Control, submit a balance sheet for the institution as of the effective date of the Change of Control (to be submitted within 30 days after the effective date of the Change of Control), compiled by an independent certified public accountant on an accrual	X	X

Appendices to the *Rules of Practice and Procedure*
January 2014

Requirements	Category of Change	
	2	3
basis of accounting according to GAAP.		
Undergo a consultation at a NACCAS Workshop, the institution, or the NACCAS headquarters.		X
Submit an ISS within 90 days after the effective date of the Change of Control or attendance at an Accreditation Workshop, whichever comes first.		X
The institution may request an early renewal of accreditation to combine the Change of Control evaluation with an up-coming renewal process. The ISS must be submitted not later than 90 days after the approval of the Change of Control, to permit the on-site visit to occur within the required six-month timeframe.	X	X
Within six months after the effective date of the Change of Control, undergo a partial-team on-site evaluation	X	
Within six months after the effective date of the Change of Control, undergo a full-team on-site evaluation.		X

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #10 – Description Of Separate Facilities

Recognizing the need for some flexibility in adding campus facilities that are bona fide extensions of the school, the Commission will consider a request from a school to include an expansion campus facility or additional location within the accredited status of the main school. It is of the utmost importance that a high level of quality control be maintained by the school over a new campus facility or additional location, specifically to insure the quality of education provided at each training site.

EXPANDED CAMPUS FACILITIES
(Notification and Fee: See *Rules Part 4A.3*, page 80 and *4.15(b)*, page 87)

An expansion campus facility is a supplemental training space located within two (2) miles of the original facility of the accredited institution. Its purpose is to allow the accredited institution to provide adequate space to train students.

A school is responsible and accountable to the Commission for its expansion campus facilities. If the ownership or address of the original campus facility changes from that of the expansion campus facility, accreditation does not automatically continue for the expansion facility. The institution's owners must verify that the expansion facilities will continue in operation and that they comply with all accreditation requirements. An expansion campus facility must bear the same name as the original accredited school and its advertising sign must indicate its status as a facility of the campus of the school.

Approval Procedure: See [*Section 4.16*](#) (page 88) of the *Rules*.

ADDITIONAL LOCATION
(Application & Fee: See *Rules Sub-Part 4A.3*, page 80)

Main Campus: See [*Section 4.8*](#) (page 80) of the *Rules*.

Additional Location

An additional location is an additional training location of the main campus that has a separate (on-site) administrative structure, services, and facilities. An additional location must be located further than two driving miles from the main campus, or any other additional location that is under the same ownership structure. A main campus must be able to demonstrate the ability to administrate and control the additional location facility. Main campuses and their additional locations must be under the exact same ownership and financial structure.

An additional location must be open, licensed and operating prior to an Application for Provisional Additional Location Accreditation. The additional location must offer at least one complete program related to the programs offered at the main campus. An additional location must be in compliance with the eligibility requirements set forth in the NACCAS *Rules of Practice and Procedure*, [*Section 1.2*](#), see page 57, (with the exception of items 1.2(c)(3) and (8)). The anniversary date for renewal of accreditation of an additional location and its main campus shall coincide.

Change of Ownership of a Additional location: See [*Section 4.8\(e\)*](#) (page 81) of the *Rules*.

Appendices to the *Rules of Practice and Procedure* January 2014

Closure of an Additional Location

The decision by the owner(s) of the main campus to terminate operations of any additional location must be appropriately and effectively communicated to all interested parties and the public, including but not limited to, students, governmental agencies, the local community and NACCAS. The additional location is obligated to continue offering the programs accredited by NACCAS so that a currently enrolled student will have the opportunity to complete the curriculum in which he/she has enrolled. However, if NACCAS is notified of an intent to close an additional location for a period of more than thirty (30) calendar days, the enrolled students must be transferred to the main campus, or other satisfactory arrangements for the enrolled students must be made. Accreditation for the additional location must then immediately be relinquished.

Advertising

If the additional location does not use the same name as the main campus, there must be a clear disclosure of the name of the main campus in all advertising and promotional materials. An additional location facility may disclose in advertising and promotional materials its accredited status only after it has been granted accreditation.

