



**SAMPLE FORMS,  
GUIDELINES,  
AND  
GUIDANCE FOR UNDERSTANDING  
STANDARDS & POLICIES**

**December 2014**

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# NACCAS

## Samples and Guidelines

### Preface – A Must Read

#### **INTRODUCTION**

NACCAS has provided schools with this useful tool that contains forms and guidelines to assist with remaining in compliance with NACCAS requirements. NACCAS is one of the few, if not the only, accrediting agencies that provides such a tool for use by its constituency. It is important to note that use of the forms and information does not guarantee compliance or ensure that a school will not receive limitations.

Included in this publication is specific guidance to help schools understand the Commission's intention and objective pertaining to specific Standards and Criteria.

#### **NACCAS GENERAL GOALS OF ACCREDITATION**

- A. To foster and improve post-secondary education and training in career arts and sciences.
- B. To establish and enforce minimum standards of performance towards ensuring that accredited post-secondary schools offer, and can be reasonably expected to continue to offer, successful programs to prepare graduates for licensure, certification and/or employment in these areas.
- C. To ensure that each accredited institution carries out its educational activities in ethical and responsible ways.

#### **PURPOSE OF THE BOOKLET**

The purpose of this booklet is to aid NACCAS-accredited schools in meeting the goal of improving post-secondary education and complying with NACCAS requirements. It is designed to serve as a partner in making sure your institution meets all applicable standards, criteria, and policy requirements. It is important to remember that it contains samples, guidelines, and guidance information only. The information is provided to assist institutions in developing documents and policies. ***Use of these forms and information does not guarantee compliance or ensure that the school will not receive limitations.*** However, use and proper implementation of these documents may well improve the success of the institution's initial accreditation or renewal of accreditation process.

#### **HOW TO USE THIS BOOKLET**

1. Review the entire booklet thoroughly.
2. Determine which documents and policies apply to your institution, in whole or in part.
3. Download the applicable documents from the NACCAS website into a "word" file on your computer.
4. Edit the forms and policies to ensure they are tailored to your institution and comply with your institution's needs. You must also ensure that NACCAS's name is removed from the forms prior to use.
5. Place your personal brand onto the forms if you desire to do so.
6. Properly implement the forms and policies into your operations.
7. Maintain proper documentation of the newly tailored forms and policies at the institution and/or in student files.

**STANDARD I**

**EDUCATIONAL OBJECTIVES  
AND  
INSTITUTIONAL EVALUATION**

## **Guidance for Understanding: Standard I**

### **Criterion 1**

#### **Guidance**

- The scope is intended to be broad and to allow other than those working within the specific discipline for which they were training to be considered employed. See sample document in Samples and Guides booklet.

### **Criteria 6 & 7**

#### **Guidance**

- The advisory committee can be comprised of one employer and the school owner. One employer could be able to comment on all fields and whether the school's curriculum is effectively preparing graduates for employment. If the school has one advisory committee member who is not qualified to provide feedback in all areas, then the school must have another member. If the institution offers an instructor training program, it is not the intention of the commission for a NACCAS-accredited institution to have an instructor from a competing institution on the advisory committee. Other acceptable members could include: the institution's owner, an instructor for the instructor training program, a graduate of the instructor training program, a substitute instructor, an individual with expertise and teaching experience in post-secondary education, or an individual with knowledge in pedagogy and in the development of curriculum.
- It is the intention of the Commission that the term "annual" be interpreted to mean "every 12 months".

### **Criteria 7, 8 and 9**

#### **Guidance**

- Feedback is defined as the transmission of evaluative or corrective information about the institution's performance as provided by currently enrolled students, graduates of the institution, and the institution's advisory committee.
- Feedback may be collected in a number of formats including, but not limited to:
  - Individual paper surveys
  - Electronic surveys
  - Personal meetings with individual students
  - School assembly wherein feedback is obtained from students
- The institution must document that feedback is obtained at least annually. Such documentation could be provided through dated surveys, a summary of an electronic survey listing the date range of the survey, a dated agenda and report of a general assembly, etc.
- It is the intention of the Commission that the term "annually" be interpreted to mean anytime during the calendar year.

### **Criterion 10**

#### **Guidance**

- In order to comply with this criterion, the feedback must be summarized. Advisory committee meeting minutes, if one has been conducted, satisfy the requirement for a summary of feedback from the advisory committee members. If a school has obtained 50 student and 50 graduate student surveys as feedback, the school must summarize the results of those surveys. However, teams would not necessarily need to see written surveys for feedback. Feedback can be obtained through town meetings, conference calls, or surveys, etc. The school will only need to provide a summary of the feedback and how it was obtained.

### **Criterion 11**

#### **Guidance**

- It is the Commission's objective that the school will no longer have to prepare a written plan; however, the school will need to document those changes which the school deems necessary to make or improve.
  - Example: The school has shampoo bowls that are falling off the wall. Is it documented that repairs have been made.

**MISSION STATEMENT GUIDELINES**

Following are examples of mission statements. Schools should bear in mind that the mission statement can be as broad or as specific as they choose based on the training offered in its programs. Schools should bear in mind that when counting a graduate as successfully placed on its annual report, they will have needed to prepare the graduate to do the job more effectively. Schools should be able to substantiate the results of the mission statement through their curriculum.

“It is the mission of Design Institute to provide a quality post-secondary cosmetology education that prepares the graduate for licensure and job entry-level skills.”

“It is the mission of ABC Beauty Academy to provide an opportunity to achieve a quality post-secondary education for a group of learners who have the ability to benefit from the program by developing the requisite skills in business and customer service for success in the workplace.”

“It is the mission of The Design Institute to provide a quality post-secondary education in the practical skills necessary for licensure and employment success including business skills, customer service, retailing, and communications.”

“It is the school’s mission to provide post-secondary graduates with the understanding of the business skills needed to be a top salon or spa professional.”

“ABC College of Cosmetology is dedicated to student success by enriching lives and cultivating professionals through innovative, personalized post-secondary education in a creative and inspiring environment that prepares graduates in the business skills and fiscal responsibility necessary for success in the workplace.”

