

Appendices to the *Rules of Practice and Procedure*
June 2017

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 177) and related footnotes.

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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](http://www.naccas.org), www.naccas.org, for the current schedule of fees for all applications and processes.

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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 and (if different from the Owner) the proposed Accreditation Liaison of an institution applying for candidate status must attend a NACCAS Accreditation Workshop and Candidate Class within the six (6) month period prior to submitting an Application for Candidate Status.

The Owner and (if different from the Owner) the proposed Accreditation Liaison of an institution granted candidate status must attend a NACCAS Accreditation Workshop prior to submitting its Application for Initial Accreditation, but not later than the twelve (12) months after the grant of candidate status. If the institution has not submitted an Application for Initial Accreditation as of the 12-month anniversary of its having been granted candidate status, the institution's Owner and (if different from the Owner) the proposed Accreditation Liaison must attend a second-post application NACCAS Accreditation Workshop not later than the 24-month anniversary of its grant of candidate status.

The Owner or Accreditation Liaison 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.

Accredited Institutions

Workshop attendance for an accredited institution is based on the school's accreditation anniversary date. The Owner or (if different from the Owner) Accreditation Liaison of an accredited institution (see page 80, [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.

After being granted initial accreditation, the Owner and (if different from the Owner) the Accreditation Liaison of the newly-accredited institution must attend a NACCAS Workshop at least once during each of the institution's first three (3) years of accreditation (commencing on the date of initial accreditation). This obligation applies even if the institution's initial accreditation period is less than three (3) years.

An institution (re)accredited subsequent to a Commission deferral, Show Cause Order 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 Order 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 shall be assessed a penalty fee of \$300 (which may be waived by the Executive Director in appropriate circumstances).

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 80) of the *Rules*. It is possible for a single individual to represent more than one institution in this capacity.

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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 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.

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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.

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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 4.8](#) (see page 87) of the NACCAS *Rules of Practice and Procedure*, the procedures set out in [Section 5b](#) (see page 150) of this policy, and the following conversion formula:

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- 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 Conversions¹¹

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 4.8](#) (see page 87) of the *Rules of Practice and Procedure*.

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

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

The requirements in [Appendix #5B](#) (see page 152) 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.

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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 108) and [Section 8.14](#) (see page 121) 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.

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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.

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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 or provide as an Exhibit at the end of this 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 below the procedures used by the institution to determine the data contained in the most recent NACCAS Annual Report are accurate. Insert a copy of each individual cohort grid as an Exhibit at the end of this Standard.

Yes No N/A D 4. The institution maintains documentation that can be verified and supports the rates of graduation, 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. Provide as an Exhibit at the end of this Standard of three (3) real examples of back up documentation, for students listed on the cohort grid, for all three (3) outcomes rates. (Note: There should be nine (9) examples for this criterion.)

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. Graduation 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.

Graduation: _____

Licensure: _____

Placement: _____

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

Graduation: 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 low outcomes cohort group, as applicable.

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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.

Provide the following information for each member of the advisory committee:

1. Committee member's full name
2. Name of the committee member's business
3. Address of the committee member's business
4. Specific field of employment committee member is representing

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. Graduation, licensure or certification, and placement rates.

Provide below either a copy of the minutes or copies of completed surveys for your most recent Advisory Committee meeting. You may also place the minutes or the completed survey documents as an Exhibit at the end of this Standard.

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 below the institution's procedure for soliciting feedback from current students based on its mission and educational objectives. Provide examples of completed survey forms or other documentation used to collect feedback as an Exhibit at the end of this Standard.

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

Explain below the institution's procedure for soliciting feedback from graduates based on its mission and educational objectives at least annually. Provide examples of completed survey forms or other documentation used to collect feedback as an Exhibit at the end of this Standard.

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 this Standard.

Yes No N/A D 11. Based on the feedback received, the institution implements improvements and changes, as applicable, to maintain compliance with NACCAS Standards and Policies.

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

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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 (including substitutes) hold teaching credentials demonstrating compliance with applicable state requirements.

Insert copies of licenses for all regularly employed, current instructors as an Exhibit 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 as an Exhibit at the end of this Standard.

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

Indicate below the 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 the name of all substitute instructors and provide 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 below your policy and procedure for using substitute instructors or submit as an Exhibit at the end of this Standard.

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 annually.

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 regarding staff meetings below or submit it as an Exhibit at the end of this Standard. Provide a copy of instructor meeting minutes as an Exhibit at the end of this Standard for meetings conducted throughout the last 12 months based on the institution's policy.

Yes No N/A 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 this Standard.

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

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Insert copies of continuing education certificates or other acceptable documentation demonstrating 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*](#) as an Exhibit at the end of this Standard.

Yes No N/A A/D 9. Each instructor, with the exception of substitutes, shall receive and sign a written performance evaluation at least once [*annually*](#).

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

Explain below the institution's procedures for ensuring that each instructor receives and signs 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. List the names of all regularly employed instructors below and state their date of hire. Provide a copy of completed performance evaluations for each instructor as an Exhibit at the end of this Standard.

INSTRUCTOR NAME DATE OF HIRE

STANDARD II: INSTRUCTIONAL STAFF
EXHIBITS SECTION

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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 this 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 below where the licenses are displayed. Provide a copy of the state regulations regarding this requirement as an Exhibit at the end of this Standard.

Yes No N/A A/O/D 3. The institution complies with applicable federal (including Title IV Federal Financial Aid), state, and local statutes and regulations governing the operations of the institution including the NACCAS [*Rules of Practice and Procedure*](#) (see page 59).

Describe below how the institution ensures that it remains in compliance with all the local, state, and federal regulations that impact the institution. If the institution participates in federal loan programs, such description should include the institution's compliance with the U.S. Department of Education's regulations concerning participation in Title IV funding programs, including with respect to the institution's cohort default rates.

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/O/A 6. The institution has controls in place to ensure operations, programs, and staff meets the requirement for administrative capacity and capability.

Describe below how the institution ensures that it has qualified staff, sufficient space, comprehensive curriculum and resources, and adequate policies/procedures in place to meet this requirement.

Yes No N/A D 7. The institution has a current, signed participation agreement(s) (Title IV, Veteran's Administration, Work Force Development, etc.) and Eligibility Certification Approval Report (ECAR) listing approved courses and/or programs, if applicable.

List below the financial aid programs in which the institution participates. Provide a copy of the institution's current ECAR and all participation agreements in which the institution is currently engaged as an Exhibit at the end of this Standard.

Yes No N/A D 8. Advertising conforms to the NACCAS [*Policy on Advertising*](#) (see page 23).

Provide a list below of types of advertising media (e.g.: billboard, radio, television, newspaper, website, etc.) used for the most recent 12-month period. Submit copies of at least one (1) example of each type of advertising as an Exhibit at the end of this Standard.

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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. Provide an executed copy as an Exhibit at the end of this Standard of any training agreements in which the institution is engaged.

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 must have a policy regarding the release of student information which is in compliance with local, state, and federal law (FERPA).

List below the page number in the catalog where these policies can be found. Provide the institution's policy and an executed copy of a release from used by the institution as an Exhibit at the end of this Standard.

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 below how the institution complies with its privacy policies while ensuring access to student and institution records to NACCAS.

Yes No N/A O 13. All institutional records related to accreditation (NACCAS Standards and Policies) must be maintained from the effective date of the most recent grant or removal of accreditation and in accordance with state and federal law. Newly accredited institutions that do not have a six (6) year history must maintain records from the Candidate Consultation visit forward. Student records must be maintained in accordance with state and federal law.

Describe below how the institution maintains accreditation records for the period required in order to meet this requirement.

Yes No N/A A 14. All institution records are maintained and safeguarded against loss, theft, identify theft, or damage.

Describe below the institution's procedures that ensure all institution records are maintained and safeguarded against loss, theft, identity theft, or damage.

Yes No N/A O 15. 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 below how the institution verifies the identity of the distance learner and insert any exhibits or forms used for documenting compliance.

Yes No N/A A/D 16. 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.

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Describe below the policies, procedures and documents (e.g. catalog, enrollment agreement, curriculum, advertising, course outline, pre-enrollment information, etc.) 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**

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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 29). |
| | | | d. Have evidence that verification of a foreign student's high school diploma has been performed by an outside agency that is qualified to translate documents into English and confirm the academic equivalence to a high school diploma. |
| | | | e. 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. Describe below how the institution verifies the validity and equivalence of a high school diploma for foreign students, if applicable. Provide a copy of the institution's admission policy as an Exhibit at the end of this Standard.

- | | | | |
|-----|----|-----|--|
| Yes | No | N/A | D 2. A limited number of secondary students who are not enrolled under a training agreement as described in item e 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. |
|-----|----|-----|--|

Provide a copy of the institution's policy and procedure for admitting secondary students and submit a roster of secondary students admitted in the last 12 months as an Exhibit at the end of this Standard, if applicable.

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | D 3. The institution's written catalog complies with the NACCAS Catalog Requirements (see page 33). |
|-----|----|-----|---|

Submit a copy of the institution's cross-referenced student catalog as an Exhibit at the end of this 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 below the procedure followed to ensure that all applicants have access to a copy of the institution's catalog prior to signing an enrollment agreement. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

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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. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

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. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

Yes No N/A D 7. The institution uses an enrollment agreement that complies with the NACCAS [Enrollment Agreement Requirements](#) (see page 30).

Insert copy of the institution's enrollment agreement cross-referenced to NACCAS' Enrollment Agreement Requirements and Checklist as an Exhibit at the end of this Standard.

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 (Glossary Term: [Fully Executed](#)). Describe when a copy of the fully executed enrollment agreement is received by the enrollee. Identify where the school maintains its copy of the fully executed enrollment agreement. Provide three (3) real examples of fully executed enrollment agreements as an Exhibit at the end of this Standard.

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 38).

Provide a copy of the institution's leave of absence policy below or as an Exhibit at the end of this Standard.

Yes No N/A D 12. The institution accurately implements the Leave of Absence Policy, as applicable.

Describe below how the institution ensures that the leave of absence policy applies to all students. Provide examples of three (3) completed leave of absence forms along with their respective enrollment agreement as an Exhibit at the end of this Standard.

Yes No N/A D 13. 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. Provide a copy of the language used in the catalog that documents this requirement as an Exhibit at the end of this Standard.

Yes No N/A D 14. The institution has a policy that clearly defines how training or

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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. Provide a copy of the transfer policy as an Exhibit at the end of this Standard.

Yes No N/A D 15. The institution maintains a list of institutions with which it has established an articulation agreement, if applicable.

Provide the list of institutions with which the institution has established articulation agreements below, or as an Exhibit at the end of this Standard.

Yes No N/A D 16. The institution's practices are consistent with its admissions policies and requirements.

Describe below 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 17. 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 below how the institution notifies distance learning students of any projected additional charges associated with the verification of student identity. Provide documentation of how a student is notified of these charges as an Exhibit at the end of this Standard.

Yes No N/A D 18. 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.

Provide a copy below or as an Exhibit at the end of this Standard, of 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 19. Before enrollment, each applicant is provided non-verbal access to 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 below how the institution provides information on pre requisites and other factors relevant to obtaining employment including all bullet point items listed. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

STANDARD IV: ADMISSIONS POLICIES AND PROCEDURES EXHIBIT SECTION

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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 on or before the first day of class. (If the institution intends to award hours or credits for orientation, the orientation must be part of the institution's curriculum, if permitted by state and federal law.)
-----	----	-----	------	---

			A 2.	The orientation program provides, at a minimum, information about:
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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, the orientation content, and when the orientation occurs. If the institution awards credits or hours for orientation provide a copy of the curriculum that includes orientation in the program as an Exhibit at the end of this Standard. Provide examples of all documentation used for this process as an Exhibit at the end of this Standard, if applicable.

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
-----	----	-----	--	----------------------

Provide a copy of the course outline where this curriculum content is explained as an Exhibit at the end of this Standard, if applicable.

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

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

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 39).
-----	----	-----	------	---

Yes	No	N/A	A 8.	The institution implements the <u>Internal Grievance Procedure Policy</u> (see page 39), as applicable.
-----	----	-----	------	---

Provide a copy of the institution's grievance policy and procedure below or as an Exhibit at the end of this Standard. Provide a list of students who have submitted grievances within the last year and the status of said grievances as an Exhibit at the end of this Standard.

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

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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.

Provide below a list of the courses and/or programs offered at the institution and 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.

Provide the following information for each course offered at the institution:

Name of the Courses Offered:
Number of Hours or Credits Required by the Institution:
Number of Hours or Credits Required by the 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 below 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 course outline for each course or program offered by the institution as an Exhibit at the end of this Standard. Provide a copy of any forms used to document the applicant has received this information at the beginning of the course as an Exhibit at the end of this Standard. If the course or program outline is found in the institution’s catalog state the page number it/they can be found.

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;

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- | | | | |
|-----|----|-----|--|
| 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 for each of the courses or programs offered.

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | A/O 6. The institution provides students and teachers with access to current 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. Provide a copy of regulatory agency's requirements or an explanation of how industry standards are met, as applicable, for each course or program offered as an Exhibit at the end of this Standard.

- | | | | |
|-----|----|-----|---|
| 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. Provide a copy of the unit of instruction used as an Exhibit at the end of this Standard.

- | | | | |
|-----|----|-----|--|
| 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 below 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 documentation such as syllabi that outlines what practical and academic learning must be completed prior to the student working on clinic/salon patrons as an Exhibit at the end of this Standard.

- | | | | |
|-----|----|-----|---|
| 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 |
|-----|----|-----|---|

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during the program.

List below the academic and practical learning methods used during each 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 or as an Exhibit at the end of this Standard of training aids and audiovisual materials used by the institution to support the instructional process.

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 an Exhibit at the end of this Standard for each 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 evaluation.
- One example of a 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 COURSE HOURS/CREDITS
STATE REQUIREMENTS FOR THE COURSE HOURS/CREDITS

For any courses that exceed the state requirements by more than 50% describe below 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 (Glossary Term: 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 40).
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Provide a copy of the institution's Externship Policy as an Exhibit at the end of this Standard. In States that regulate externships or internships provide a copy of those regulations as an Exhibit at the end of this Standard, if applicable.

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

Describe below how the institution ensures that the management, control and delivery of the distance education are maintained by the institution, if applicable.

Yes No N/A D 17. Distance education (Glossary Term: [*Distance Education*](#)) cannot be used as a mode of delivery for more than 50% of any program.

Describe below how the institution ensures that no more than 50% of any program is delivered via distance education. Provide as an Exhibit at the end of this Standard a list of units of instruction that delineates what portion is delivered on campus and what portion is delivered via distance education, if applicable.

Yes No N/A D 18. If the institution offers a distance education program it must have a policy in compliance with NACCAS Policy on Distance Education.