Students may not be transferred between the main campus and an additional location, or between additional locations unless there is a formal transfer as regulated by the state regulatory agency. Exceptions to this regulation are limited to such occasions when discussions, demonstrations, seminars and/or lectures are provided at either the main or additional location. At no time, however, may interchanged students be involved in clinic activities.

Free-Standing Status: See [Section 4.8\(f\) – \(h\)](#) (page 81) of the *Rules*.

APPROVAL PROCEDURE FOR ADDITIONAL LOCATIONS

A school seeking to have an additional location approved within the accredited status of the main school must formally request such approval from the Commission by completing the following procedure:

1. The main campus must submit a complete Application for Provisional Additional Location accreditation with the appropriate exhibits.
2. A NACCAS staff person reviews the material to ensure that the application is complete. If any questions are not answered, or if any exhibits are not submitted, the school will be notified and the application process will not continue until the information is received.
3. If the school meets financial criteria, no negative information has been received from third parties, and the staff review uncovers no problems, the application shall be referred to the full Commission for consideration when it next meets.
4. The completed application materials are presented to the Commission for review of provisional additional location status. The Commission may grant provisional additional location status or take another action pursuant to [Part 8](#) (see page 105) of the NACCAS *Rules of Practice and Procedure*. The institution will be sent written notification of the Commission's decision within forty-five days from the close of a Commission meeting.
5. If the Commission grants the additional location provisional additional location accreditation, an evaluation team including an academic, an administrator and a NACCAS staff person will conduct

Appendices to the *Rules of Practice and Procedure*
January 2014

an on-site evaluation within six (6) months of the grant of provisional additional location accreditation to verify that the school is operating within NACCAS guidelines.

6. The school must submit a written response regarding any limitations cited on the Team Report of the on-site evaluation within forty-five (45) days from receipt of the report.
7. Six months after provisional additional location accreditation has been granted, one (1) copy of the Institutional Self-Study (ISS) for the additional location must be submitted. The ISS must include information concerning the educational programs; faculty, physical, financial and other resources for its support; admission and graduation requirements; compliance with state laws evidencing authority to operate the additional location; number of students; administrative structure of the additional location; and any additional information that may assist in the review of the school's programs.
8. A NACCAS staff person will review the Institutional Self-Study for compliance with accreditation requirements. If any areas are not addressed in the self-study, the school will be sent a letter outlining any additional information needed.
9. The provisional additional location must go through an on-site evaluation by a full team of examiners between twelve (12) and eighteen (18) months from the date provisional additional location accreditation is granted.
10. The additional location must submit a detailed response to any limitations cited in the team report within forty-five (45) days of receipt of the report and include documentation to show that any limitations cited have been corrected or are unwarranted.
11. The full Commission reviews the Team Report and the school's response to any limitations cited by the team at a regularly scheduled Commission meeting.
12. The Commission acts again on the school's application for additional location accreditation as outlined in [Part 4](#) (see page 77) of the NACCAS *Rules of Practice and Procedure*. If approved, the school is given full additional location status and the reference number is preceded by a "B" rather than a "P". The renewal of accreditation of the additional location will then be concurrent with the renewal of accreditation of the main campus.

If approval of an additional location is denied at any stage in the application process, the action may adversely affect the accredited status of the main campus.

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #11A – Business Plans: Requirements For Development Of A Business Plan For An Institution Undergoing A Category 2 Relocation

An institution undergoes Category 2 relocation when it moves more than 75 miles. Recognizing that some staff may change, facilities will be new, even new state requirements may control the operations of the institution, the Commission requires the institution to develop a business plan and submit this as part of its application for approval before the relocation takes place.