“It is the hope and purpose of Design School of Cosmetology to provide post-secondary students with a positive learning environment and a pathway to career success.”

**BACK UP DATA FOR THE SCHOOL’S MOST RECENT ANNUAL REPORT YEAR**

The school should download the Annual Report Cohort Grid from the NACCAS Web-site for the most recent Annual Report and fill in all information for each course offered. The on-site evaluation team will use the grid and supporting backup documentation to verify the school’s annual report as accurate and to ensure that the minimum thresholds are met for graduation, licensure, and placement.\*

Schools that do not meet the minimum thresholds for the most recent Annual Report Year may provide at least six months of preliminary data for the current or more recent year to show compliance with the threshold requirements. That data will also be verified by the on-site evaluation team. They will also be required to submit a preliminary report for the subsequent year by the first quarter of the following year.

Examples of information the school may provide to verify their annual report would be fully executed enrollment agreements, any addendums showing revised contract end dates, reports to the state oversight agency of a completer’s hours, hard copies of final transcripts, copies of licenses, state board examination reports, self-certification by graduates of employment, copies of business cards of employed graduates, graduate surveys, etc.

**GUIDELINES FOR OBTAINING FEEDBACK AND DEVELOPING AN IMPROVEMENT PLAN**

All NACCAS-accredited institutions are required to solicit annual feedback from current students, graduates and the institution's advisory committee member(s). The primary purpose of soliciting such feedback is to improve the overall quality of the institution and to ensure the achievement of the institution's mission and educational objectives. These guidelines have been developed to assist institutions in assessing feedback and performance outcomes.

Conducting surveys allows the institution to review both positive and negative feedback about the curriculum, the facilities and equipment, the student support services, the institutional performance statistics, etc. This information allows the institution to evaluate itself and implement changes to improve the overall quality of the institution.

- A. The school should develop applicable surveys to solicit relevant information as follows:
1. Current Students: The survey should request information from students in areas such as relevance of instruction, availability of instructional materials, program content, and student support services. (See Sample Current Student Survey.)
  2. Graduates: The survey should request information from graduates in areas such as achievement of educational objectives, effectiveness of licensure preparation, job search skills, preparation for employment, effectiveness of instruction, etc. (See Sample Graduate Survey.)
  3. Advisory Committee: Information should be solicited from the advisory committee, either through meetings, conference calls, or surveys that address the effectiveness of the institution's curriculum, facilities and equipment, performance outcomes, and student support services as relevant to industry trends and needs. (See Sample Advisory Committee Survey.)
- B. The institution compiles its annual performance statistics based on the results of its most recent NACCAS Annual Report and determines if the rates are congruent with the institution's mission.
- C. The institution conducts an annual meeting with relevant personnel to review the feedback received from the surveys and/or meetings. The institution summarizes the feedback received from the current students, graduates, and the advisory committee. Based on the summarized feedback, recommendations for improvement are discussed and agreed upon, if applicable. An action plan for implementing desired changes is defined. Time lines for implementation are defined. Responsible personnel are identified. A follow-up meeting is scheduled to review effectiveness of improvements. The minutes of the meeting are recorded and maintained.
- D. Improvements are implemented and results are monitored and documented.
- E. The follow-up meeting is conducted, results are reported, and a determination is made as to whether the new procedures should continue or further changes are needed. Solicitation of feedback, assessment of feedback, implementation and monitoring of improvements is an ongoing cycle.

**PLAN FOR IMPROVEMENT**

Pursuant to Section 5.0 (d) (4) of the Rules of Practice and Procedure, an institution may use the following format to submit its Plan for Improvement when placed on Low Outcomes Monitoring.

**I. SCHOOL RATES**

State the school's current rates as calculated from the most recent Annual Report.

- A. Graduation: \_\_\_\_\_ %  
 B. Licensure or Certification \_\_\_\_\_ %  
 C. Placement \_\_\_\_\_ %

**II. TARGETED RATES**

State the school's targeted rates that it hopes to achieve with the submission of the next Annual Report as a result of implementation of the improvement plan.

- A. Graduation: \_\_\_\_\_ %  
 B. Licensure or Certification \_\_\_\_\_ %  
 C. Placement \_\_\_\_\_ %

**III. PLAN FOR IMPROVEMENT**

- A. Analyze specific areas of the school's recruitment and admissions, faculty, student support services, curriculum, facilities and equipment.  
 B. Identify areas needing improvement that could specifically affect the school's outcomes rates.  
 C. Develop strategies that will improve the school's outcomes rates.  
 D. Monitor and evaluate the plan for improvement.

**INTERNAL ANALYSIS**

The institution should ask a series of questions regarding the three performance areas to determine where improvement may be needed.

**GRADUATION RATE**

Answer the following questions to determine areas where improvement might be needed.

1. How many students withdrew during the most recent annual report year?
2. Did most of the withdrawals fall into a specific demographic? If so, which demographic?
3. When did the majority of the withdrawals occur?
4. Can the withdrawals be tied to a specific instructor or class level such as the first phase of study or just after advancing to the student salon?
5. Do the institution's course hours exceed the hours required by the State? If yes, are withdrawals occurring when state requirements are met?
6. Are withdrawals occurring when the hours requirement of a neighboring state are met?
7. What is the institution's attendance policy?
8. Does the institution allow students to make up missed time or assignments?
9. Do students understand program objectives and requirements?
10. Do students fully understand the requirements for maintaining satisfactory academic progress?
11. Are students fully aware of all graduation requirements?
12. Are the reasons for student absences analyzed?
13. Can the institution change policies or assist in providing services to overcome the reasons for absences?
14. What reasons did withdrawals give for withdrawal?
15. What steps can the institution take to help overcome the causes of withdrawal?
16. Does the institution provide any special recognition or rewards other than a diploma or certificate of completion to those who graduate?

**LICENSURE RATE**

Answer the following questions to determine areas where improvement might be needed.