State below the institution's distance education policy or as an Exhibit at the end of this Standard.

Yes No N/A A/O/D 19. The institution implements the policy on distance education, as applicable.

Provide documentation ensuring the implementation of this policy as an Exhibit at the end of this Standard.

STANDARD VI: CURRICULUM
EXHIBIT SECTION

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VII. FINANCIAL PRACTICES AND MANAGEMENT

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

- | | | | | |
|-----|----|-----|------|--|
| Yes | No | N/A | D 1. | 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 1 (a) or 1 (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.
 - 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 124) of the NACCAS [Rules of Practice and Procedure](#) (see page 59), an institution is required to bring

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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 any significant or material finding within the auditor's report, the financial statements, the notes to financial statements, and/or the internal control auditor's report; to include going concerns, subsequent events, significant definiteness, material weaknesses, and significant liabilities;
- e. Do not disclose that the institution is in default on any of its debt obligations;
- f. Are audited and submitted electronically by an independent Certified Public Accountant;
- g. Are prepared on an accrual basis, and in accordance with Generally Accepted Accounting Principles (GAAP); and
- h. Must contain a statement from the independent CPA showing the calculations referenced in 1(a) or 1(b).

Yes	No	N/A	D 2.	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 17).

Yes	No	N/A	D 3.	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 42).
-----	----	-----	------	--

Explain below which refund policy is used by the institution. Submit as an Exhibit at the end of this Standard a copy of the refund policy cross-referenced NACCAS [Withdrawal and Settlement Policy and Checklist](#) (see page 42) regardless of which policy is followed. State if the institution participates in federal financial aid programs. If the institution is mandated to follow their state's policy provide a copy of the state's mandated policy as an Exhibit at the end of this Standard.

Yes	No	N/A	D 4.	Institutions participating in federal Title IV financial aid programs must perform both an institutional refund calculation and a Return to Title IV calculation.
-----	----	-----	------	---

Describe below 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, if applicable.

Yes	No	N/A	D 5.	The institution applies the applicable refund policy to all terminations for any reason, by either party, including student decision, course and/or program cancellation, or institution closure.
-----	----	-----	------	---

Yes	No	N/A	D 6.	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 that funds were disposed of in accordance with applicable federal or state regulations.
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Yes	No	N/A	D 7.	The institution accurately implements the applicable refund policy.
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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. Provide examples of three (3) completed institutional refunds and evidence the refunds were made timely, if applicable, as an Exhibit at the end of this Standard.

Yes No N/A D 8. The institution complies with the NACCAS [Policy on Extra Instructional Charges](#) (see page 46), if applicable.

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

Yes No N/A D/A 9. 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 this Standard.

Yes No N/A D/A 10. 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 this Standard.

STANDARD VII: FINANCIAL PRACTICES AND MANAGEMENT
EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*

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

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

Describe below how the institution's instructional space is equipped to accommodate the number of students assembled at one time. Include a description of the space and equipment available to students for each program. Provide a copy of any state regulations governing equipment requirements as an Exhibit at the end of this Standard.

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. Relevant instructional equipment has hot and cold running water;
Yes	No	N/A	d. Appropriately located fire extinguishers are maintained in operable condition;
Yes	No	N/A	e. Electrical service is adequate to serve institution needs;
Yes	No	N/A	f. Emergency evacuation plans are known to staff and students; and
Yes	No	N/A	g. Sanitary conditions of space, equipment and product are maintained.

Describe below 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. Classroom facilities may be used for other educational business outside of published school business hours.

Describe below how the institution ensures that classroom and service facilities are used exclusively for training either during published school hours or after school hours.

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 below where the sign indicating clearly that all services are performed by supervised students is located and provide the verbiage used on the sign.

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 below 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 or other business 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 a permanent affixed sign visible from the exterior of the institution, using the institution's approved official or alternate name.

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Provide a photograph of the exterior sign showing the institution name as an Exhibit at the end of this Standard.

STANDARD VIII: INSTRUCTIONAL SPACE AND FACILITIES
EXHIBIT SECTION

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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 (clock hours only), academic and/or practical learning, as applicable.

Describe below 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 the written practical grading criteria used for each course and/or program offered and examples of completed practical grading forms for each course offered as an Exhibit at the end of this Standard. Describe below how the institution ensures consistency in practical grading among instructors. Describe below 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 below when students are apprised of their academic performance, practical skills development, and, as applicable, attendance. Provide copies of three (3) completed evaluation forms for each program offered as an Exhibit at the end of this 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. Provide a copy of the institution's published graduation requirements as an Exhibit at the end of this Standard. Describe below 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 52) or for [*Programs Measured in Credit Hours*](#) (see page 55).

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 52) or for [*Programs Measured in Credit Hours*](#) (see page 55) as an Exhibit at the end of this Standard.

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 52) or for [*Programs Measured in Credit Hours*](#) (see page 55).

Provide three (3) copies of completed Satisfactory Academic Progress evaluation forms for each program offered at the institution as an Exhibit at the end of this Standard.

STANDARD IX: EVALUATION OF STUDENTS
EXHIBIT SECTION

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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 an Exhibit at the end of this Standard, 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 below the institution's transfer policy or as an Exhibit at the end of this 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 below course and/or program content and explain how credits are allocated to occupational and general education. List below 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 below 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 below 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 below 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*
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Appendix #6 – Procedure for Addition Or Change Of A Substantive Program

Pursuant to [Section 1.3](#) (see page 62) 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 87) 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 144), 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 scope¹², 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%¹³ 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 76) of the *Rules*, except the workshop requirement may be waived in accordance with the NACCAS [Workshop Requirements](#) (see Appendix #3, page 146).

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

¹² 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.

¹³ Effective May 2008, the requirement was changed from 20% to 50%.

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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:
 - 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 144) 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.

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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 and some of the Policies. Completing the PSS is designed to elicit a thorough analysis of the institution's compliance with the stated Criteria and Policies. 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 (found on the NACCAS website), 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 NACCAS and the U.S. Department of Education.

The PSS must:

- Utilize the most current version of Appendix 7A or 7B,
- Be typed in clear and concise language,
- Include responses and exhibits that are bound in a 3-ring binder and tabbed by each Standard, 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 such as 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.

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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.

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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 152). 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.

State the institution’s mission statement below or provide as an Exhibit at the end of this Standard. Describe how the mission statement was changed to accommodate the new program.

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.

Provide the following information for the Advisory Committee member(s) that represents the new program:

1. Committee member’s full name
2. Name of the committee member’s business
3. Address of the committee member’s business
4. Specific field of employment committee member is representing

Yes No N/A D 11. Based on the feedback received, the institution implements improvements and changes, as applicable, to maintain compliance with NACCAS Standards and Policies.

Describe below how the institution will assess the effectiveness of the new program and implement changes or improvements as a result of the feedback.

STANDARD I: EDUCATIONAL OBJECTIVES AND INSTITUTIONAL EVALUATION EXHIBITS SECTION

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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 (including substitutes) hold teaching credentials demonstrating compliance with applicable state requirements.

Insert copies of licenses for all regularly employed, current instructors responsible for teaching the new program as an Exhibit as 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 for the new program as an Exhibit at the end of this Standard.

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 below the student/teacher ratio required by the state (if applicable):
Indicate below the 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 the name of all substitute instructors for the new program and provide their license numbers below. 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*
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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 (including Title IV Federal Financial Aid), state and local statutes and regulations governing the operations of the institution including the NACCAS [Rules of Practice and Procedure](#) (see page 59).

Describe below how the institution ensures that it remains in compliance with all the local, state, and federal regulations that impact the institution. If the institution participates in federal loan programs, such description should include the institution's compliance with the U.S. Department of Education's regulations concerning participation in Title IV funding programs, including with respect to the institution's cohort default rates.

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

Yes No N/A D 7. The institution has current, signed participation agreement(s) (Title IV, Veteran's Administration, Work Force Development, etc.) and Eligibility Certification Approval Report (ECAR) listing approved courses and/or programs, if applicable;

List below the financial aid programs in which the institution participates. Provide a copy of the institution's current ECAR and all participation agreements the institution is currently engaged in as an Exhibit at the end of this Standard.

Indicate if the institution will be utilizing financial aid for the new program.

Yes No N/A D 8. Advertising conforms to the NACCAS [Policy on Advertising](#) (see page 23).

Provide a list below of types of advertising media (e.g., billboard, radio, television, newspaper, website, etc.) that will be used for the new program. Submit copies of at least one (1) example of each type of advertising that will be used for advertising the new program as an Exhibit at the end of this Standard.

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.

If the new program incorporates distance learning, describe below how the institution verifies the identity of the distance learner and insert any exhibits or forms used for documenting 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 below the policies, procedures and documents (e.g. catalog, enrollment agreement, curriculum, advertising, course outline, pre-enrollment information, etc.) used by the institution that ensures compliance with this requirement. List below the new program and the language in which it will be taught.

STANDARD III: ADMINISTRATIVE SERVICES
EXHIBIT SECTION

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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 29).
 - d. Have evidence that verification of a foreign student's high school diploma has been performed by an outside agency that is qualified to translate documents into English and confirm the academic equivalence to a U.S. high school diploma.
 - e. 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. Provide a copy of institution's admission policy as an Exhibit at the end of this Standard.

- Yes No N/A D 3. The institution's written catalog complies with the NACCAS [Catalog Requirements](#) (see page 33).

Submit a copy of the institution's cross-referenced catalog clearly indicating where changes were made to accommodate the new program as an Exhibit at the end of this Standard. Include, at a minimum, 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 below the procedure followed to ensure that all applicants have access to a copy of the institution's catalog prior to signing an enrollment agreement. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

- 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. Provide a copy of the form used to document the applicant for the new program has received this information prior to enrollment as an Exhibit at the end of this Standard.

- 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.

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Describe below how the institution ensures that applicants have access to written information that accurately reflects the licensure requirements. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

Yes No N/A D 7. The institution uses an enrollment agreement that complies with the NACCAS [*Enrollment Agreement Requirements*](#) (see page 30).

Insert copy of the institution's enrollment agreement cross-referenced to NACCAS' Enrollment Agreement Requirements and Checklist that includes the new program as an Exhibit at the end of this Standard.

Yes No N/A D 17. 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 incorporated distance learning, describe below how the institution notifies distance learning students of any projected additional charges associated with the verification of student identity. Provide documentation of how a student is notified of these charges as an Exhibit at the end of this Standard.

Yes No N/A D 18. 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.

If the new program is being offered for more hours than the state requires, provide a copy below or as an Exhibit at the end of this Standard of 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 19. Before enrollment, each applicant is provided non-verbal access to 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 below how the institution provides information on prerequisites and other factors relevant to obtaining employment in the field of the new program including all bullet point items listed. Provide a copy of the form documenting the applicant will receive this information prior to enrollment as an Exhibit at the end of this Standard.

STANDARD IV: ADMISSIONS
EXHIBIT SECTION

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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 on or before the first day of class. (If the institution intends to award hours or credits for orientation, the orientation must be part of the institution's curriculum, if permitted by state and federal law.)
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Yes	No	N/A	A 2.	The orientation program provides, at a minimum information about:
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Yes	No	N/A		a. the instructional course or program,
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Yes	No	N/A		b. the educational objectives of each program or course,
-----	----	-----	--	--

Yes	No	N/A		c. administrative policies affecting students, and
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Yes	No	N/A		d. support services available to students.
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Describe below the institution's orientation process, the orientation content, and when the orientation occurs for the new program. Provide examples of all documentation used for this process as an Exhibit at the end of this Standard, if applicable.

Yes	No	N/A	A 3.	Students are provided with academic advising and additional assistance as necessary.
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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.
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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.
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Describe below how the institution makes information and advice on applicable financial assistance programs accessible to students.

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

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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 below how the new program is related 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.

Provide the following information for the new program:

Name of the Course Offered:

Number of Hours or Credits Required by the Institution:

Number of Hours or Credits Required by the 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 below the institution's procedure to ensure that each student in the new program will have access to a copy of the program 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 course outline for the new program offered by the institution as an Exhibit at the end of this Standard. Provide a copy of any forms used to document the applicant has received this information at the beginning of the program as an Exhibit at the end of this Standard. If the program outline is found in the institution's catalog state the page number it/they can be found.

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,

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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 for the new program.

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

Describe below how the institution provides sufficient, current reference materials to support the new program.

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 program complies with applicable regulatory agency requirements or with industry standards. Provide a copy of the regulatory agency's requirements, as applicable, as an Exhibit at the end of this Standard. In absence of regulatory agency requirements provide an explanation of how industry standards are met for 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. Provide a copy of the unit of instruction used as an Exhibit at the end of this Standard.

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

Describe below how the institution will ensure that students in the new program will have supervised instruction in the applicable skills and competencies.

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

Describe below 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 documentation for the new program, such as syllabi, that outlines what practical and academic learning must be completed prior to the student working on clinic/salon patrons as an Exhibit at the end of this Standard.

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 practical learning methods used for the new program.

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

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Provide a list below or as an Exhibit at the end of this Standard of training aids and audiovisual materials used by the institution to support the instructional process for 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 the following for the new program as an Exhibit at the end of this Standard:

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

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 exceeds the state requirements by more than 50% list below the length of the program offered at the institution as well as the hours required by the state.

Program Offered:

Institution's Program Hours/Credits:

State Requirements for the Program Hours/Credits:

For any courses that exceed the state requirements by more than 50%, describe below 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 (Glossary Term: 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 40).
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State below if the new program will include an externship component and describe the externship program. Provide a copy of the institution's Externship Policy as an Exhibit at the end of this Standard. In States that regulate externships or internships provide a copy of those regulations as an Exhibit at the end of this Standard, if applicable.

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

If the new program incorporates distance learning, describe below how the institution ensures that the management, control and delivery of the distance education are maintained by the institution.

Yes No N/A D 17. Distance education (Glossary Term: [Distance Education](#)) cannot be used as a mode of delivery for more than 50% of any program.

If the new program incorporates distance learning, describe below 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 campus and what portion is delivered via distance education.

Yes No N/A D 18. If the institution offers a distance education program it must have a policy in compliance with NACCAS Policy on Distance Education.

If the new program incorporates distance learning, state below the institution's distance education policy or as an Exhibit at the end of this Standard.

Yes No N/A A/O/D 19. The institution implements the policy on distance education, as applicable.

If the new program incorporates distance learning, provide documentation ensuring the implementation of the distance learning policy as an Exhibit at the end of this Standard.