The business plan must include, but is not limited to the following:

1. An organizational chart that shows the job titles of individuals who will work at the new location. Reporting lines should be depicted clearly. Copies of all pertinent job descriptions for these individuals must be submitted with the plan.
2. A description of any reports that will be generated by the institution on a regularly scheduled basis (i.e. enrollment reports, students currently on probation, etc.).
3. A description of how student records from the former location will be maintained.
4. Enrollment projections at the new location.
5. A written financial plan that projects the revenues, expenditures and cash flow of the school at its new location. This plan must include all start up costs, i.e., building and equipment costs, staffing of new facility, as well as projected enrollments and laboratory revenues.
6. A budget for the new location for the coming eighteen-month period that demonstrates the resources being devoted to the new location and the source of these, and shows expected income and expenses, net cash flow, sources of income, and a balance sheet.
7. Financial statements for all institutions under the same ownership, or a combined financial statement that places the new location in the context of the overall financial picture of the owners.
8. A brief description of each educational program to be offered at the new location.
9. Describe other schools and cosmetology, electrology, massage or related programs in the area that are competing with the school at its new location.
10. Describe how continuous operations will be assured when the institution moves from its current location to the new location more than 75 miles away.
11. Submit copies of required state or local licenses for the new location or a description of the steps taken to obtain these.

The institution's business plan will be reviewed by the Executive Director of NACCAS. The Executive Director shall require the applicant to submit any additional information which the Commission will need in order to act on the application for Category 2 relocation.

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #11B – Business Plan For Schools That Have Been Withdrawn Or Terminated From Title IV Funding

1. Describe the impact of the unavailability of Title IV assistance for the students served. Include information on:
 - a. Does the school plan steps to adjust to a change in enrollment? Describe these steps.
 - b. Does the school have plans to recruit students who do not need Title IV? Describe these plans.
 - c. Does the school have a plan to help students meet their financial need in other ways? Describe this plan.
2. Describe other schools and cosmetology, electrology, massage or related programs in the area that compete with your school.
3. Describe other factors that have an impact on your business, the nature of the impact, and your strategies to deal with it.
4. Include a budget for the next 18 months showing expected income and expenses, net cash flow, sources of income, and a balance sheet. Include a narrative linking this budget to the steps, plans and strategies described under items 1 – 3.

**Appendices to the *Rules of Practice and Procedure*
January 2014**

**Appendix #12 – Instructions For Submission Of Petitions For A Variance To The
NACCAS Rules, Appendices or Policies**

Pursuant to [Section 10.5](#) (see page 128) of the NACCAS *Rules of Practice and Procedure*, the Commission may accept for consideration a petition for a variance of the *Rules*, Appendices or Policies by a school. Petitions must be received forty-five days prior to a scheduled meeting of the Commission unless there are substantiated special circumstances. The Commission will only accept petitions that are submitted in the following format.

1. List the specific section of the *Rules* to be varied, including the section and number.
2. Provide the institution's rationale for the variance.
3. Provide all documents used by the institution to support the request for a variance.
4. The institution must submit six (6) copies of the petition and supporting documentation in soft sided binders for easy review by the Commission.

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #13 – Determining Visit Length

A school that meets any one of the following criteria which is subject to an on-site evaluation will receive a two-day visit from NACCAS' Evaluation Team:

1. A school enrolls more than 200 students per year; or has a current enrollment of 125 students;
2. A school whose last Application for Renewal of Accreditation was denied and who prevailed on appeal;
3. A school whose Application for Initial Accreditation was denied and later reapplied; or
4. A school that has had serious Complaint allegations raised against it which would warrant a special investigation. The determination of a two-day visit in this situation would be made by the Commission.

A Change of Ownership Category 2 school that is subject to an on-site evaluation and meets Criterion 1 above will receive a one-day visit from NACCAS' evaluation team with one additional school Owner/Administrator Evaluator.

For the cost of a two-day on-site evaluation refer to [Appendix #2](#) (see page 134) of the *Rules of Practice and Procedure*.

Appendices to the *Rules of Practice and Procedure*
January 2014

Appendix #14A – On-Site Evaluation: Documentation For On-Site Evaluators

This list includes some of the documentation from the *Standards and Criteria* that evaluation teams will need to review during the institution's full team onsite visit. These items must be readily available for the team to review and is not an inclusive list of the items that may be reviewed.