1. Are students made aware of licensure requirements prior to enrollment?
2. Are course requirements and expectations stressed throughout the program?
3. Are state exam requirements emphasized with each practical lesson taught?
4. Is State Law taught as part of the curriculum?
5. Are state board preparation classes part of the structured curriculum?
6. Does the institution conduct simulated state board examinations?
7. Does the institution provide the graduate with information regarding the licensing examination?
8. Does the institution provide guidance on when, where and how to take the state licensing examination?
9. Does the institution provide incentives to graduates to return with evidence of satisfactory completion of the licensing examination?
10. How much time elapses between graduation and the ability to take the licensing examination? Is this impacting licensure success?
11. Does the institution offer review or refresher courses to prepare for licensure or re-examination?
12. Do many of the licensing exam failures occur in special needs students?

**PLACEMENT RATE**

Answer the following questions to determine areas where improvement might be needed.

1. What is the institution's placement policy?
2. Does the institution teach the importance of professionalism throughout the curriculum?
3. Does the institution teach students how to write an achievement-oriented resume?
4. Does the institution provide opportunities for students to experience success and demonstrate achievement that will enhance the resume?
5. Does the institution teach students how to participate in a successful employment interview?
6. Does the institution teach students effective job search skills?
7. Does the institution maintain a relationship with area salons and other potential employers?
8. Does the institution make known area job opportunities to students?
9. Does the institution facilitate job fairs attended by local employers?
10. Does the institution invite area employers as guest speakers during job readiness classes?
11. Does the curriculum include development of an effective employment portfolio?
12. Does the institution facilitate field trips to area salons/spas/establishments?
13. Does the curriculum focus on the importance of developing a strong work ethic?
14. Does the curriculum place emphasis on important soft skills such as communication, building a business, retail sales, and customer service?
15. Does the institution provide any incentives to graduates to return and document their employment?

**THE FORMAL PLAN FOR IMPROVEMENT**

**Instructions:** Download the following Plan and complete the applicable information for submission to NACCAS. Each of the following categories must be addressed *only* for the outcomes rate(s) that is/are below the threshold. Indicate the rate(s) for which the plan applies. Check the applicable areas in Item 1 of each category that may need improvement and answer items 2 through 5 accordingly.

\_\_\_ Graduation                      \_\_\_ Licensure                      \_\_\_ Placement

**A. STUDENT RECRUITMENT AND ADMISSIONS**

1. Areas needing improvement that may affect outcomes rates:
  - \_\_\_ **Recruitment Advertising** (*Who is the target audience? Does that audience have the highest potential for success?*)
  - \_\_\_ **Pre-admission Screening** (*How are applicants pre-qualified before interview?*)
  - \_\_\_ **First Interview Procedures** (*Are admissions requirements explained? How are course expectations explained? Is emphasis placed on the commitment required of the applicant? Are both technical and soft skills requirements covered? Are licensure requirements explained? Are obstacles to course completion addressed?*)
  - \_\_\_ **Final Enrollment Interview** (*Is student provided access to the student catalog? Are all the relevant policies and enrollment/school policies covered? Are all elements of the enrollment agreement reviewed including the refund policy and penalties for withdrawal?*)

2. Define specific strategies for improving each area needing improvement as indicated above.
3. Describe resources needed, if any.
4. State who will be responsible for implementing improvement.
5. Define the timelines for monitoring and evaluation of results.

## B. STUDENT SUPPORT SERVICES

1. Areas needing improvement that may affect outcomes rates.
  - \_\_\_ **New Student Orientation** *(Are students given an overview of the program and of all educational objectives and course requirements? Is the student catalog reviewed? Are all student-related administrative policies covered? Are students informed of available student support services? Are all student questions answered thoroughly? Are students made familiar with all personnel and the space and facilities?)*
  - \_\_\_ **Academic Advisement** *(Are students counseled periodically with respect to their academic and practical performance as well as their attendance? Are students given feedback on their professionalism and the skills needed for success in the workplace? Are action plans for improvement defined when needed?)*
  - \_\_\_ **Financial Assistance Advisement** *(Are students properly advised regarding opportunities for assistance with tuition payment? Is assistance provided in completing required applications, etc?)*
  - \_\_\_ **Referrals for Professional Assistance** *(Are students given referrals for professional assistance as needed? Does the school post contact information for a variety of professional agencies?)*
  - \_\_\_ **State Laws and Regulations** *(Are students advised or trained on the regulations governing the scope of practice for which they are training?)*
  - \_\_\_ **Employment Assistance** *(Does school have an active placement program? Who is responsible? Are students taught how to prepare a resume and for an employment interview? Are job search skills taught?)*
  - \_\_\_ **Internal Grievance Procedure** *(Are students made aware of the procedure to be followed in the event the student has a grievance or concern?)*
2. Define specific strategies for improving each area needing improvement as indicated above.
3. Describe resources needed, if any.
4. State who will be responsible for implementing improvement.
5. Define the timelines for monitoring and evaluation of results.

## C. FACULTY

1. Areas needing improvement that may affect outcomes rates.
  - \_\_\_ **Qualifications** *(Do instructors hold the appropriate credentials?)*
  - \_\_\_ **Experience** *(Do instructors have relevant professional experience and skills?)*
  - \_\_\_ **Professional Development** *(Do instructors obtain current and relevant professional development training on an annual basis?)*
  - \_\_\_ **Preparation** *(Are teachers prepared, organized, and effective in planning education?)*
  - \_\_\_ **Talent** *(Do instructors incorporate student-centered, discovery-oriented academic and practical learning strategies into the curriculum?)*
  - \_\_\_ **Interpersonal Skills** *(Are instructors able to interact effectively with the diversity of students enrolled?)*
  - \_\_\_ **Management Skills** *(Are instructors skilled in classroom and conflict management?)*
2. Define specific strategies for improving each area needing improvement as indicated above.
3. Describe resources needed, if any.
4. State who will be responsible for implementing improvement.
5. Define the timelines for monitoring and evaluation of results.