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*

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VII. FINANCIAL PRACTICES AND MANAGEMENT

- | Yes | No | N/A | D 1. |
|-----|----|-----|---|
| | | | <p>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:</p> <ul style="list-style-type: none">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, orb. 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 1 (a) or 1 (b), it has the option to demonstrate financial stability by meeting the following requirements:<ul style="list-style-type: none">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:<ul style="list-style-type: none">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.G. Personal interviews with the institution's auditor and key members of management. |

In accordance with [Section 8.18](#) (see page 124) of the NACCAS [Rules of Practice and Procedure](#) (see page 59), 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 any significant or material finding within the auditor's report, the financial statements, the notes to financial statements, and/or

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the internal control auditor’s report; to include going concerns, subsequent events, significant definiteness, material weaknesses, and significant liabilities;

- e. Do not disclose that the institution is in default on any of its debt obligations;
- f. Are audited and submitted electronically by an independent Certified Public Accountant;
- g. Are prepared on an accrual basis, and in accordance with Generally Accepted Accounting Principles (GAAP); and
- h. Must contain a statement from the independent CPA showing the calculations referenced in 1(a) or 1 (b).

Yes No N/A D 2. 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 17).

Yes No N/A D 3. 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 42).

Explain below which refund policy is used by the institution. Submit as an Exhibit at the end of this Standard a copy of the refund policy cross-referenced NACCAS [Withdrawal and Settlement Policy and Checklist](#) (see page 42) regardless of which policy is followed. State if the institution participates in federal financial aid programs. If the institution is mandated to follow their state’s policy provide a copy of the state’s mandated policy as an Exhibit at the end of this Standard.

Yes No N/A D/A 9. 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 this Standard.

Yes No N/A D/A 10. 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 this Standard.

**STANDARD VII: FINANCIAL PRACTICES
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure*
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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 below how the institution ensures that the instructional area for the new program allow for effective delivery of instruction.

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

Describe below how the institution's instructional space is equipped to accommodate the number of students assembled at one time for the new program. Include a description of the space and equipment available to students for the new program. Provide a copy of any state regulations governing equipment requirements for the new program as an Exhibit at the end of this Standard.

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. Relevant instructional equipment has hot and cold running water; |
| Yes | No | N/A | d. Appropriately located fire extinguishers are maintained in operable condition; |
| Yes | No | N/A | e. Electrical service is adequate to serve institution needs; |
| Yes | No | N/A | f. Emergency evacuation plans are known to staff and students; and |
| Yes | No | N/A | g. Sanitary conditions of space, equipment and product are maintained. |

Describe below any changes that have been made to accommodate the new program to ensure 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*
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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 (clock hours only), academic and/or practical learning, as applicable.

Describe below how and when students in the new program 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 the written practical grading criteria that will be used for the new program offered as an Exhibit at the end of this Standard. Describe below how the institution will ensure consistency in practical grading among instructors of the new program. Describe below how the institution's practical grading process will inform the student of any deficiencies that may exist in any specific skill set for the new program.

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

Describe below when students in the new program will be apprised of their academic performance, practical skills development, and, as applicable, attendance. Provide a copy of the evaluation forms for the new program as an Exhibit at the end of this 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 for the new program can be found. Describe below how the school will ensure that a student in the new program will have fully met the requirements prior to being issued a diploma or certificate of completion. Provide a copy of the institution's published graduation requirements for the new program as an Exhibit at the end of this Standard.

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 52) or for [Programs Measured in Credit Hours](#) (see page 55).

Provide a copy of the institution's satisfactory academic progress policy that 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 52) or for [Programs Measured in Credit Hours](#) (see page 55) as an Exhibit at the end of this Standard.

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 52) or for [Programs Measured in Credit Hours](#) (see page 55), if applicable.

Provide a copy of a Satisfactory Academic Progress evaluation form for the new program as an Exhibit at the end of this Standard.

STANDARD IX: EVALUATION OF STUDENTS
EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*

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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.

Provide a list of instructors for the new program including a resume indicating formal education or related work experience as an Exhibit at the end of this Standard, 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 below the institution's transfer policy for the new program or as an Exhibit at the end of this 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 for the new program and requisite program hours can be found.

Complete the following list:

Program Title:

Program Length:

Describe below the program content for the new program and explain how credits are allocated to occupational and general education. List below 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 below how the institution ensures that the new 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 below how the institution ensures that the new 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 below examples of materials available to degree-seeking students in the new program and explain how the institution ensures they are relevant, current, and appropriate to the new program.

STANDARD X: OCCUPATIONAL ASSOCIATE DEGREE PROGRAMS EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*

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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.

**Appendices to the *Rules of Practice and Procedure*
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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 or provide as an Exhibit at the end of this Standard. Describe how the mission statement was changed to accommodate the new program.

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.

Provide the following information for each member of the Advisory Committee member(s) that represents the new program:

1. Committee member's full name
2. Name of the committee member's business
3. Address of the committee member's business
4. Specific field of employment committee member is representing

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

**Appendices to the *Rules of Practice and Procedure*
June 2017**

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 (including substitutes) hold teaching credentials demonstrating compliance with applicable state requirements.

Insert copies of licenses for all regularly employed, current instructors responsible for teaching the new program as an Exhibit 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 for the new program as an Exhibit at the end of this Standard.

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 below the student/teacher ratio required by the state (if applicable):
Indicate below the 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 the name of all substitute instructors for the new program and provide their license numbers below. 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*
June 2017**

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 (including Title IV Federal Financial Aid), state and local statutes and regulations governing the operations of the institution including the NACCAS *Rules of Practice and Procedure*.

Describe below how the institution ensures that it remains in compliance with all the local, state, and federal regulations that impact the institution. If the institution participates in federal loan programs, such description should include the institution's compliance with the U.S. Department of Education's regulations concerning participation in Title IV funding programs, including with respect to the institution's cohort default rates. Provide evidence that the school is approved to teach the new program from applicable state and local regulatory agencies.

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.

If the new program incorporates distance learning, describe below how the institution verifies the identity of the distance learner and insert any exhibits or forms used for documenting 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 below the policies, procedures and documents (e.g. catalog, enrollment agreement, curriculum, advertising, course outline, pre-enrollment information, etc.) used by the institution that ensures compliance with this requirement. List below the new program and the language in which it will be taught.

**STANDARD III: ADMINISTRATIVE SERVICES
EXHIBIT SECTION**

Appendices to the *Rules of Practice and Procedure*
June 2017

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 33).

Submit a copy of the institution's cross-referenced student catalog as an Exhibit at the end of this 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 below the procedure followed to ensure that all applicants have access to a copy of the institution's catalog prior to signing an enrollment agreement. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

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. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

Yes No N/A D 7. The institution uses an enrollment agreement that complies with the NACCAS [Enrollment Agreement Requirements](#) (see page 30).

Insert a copy of the institution's enrollment agreement cross-referenced to NACCAS' Enrollment Agreement Requirements and Checklist that includes the new program as an Exhibit at the end of this Standard.

Yes No N/A D 17. 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 below how the institution notifies distance learning students of any projected additional charges associated with the verification of student identity. Provide documentation of how a student is notified of these charges as an Exhibit at the end of this Standard.

Yes No N/A D 18. 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.

If the new program is being offered for more than the state requires provide a copy below or as an Exhibit at the end of this Standard of 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 19. Before enrollment, each applicant is provided non-verbal access to 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*
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Describe below how the institution provides information on prerequisites and other factors relevant to obtaining employment in the field of the new program, including all bullet point items listed. Provide a copy of an executed form used to document the applicant has received this information prior to enrollment as an Exhibit at the end of this Standard.

STANDARD IV: ADMISSIONS
EXHIBIT SECTION

**Appendices to the *Rules of Practice and Procedure*
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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 on or before the first day of class. (If the institution intends to award hours or credits for orientation, the orientation must be part of the institution's curriculum, if permitted by state and federal law.)
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, the orientation content, and when the orientation occurs for the new program. Provide examples of all documentation used for this process as an Exhibit at the end of this Standard, if applicable.

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

Appendices to the *Rules of Practice and Procedure*
June 2017

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 below how the new program 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.

Provide the following information for the new program:

Name of the Course Offered:

Number of Hours or Credits Required by the Institution:

Number of Hours or Credits Required by the 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 course outline for the new program offered by the institution as an Exhibit at the end of this Standard. Provide a copy of any forms used to document the applicant has received this information at the beginning of the course as an Exhibit at the end of this Standard. If the course or program outline is found in the institution's catalog state the page number it/they can be found.

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 for the new program.

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

Describe below how the institution provides sufficient current reference materials to support the new program.

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 program complies with applicable regulatory agency requirements or with industry standards. Provide a copy of the regulatory agency's requirements, as applicable, for each course or program offered as an Exhibit at the end of this Standard. In the absence of regulatory agency requirements provide an explanation of how industry standards are met for 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 for 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 or as an Exhibit at the end of this Standard of training aids and audiovisual materials used by the institution to support the instructional process for 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 the following for the new program as an Exhibit at the end of this Standard:

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

Yes No N/A D 18. If the institution offers a distance education program it must have a policy in compliance with NACCAS Policy on Distance Education.

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If the new program incorporates distance learning state below the institution's distance education policy or as an Exhibit at the end of this Standard.

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*
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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 below how the institution ensures that all instructional areas for the new program allow for effective delivery of Instruction.

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

Describe below how the institution's instructional space is equipped to accommodate the number of students assembled at one time for the new program. Include a description of the space and equipment available to students for the new program. Provide a copy of any state regulations governing equipment requirements for the new program as an Exhibit at the end of this Standard.

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. Relevant instructional equipment has hot and cold running water; |
| Yes | No | N/A | d. Appropriately located fire extinguishers are maintained in operable condition; |
| Yes | No | N/A | e. Electrical service is adequate to serve institution needs; |
| Yes | No | N/A | f. Emergency evacuation plans are known to staff and students; and |
| Yes | No | N/A | g. Sanitary conditions of space, equipment and product are maintained. |

Describe below any changes that have been made to accommodate the new program to ensure 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*
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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 (clock hours only), academic and practical learning, as applicable.

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

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

Describe below when students in the new program will be apprised of their academic performance, practical skills development, and, as applicable, attendance. Provide a copy of the evaluation forms for the new program as an Exhibit at the end of this 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 for the new program can be found. Describe below how the school will ensure that a student in the new program will have fully met the requirements prior to being issued a diploma or certificate of completion. Provide a copy of the institution's published graduation requirements for the new program as an Exhibit at the end of this Standard.

STANDARD IX: EVALUATION OF STUDENTS
EXHIBIT SECTION

Appendices to the *Rules of Practice and Procedure*

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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 4.14](#) (see page 92) 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.

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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 120) 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.

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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 4.15](#), page 93.) 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. The name of the Owner or employee designated as liaison with NACCAS for accreditation purposes and provide 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, but prior to the Commission's approval), audited 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 of non-federal funds due to students attending the institution prior to the effective date of the Change of Control.
 - h. If a new Business Entity is created, a copy of the certificate of incorporation (or applicable organizational document) for the new Business Entity. If an existing Business Entity was dissolved, submit a copy of the certificate of dissolution.
2. The institution can request an early renewal of accreditation to combine the Change of Control evaluation with an up-coming renewal process.
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.

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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.

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 shall undergo a full-team on-site evaluation, at the institution's expense, within six months after the date of the Commission's approval of the Change of Control.
3. The institution must submit an Institutional Self-Study within 30 days after the Commission's approval of the Change of Control.

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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.

ADDITIONAL CLASSROOM SPACE

(Notification and Fee: See *Rules Part 4A.3*, page 84 and *4.13(b)*, page 91)

Additional Classroom Space is a supplemental training space located within two (2) miles of the original Facility of the accredited institution that does not teach more than fifty percent (50%) of any program. 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 Additional Classroom Space. If the ownership or address of the original campus Facility changes from that of the Additional Classroom Space, accreditation does not automatically continue for the Additional Classroom Space. The institution's owners must verify that the Additional Classroom Space will continue in operation and that they comply with all accreditation requirements. The Additional Classroom Space must bear the same name as the original accredited school and its advertising sign must indicate its status as Additional Classroom Space for the primary Facility of the school.

Approval Procedure: See [Section 4.15](#) (page 93) of the *Rules*.

ADDITIONAL LOCATION

(Application & Fee: See *Rules Sub-Part 4A.3*, page 84)

Main Campus: See [Section 4.6](#) (page 84) 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. 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. 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 61, (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 an Additional location: See [Section 4.6\(e\)](#) (page 86) of the *Rules*.

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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 4.6\(g\)](#) (page 86) 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 Initial Additional Location accreditation with the appropriate exhibits, including a complete Institutional Self-Study (ISS).
2. A NACCAS staff person reviews the material, including the ISS, to ensure that the application and ISS are complete. If any questions are not answered, if any exhibits are not submitted, or if any required elements are not addressed in the ISS, the school will be notified and the application process will not continue until the required 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 113) 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, a practitioner for each program offered

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and a NACCAS staff person will conduct 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 additional location must submit a detailed 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. 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.
8. The Commission acts again on the school's application for additional location accreditation as outlined in [Part 4](#) (see page 82) 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.

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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.

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

Pursuant to [Section 10.5](#) (see page 139) 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.

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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 145) of the *Rules of Practice and Procedure*.

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Ability-To-Benefit: A student who is beyond the state-recognized age of compulsory education, lacks a high school diploma or its equivalent, and has the "ability-to-benefit" from the education or training offered at an institution. An institution must determine through testing or some other means that their students have the ability to complete successfully and benefit from their chosen course of study prior to enrollment.

Academic: A person who has expertise and current teaching experience in post-secondary education, and has knowledge in pedagogy and in the development of curriculum.

Academic and Practical Learning: The acquisition of knowledge and skills.

Academic Plan: A written plan provided to the student that, if followed, will ensure that the student is able to meet the institution's satisfactory academic progress requirements by a specific point within the maximum timeframe. For example, the institution must identify specific academic and/or attendance requirements that must be attained by a certain point.

Academic Transcript: A document issued by the institution where the training was received showing satisfactory completion of the requisite hours or credits.

Access: The ability to get information needed. A school may choose whether to provide a copy to each student in printed media format or to maintain one copy the student can access.

Accountability: The process of reporting and justifying results and outcomes in order to assess the usefulness and effectiveness of an institution and/or course. Accountability studies are used to determine the extent to which educational objectives have been met by an institution.

Accreditation: The process through which an agency or organization recognizes that educational institutions or programs of study have met established standards. This is accomplished, generally, through initial and periodic peer evaluations.

Accreditation Liaison: The Accreditation Liaison for an institution is the person designated by the institution as the institution's liaison with NACCAS for the candidate and accreditation processes. The Accreditation Liaison must be either (1) an Owner of the institution or (2) a full-time employee of the institution or the Owner.

Achievement Test: An evaluative instrument that provides an estimate of the extent to which an individual has acquired certain information or mastered certain skills.

Additional Classroom Space: Supplemental training space utilized by an accredited institution that is within 2 miles of, but not contiguous with, the institution's Facility and that does not teach more than fifty percent (50%) of any program.