Documents for the Academic Evaluator

(Primary Evaluator for Standards [I](#) (see page 8), [II](#) (see page 9), [VI](#) (see page 14), and [IX](#) (see page 19)):

- Most recent outcomes rates from NACCAS Annual Report
- Advisory Committee roster
- Evidence of feedback from current students, graduates and advisory committee
- Summary of feedback from current students, graduates and advisory committee
- Improvement Plan, if applicable
- List of all currently employed instructors with hire date
- Instructor meeting policy and minutes
- Instructor licenses and/or Credentials (including substitute credentials)
- Instructor performance evaluations
- Plan for continuing education
- Evidence of completed continuing education
- Course and/or program outlines for all courses
- Sample lesson plans for each course
- State regulations governing curriculum and the complete State regulations governing institution
- Rationale for programs that exceed the State required length
- Externship Policy (if applicable)
- Examples of written and practical tests
- Requirements for graduation
- Evidence that the institution is responsible for distance education (if applicable)
- Satisfactory Academic Progress Policy (*Cross referenced with most recent policy checklist*)

Documents for the Institution Owner/Administrator Evaluator

(Primary Evaluator for Standards [III](#) (see page 10), [IV](#) (see page 11), and [VII](#) (see page 16)):

- Institution license and/or authority to operate
- Operating procedures
- FERPA policy and forms
- Evidence that institution complies with local, state, federal regulations
- State Regulations governing institution
- Training agreements with other entities, if applicable
- Program Participation Agreement (signed) and Eligibility Certification Approval Report (ECAR)
- Cohort Default Rate letter (if applicable)
- Samples of advertising for previous 12 months
- Attendance policy and records
- Admissions policy and procedures
- Ability-to-Benefit policy, if applicable

Appendices to the *Rules of Practice and Procedure* January 2014

- Transfer policy
- Re-entry policy
- Copy of Pre-enrollment Information provided to students for:
 - o most recent annual report statistics (outcomes rates)
 - o certification or licensing requirements of the jurisdiction for which training is being provided
 - o the generally known pre-requisites for employment and factors that might preclude an individual from obtaining employment such as licensure requirements; regulatory oversight restrictions; physical requirements of the industry; and ability to meet requirements set forth by the employer
- Evidence that students have received the aforementioned required pre-enrollment information
- Rationale for any additional hours/course length over state requirements
- Articulation Agreement, if applicable
- Requirements for graduation
- Satisfactory Academic Progress Policy (*Cross referenced with most recent policy checklist*)

Documents for the Practitioner Evaluator (Primary Evaluator for Standards [V](#) (see page 13) and [VIII](#) (see page 18)):

- Orientation information provided to students
- Evidence students provided with access to orientation program
- Academic Advising Procedures & Professional Assistant Referral Policy
- Placement records of students
- Employment assistance provided to students and graduates
- Institution Internal Complaint Policy
- Schedule of activities for students in each class planned for the day of the on-site evaluation (academic learning, practical work, clinic, etc.)
- Copy of the complete State regulations governing institution
- State regulations governing curriculum
- Advisory Committee Roster (Secondary)
- Evidence of feedback from current students, graduates and advisory committee (Secondary)
- List of currently employed instructors with hire date (Secondary)
- Improvement Plan, if applicable (Secondary)
- Instructor meeting minutes (Secondary)
- Instructor licenses and/or credentials (Secondary)
- Instructor performance evaluations (Secondary)
- Evidence of completed continuing education (Secondary)
- Plan for Continuing Education (Secondary)

Other Documentation:

- Annual Report and back-up documentation
- The Institution's current Catalog (**4 copies**), Enrollment Agreement (**2 copies**), and Satisfactory Academic Progress Policy (**3 copies**)
(These items must be cross referenced with the most recent corresponding policy checklist)
- On separate sheets of paper, the institution must make available to the team **three separate lists**:

Appendices to the *Rules of Practice and Procedure*
January 2014

1. A list of all **currently attending (active) students** with each **student's start date, course enrolled, and approximate number of hours completed**. This includes students on a leave of absence.
2. A list of all **graduates** in each program from twelve months prior to the visit date to the present, with each graduate's **start date, scheduled graduation date, and actual graduation date**.
3. A list of all students whose enrollments have been **terminated and/or withdrawn** (either by the student, or by the institution) from twelve months prior to the visit date to the present, with each student's **start date, last day of attendance, and withdrawal determination date by the institution and actual hours clocked and scheduled hours at the time of termination and/or withdrawal**.
** Identify students on those three lists who are currently on a leave of absence, ATB students, and transfer students.**