**CURRICULUM**

1. Areas needing improvement that may affect outcomes rates.
  - \_\_\_ **Curriculum Development** (*How does the institution develop and/or select the curriculum it follows for each program?*)
  - \_\_\_ **Curriculum Revision** (*How often is the curriculum updated? What factors are used to determine when updates are needed?*)
  - \_\_\_ **Class Levels** (*Does the institution have a comprehensive first level of training that properly prepares students for advancing to the student salon and serving guests?*)
  - \_\_\_ **Student Salon Activities** (*Does the school ensure that the student obtains the relevant student experience to make a smooth transition into employment?*)
  - \_\_\_ **State Board Preparation** (*How does the institution ensure that graduates are prepared for the state licensing examination?*)
  - \_\_\_ **Job Readiness Training** (*What steps are taken to ensure that each graduate is ensured an entry-level position upon licensure?*)
2. Define specific strategies for improving each area needing improvement as indicated above.
3. Describe resources needed, if any.
4. State who will be responsible for implementing improvement.
5. Define the timelines for monitoring and evaluation of results.

**FACILITIES, MATERIALS AND EQUIPMENT**

1. Areas needing improvement that may affect outcomes rates.
  - \_\_\_ **Location** (*Is location safe? Does public transportation serve the area?*)
  - \_\_\_ **Safety** (*Does the facility meet all building, fire, health, ventilation, heating, and safety requirements?*)
  - \_\_\_ **Instructional Space** (*Do instructional areas allow for effective delivery of instruction? Is space equipped to accommodate the numbers of students assigned at one time? Is space arranged to meet the needs of a variety of learning styles? Do students have a clear view of demonstrations?*)
  - \_\_\_ **Instructional Equipment** (*Are effective training aids and materials used to supplement instruction?*)
  - \_\_\_ **Student Kits** (*Do kits include the appropriate tools for relevant training in current industry trends?*)
  - \_\_\_ **Student Books and Materials** (*Does the student book bundle include the appropriate materials and technology to meet the needs of today's learners?*)
  - \_\_\_ **Student Salon** (*How does the equipment used compare to what is used in today's professional establishments? Are there sufficient stations and equipment to serve the assigned students?*)
  - \_\_\_ **Repairs** (*Are repairs made timely? Is replacement equipment purchased when needed?*)
  - \_\_\_ **Appearance** (*Is facility clean, shining, and inviting? Does it convey an atmosphere of professionalism that tells students and guests that they are important?*)
2. Define specific strategies for improving each area needing improvement as indicated above.
3. Describe resources needed, if any.
4. State who will be responsible for implementing improvement.
5. Define the timelines for monitoring and evaluation of results.

**ADVISORY COMMITTEE GUIDELINES**

All NACCAS-accredited institutions are required to have an external advisory committee.

**Advisory Committee Definition:** A committee composed of employers (at least one of whom is not otherwise affiliated with 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.

**Guidelines for Development and Use of an Advisory Committee**

**Composition:** The Committee must be composed of at least one employer or employers representing the field(s) of study offered by the institution. A committee member may represent multiple fields. The school should determine whether one employer would be able to provide the feedback that needs to be provided. The advisory committee can be comprised of one employer and the school owner. One employer could be able to comment on all fields and whether the school's curriculum is effectively preparing graduates for employment. If the school has one advisory committee member who is not qualified to provide feedback in all areas, then the school must have another member. However, it is recommended that the school consider using other key individuals as suggested in the definition of an advisory committee.

**Consultation:** The school shall consult with the members of the Advisory Committee at least annually to obtain feedback in those areas relevant to their experience and/or background. The consultation may be completed by way of an annual meeting, an annual or periodic conference call, or surveys conducted via mail or email.

**Topics of Consultation:** The feedback must include, but does not have to be limited to, information about the institution's curriculum, facilities and equipment, and outcomes statistics (graduation, licensure, and placement rates). Other topics the institution might consider include:

- Admission procedures and goals
- Review of student and graduate surveys
- Current industry trends
- Salon employment needs
- Educational program offerings
- Entry-level skills needed by graduates

**SAMPLE ADVISORY COMMITTEE SURVEY**

**School Name** \_\_\_\_\_ **Date** \_\_\_\_\_ **Committee Member** \_\_\_\_\_

**Industry Position (Check All That Apply):**

Educator     Stylist     Graduate     Distributor     Salon Owner     Salon Manager  
 Student     Consumer     Other: \_\_\_\_\_

Please review the following information, statistics and policies of the institution and make your suggestions to improve our performance. If additional space is needed, use back of these pages.

**1. Mission Statement**

*The Mission for* \_\_\_\_\_ *is to* \_\_\_\_\_

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**Is the mission current, effective, and relevant to current industry trends?**

YES                       NO                      If no, please list suggestions for change: \_\_\_\_\_

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**2. Institution Performance Statistics**

In (year), the institution achieved the following rates:  
 GRADUATION \_\_\_%                      LICENSURE: \_\_\_%                      EMPLOYMENT: \_\_\_%

**Do you have any recommendations for improving the above results?**  YES  NO

If yes, please list your suggestions here: \_\_\_\_\_

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**3. Curriculum and Educational Objectives**

The school has established the educational objectives listed below, as applicable for each course offered. At this time the following courses are offered:

Cosmetology:	_____ Hours	Nail Technology:	_____ Hours
Esthetics:	_____ Hours	Massage Therapy:	_____ Hours
Instructor:	_____ Hours		

- Upon completion of the course requirements, the determined graduate will be able to:
- Project a positive attitude and a sense of personal integrity and self confidence.
  - Practice proper grooming, poise, and effective communication skills.
  - Understand employer/employee relationships and respect the need to deliver worthy service for value received.
  - Perform the basic analytical and manipulative skills applicable to the program of study.
  - Apply the theory, technical information and related matter to assure sound judgments, decisions, and procedures.