Additional Location: An extension of an institution in a separate location. Such a site is subject to compliance with requirements established under [Section 4.6\(a\)\(2\)](#) (see page 84) of the *Rules of Practice and Procedures*.

Administrative Capability: Having the resource(s) to accomplish the institution's mission and educational objectives while meeting state, federal and NACCAS requirements.

Administrative Capacity: The ability of the institution to have adequate staff to perform the necessary functions to accomplish the institution's mission and educational objectives while meeting state, federal and NACCAS requirements.

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Admission Procedure: The process through which a determination is made as to whether an applicant has met enrollment standards with respect to age, educational level, course prerequisites, satisfactory grade on applicable entrance examinations and other requirements established by the institution.

Adverse Actions: Adverse Actions are denial of initial accreditation, withdrawal of accreditation, and non-approval of changes under [Part 4](#) (see page 82) of these *Rules*.

Advertising: The institution's name, letterhead, public disclosures, publications, public information releases, advertisements, published notices, public statements, recruitment practices, promotional practices, materials disseminated and disclosures made by its agents or representatives.

Advising: The process of assisting students to understand their capabilities and interests by providing academic support and guidance throughout the program.

Advisory Committee: A committee composed of employers (at least one of whom is not otherwise affiliated with the institution; a single individual is acceptable provided the individual qualifies to effectively comment on all disciplines offered by the institution) and may include other industry representatives, students, staff, graduates, and consumers, with emphasis placed on employers in the fields of study for which the institution prepares graduates. The focus of the committee should be curriculum, facilities and equipment, and institutional outcomes. NOTE: Institutions offering an instructor training program are not required to include a competitor on their Advisory Committee.

Affiliated Institution: An institution that is not accredited by NACCAS, but that is under the same ownership as one or more NACCAS-accredited institutions. The ownership and control of the affiliated school must be identical to that of the accredited school.

Alumni/ae: Male/female graduates or former students of the institution.

Annually: Within the calendar year unless otherwise prescribed by NACCAS Policies, Rules or Standards.

Annual Report: A written declaration concerning the administrative capability and educational effectiveness of an accredited institution, submitted to NACCAS each calendar year.

Appealable Action: The term "Appealable Action" means an action appealable under these Rules. "Appealable Actions" are (i) Adverse Actions and (ii) removal from candidate status.

Aptitude Test: An evaluative instrument that provides an estimate of an individual's ability to learn if appropriate education or training is provided.

Articulation Agreement: An agreement between institutions that determines how coursework completed at one institution will receive credit towards completion of an academic course or program at another institution.

Assignment: Organized material to be studied and/or a task to be performed by a student; generally according to required techniques and principles, and subject to evaluation by the institution.

Assurance: One way of ascertaining the extent to which an institution complies with established standards and requirements through consultation and discussion with students and management and instructional staff. Specific criteria that may be met through assurances to team members are designated "A" on the [Standards and Criteria](#) (see page 6) document.

Attrition Rate: Percentage of students from a fixed sample that fails to complete a course of study.

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Audio-Visual Aids: Training materials or devices that enhance learning by appealing to the senses of hearing and sight.

Branch Campus: An extension of an institution in a separate location. Such a site is subject to compliance with requirements established under [Section 4.6](#) (see page 84) of the *Rules of Practice and Procedure*. (See “Additional Location”).

Business Entity: A Corporation, Limited Liability Company, General Partnership, Limited Partnership, trust or any other form of business organization organized under state law.

Cancellation: The process by which enrollees remove themselves from a program. Some may fail to start training on the specified start date or may formally cancel the enrollment contract within three business days of signing it.

Catalog: The descriptive publication of a school that serves as a general reference for program and course information and school requirements.

Certificate: (1) A document issued by a school as evidence that a student has completed a prescribed course or program of study successfully; (2) A legal document issued by some states authorizing schools to undertake a specific mission in the field of education. (3) A legal document issued by some states authorizing teachers to perform specific tasks in the field of education.

Certificate of Attainment: A certificate of attainment is a state-endorsed credential based on specified criteria given to students who have completed local and/or state requirements but who do not yet qualify for the high school diploma. Students who earn the state-endorsed credential have made a good faith effort to meet the local and/or state standards in education. Such students will have completed all local and/or state graduation requirements, including attendance, course completion, and satisfactory grades.

Certificate of High School Equivalency (General Education Development): A formal document issued by a State Department of Education or other authorized agency certifying that an individual has met state requirements for high school graduation equivalency.

Certification: Verification of proficiency in a given task or tasks.

Certification by a National Professional Organization: A document issued by a private, professional organization attesting to a person’s ability to meet minimum standards established by peers for occupational practice in a given field.

Change of Control: (1) Any event or change constituting a “change in ownership and control” under 34 CFR 600.31(a)-(c) or any successor regulation or (2) any other event whereby a person or entity gains or loses Control of an institution, except (in each case) as exempted under 34 CFR 600.31(e) or any successor regulation.

Clock Hour: A measure of time: 60 minutes (as opposed to a class hour that may be of fewer minutes, typically 50). It defines the amount of time a student spends in educational or training activities. The number of clock hours required of a student is based on individual state requirements.

Cognate Areas: Courses that serve to supplement the practical, scientific and business skills of the cosmetology or massage professions. (For a list of programs in the cognate areas, refer to [Appendix #1](#) (see page 145) of the *Rules*.)

Cognitive Skills: Knowledge and skills acquired through perception, reasoning or intuition.

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Combination Course: An institution combines into one course those complete courses previously approved by the Commission. (Subject to compliance with [Part 4 Sub-Part 4A.4](#) (see page 87) of the *Rules of Practice and Procedure*).

Competency: The ability to perform a specific task or qualify for a certain role that is generally measured against established norms.

Competency-Based Instruction: A method of measuring academic performance that compares a student's ability to perform certain tasks with established norms of proficiency.

Consultant: Any person providing advice or assistance to an institution with respect to any accreditation process, other than:

- (i) an Owner of the institution or, if the Owner is a Business Entity, a full-time employee of the Owner; or
- (ii) a full-time employee of the institution.

Consumer Safety: The extent to which an educational institution or organization takes precautions to ensure the well-being of students and the public in the course of carrying out its mission.

Continuing Education: Participation in a program of instruction that is organized under responsible sponsorship, capable direction, and qualified instruction designed to improve professional proficiency. Twelve clock hours of continuing education or in-service training are required for all instructors in NACCAS-accredited institutions each year. Examples of continuing education documentation include, but are not limited to, the following:

- Transcript or certificate from a college course or program, distance learning course or program, or adult education course or program that indicates the number of credits or hours obtained;
- Certificate of attendance from an educational provider indicating the date, name of attendee, and number of hours or credits completed;
- Letters from manufacturers, who provide product knowledge classes, indicating the subject matter taught, the number of credits/hours of the training, and a list of instructors attending attendees;
- Evidence of attendance at a trade show including a copy of the program or flyer that describes the event attended, name of attendee, date of attendance, credit/hours of training received, and third party verification;
- Course outline, date, name of instructor, instructor's qualifications, a list of attendees (sign-in sheet) and third party provider verification of attendance for in-house training seminars;
- Copy of NACCAS workshop attendance certificate (which represents a minimum of 12 hours of continuing education).

Contract Period: The contract period for a program or course showing the beginning enrollment date and the contracted ending date allowing for any applicable grace period the school permits before assessing extra instructional charges.

Contracting for Educational Programs: An agreement that permits a student to take a portion of course work off-campus at an institution other than the one in which he/she originally enrolled. (Subject to compliance with the [NACCAS Requirements for Contracting for Educational Programs or Courses](#), Appendix #8, see page 208).

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Control: The (direct or indirect) possession of the power to direct or cause the direction of the management and policies of an institution through the ownership of a Controlling Voting Interest. Any trustee having the (exclusive or nonexclusive) power to direct the management or operations of a trust, including the power to dispose of trust assets or vote securities held by the trust, shall be deemed to Control the trust.

Controls (pertaining to business practices): A control is defined as the review of any process or activity to ensure that the end result produces the planned desired outcome.

Controlling Owner: The person or Business Entity, if any, having direct or indirect ownership of a Controlling Voting Interest in an institution.

Controlling Voting Interest: More than 50% (by voting power) of the Voting Interests of an institution; provided, however, that the largest shareholder of a Public Corporation shall be deemed to hold a Controlling Voting Interest in such corporation so long as that shareholder owns or controls at least 25% of the outstanding voting securities of the institution.

Corporation: A Business Entity organized as a corporation under state law.

Cosmetology: The art and science that concerns the care for the health, condition and appearance of the hair, skin and nails.

Course: A unit of study or module covering a portion of the subject matter content of a program that, in combination with other units or models, constitutes a program of study.

Course Goals: See objective: behavioral, educational performance.

Course Outline: A written plan of instruction, including a general description of the course, topics to be taught, goals and objectives, resources and procedures. Subject to compliance with [*Standard VI, Criteria 3 & 4*](#) (see page 15) and the NACCAS [*Course Outline Guidelines*](#) (found on the NACCAS website under “Sample Forms and Guidelines”).

Credit: An award given to a student for successful completion of a program, course, lesson or other educational or training-related activity.

Credit Hour: A unit of value awarded to a student for successful completion of a program, course or course lesson. (Institutions that measure academic performance in credit hours must demonstrate compliance with the NACCAS Policy Governing Measurement of Academic Programs for [*Programs Measured in Clock Hours or Competencies*](#) (see page 52) or for [*Programs Measured in Credit Hours*](#) (see page 55). Please note that state licensing and other requirements may apply to credit hour programs).

Current Ratio: Ratio of current assets to current liabilities. Current assets divided by current liabilities equals one or more.

Curriculum: A related group of courses in a given field of study.

Date of Determination: The date the institution determined the student has withdrawn either officially or unofficially.

Dependent Minor: Someone who is dependent on a parent or guardian for tax purposes.

Diagnostic Test: An instrument given to identify specific areas of weakness or strength in individual skills.

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Dismissal: Involuntary termination of students; generally due to their failure to meet established academic or attendance standards, policies or requirements of the institution.

Disqualifying Events: (1) Final withdrawal of accreditation (all appeal rights exhausted) and (2) voluntary relinquishment while in withdrawal.

Disqualified Institution: An institution that has undergone two (2) Disqualifying Events in any five (5) year period.

Disqualified Owner: If an institution becomes a Disqualified Institution, then each of the following persons or entities shall be a Disqualified Owner if that person or entity met the applicable description below at the time of both of the Disqualifying Events that caused the institution to become a Disqualified Institution:

- (a) If the Disqualified Institution has no Controlling Owner, then each person who owns or Controls at least 25% of the Voting Interests of the Disqualified Institution.
- (b) If the Disqualified Institution has a Controlling Owner, then
 - i. the Controlling Owner; and
 - ii. if the Controlling Owner of the Disqualified Institution is a Business Entity, then each person who owns or Controls at least 25% of the Voting Interests of the Disqualified Institution's Controlling Owner.

Distance Education: Education that uses technology to deliver instruction to students who are separated from the instructor and to support regular substantive interaction between the students and the instructor. The interaction must be verifiable and measurable whether clock hour, credit hour, or competency based. (Refer to the Policy on Distance Education, [Policy VI.02](#), see page 41.)

Documentation: Printed material that demonstrates compliance with a particular accreditation requirement. Designated "D" on the [Standards and Criteria](#) (see page 6) document.

Drop: Students who terminate voluntarily after starting training.

Educational Goal: An expected result of education or training.

Educational Records: Records and files maintained by a school for each student that includes his/her name, address, basic education, date of enrollment, programs, courses, grades, current academic standing, enrollment agreements, and other relevant information.

Electronic signature or E-signature: Refers to data in electronic form, which is logically associated with other data in electronic form and which is used by a signatory to sign. This type of signature provides the same legal standing as a handwritten signature as long as it adheres to the specific requirements of the specific regulation which it was created under and is acceptable by state, local and federal laws.

Eligible for Placement: A graduate from the graduation cohort is considered eligible for placement unless they meet one of the five exemptions detailed below:

- a. The graduate is deceased
- b. The graduate is permanently disabled

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- c. The graduate is deployed for military service/duty
- d. The graduate studied under a student visa and is ineligible for employment in the U.S.
- e. The graduate continued his/her education at an institution under the same ownership

Eligibility/Eligible Program: (1) Indication by NACCAS that an institution or department meets the prerequisites under [Part 1 Sub-Part B](#) (see page 60) of the *Rules* qualifying as a candidate for accreditation. (2) Indication by the U.S. Department of Education that an institution, or one or more of its programs, qualifies for consideration as a participant in one or more federal-funding programs for students.

Employability: Possession of the skills, knowledge, techniques, aptitudes, or abilities useful for, or necessary to obtain a job.

Employment Assistance: Assisting qualified and interested graduates in obtaining employment by giving them leads to known available employment positions.

Enrollee: An applicant who has been accepted by an institution for admission into a program of study, and who has entered into an agreement or contract that establishes the terms of enrollment.

Enrollment Agreement (Enrollment Contract): An agreement entered into by an institution and student that sets forth their respective obligations concerning the student's chosen program of study. (Also see "Fully Executed Enrollment Agreement")

Ethical Business Practices: Honest, fair practices that do not utilize harassment or abuse.

Evaluation: The collection and analysis of information that leads to a judgment concerning an individual or institution's performance.

Evaluation Team: A committee appointed by the National Accrediting Commission of Career Arts and Sciences and approved by the school and that is charged with gathering information related to an institution's operation, educational program and business practices. The committee's findings are reviewed by the Board of Commissioners when making accreditation decisions. (Refer to [Guidelines for On-site Evaluation Teams](#) (found on the NACCAS website under "Evaluator Documents") and [Part 3](#) (see page 75) of the *Rules*).

Externship: A required period of supervised practice performed off campus or away from one's contracted institution, (may be considered an "Internship" by federal, state or local standards.)

Extra Instruction Charges: Fees assessed to students for instructional time beyond the limits established under the enrollment agreement or enrollment contract. (See the NACCAS [Policy on Extra Instructional Charges](#), see page 46).

Facility: The contiguous space occupied by an accredited institution at its approved location constitutes its Facility (or Facilities).

Faculty: Qualified personnel who are assigned regularly scheduled work hours/days, part-time or full-time and perform tasks associated with the school's educational programs, such as designing curricula, preparing and teaching lessons, providing consultation and advice to students and conducting evaluations of student performance.

Family Member: A parent, sibling, spouse or child, grandchild, spouse's parent, sibling, child or grandchild, any of the aforementioned in a "step" relationship, or sibling's or child's spouse.

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Fee: A charge for services, supplies, equipment, etc. (See “Tuition”).

Feedback: The transmission of DATED evaluative or corrective information about the institution as provided by currently enrolled students, graduates of the institution, and the institution’s advisory committee and may be collected in any format suitable to the institution (e.g. individual paper surveys, electronic surveys, individual meetings, school assembly, etc.)