**Are these program objectives relevant to industry and community needs and job entry-level performance?**

YES                       NO                      If no, what are your recommended changes?  
 \_\_\_\_\_

**Should any of the program offerings be phased out because they are not meeting the needs of the community?**

YES                       NO

If yes, please explain why you feel the program is not meeting the needs of the service area. \_\_\_\_\_

**4. Academic and Practical Learning Methods**

The school has developed comprehensive curriculum for each course of study which includes requirements for study, weekly class schedules, detailed lesson plans, handouts and project sheets, visual aids and support materials. Each course of study meets the standards established by the state regulatory agency, as applicable. Educators are trained in a variety of teaching methods which are incorporated into the instruction of each course. Those methods include:

Discussion	Question and Answer	Demonstration
Cooperative Learning	Distance Learning	Problem Solving
Interactive Lecture	Individualized Instruction	Student Presentations
Labs	Student Salon Activities	Classroom Presentations
Field Trips	Guest Speakers	Projects

**Are the academic and practical learning methods used effective relevant to learning styles and current education trends?** \_\_\_\_ YES \_\_\_\_ NO

Please provide any relevant feedback on our teaching methods: \_\_\_\_\_

**5. Facilities, Equipment, and Learning Resources**

The facility includes:

- Properly arranged and equipped classrooms for academic and practical learning.
- A contemporary student salon with stations, tables, beds, and appropriate equipment.
- Offices for admission, education, academic advisement, and study.
- A well-equipped student lounge.
- Learning resources including DVDs, CD ROMS, film, video tapes, audio tapes, reference books, technical manuals, professional periodicals, supplements to text materials, computers and media center, and inventory of supplies to enhance the educational programs.

**Are these resources adequate for instructional needs as stated n the program objectives and do they meet the professional standards for safety and hygiene.** \_\_\_\_ YES \_\_\_\_ NO

Other comments on facilities and equipment, \_\_\_\_\_

Again, thank you for taking the time to read and respond to this survey. Please list your general constructive comments on our institution below if you have any. If, however, your evaluation found our institution to be operating effectively and appropriately for achievement of our mission and objectives, we would appreciate a summary of your positive observations as well. Our staff is diligent in its efforts to provide quality education within the parameters of our stated mission. Therefore, we would appreciate any positive feedback you have to share. If we can ever be of assistance to you in any manner or provide you with qualified graduates to meet your employment needs, please don't hesitate to call on us.

**SAMPLE STUDENT SURVEY**

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_

COURSE OF STUDY \_\_\_\_\_ APPROXIMATE HOURS EARNED \_\_\_\_\_

As part of the school's routine assessment of its achievements and commitment to students, please respond to the following questions by circling Y for yes, N for no, or N/A for not applicable. Please feel free to provide additional comments in the section provided. Thank you for your assistance.

- |   |   |     |  |
|---|---|-----|--|
| Y | N | N/A | 1. Is the school striving to meet the mission stated in the catalog?   |
| Y | N | N/A | 2. When teaching the class, does your teacher use effective delivery methods?  |
| Y | N | N/A | 3. Does the school use qualified substitute instructors when instructors are absent?   |
| Y | N | N/A | 4. Have you ever been advised about financial assistance opportunities?  |
| Y | N | N/A | 5. If yes, was the advice beneficial?  |
| Y | N | N/A | 6. Are you enrolled under a Training Agreement with another entity such as another school district?  |
| Y | N | N/A | 7. Did you receive a copy of the School catalog prior to enrollment?   |
| Y | N | N/A | 8. Do you have a high school diploma or GED?   |
| Y | N | N/A | 9. If no, did you take an Ability-To-Benefit test prior to enrollment?   |
| Y | N | N/A | 9. Did you sign an enrollment agreement prior to starting school?  |
| Y | N | N/A | 10. Did you receive a copy of your enrollment agreement?   |
| Y | N | N/A | 11. Did you have any training hours at an institution prior to this one?   |
| Y | N | N/A | 12. If you answered yes to question #10, did the school give you appropriate credit for those training hours?  |
| Y | N | N/A | 13. Do you know who to see with questions regarding licensing requirements, financial assistance, employment, or your academic progress?                                 |
| Y | N | N/A | 14. Did you go through orientation on or before start day?   |
| Y | N | N/A | 15. Did orientation explain school policies, program goals, administrative policies affecting students and available student services?                                   |
| Y | N | N/A | 16. Have you attended classes on job readiness and job search skills?  |
| Y | N | N/A | 17. Do you understand the licensing requirements and consumer safety laws set forth by the state board?  |
| Y | N | N/A | 18. Do you clock in and out each time you arrive and leave the school according to policy?   |
| Y | N | N/A | 19. Are you aware that you must maintain a minimum attendance rate and grade average to maintain satisfactory academic progress?   |
| Y | N | N/A | 20. Were you made aware of the school's internal grievance procedure?  |
| Y | N | N/A | 21. Have you received appropriate texts and/or kit materials for your program of study?  |
| Y | N | N/A | 22. Was the school's refund policy explained to you upon enrollment?   |
| Y | N | N/A | 23. Are the equipment and facilities maintained in good working order?   |
| Y | N | N/A | 24. Does the school make available other items for training that are not included in your kit such as products, equipment, reference materials, etc.                     |
| Y | N | N/A | 25. Are you aware of the educational requirements you must meet in order to graduate?  |
| Y | N | N/A | 26. Are you evaluated periodically on your practical skills?   |
| Y | N | N/A | 27. Do you understand the grading criteria that are used by the Instructors when giving you practical grades?  |
| Y | N | N/A | 28. Do you take written tests after each unit of study?  |
| Y | N | N/A | 29. Were the school's performance rates or goals regarding graduation, licensure, and placement published in the school's catalog that you received prior to enrollment? |

Y N N/A 30. If you had to make the decision again, would you choose this institution?

If NO, please explain why below:

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Please provide any additional feedback or constructive comments you may have on the school's curriculum, space and facilities, student support services, and performance statistics that might help improve the school. Thank you again for your assistance.

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**SAMPLE GRADUATE EXIT SURVEY**

As a graduate of our school, your appraisal of our institution is very important to us. Please take this opportunity to provide personal feedback that will allow us to further improve our programs and continue to provide quality education. Your responses in the following areas and your constructive comments will help us make improvements.

**Graduate Feedback**

PERFORMANCE	EXCELLENT	SATISFACTORY	POOR	N/A
Program Objectives Are Achieved				
Effective State Board Preparation is Achieved				
Job Entry Level Skills Were Attained				
Job Openings Were Posted & Job Search Skills Were Taught				
Instructors were Qualified and Helpful				
Employment was Obtained if Desired				

If you are not seeking employment at this time, please explain why: \_\_\_\_\_

If you have obtained employment, please indicate where: \_\_\_\_\_

Do you feel the training at our school helped prepare you for the position you obtained? \_\_\_Yes \_\_\_No

Please provide any comments you have for improving our school, our student services or the programs of study:

Please rate your overall experience at our school on the following scale of 1 to 10 with 10 considered BEST.

1      2      3      4      5      6      7      8      9      10

Please explain your rating: \_\_\_\_\_

Thank you for your comments. Serious consideration will be given to your recommendations. If at any time after graduation you need assistance with employment placement, please let us know.

\_\_\_\_\_  
Graduate Signature

\_\_\_\_\_  
Date

**SAMPLE ADVISORY COMMITTEE MEETING DOCUMENTATION**

Meeting Date or Date(s) Surveys Returned from Committee: \_\_\_\_\_  
Committee Members /Participants: \_\_\_\_\_

**TOPICS FOR CONSIDERATION**

School's most recent Graduation Rate: \_\_\_\_\_ %  
Schools' most recent Licensure Rate: \_\_\_\_\_ %  
School's most recent Placement Rate: \_\_\_\_\_ %

Suggestions for improving the above performance statistics.

\_\_\_\_\_  
\_\_\_\_\_

Comments regarding the school's:

■Curriculum \_\_\_\_\_

\_\_\_\_\_

■Facilities and Equipment \_\_\_\_\_

\_\_\_\_\_

■Other Topics of Interest \_\_\_\_\_

\_\_\_\_\_

Suggestions made for the school to improve overall performance and better serve the industry.

\_\_\_\_\_  
\_\_\_\_\_

Actions taken by the school as a result of feedback received: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

General Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**SAMPLE OF SUMMARIZED FEEDBACK (Standard I, Criterion 10)**

Current student surveys and feedback indicated that the institution is doing an excellent job overall. There were some suggestions that the students would like to learn more on retailing and how to build a clientele. In addition, some students felt that the hair coloring unit of study could be expanded. Both current students and graduates indicated there were times when they have had to wait for a shampoo bowl on busy days and perhaps some additional shampoo bowls could be added. Advisory committee feedback also provided praise for the state-of-the-art facilities and curriculum, but indicated that the school should expand its curriculum and product lines to include more ethnic products. The advisory committee also suggested adding a supplement to the curriculum in the fundamentals of building a business that includes developing people skills, tracking clientele, upselling, and client retention. Overall, the feedback was highly positive and the institution is proud of its performance.

**SAMPLE DESCRIPTION OF CHANGES OR IMPROVEMENTS****(ISS Standard I, Criterion 11)**

Based on feedback from student, graduate, and advisory committee surveys, the Institute of Beauty plans to take the following actions:

- Incorporate more business skills training effective with the January start class
- Supplement the hair color unit with more guest speakers effective immediately
- Add an additional multi-culture product line to the school's inventory effective immediately
- Install two new shampoo bowls by year end
- Add a cooperative learning CD ROM to the student book bundle effective with the January start class

# **STANDARD II**

## **INSTRUCTIONAL STAFF**

## **Guidance for Understanding: Standard II**

### **Criteria 1, 3 and 4**

#### **Guidance**

- It is the Commission's objective that "instructors" under Standard II constitute all regularly employed instructors. Substitute instructors will also need to have appropriate credentials.

### **Criterion 2**

#### **Guidance**

- In the absence of state regulation, teachers must be actively involved in the students' education. The instructor must be located in the area of education they have been assigned to teach/supervise. For a theory class one (1) instructor may be sufficient for a larger student population as appropriate to the subject matter.

### **Criterion 6**

#### **Guidance**

- It is the Commission's objective that Criterion 5 requires documentation that the meeting is being held, and Criterion 6 assures that topics discussed are relevant to the mission and educational objectives.

### **Criterion 7**

#### **Guidance**

- Documentation showing compliance for continuing education is defined as: Participation in a program of instruction which 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 a NACCAS-accredited institution 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, name of attendee, date of attendance, and credit/hours of training received;
  - Evidence of attendance at a trade show including a copy of the program or flyer that describes the event attended
  - Course outline that includes date, name of instructor, instructor's qualifications, and a list of attendees for in-house training seminars
  - Copy of a NACCAS workshop attendance certificate (which represents a minimum of 12 hours of continuing education).

### **Criterion 8**

#### **Guidance**

- A teacher who teaches a methodology class may not receive CE credit for presenting the CE class. One owner of a school may teach a CE class to another owner of the school who would receive credit for the CE.
- Examples of teaching methodology include topics such as:
  - 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
  - Qualities of an effective educator
  - Managing the learning environment
  - Basic learning styles and principles
  - 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
- Professional development of the instructor
- Student retention, etc.

**Criterion 9****Guidance**

- It is the Commissions intent that a 12 month period be defined as a calendar year or rolling 12 month basis as defined by the institution and that it be specific to the month and not the actual date. For example: an evaluation that was performed on 12/1/2013 could next be performed on the following year by 12/30/2014.

**Criteria 9 & 10****Guidance**

- The Commission does not expect that performance evaluations are performed for substitute instructors.

**Criterion 10****Guidance**

- The Commission's intent is that acknowledging receipt can be demonstrated by:
  - Having each instructor sign the performance evaluation for
  - Having school staff add a note on the performance evaluation form stating the instructor refused to sign
  - Having the school utilize the statement provided in the sample form found in this section: " By signing below, I acknowledge that this evaluation has been discussed with me. I also understand that my signature does not necessarily indicate agreement".