The Family Educational Rights and Privacy Act of 1974 (FERPA): A federal law designed to protect the privacy of a student’s education records. The law applies to all institutions that receive funds under an applicable program from the U.S. Department of Education. NACCAS requires all accredited institutions to comply with FERPA. (Refer to [Standard III, Criterion 12](#), see page 10).

Field Activities: Supervised learning experiences that are related to a student's course of study and take place in an educational or occupational setting, external to the usual instructional site.

Fields of Instruction for core courses (Associate Degree): Refers to courses leading to licensure and/or certification.

Financial Responsibility: The degree to which an institution's fiscal resources allow it to carry out its mission as an educational institution and to discharge its responsibilities to students.

Follow-Up: A systematic procedure to collect and evaluate information on the performance of students and their overall satisfaction with their training after they have completed all or part of a program. This information can be collected from "out of school" students as well as their employers and should be used to evaluate and improve the school's educational programs.

Former Controlling Owner: The person or Business Entity who (or which, as applicable) will cease to Control an institution on the effective date of a Change of Control. Note that there will be no “Former Controlling Owner” if there was no Controlling Owner prior to the Change of Control.

Fully Executed Enrollment Agreement: One that clearly outlines the obligations of the institution and the student, including all required elements of the [Enrollment Agreement Requirements](#) (see page 30), having no blanks. Where a portion of the enrollment agreement does not apply, “Not applicable” or “N/A” is written or a dash is placed through the space. Where changes are made, changes are initialed by all applicable parties or changes are outlined on an addendum to the contract signed by all applicable parties. In cases where there are definitive choices (e.g. program selection; part time or full time schedules; campus attending; etc.) the applicable choice is marked and the remaining choices may be left blank and would not require an N/A or a dash.

General (Applied) Education: Courses applicable to a specific occupation in related natural and physical sciences; social and behavioral sciences; technology; and humanities and fine arts that enhance the ability of an individual to apply academic and occupational skills in the workplace.

General (Basic) Education: Education, such as that offered at the elementary through secondary levels. (First through 12th grades).

General Education (Associate Degree): Shall include, but are not limited to, Arts and Business courses (Ethics, Law, Management, Humanities, Sciences and Social Sciences) to support the general education component of the educational programs.

General Partnership: An unincorporated Business Entity having two or more Owners.

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Generally Accepted Accounting Principles (GAAP): The conventions, rules, and procedures necessary to define accepted accounting principles at a particular time. The consensus on the theory and practice of accounting at a particular time.

Government Entity: A federal, state, or local government agency, board, or commission. This term includes the United States Department of Education and state oversight agencies.

Grading Policy: A written policy that explains expected levels of performance for students and the method of assigning grades.

Graduate: A student who has completed all applicable academic and non-academic requirements, as defined by the institution's graduation policy.

Graduation Rate: Of those students scheduled to graduate from their program in the reporting year, the percentage that actually graduated before the annual report deadline.

Guidance: See "Advising".

Hybrid Program: A program that utilizes two (2) or more methods of delivery, for example classrooms on campus and distance education.

Incentive Compensation Prohibition (as found in IFAP Glossary from the USDE): The requirement that a school not provide any commission, bonus, or other incentive payment based on any part, directly or indirectly, upon success in securing enrollments or the award of financial aid to any person or entity engaged in any student recruitment or admission activity or in making decisions regarding the award of Title IV, HEA program funds.

Independent Study (Associate Degree): Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract signed by the student and institution shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Industry Developed Test: A commercial (usually proprietary) instrument designed specifically to estimate the aptitude of individuals to complete successfully a program or course of study in a given field, such as cosmetology or massage.

In-School Transfer: An enrollee who changes from one program to another within the same institution.

Institutional: Certain criteria within the *Standards* are designated as being "institutional" in nature. These pertain to the institution taken as a whole and generally are not applied to individual programs or courses of study within the institution.

Institutional Self-Study: An in-depth, qualitative assessment of an institution's overall educational programs measured in relation to its stated mission, objectives and accreditation standards.

Instructional Materials: (Also see "Kit") Textbooks, reference books and periodicals, audio and video tapes, equipment, supplies, implements and other materials used in a course or program to assist students in training.

Instructor: See "Faculty".

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Job Description: A written statement that details specific duties and responsibilities associated with a certain administrative, instructional or other staff position.

Job Readiness: The degree to which a student has acquired the knowledge, skills, and qualifications necessary for productive employment.

Kit: A collection of equipment, implements, and supplies needed generally for practical and laboratory instruction.

Laboratory: A training facility in which students receive practical training in the field of cosmetology or massage and their specialized and cognate areas.

Last Date of Attendance (LDA): The last date the student physically attended class. (This is the date used in the calculation of an institutional refund and Return to Title IV, if applicable.)

Learning Resources (Associate Degree): Shall include, but are not limited to, such resources as standard reference texts, current periodicals, professional journals, and multimedia materials. Such resources should assist a student with acquiring necessary skills such as reading, writing, communicating, critical thinking, and basic use of computer technology. Curricula should clearly outline the appropriate use of library resources.

Lesson: The concepts and/or skills to be taught within a prescribed subject or section of a course or program.

Lesson Plan: An outline of the concepts and/or skills to be taught during a specific class session or sessions. Should include lesson objectives, (behavioral or otherwise), methods of motivation, material to be taught, review questions, application assignments, and evaluation methods.

Letter of Inquiry: A letter or other notice issued pursuant to Section 7.1 of the Rules, directing an institution to respond to evidence of noncompliance with NACCAS accreditation requirements. For purposes of the Section 7.1, any “past due” notice or similar notice of a failure to timely pay fees or to submit documentation in accordance with the deadlines established by the Rules shall be considered a Letter of Inquiry issued pursuant to Section 7.1.

Licensure or Certification Rate: Of the graduates from the graduation cohort who sat for all parts of their required state/national licensure exam prior to the annual report deadline, the percentage that passed all required parts of the state/national exam before the annual report deadline.

Limitation: The method used to identify an area within the *Standards and Criteria* and *Policies* where full compliance has not been demonstrated.

Limited Liability Company: A Business Entity organized as a limited liability company under state law.

Limited Partnership: A Business Entity organized as a limited partnership or limited liability partnership under state law.

Main Campus: An educational institution that has been accredited by NACCAS for the two (2) most recent years (and is not currently accredited as an Additional Location of another accredited institution). (See “Additional Location”).

Maximum Time Frame: The time frame in which a student must complete the educational program that may not be more than 150% of the published length of the educational program measured in academic years, non-standard terms, or clock hours.

Minority Owner: An Owner who is not a Controlling Owner.

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Mission: The stated purpose of an institution.

Nationally Recognized Test: A widely used evaluation instrument that has been reviewed formally and recognized by independent, national testing authorities.

Natural Person: An actual human being (i.e., not a corporation or other Business Entity recognized by law as capable of taking legal acts in its own name). Unless otherwise indicated, as used in this Handbook “person” means Natural Person.

New Controlling Owner: The Owner who will acquire Control of an institution on the effective date of a Change of Control.

Non-Voting Interest: A legal right to share in the profits derived from the operation of an institution, that is not a Voting Interest.

Norm: A standard of performance.

Normative Data: Statistical or tabular data that summarize the test performance of some clearly defined group and that can serve as a frame of reference for interpreting test results.

Objective (Behavioral): A statement that describes expected behaviors resulting from a learning experience.

Objective (Educational): A statement of what an education or training program can accomplish for reasonably diligent students. For courses in cosmetology or massage and their specialized and cognate areas, educational objectives are goals that reasonably can be attained given the institution's educational methods and that describe skills to be acquired, information to be learned, training to be received and attitudes and habits to be developed.

Objective (Performance): A description of expected observable and measurable student behavior or performance; the conditions under which the performance is to take place and the minimal acceptable criteria of performance.

Observation: Materials, actions, methods, procedures, techniques, and facilities that can be observed as a means of showing compliance with accreditation requirements. Criteria requiring observation are designated "O" in the *Standards and Criteria* document.

Occupational Associate Degrees: Career and technical programs designed to prepare students for employment. They meet the increasing demand for technicians, and skilled workers for employment in the medical, health, wellness and beauty industries.

Occupational Competence: The composite of knowledge, concepts, attitudes, habits, skills, and other abilities needed by an individual to perform satisfactorily in an occupation.

Occupational License or Certification: A document issued by a state, federal or other government agency that authorizes occupational practice in a given field.

Organizational Chart: A graphic description of the reporting lines that staff members are expected to follow within an institution or organization.

Orientation: A briefing designed to acquaint students and/or staff with the institution's educational programs and administrative and support services.

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Out of School Transfer: An enrollee or student who leaves one institution to pursue training at another institution.

Outcomes: The results of formal instruction such as graduate employment, increased earnings, measurable gains in occupational competency or increased knowledge, skill, dexterity, or appreciation; or improved attitude; or employer satisfaction with a graduate's professional performance.

Owner: For NACCAS' purposes, an "Owner" is the legal owner of voting securities or voting rights in a Business Entity. In the case of a Sole Proprietorship, the Owner of the entity is the sole proprietor. In the case of a General Partnership or Limited Partnership, the Owners are the partners with voting rights. In the case of a Corporation, the Owners are the stockholders with voting rights. In the case of a Limited Liability Company, the Owners are the members with voting rights.

Ownership: The Ownership of an institution, at any point in time, consists of the institution's Owners and their respective Ownership Interests.

Ownership Interest: A legal interest in a Business Entity. An Ownership Interest may be either a Voting Interest or a Non-Voting Interest.

Parent Entity: A Business Entity that owns 100% of the Ownership Interests of another Business Entity.

Placement: A graduate who is or has been employed in a field for which their training prepared them (i.e., in a position within the beauty and wellness industry that directly relates to their field of training) after graduation and prior to the annual report deadline. Graduates who obtain temporary positions (i.e., positions where there is an expectation prior to the graduate's hire that the employment relationship between the employer and graduate will not last more than one month) are not considered placed.

Placement Assistance: See "Employment Assistance."

Placement Rate: Of those graduated from the graduation cohort who are eligible for placement, the percentage who were placed prior to the annual report deadline.

Postsecondary Education: An organized educational program, seminar or workshop or other formal instruction offered by an educational institution or entity at the postsecondary level.

Postsecondary Student: An individual who has completed secondary education and/or is enrolled in a postsecondary program, seminar, workshop, or other formal instruction.

Practical Grading Criteria: Specific criteria used by an instructor to determine whether a skill is performed with the required degree of competency and accuracy. Practical grading criteria should be written in a way that ensures that two different instructors evaluating the same practical skills performance will assign the same grade.

Practical Instruction: Instruction that includes "hands on" application of knowledge and experimentation in a supervised setting.

Pre-requisite: A course or other requirement that is needed before participation in a later activity, such as a more advanced course of study, is permitted.

Professional Assistance: Resources for services such as emotional, psychological, physical, personal financial needs, etc. of the students.

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Professional Certification: A document issued by a private professional organization attesting to a person's ability to meet minimum standards established by peers for occupational practice in a given field.

Professional Service Facility: An enterprise that has been organized for the purpose of, and is legally authorized to, provide the public with a particular product or service.

Proficiency: A standard of performance that must be met in order to demonstrate mastery of a specific skill.

Program: (1) A planned sequence of educational activities that exceeds 150 clock hours of instruction, or the equivalent in credit hours or competencies, (and/or leads to state licensure or certification), and leads to the acquisition of a skill or knowledge generally over a predetermined period of time. A program may be delivered in discrete courses, units, or modules. A program generally leads to a certificate, diploma, or some other type of formal recognition by an institution. Examples: A 30-credit cosmetology program; a 600-hour massage program; a ten-month competency-based barbering program. (2) A designation on the *Standards and Criteria* document (program) that indicates that the criterion must be met for each program of study offered by the institution.

Program or Course Length: The length of time required to complete the program based on 100% attendance as shown in hours and weeks or months.

Program Outline: A written plan of instruction including a general description of the program, courses, requirements for a program, topics to be taught, goals and objectives, resources and procedures. Subject to compliance with [Standard VI - Criterion 2](#) (see page 15) and the NACCAS [Program/Course Outline Guidelines](#) (found on the NACCAS website under "Sample Forms and Guidelines").

Program Self-Study: An in-depth, qualitative assessment of the strengths and weaknesses of a program of study measured in relation to stated course objectives and accreditation standards. (See [Appendix #7](#) (page 179), [Appendix #7A](#) (page 181) and [Appendix #7B](#) (page 196).

Progress Report: A summary of a student's performance and advancement over a specified period of time during the course of instruction, usually given to students at the end of predetermined intervals or grading periods.

Promotional Literature: Written material that promotes an institution's educational programs and services and is made available to the public.

Public Corporation: A Corporation whose securities are required to be registered with the United States Securities and Exchange Commission.

Qualitative: Pertaining to the characteristics, attributes or traits of something, such as an institution or educational program. A qualitative review of an institution would include an evaluation of the characteristics attributable to, for example, its faculty, administrative procedures, equipment and facility as contributing to the achievement of its educational objectives.

Readability Level: Using accepted methods of measurement, the level of reading comprehension difficulty attributed to course materials.

Reading Level: The level of reading comprehension ascribed to an individual based on assessment through standardized testing.

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Recruitment: The process of identifying potential students and encouraging their enrollment in a program. (Refer to the NACCAS [Policy on Advertising](#), see page 23).

Reference Material: Any form of written material or other media such as; internet sites, DVDs, electronic apps, etc. that provide current information for staff or students to use in learning.

Refund Policy: A published statement explaining the method by which a student's account with a school is settled should the student withdraw from a program of study. (It must comply with the NACCAS [Withdrawal and Settlement Policy and Checklist](#) (see page 42) and applicable state and federal requirements.)

Reliability: The extent to which a test yields scores that are free from errors of measurement and hence yields scores which are consistent.

Remedial Instruction: Special instruction developed and delivered to alleviate deficiencies in the basic skills (usually verbal and computational) needed to complete a course. (See NACCAS [Ability-To-Benefit Policy](#), see page 29).

Reporting Requirement: In accordance with [Section 8.9](#) (see page 117) of the *Rules*, the Commission shall have the authority to establish the frequency, format, and content of required reports.

Return to Title IV (R2T4): An R2T4 is not considered a refund; this is a return of federal financial aid. If a school participates in a Title IV program, the school must also perform an institutional refund calculation after the R2T4 has been calculated.

Rubric: An assessment tool listing specific criteria for grading or scoring practical skills ensuring that two (2) different instructors evaluating the same practical skills performance will assign the same grade.