While job descriptions are no longer required with the Institutional Self-Study effective July 1, 2010, schools are still required to have in place written operating procedures. It is logical that those procedures would include applicable job descriptions. An example of an Instructor Job Description is found below to aid schools in developing such documents.

### **SAMPLE INSTRUCTOR JOB DESCRIPTION**

**MAJOR GOAL:** To instruct students effectively and prepare them for successful employment in their chosen field which helps assure the school achieves its mission and educational objectives.

#### **JOB DUTIES:**

Teaching Responsibilities (90% or more of daily scheduled work time)

1. Gain a working knowledge of the school's satisfactory academic progress policy, the standards of conduct, practical course requirements, grading policies and criteria, and state regulations within 30 days of employment.
2. Teach and follow the school's published curriculum, using all teaching aids and handouts provided unless deviations are approved.
3. Learn any new course or teaching methods introduced during employment and follow them consistently.
4. Maintain a thorough knowledge of the school's mission and educational objectives and strive to attain them at all times.
5. Prepare for and participate in new student orientation according to school policy and as assigned.
6. Organize and prepare for each class presentation. Organize the necessary handouts, teaching aids, and equipment prior to starting the class.
7. Follow and supplement published lesson plans. Present the information without reading from the text or lesson plan.
8. Project enthusiasm and excitement. Practice proper grammar and pronunciation. Be careful of tone, volume and clarity of expression.
9. Maintain a thorough, accurate and current knowledge of the subject matter taught.
10. Vary the stimuli for learners during presentations. Use body movement and gestures effectively.
11. Prepare practical and/or written assignments daily.
12. Inspire pride in workmanship and a professional attitude in your students toward their training and work responsibilities by your example.
13. Be fair and impartial in your dealings with all students.
14. Practice active listening skills when interacting with students. Listen carefully to their comments and questions.
15. Stimulate students to think for themselves and research the answers to questions for themselves. Use examples for clarification.
16. Use effective review questions and activities.
17. Ensure tests are graded promptly and give immediate feedback to students whenever possible.
18. Control argumentative or disruptive students by getting them involved. Assign leadership tasks and praise accomplishments.
19. Perform zone teaching when assigned supervision of the student salon.
20. Conduct practical evaluations and grade practical skills according to established grading criteria and record grades as required.
21. Explain and clarify grading criteria as needed.

22. Ensure that Level I students complete the required academic learning and practical skills training prior to advancing to the student salon and serving clients.
23. Complete and conduct progress evaluations and perform academic counseling for students according to the school's policy. Discuss areas needing improvement as well as areas of accomplishment. Identify a plan of action for improvement as needed. Follow up on plans for improvement during subsequent evaluations.
24. Properly prepare graduating students for the applicable state licensing examinations.
25. Monitor and fairly enforce the school's policies, standards of conduct and state regulations.
26. Never release private information on any student without obtaining written authorization from the student (or parent/guardian if applicable) on the designated form.
27. Conduct evaluations for all transfer and re-entry students according to published policy and document results.
28. Assign students who are not working with a guest other program-related activities that do not disrupt other student salon activity.
29. Be readily available for students at all times.

Other Duties (never more than 10% of scheduled work time)

1. Read, understand and follow the responsibilities and policies outlined in the school's written operating procedures.
2. Attend staff meetings as scheduled and participate in discussion of all required agenda items.
3. Provide employment assistance for graduating students as needed. Document placement efforts and strive for a rate of 85% placement or better. Post job openings found in area newspapers and other publications on the Career Opportunities bulletin board.
4. Monitor dispensary and laundry activities and ensure that there is never a shortage of supplies or towels.
5. Monitor inventory needs according to policy and report needs to administration.
6. Monitor reception desk activities when supervising the student salon.
7. Monitor bathrooms throughout the day to ensure cleanliness and sufficient supplies are available.
8. Complete any administrative tasks as assigned in a timely and accurate manner.

---

Instructor Signature

---

Date

**SAMPLE SUBSTITUTE INSTRUCTOR ORIENTATION CHECKLIST**

In accordance with the school's policy, all substitute instructors are required to complete routine employment paperwork and provide the additional following documents:

- \_\_\_\_\_ Copy of current *instructor* license.
- \_\_\_\_\_ Documentation of any continuing education credits earned in the past 12 months, if applicable.

Substitute instructors are to check the following forms, policies, and procedures as reviewed:

- \_\_\_\_\_ The written operating procedures
- \_\_\_\_\_ The program and/or course outlines for each program of study
- \_\_\_\_\_ The class schedules for each program of study
- \_\_\_\_\_ The lesson plans for each course of study
- \_\_\_\_\_ The handouts and other teachings aids that support the lesson plans
- \_\_\_\_\_ The practical grading criteria and procedures
- \_\_\_\_\_ The Satisfactory Academic Progress Policy

I hereby certify that I have reviewed the required information and will follow the institution's policies and procedures while I am acting as a substitute instructor.

\_\_\_\_\_  
Substitute Instructor Signature

**SAMPLE STAFF MEETING MINUTES POLICY**

All instructors are expected to attend monthly meetings during which the following topics, as applicable, will be discussed:

- Education, teaching schedules, student evaluations
- Student Council activities
- Student recruitment and admissions
- New Student Orientations
- Job Readiness Training
- Student Salon Activities
- Licensure Exams and Results
- Student Retention (withdrawals and graduates)
- Student/Graduate Feedback
- Staff Image and Professional Development

Staff meetings will be held more frequently if needed. Assessment of feedback from students, graduates, and advisory committee members will be reviewed, and any applicable improvements or changes will be documented.

**GUIDELINES FOR DEVELOPING A CONTINUING EDUCATION PLAN**

**Policy Development:** The policy should take into consideration any specific state requirements for license renewal as well as NACCAS' requirement for twelve hours per year, at least four of which must be devoted to teaching methodology. Completion of the requisite continuing education or professional development hours may be linked to the instructor's annual performance.