Satisfactory Academic Progress Standards: Quantitative and qualitative measures used by an institution to determine the extent to which students are making adequate progress toward completion of a course of study within a specified time-frame. (Institutions must comply with the provisions of the NACCAS Satisfactory Academic Progress Policy and Checklist for [Programs Measured in Clock Hours or Competencies](#) (see page 52) or for [Programs Measured in Credit Hours](#) (see page 55) in establishing such standards and procedures for implementation.)

Scheduled Class: Planned instruction that is required for all students enrolled in a given program of study. Classes given on an "as needed" basis are not considered to be scheduled classes.

School Business Days: Business days are calculated based on the normal published scheduled days that the institution or business operates.

Secondary Student: A student currently enrolled in a high school program. (Secondary students may be concurrently enrolled in postsecondary programs.)

Seminar: An educational or training program of 150 clock hours or less that does not lead to occupational licensure or state certification.

Separate Operations: The public and the students must be able to clearly differentiate between an institution and any other business entity. The school must comply with all state regulations regarding its operation and facilities when considering operation of another business entity and a school under the same ownership or otherwise associated.

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Show Cause or Show Cause Order: An order issued pursuant to Section 7.2 of the Rules, directing an institution to “show cause” why its accreditation should not be withdrawn (or, if the institution is a candidate or applicant for accreditation, such status should not be terminated) for failure to comply with NACCAS accreditation requirements.

Signature: A mark or sign made by an individual to signify knowledge, approval, acceptance, or obligation. NACCAS does permit E-signatures. (See Glossary Term for “Electronic Signature or E-Signature.”)

Sole Proprietorship: A business that has a single Owner (who is a Natural Person) and that is not organized under a State statute.

Special Financial Reports: Special Financial Reports are interim reports resulting from a significant change in the financial condition of an institution (e.g., institution placed on HCM2).

Specialized Course or Program: A program that falls under the category of cosmetology arts and sciences, or massage, but with concentration in one or more specific disciplines such as, aromatherapy, skin or nail care.

Specialized School: An institution that offers programs in specific disciplines that fall under the category of cosmetology arts and sciences, or massage but that does not offer a "basic cosmetology" program.

Standards and Criteria: Measures or expectations set forth by NACCAS used in making an evaluation and/or verification.

State Oversight Agency: A government entity in a state that has responsibility for licensing or approving postsecondary institutions or programs within NACCAS’ scope. Includes: state boards of cosmetology, barbering, and massage, bureaus of private postsecondary or career education, departments of education, commissions on private independent education, and others.

Student Satisfaction: A measure of the degree to which expectations have been met. Data for this purpose are generated (commonly) from an end-of-program critique submitted by students, or from a postgraduate survey mailed to all of the school's graduates.

Subject: A division or field of organized knowledge.

Subject Specialist: A person whose background, education, training, or experience qualifies him/her as a reliable authority or expert on a given subject, and who is appointed by the National Accrediting Commission of Career Arts and Sciences to evaluate programs and institutions in accordance with published accreditation standards.

Subsidiary: A Business Entity, 100% of the Ownership Interests of which are owned by another Business Entity.

Substitute Instructor: An instructor who is qualified by preparation, experience and knowledge of an institution's educational methods, who conducts classes when needed; usually in the absence of assigned instructors.

Support (Ancillary) Services: Supplemental activities and resources provided for a student or group of students by an educational institution. These services are designed to assist the students in achieving the measure of their potential, to motivate students to study, or to respond to students' questions of an academic or non-academic nature.

Syllabus: A syllabus is a description of how the course will be taught with a planned arrangements of materials and activities.

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Tabular Data: Items that are organized in a table or list. To review phrase in context, see "Normative Data".

Teaching Effectiveness: The teacher adds value to the institution by producing successful outcomes, individually or collectively, according to the institution's mission statement and NACCAS' Standards and Criteria for outcomes.

Teaching Methodology: Principles and methods used for instruction. Commonly used teaching methodology topics may include classroom management, lesson plan development, course development, delivery methods, presentation skills, development and use of teaching aids, student motivation and learning, evaluation and assessment of student progress, managing the learning environment, basic learning styles, student counseling/advising, career and employment preparation, teaching in the student salon, teaching learning-disabled students, developing effective educational relationships, teaching study and testing skills, teamwork communications, student retention, etc.

Teach-Out Agreement: A written agreement between accredited institutions that meets the requirements of NACCAS' Teach-Out Policy and otherwise provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an accredited institution ceases to operate before all enrolled students have completed their program of study.

Teach-Out Event: The occurrence of any one or more of the following events involving a NACCAS-accredited institution:

1. The U.S. Department of Education notifies the Commission that the Secretary of Education has initiated an emergency action against the institution, in accordance with section 487(c)(1)(G) of the Higher Education Act (or a successor statute)(the "HEA"), or an action to limit, suspend, or terminate an institution participating in any title IV, HEA program, in accordance with section 487(c)(1)(F) of the HEA (or a successor Statute), and that a Teach-Out Plan is required.
2. The Commission acts to withdraw the accreditation of the institution.
3. The institution notifies the Commission that it intends to cease operations entirely.
4. A State licensing or authorizing agency notifies the Commission that an institution's license or legal authorization to provide an educational program has been or will be revoked.

Teach-Out Plan: A written plan developed by an accredited institution that meets the requirements of NACCAS' Teach-Out Policy, and may include, if required by the Commission, a Teach-Out Agreement between accredited institutions.

Text: Organized written material covering one or more learning assignments.

Theory: That branch of an art or science consisting in knowledge of its principles and methods.

Theory Instruction: Conceptual learning.

Training: Learning experiences designed to lead to the acquisition of a skill, knowledge, or aptitude.

Training Agreement: A contract or agreement with a school district, junior or community college or government agency through which an accredited institution provides training to students. Such students are generally not contracted individually with the institution they are attending. (See training agreement policy)

Transcript: An official copy of a student's educational record at an institution; usually listing all courses taken, final grades received, and credit toward a certificate or diploma, if applicable.

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Transfer Agreement: The written agreement by which a transfer of Ownership Interests is legally effected.

Tuition: The charge for instruction at an educational institution. (Also see “Fee”)

Unit: A logical grouping of facts, concepts, and ideas that relate to one particular area of instruction.

Validity: The degree to which certain specified inferences based on a test are appropriate.

Vocational Education: Learning designed to prepare a student to enter a particular discipline or to upgrade the skills or knowledge required for his/her present job.

Voting Interest: Securities or contractual voting rights, giving the owner the right to vote concerning the management and operation of an institution.

Withdrawal: The termination of an enrollee prior to successful completion of a program. Classifications of withdrawals include but are not limited to a drop, dismissal and out-of-school transfer.

Written Documents: Documents that are produced in written copy, web-based, or any other printable media format.

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BY-LAWS

BY-LAWS OF NACCAS

ARTICLE I – NAME

**NATIONAL ACCREDITING COMMISSION OF
CAREER ARTS & SCIENCES, INC.**

A nonprofit corporation organized under the General Corporation Law of the State of Delaware, and said corporation is hereinafter referred to in the By-Laws as the Commission.

ARTICLE II – MAJOR AIMS AND PURPOSES

SECTION I

The objects of this Commission are those set forth in the Certificate of Incorporation, as from time to time amended. These purposes are as follows:

1. To provide an independent, autonomous agency to promote, further advance and develop standards of education and instruction in cosmetology arts and sciences, massage and cognate areas which serve to supplement the practical, scientific and business skills of these professions, by giving recognition through accreditation to schools offering programs in the cosmetology arts and sciences, massage or cognate areas which agree to and do maintain high standards of education in one or more fields within NACCAS' scope.
2. To encourage the most advanced practices and techniques in student recruitment and screening, testing procedures, nationally administered aid programs, standards of ethical and professional conduct and other activities and programs designed to advance and improve standards of service to the public in the field of cosmetology arts and sciences, massage and cognate areas.
3. To act as an accrediting agency for those schools and departments of schools providing instruction in cosmetology arts and sciences, massage and cognate areas which serve to supplement the practical, scientific and business skills of these professions, so as to maintain prescribed standards and assure quality programs to students attending said schools, to establish and maintain a national headquarters for the Commission and to fulfill all functions as required in these activities.
4. To cooperate with various organizations representing segments of cosmetology, massage and related industries for the purpose of maintaining and further improving the best interests thereof through education.
5. To engage in such other activities necessary and proper for the accomplishment of these objectives consistent with the public interest and the interest of the fields of cosmetology arts and sciences, massage and cognate areas.

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6. The Commission is organized exclusively for charitable, religious, educational, and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).
7. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, Commissioners, officers, or other private persons, except that the Commission shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above.

No substantial part of the activities of the Commission shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Commission shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of the Certificate of Incorporation and the By-Laws, the Commission shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (2) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue Law).

8. Upon the dissolution of the Commission, the Board of Commissioners shall, upon paying or making provision for the payment of all of the liabilities of the Commission, dispose of all assets of the Commission exclusively for the purposes of the Commission in such a manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any United States Internal Revenue Law), as the Board of Commissioners shall determine. Any such assets not so disposed shall be disposed of by the Circuit Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.
9. In any taxable year in which the Commission is a private foundation as described in Section 509(a) of the Internal Revenue Code of 1954, the Commission shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Code; and the Commission shall not (1) engage in any act of self-dealing as defined in Section 4941(d) of the Code; (2) retain any excess business holdings as defined in Section 4944 of the Code; or (3) make any taxable expenditures as defined by Section 4945(d) of the Code or corresponding provisions of any subsequent Federal tax laws.
10. To do any and all things necessary and lawful for the accomplishment of the foregoing purposes.

SECTION II

In furtherance of these objects, but not in limitation thereof, the Commission shall have the power:

1. To collect and disseminate data, statistics and other information.

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2. To develop educational standards and business practices for accredited schools.
3. To promote sound accrediting practices and uniform accrediting methods.
4. To disseminate information of an educational character and to analyze subjects relating thereto.
5. To maintain a national office to survey, investigate and endeavor to coordinate all activities of institutional accreditation for the fields of cosmetology arts and sciences, massage and cognate areas which serve to supplement the practical, scientific and business skills of these professions.
6. To make appropriate awards and provide recognition in the field of accreditation for the field of cosmetology arts and sciences, massage and cognate areas that serve to supplement the practical, scientific and business skills of these professions.
7. To engage in any lawful activities that will enhance the efficient and economic progress of the field of accredited education in the cosmetology arts and sciences, massage and cognate areas which serve to supplement the practical, scientific and business skills of these professions, and apprise the public of its scope and character.

ARTICLE III – BOARD OF COMMISSIONERS

SECTION I - Administration

The administration of the Commission shall be vested in a Board of Commissioners (hereinafter called “Commissioners” or “Commission”). The number of Commissioners shall be thirteen (13), but such number may be increased or decreased by amendment to these By-Laws in the manner set forth in [Article XV](#) (see page 251) hereof. When the number of Commissioners is so decreased by the amendment adopted by the Board of Commissioners, each Commissioner in office shall serve until his or her term expires, or until his or her resignation or removal as herein provided.

SECTION II - Representation

The pattern of representation of the Board of Commissioners shall be as follows:

- a) Seven (7) Commissioners representing schools in fields of training within NACCAS’ scope: Of these seven (7) Commissioners, four (4) shall be elected to represent zones as determined by the Commission and three (3) shall be elected in an at-large manner.
- b) Two (2) Commissioners representing professional services operations in fields within NACCAS’ scope.
- c) Two (2) Commissioners who are academics.
- d) Two (2) Commissioners who represent the public interest.

SECTION III - Election of Commissioners

- A. The seven (7) Commissioners representing schools shall be elected as follows: four (4) by zones and three (3) at-large.
- B. The six (6) Commissioners representing the other fields shall be elected by the accredited schools at-large.

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- C. All Commissioners shall be elected in accordance with the election procedure set out in [Article III, Section V](#) (see page 239).

SECTION IV - Eligibility: Qualifications of Commissioners

- A. All Commissioners representing schools in fields of training within NACCAS' scope shall meet the following qualifications:
1. Have a total of at least five (5) years of administrative/supervisory experience in a school accredited by the Commission (of which the experience set forth in subparagraph 2 below may be counted as a part);
 2. Have been active in the day-to-day operation of school(s) accredited by the Commission in an administrative/supervisory capacity for the three (3) years immediately preceding his/her election; and
 3. Have no interest in any institution that has had its accreditation withdrawn (appeal rights exhausted) or which has voluntarily relinquished accreditation while the institution was in withdrawal status, during the past five years.
 4. All Commissioners elected by zones pursuant to [Article III, Section III.A](#) of these By-Laws (see page 237) must be legal residents of a state (or, as applicable, other U.S. territory) in the zone from which they are elected.
 5. In addition, all Commissioners elected by zones pursuant to [Article III, Section III.A](#) of these By-Laws (see page 237) and, at any time, at least one (1) of the Commissioners elected at-large pursuant to [Article III, Section III.A](#) of these By-Laws (see page 237) must:
 - i. Be sole owner of school(s) accredited by the Commission; or
 - ii. With respect to a partnership or a privately held corporation be a person who owns at least a 10% interest in a school(s) accredited by the Commission and have a direct and abiding interest in the performance of the school and the quality of education which it offers. The Nominating Committee shall be vested with the responsibility of determining whether such an interest exists, subject to the review of the full Commission; or
 - iii. Be an officer of a publicly held corporation that owns school(s) accredited by the Commission.
- B. All Commissioners representing professional services in fields within NACCAS' scope shall meet the following qualifications:
1. Be licensed in a field within NACCAS' scope;
 2. Have a total of at least five (5) years of administrative/supervisory experience in a professional service that employs at least one other person licensed in a field within NACCAS' scope (of which the experience set forth in subparagraph 3 below may be counted as a part);
 3. Have been active in the day-to-day operation of the professional service operation in an administrative/supervisory capacity for the three (3) years immediately preceding his/her election;
 4. Not be an owner in full or in part, nor a member of a partnership or a stockholder in a corporation which is the owner of any school offering programs within NACCAS' scope, and not be active in the management of any school offering programs within NACCAS' scope; and
 5. In addition, at any time, at least one (1) of the Commissioners representing professional services in fields within NACCAS' scope must:

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- i. Be sole owner of a professional service operation; or
 - ii. With respect to a partnership or privately held corporation which owns a professional service operation, be a person who owns a sufficient interest in the operation to have a direct and abiding interest in its performance and business success. The Nominating Committee shall be vested with the responsibility of determining whether such an interest exists, subject to review by the full Commission; or
 - iii. Be an officer of a publicly held corporation which owns a professional service operation.
- C. All Commissioners representing the academic field shall meet the following qualifications:
 1. Have expertise and current teaching experience in post-secondary education;
 2. Have knowledge in pedagogy and in the development of curriculum; and
 3. Have experience in school accreditation.
- D. All Commissioners representing the public interest shall meet the following qualifications:
 1. Not be an employee, member of the governing board, an owner in full or in part, nor a member of a partnership or a stockholder in a corporation which is the owner of any school or professional service operation, or consultant to an institution or program offering programs or services in a field within NACCAS' scope, and shall not be active in the operation of any school or professional service operation offering programs or services in a field within NACCAS' scope, whether accredited by NACCAS or not;
 2. Not be a member of any trade association or membership organization related to, affiliated with, or associated with NACCAS; and
 3. Not be a spouse, parent, child, or sibling of an individual identified in sub-clause 1, or 2 of this clause.
- E. No person may serve simultaneously as a member of the Commission and as an officer or member of the Board of Directors of an organization dedicated to the interests of any field within NACCAS' scope. A person holding such other office may be nominated as a Commissioner but, if elected, must immediately tender a resignation from such office to the other organization, such resignation to be effective no later than the commencement of his or her term as Commissioner. A Commissioner-elect may not be seated until such resignation has been tendered.
- F. No two people from the same business entity may serve simultaneously on the Commission.
- G. All members of the Commission shall agree to abide by the NACCAS Code of Ethics as may from time to time be promulgated, and shall refrain from discussing or voting on any action before the Commission or Committee of the Commission that represents a conflict of interest.

SECTION V - Method of Selection of Commissioners

The method of electing and selecting Commission members shall be as follows:

- A. The Commission Chair, with the advice and consent of the Commission, shall appoint a Nominating Committee consisting of at least three (3) seated Commissioners to make recommendations to the Commission regarding replacements for Commissioners whose terms of office will expire.
- B. Choosing a Slate:

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- D. Candidate Qualifications. All candidates for Commissioner shall, as a condition precedent to nomination, document that they meet the requirements set forth in these By-Laws for the category of Commissioner for which they seek nomination.
- E. To the extent practicable, the Nominating Committee shall endeavor to interview the candidates for Commissioner. They shall review and take into consideration information on the nominees, including, if appropriate, the record and status of any accredited school(s) owned by such candidate, and standing with state licensing agencies. The Nominating Committee shall be vested with the responsibility of determining whether candidates in the school owner field have a direct and abiding interest in the performance of the schools and the quality of education they offer, subject to the review of the full Commission.
- F. The Nominating Committee shall, prior to the summer meeting of each year, prepare a single slate of at least two (2) candidates to replace each member of the Commission whose term of office is expiring¹⁴ unless there is only one qualified candidate under Article III, Section IV (see page 238) of these By-Laws seeking such an office, in which case the Nominating Committee may prepare a slate of one.
- G. A list of candidates for each vacancy shall be reported to the Commission at least ten (10) days prior to the summer Commission meeting. The Nominating Committee shall have available at that Commission meeting the resumes and all other pertinent material from all applicants. At that meeting, the Commission shall consider the list of candidates and nominations from the floor. No candidate can be placed on the slate pursuant to a nomination from the floor without an affirmative vote of the majority of Commissioners in attendance and voting. The person who is nominated from the floor shall have agreed in writing to have his or her name placed in nomination and his or her eligibility shall be established prior to the Commission's consideration of such candidacy. The Commissioner placing such name in nomination from the floor shall have the burden of establishing the candidate's desire to run and his or her eligibility.
- H. The candidates for each vacancy receiving the greatest number of votes shall be declared the official nominees.
- C. The Election Process
1. Not later than 10 days following the Commission meeting in which the nominees were selected, the Executive Director shall announce the nominees' names. By November 1 of each year, the Executive Director shall transmit to all accredited schools entitled to vote for Commissioners (i) the official list of nominees and (ii) instructions for formal submission of their votes. If voting is to take place electronically, only votes submitted by November 30 shall be accepted and counted. If votes are to be submitted by paper ballot, only ballots returned with postmarks on or before November 30 and received no later than December 5 shall be counted.
 2. For the purpose of determining accredited schools entitled to vote for Commissioners, the Chair of the Commission shall provide that the list of accredited schools be closed as of October 15.
 3. An independent accounting firm will be selected to supervise the electronic voting process (or to conduct the counting of ballots, as applicable) and tabulate votes for the election of Commissioners. The list of schools eligible to vote in the election will be furnished to the accounting firm by the Executive Director and the results of the voting will be reported by the accounting firm, in an

¹⁴ Terms expire on December 31 of the last year of the term.

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expeditious manner, simultaneously to the most senior officer of the Commission (in the order of priority set forth in [Article VII, Section I](#) (see page 246) of these By-Laws who is not a candidate in such election, to the Chair of the Nominating Committee, and to the Executive Director.

4. Voting by proxy shall not be permitted.
5. The candidate receiving the greatest number of votes for a Commissioner position shall be declared the winner.

SECTION VI - Actions by the Board of Commissioners

- A. All actions by the Board of Commissioners require a simple majority of those present and voting unless otherwise specified.
- B. Any action required by the statutes or these By-Laws to be taken at a meeting of the Commissioners, or any other action that may be taken at a meeting of the Commissioners which may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Commissioners entitled to vote with respect to the subject thereof.
- C. Attendance of a Commissioner at a meeting shall constitute waiver of notice of such meeting, except where a Commissioner attends a meeting with the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

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SECTION VII - Terms of Commissioners

- A. Each Commissioner shall be elected for a three-year (3-year) term. Newly elected Commissioners shall take office the first day of the calendar year. Commissioners shall not serve more than two (2) consecutive elected terms. Where a Commissioner has been appointed to fill a vacancy of the Commission, that Commissioner, if eligible under [Article III, Section IV](#) (see page 238) of these By-Laws may subsequently run for office and serve for two (2) consecutive elected terms in addition to his/her original partial term, if the partial term is eighteen (18) months or less in length.

Notwithstanding the foregoing, a Commissioner who is ineligible to serve on account of having served two consecutive terms shall remain ineligible to serve for the three (3) year term immediately following his or her last term of service, but may thereafter, if otherwise qualified, be fully eligible to serve as provided under this Section.

Commissioners who serve a shortened or lengthened term during the period of transition to three-year terms shall be treated as though they had served a three-year term. Currently seated Commissioners may be nominated for a consecutive three-year term, and if elected, will be considered to have served two consecutive terms.

SECTION VIII - Continuing to Qualify and Vacancies in Commission Membership

- A. At each regularly scheduled Commission meeting each Commissioner shall attest that he or she continues to fulfill the qualifications for the category of Commissioner represented. If the Commissioner cannot attest to meeting the qualifications in the category to which he or she was elected he or she shall resign immediately. If the Commission has reasonable cause to believe that a Commissioner does not meet the qualifications, the Commission shall refer the matter to an independent panel pursuant to [Article XX](#) (see page 254) of the By-Laws.
- B. If a school in which a Commissioner holds an ownership interest loses its accreditation (appeal rights exhausted) or voluntarily relinquishes accreditation while the school is in withdrawal status, the Commissioner's position shall be vacated at the same time the appeal is denied, or 20 days after withdrawal, if there is no appeal, or upon voluntary relinquishment; no further vote shall be required.
- C. Any Commissioner who shall have been absent from full attendance at three (3) regular meetings of the Commission (including Committee meetings and Workshops) in any calendar year shall automatically vacate his/her seat on the Commission and the vacancy shall be filled as provided by these [By-Laws](#) (see page 235); however, the Commissioners shall consider each absence of any Commissioner as a separate circumstance, and may expressly waive such absence by affirmative vote of a majority of its members. The Commissioners shall not excuse any late arrival or early withdrawal from a Commission meeting unless the Commissioner seeking to be excused notified the Commission Chair (or Committee Chair, as applicable) and the Executive Director in advance of the meeting of his/her inability to fully attend the meeting (and the reason or such inability) and requested to be excused from full attendance. For purposes of this Section, "late arrival" means arrival more than ten (10) minutes after the scheduled start time of the meeting, and "early withdrawal" means withdrawal prior to the adjournment of the meeting.
- D. In case of any vacancy in the Commission membership, the Chair, with the approval of the Executive Committee, shall appoint a qualified person to fill any unexpired term. Such appointment shall be

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effective only after approval by a majority of the Commissioners either by mail ballot or at a meeting of the Commission.

SECTION IX - Manifestation of Dissent

A Commissioner who is present at a meeting of the Commission at which action on any corporate matter is taken shall be presumed to have assented to the action unless his or her dissent is entered in the minutes of the meeting or unless such Commissioner shall file his/her written dissent by certified mail to the Secretary of the Corporation within ten (10) days after adjournment of the meeting. Such right to dissent shall not apply to a Commissioner who voted in favor of such action.

ARTICLE IV – POWERS AND RESPONSIBILITIES OF THE COMMISSION

The Commission's powers and responsibilities, which are not subject to review by any other body, are enumerated below but not limited thereto:

- A. To establish and promulgate standards for the self-study, evaluation and accreditation of schools and departments of cosmetology arts and sciences, massage and cognate areas. For this purpose, the standards shall include but not be limited to information and investigation within the following areas:
 - 1. Posture
 - 2. Curriculum
 - 3. Clinic
 - 4. Instructional Materials
 - 5. Instructional Staff
 - 6. Instructional Methods
 - 7. Student Personnel Services
 - 8. Space and Facilities
 - 9. Student Recruitment and Admission
 - 10. Tuition, Fees, and Refunds
 - 11. Ownership, Management, and Ethical Operation
 - 12. Financial Responsibility
- B. To provide a schedule of fees that will insure the financial stability of the Commission and manage finances according to the Commission's Investment Policy, appended to these By-Laws.
- C. To receive applications for evaluation from institutions within the Commission's scope of accreditation.
- D. To appoint qualified examiners and provide for comprehensive evaluation procedures.
- E. To provide an appeals process in cases when the Commission takes an adverse action on accreditation, with such process to be specified in the [*Rules of Practice and Procedure*](#) (see page 59).
- F. To ensure that an institution's accredited status is preserved during the pendency of an appeal, and to establish procedures governing the confidentiality of the accreditation process.
- G. To issue a directory of accredited institutions.

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- H. To make available to the public, current information concerning the standards and criteria for accreditation, and the operation of the Commission.
- I. To reevaluate, at reasonable intervals, each accredited institution.
- J. To evaluate federal and state legislative and regulatory or other proposals which affect accrediting agencies in general, or the Commission in particular, and take appropriate action relating thereto consistent with the Commission's tax-exempt status.
- K. To exercise such other powers as are necessary to carry out the functions of the accrediting agency.

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ARTICLE V – MEETING

SECTION I

The annual meeting of the Commission shall be the first meeting of each calendar year at which Commissioners are physically present. Two-thirds of the Commission shall constitute a quorum at the Annual Meeting or any prescribed Commission meeting under [Section II](#) (below).

The agenda of the annual meeting of the Commission shall include receipt of the annual report of the immediate past Commission Chair, Officers and Committees, and the transaction of all other business. The date and place of the annual meeting shall be fixed by the Commission. Notice of such meeting, stating the date, place and time of the meeting, signed by the Secretary, shall be mailed to the last recorded address of each Commissioner at least thirty (30) days before the time appointed for the meeting.

SECTION II

A special meeting may be called by the Commission Chair with approval of the Executive Committee, or at written request to the Chair by any seven (7) Commissioners. All Commissioners shall be notified in writing of each such meeting at least ten (10) days prior to the date of the meeting.

SECTION III

Executive Committee Meetings shall be called by the Chair with at least ten (10) days prior notice to the Executive Committee.

Three (3) members of the Executive Committee shall constitute a quorum.

SECTION IV

If a meeting cannot be organized because a quorum has not attended, then those present may adjourn the meeting from time to time without notice other than announcement at the meeting, until a quorum is present or represented. At such adjourned meeting at which a quorum is presented or represented, any business may be transacted that might have been transacted at the meeting as originally called.

SECTION V

All notices shall be deemed to be delivered when deposited in the United States mail addressed as it appears on the records of the Commission with the postage thereon prepaid.

SECTION VI

Whenever any notice whatsoever is required to be given under the provisions of the statutes or under the provisions of the Articles of Incorporation or of these [By-Laws](#) (see page 235), a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

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SECTION VII

The Commission, recognizing the confidential nature of information submitted by institutions and/or obtained by NACCAS from institutions during the processes of becoming accredited, renewing accreditation, or maintaining accreditation, shall act to protect the confidentiality of such information and of the accreditation process. To that end, and except to the extent required by applicable law or regulation (including the Commission's obligations under 34 CFR 602 and/or successor regulations) or to the requirements of applicable legal process, all meetings of the Commission and/or its committees shall be open only to the members of the Commission, the members of such committees and such members of NACCAS staff as the Commission shall determine are necessary to assist the Commission in its accreditation functions and/or the corporate activities of NACCAS. Subject to the foregoing, the Commission may, in its discretion, consider timely-submitted written requests to appear before the Commission at a regularly-scheduled meeting of the Commission solely for the purpose of discussing matters of general relevance to NACCAS and its accredited institutions; provided that the decision to deny any such request shall not be subject to appeal .

ARTICLE VI – MANAGEMENT

SECTION I

The Commission shall establish an administrative office to perform the management functions related to the Commission's work.

SECTION II

The Commission shall employ such executive officers and such other professional staff as is necessary to carry out the work of the Commission.

ARTICLE VII – OFFICERS

SECTION I

The officers of the Commission shall be: Chair, First Vice-Chair, Second Vice-Chair, Secretary, and Treasurer.

SECTION II

The Chair, Vice-Chairs, Secretary and Treasurer shall be elected by the Commission from the members of the Commission, and will have served at least one year on the Commission by the time they take office. The officers shall serve a one-year term commencing January 1 of the calendar year immediately following the meeting at which they are elected. Any officer may serve more than one term.

The election of officers shall be conducted by secret ballot of Commissioners in attendance at the meeting at which the elections are held. In the event that such meeting is by teleconference or other means by which Commissioners may attend without being physically present, the vote shall be conducted by a method (electronic or otherwise) that has been approved in advance of the meeting by vote of the Commission and that (1) permits the casting of secret ballots whose authenticity can be verified, (2) permits nominations from the floor, and (3) permits the vote to be calculated by the chair of the Officer Nominating Committee,

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independently confirmed by the Executive Director (or, in the absence of the Executive Director, by another person selected by the Chair) and announced at the meeting at which the vote takes place. Voting by proxy shall not be allowed. The candidate with the majority of the votes cast shall be declared the winner in each election.

The winner shall be announced by the chair of the Nominating Committee. Ballots shall be available until the count is confirmed, then destroyed.

SECTION III

The Chair, Vice-Chairs, Secretary and Treasurer shall comprise the Executive Committee of the Commission. The Commission Chair shall serve as Chair of the Executive Committee. The immediate past Chair of the Commission shall serve as an ex-officio member of the Executive Committee, provided that the immediate past-Chair is still a member of the Commission. Once seated, the ex officio member of the Executive Committee shall continue to hold that position until replaced by a qualified successor (i.e., a sitting Commissioner who has held the Chairmanship more recently than the ex officio member.)

SECTION IV - Duties of Officers

- A. It shall be the duty of the Commission Chair to preside, to appoint members of standing and ad hoc committees authorized by the Commission, to serve as Chair of the Executive Committee, to call special meetings of the Commission and/or of the Executive Committee pursuant to [Article V](#) (see page 245), to jointly prepare the agenda for such meeting with the Executive Director, to expedite resolution of complaints against commissioners, and to sign all certificates of accreditation.

The Chair shall preside at the meetings of the Commission and shall, at the annual meeting of the Commission and such other times as he or she shall deem proper, communicate to the Commission such matters and make such suggestions as may, in his or her opinion, tend to promote the welfare and increase the usefulness of the Commission, and shall perform such other duties as are necessarily incident to the Office of the Chair of the Commission. He shall sign all contracts entered into by the Commission except where such authority is specifically delegated to another officer or member of the Commission. He/she shall perform all duties pertaining to the office.

- B. In the absence of the Commission Chair, the first Vice-Chair shall preside at Commission meetings. In case of vacancy in the office of Chair, the first Vice-Chair shall succeed at once to the office of Chair and shall serve for the remainder of the term. In the absence of, or in the case of a vacancy in the office of, First Vice-Chair, the second Vice-Chair shall serve in the office for the remainder of the term of office. In the event of a vacancy in the office of the second Vice-Chair, the Chair shall appoint a Commissioner to serve out the balance of the term with the approval of the Commission. The officers shall continue to serve until newly elected officers are designated by the Commission.
- C. The duties of the Secretary of the Commission shall be to act as a recording secretary. The Secretary shall maintain all the records of the Commission. He or she shall be responsible for the minutes of all meetings of the Executive Committee and special or regular meetings of the Commission and perform such other duties as may be required of the Secretary of this Commission. The Secretary may call upon the services of the Executive Office for assistance in carrying out these duties.

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- D. The Treasurer shall be accountable for the fiduciary knowledge of the organization's financial positions. He or she shall be kept abreast of all NACCAS' financial accounting practices and procedures as a nonprofit organization. He or she shall serve as Chair of the Finance Committee. The Treasurer has over-sight of, with the Finance Committee, the Board's review of, and action related to, the Board's financial responsibilities, to include budget, audit, month-end financial statements, and investments.

He or she shall work with the Executive Director and Director of Finance to ensure that appropriate financial reports (to include annual audits) are made available to the Board on a timely basis. He or she shall assist the Executive Director and Director of Finance, in preparing the Executive Director's annual budget and presenting that budget to the Board for approval. He or she shall work with the Finance Committee and the Executive Director to develop Fiscal Policies for recommendation to the Board to ensure the financial integrity and sustainability of the organization, and work with the Finance Committee and the Executive Director to develop long-term financial strategies. He or she shall stay informed of legal, regulatory and sector developments related to the Board's financial responsibilities. The Treasurer may call upon the Executive Director to carry out the foregoing duties in the absence of the Treasurer. The Treasurer may communicate directly with the Director of Finance in order to obtain such information concerning the organization's financial position and accounting practices as may be required to fulfill his/her duties as Treasurer. The Treasurer shall perform all other duties assigned by the Commission.

- E. In the event the office of either Secretary or Treasurer shall become vacant, the Commission Chair, with the advice and consent of the Executive Committee and the Commission, shall appoint another member of the Commission to complete the remainder of the term of office.

SECTION V - Election of Officers

- A. Prior to the final meeting of the Commission in each calendar year, the Chair of the Commission shall appoint a nominating committee of three (3) Commissioners, to be known as the Officer Nominating Committee.

The Officer Nominating Committee shall prepare a slate of only one candidate for each officer position to present at the final Commission meeting in any calendar year. Any committee member who places his/her name under consideration for an officer position must promptly resign from the Officer Nominating Committee and the Chair of the Commission shall appoint a replacement.

At the meeting at which officers are elected, nominations may be made from the floor.

- B. Officers shall be elected by a majority vote of the Commission members in attendance and voting. Any tie shall be put to a re-vote. If this second vote results in a tie, it shall be broken by the vote of the Commissioner chairing the election. This in no way limits the right of the Chair to vote for officers.
- C. The officers of the Commission shall hold office for one calendar year or until their successors are chosen and qualify. Any officer or agent, elected or appointed by the Commission, may be removed by the Commission whenever, in its judgment, the best interests of the Commission will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Any vacancy occurring in any office of the Commission by death, resignation, removal, or otherwise shall be filled by the Commission.

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ARTICLE VIII – DUTIES OF COMMITTEES

SECTION I

The Executive Committee shall implement Commission policies and transact the business of the Commission during the intervals between meetings, as determined by the policies and directives of the Commission.

SECTION II

The Commission shall have Standing and Ad Hoc Committees that are responsible to the entire Commission in the performance of their assigned duties. The specific duties of all Committees shall be determined by the Executive Committee and shall be approved by the full Commission. The Commission may increase or decrease the number of Committees at any time. Ad Hoc Committees shall be promptly discharged when their functions have been performed.

SECTION III

Appeal Review Panels shall be constituted according to procedures set out in the [Rules of Practice and Procedure](#) (see page 134). They shall not be considered committees of the Commission.

SECTION IV

The Commission shall have a standing Committee on Re-recognition including at least two former Commissioners, if available, who, while members of the NACCAS Board of Commissioners, served on a Committee on Re-Recognition, to make recommendations to the full Commission on issues related to Re-Recognition by the Secretary of Education.

SECTION V

Committees shall present recommendations to the full Commission, but shall not have the authority to grant or deny any accreditation status to any institution or to formulate policy. No Committee of the Commission, individual Commissioner, or group of Commissioners has the authority to override a decision of the full Commission.

ARTICLE IX – DUTIES OF THE COMMISSION EMPLOYED PERSONNEL

The duties of the executive officer(s) employed by the Commission will be determined by the Executive Committee and approved by the Full Commission.

ARTICLE X – COMPENSATION

Any member of the Commission, including officers, and any committee member, with the approval of the Commission may be reimbursed for any reasonable expenses incurred in connection with the performance of the Commission's duties properly delegated to him or her. Any member of the Commission or employee may be otherwise compensated for performance of duties if the Board shall so determine.

ARTICLE XI – ACCREDITATION STANDARDS AND PROCEDURES

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The Commission shall approve the standards and criteria for evaluation to be applied and the procedures to be followed in securing all data necessary for consideration of the qualification for accreditation or continuation of accreditation of an applicant school. Such Standards and Criteria and such procedures shall be set forth by the Commission and the Commission shall complete a comprehensive review of the standards and procedures at least every five years with involvement by persons, institutions, and organizations affected by or with an interest in the quality of education in any field within NACCAS' scope and postsecondary education, and the Commission shall carry out internal reviews of selected Standards and Criteria and the procedures at least once a year and make any revisions that it deems desirable and necessary to assure the standards and procedures are sufficiently rigorous to ensure that an institution which is granted accredited status provides a quality education to its students.

ARTICLE XII – EXEMPT ACTIVITIES

Notwithstanding any other provisions of these By-Laws, no Commissioner, officer, employee or representative of this Commission shall take any action or carry on any activity by or on behalf of the Commission not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under Section 170(c)(2) of such code and regulations as they now exist or as they may hereafter be amended.

ARTICLE XIII – PROHIBITION AGAINST SHARING IN CORPORATE EARNINGS

No Commissioner, officer, or employee of, or member of a committee, or person connected with the Commission, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the Commission, provided that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Commission in effecting any of its purposes as shall be fixed by the Commission; and such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Commission. All members of the Commission shall be deemed to have expressly consented and agreed that upon dissolution or winding up of the affairs of the Commission, whether voluntary or involuntary, the assets of the Commission, after all debts have been satisfied, then remaining in the hands of the Commission, shall be distributed, transferred, conveyed, delivered and paid over, in such amounts as the Commission may determine or as may be determined by a court of competent jurisdiction upon application of the Commission, exclusively to charitable, religious, scientific, testing for public safety, literary or educational organizations which would qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended.

ARTICLE XIV – OPERATIONS AND FISCAL YEAR

The operational and fiscal year of the Commission shall be from July 1, through June 30, of each calendar year.

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ARTICLE XV – AMENDMENTS

SECTION I

Amendments, alterations, or repeal of these By-Laws, either in whole or in part will be effective only by a two-thirds (2/3) vote of the Commissioners present and voting at any duly organized meeting of the Commission, regular or special, provided the proposed changes have been published for comment to all accredited schools and filed with the Secretary at least thirty (30) days in advance of the meeting date and a notice of such amendments with a copy thereof, shall have been mailed to the Commissioners not less than thirty (30) days in advance of such meeting at which it is considering the change. Once a vote has been taken on a proposed amendment and has been defeated, it shall not be re-considered at a future meeting without the required comment period and notice.

SECTION II

Amendments or alterations to these By-Laws shall go into effect on the first day of January of the year following adoption of the amendment, unless the Commission specifies an earlier effective date.

ARTICLE XVI – MISCELLANEOUS PROVISIONS

SECTION I - Rules of Order

The order of business at all meetings of the Commission and the Commissioners shall be governed by *Robert's Rules of Order*.

Any questions as to priority of business shall be decided by the Chair without debate in accordance with *Robert's Rules of Order*.

SECTION II - Corporate Seal

The official seal of the Commission shall have inscribed thereon the name of the Commission and the date of incorporation and shall be in such form and contain such other words and/or figures as the Commission shall determine, and the uses of the seal shall be those prescribed by the Commission.

SECTION III - Effective Date

These By-Laws were duly adopted by a unanimous vote of the members of the Commission present at a meeting held in Salt Lake City, Utah on May 24-27, 1981 after thirty (30) days' appropriate notification, and are effective as of May 27, 1981.

ARTICLE XVII – INDEMNIFICATION

SECTION I

To the extent not inconsistent with Delaware law, from time to time, this Commission shall indemnify any person who was or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Commission) by reason of the fact that he or she is or was a Commissioner, officer, employee or agent of this

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Commission, or is or was serving at the request of the Commission as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprises against expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of this Commission, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement or conviction or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interests of this Commission, and with respect to criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

SECTION II

This Commission shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit or in the right of this Commission to procure a judgment in its favor by reason of the fact that he or she was or is a Commissioner, officer, employee, or agent of this Commission, or is or was serving at the request of this Commission as director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorney's fees) actually and reasonably incurred by him or her in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in and not opposed to the best interests of this Commission and except that no indemnification shall be made in respect to any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to this Commission unless and only to the extent that the Court of Chancery or the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the Court of Chancery or such other court shall deem proper.

SECTION III

To the extent that a Commissioner, officer, employee or agent of this Commission has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections [I](#), see page 250 and [II](#), see above or in defense of any claim, issue or matter therein, he or she shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by him or her in connection herewith.

SECTION IV

Any indemnification under Sections [I](#), see page 251 and [II](#), see above (unless authorized by a court) shall be made by this Commission only as authorized in the specific case upon a determination that indemnification of the Commissioner, officer, employee or agent is proper in the circumstances because he has met the applicable standards of conduct set forth in Sections [I](#), see page 251 and [II](#), see above. Such determination shall be made (1) by the Commissioners by a majority vote of a quorum consisting of Commissioners who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable a quorum of disinterested directors so direct, by independent legal counsel in a written opinion.

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SECTION V

Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by this Commission in advance of the final disposition of such action, suit or proceeding as authorized by the Commissioners in the manner provided above upon receipt of an undertaking by or on behalf of the Commissioner, officer, employee or agent to repay such amount unless it shall be ultimately determined that he or she is entitled to be indemnified by this Commission as authorized by this resolution.

SECTION VI

The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any By-Law, agreement, vote of disinterested Commissioners or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Commissioner, officer, employee or agent and shall inure to the benefit of heirs, executors, and administrators of such a person.

ARTICLE XVIII – CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION I - Contracts

The Commission may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of the Commission on behalf of the Commission, and such authority may be general or confined to specific instances.

SECTION II - Loans

No loans shall be contracted on behalf of the Commission and no evidence of indebtedness shall be issued in its name unless authorized by resolution of the Commission. Such authority may be general or confined to specific instances.

SECTION III - Checks, Drafts, etc.

Checks, drafts, or other indebtedness issued in the name of the Commission shall be signed by such officer or officers, or agent or agents, of the Commission as shall be determined by resolution of the Commission. Such authority may be general or confined to specific instances.

SECTION IV - Deposits

All funds of the Commission not otherwise employed shall be deposited from time to time to the credit of the Commission in such banks, trust companies, and other depositories as the Commission may select.

ARTICLE XIX

In the event any officer or appointee named by the Commission shall become a member of or sit with another body for the purpose of representing the Commission or expressing the view of the Commission, or observing the deliberation of such body on behalf of the Commission, the opinion, advocacy, support, or endorsement of

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such officer or appointee regarding any policy of such body shall not be binding upon the Commission without ratification by the full Commission, which shall have sole authority.

ARTICLE XX – COMPLAINTS AGAINST THE COMMISSION OR COMMISSIONERS

SECTION I. Subject to the applicable provisions of the *Rules of Practice and Procedure* established pursuant to [Section V](#) (see below) of this Article, the Commission will accept and review complaints regarding the conduct of the Commission or a Commissioner that allege (i) a violation the NACCAS Code of Ethics; or (ii) a violation of due process.

SECTION II. To be accepted and reviewed, complaints must be submitted in a timely manner and pursuant to the applicable provisions of the *Rules of Practice and Procedure* established pursuant to [Section V](#) (see below) of this Article.

SECTION III. Complaints not conforming to Sections [I](#) or [II](#) (see above) of this Article shall be dismissed. Complaints conforming to Sections [I](#) and [II](#) (see above) of this Article shall be referred to an Independent Panel for adjudication. The Independent Panel shall be selected in accordance with the applicable provisions of the *Rules of Practice and Procedure* established pursuant to [Section V](#), see below, of this Article.

SECTION IV. The Independent Panel shall take one of the following actions:

1. Dismissal of the complaint;
2. Reprimand;
3. Order Attendance at a training or counseling seminar related to the offense by the complainant, the complained-against Commissioner, or both;
4. In the case of a complaint against an individual Commissioner, order the complained-against Commissioner to remedy or resolve the condition giving rise to the complaint; or
5. Removal from the Board of Commissioners of either the complainant, complained-against Commissioner, or both.

Where the Independent Panel has determined that (i) the allegations of the complaint have been substantiated or (ii) the complaint was filed vexatiously, the action taken by the Independent Panel shall be final and unappealable.

SECTION V. The Commission shall adopt *Rules* as required to implement this Article.