**Programs or Courses:** The types of educational seminars, workshops, courses, or programs that would meet the requirements of the criterion are broad in nature. Examples of teaching methodology include topics such as: 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, qualities of an effective educator, managing the learning environment, basic learning styles and principles, 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, professional development of the instructor, student retention, etc.

**Sources for Continuing Education:**

- a. Community colleges or universities
- b. Association for Career and Technical Education
- c. Cosmetology Educators of America
- d. Product Manufacturers
- e. In-house continuing education provided by qualified individuals
- f. NACCAS workshops and seminars
- g. Various state and national associations representing related fields
- h. Publishers in the applicable fields of study
- i. Approved providers of continuing education and recognized industry experts/trainers

**Documentation of Compliance:**

- a. 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.
- b. Certificate of attendance from an educational provider that indicates the date and number of hours or credits completed.
- c. Letters from manufacturers, who provide product knowledge classes, indicated the subject matter taught, the number of credits/hours of the training, and a list of instructors attending.
- d. Tickets for trade shows including a copy of the program or flyer that describes the event attended.
- e. Course outline, date, and name of instructor, instructor's qualifications, and a list of attendees for in-house training seminars.
- f. Letters from guest speakers indicating the length of the presentation, date, and subject matter presented.

For certificates that do not indicate the number of credits/hours attended, an agenda or program schedule may be appended that indicates the amount of time scheduled in the course/program.

**SAMPLE INSTRUCTOR CONTINUING EDUCATION PLAN**

All instructors are required by the school to complete a minimum of 12 contact hours per year (based on employment anniversary) of continuing education training, at least four of which must be devoted to academic and practical learning delivery methods. It is the personal responsibility of each instructor to meet this requirement and provide documentation of such training to management for his/her personnel file. The school may periodically require employees to participate in job training or career development activities in addition to the regular work schedule. It is the goal of the school to actively participate in the development of its employees. However, it is believed that employees must be willing to invest both time and, if necessary, money toward self-improvement and professional development. Tuition for school sponsored events will be waived.

**SAMPLE INSTRUCTOR EVALUATION FORM**

Instructor Evaluated: \_\_\_\_\_ Hire Date: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_

NOTE: The evaluator must spend a minimum of 30 minutes in the classroom and/or student salon. Check the criterion if performed satisfactorily. Divide the total correct into the total criteria to arrive at a score on a 100% scale.

Teacher Preparation

- \_\_\_\_\_ Lesson plan was prepared
- \_\_\_\_\_ Audio/visual aids were prepared
- \_\_\_\_\_ Handouts were prepared
- \_\_\_\_\_ Work area was maintained
- \_\_\_\_\_ Displayed knowledge of subject

Classroom Management/Effectiveness

- \_\_\_\_\_ Students were attentive
- \_\_\_\_\_ Students took notes
- \_\_\_\_\_ Instructor circulated while teaching
- \_\_\_\_\_ Environment was interactive
- \_\_\_\_\_ Environment was student-centered

Teacher Professionalism

- \_\_\_\_\_ Appearance
- \_\_\_\_\_ Attitude
- \_\_\_\_\_ Communication skills

Test Administration

- \_\_\_\_\_ Review session conducted
- \_\_\_\_\_ Test was administered
- \_\_\_\_\_ Re-taught as needed

Student Salon Supervision

- \_\_\_\_\_ Area was checked for safety
- \_\_\_\_\_ Guests checked for comfort
- \_\_\_\_\_ Demos conducted as needed
- \_\_\_\_\_ Multiple students supervised
- \_\_\_\_\_ Guest services checked

Ongoing Cooperation with School Operations

- \_\_\_\_\_ Maintenance needs reported
- \_\_\_\_\_ Cost-saving measures followed
- \_\_\_\_\_ Staff meetings attended
- \_\_\_\_\_ School policies followed
- \_\_\_\_\_ Completion of annual continuing education

Identify areas of improvement since last evaluation, if applicable: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List strengths and any areas needed improvement. Help formulate an improvement plan as needed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Overall Annual Evaluation

- \_\_\_\_\_ Performance Exceeds Expectations
- \_\_\_\_\_ Improvement Required
- \_\_\_\_\_ Performance Meets Expectations
- \_\_\_\_\_ Unsatisfactory Performance

Evaluator Signature: \_\_\_\_\_

By signing below, I acknowledge that this evaluation has been discussed with me. I also understand that my signature does not necessarily indicate agreement.

\_\_\_\_\_

Employee's Signature

\_\_\_\_\_

Date

# **STANDARD III**

## **ADMINISTRATIVE SERVICES**

## **Guidance for Understanding: Standard III**

### **Criterion 3**

#### **Guidance**

- It is the Commission's objective that this criterion is used to monitor compliance with a number of other agency requirements or laws such as oversight from the U. S. Department of Education, State Boards of Cosmetology, OSHA, ADA, copyright laws, etc. The commission provides no specific guidance or criteria of compliance for these areas, but wants teams to know that if they see the blatant abuse of any rule, law, or regulation, they should report what they see using this criterion as a reference.

### **Criterion 6**

#### **Guidance**

- It is the Commission's objective that the school can have multiple participation agreements including the Program Participation Agreement. On-site evaluation teams should look for documentation and communication between governing bodies and the school in verifying awareness that a change is being made (This is in cases where the school does not yet have an updated PPA or ECAR).

### **Criterion 10**

The following criterion has been clarified effective May 21, 2013 to read:

- The institution requires written consent from the student or guardian, **(each time)** before releasing any student information in response to a third party request, other than a request by NACCAS, unless otherwise required by law.
  - Please note the added clarifying language in bold indicating that a consent form must be completed for each request.

### **Criterion 9**

#### **Guidance**

- A dependent minor is someone who is dependent on a parent or guardian for tax purposes.

### **Criterion 13**

#### **Guidance**

- It is the Commission's objective that if the school can provide documentation that is printable, such as a login or password, then the school could show compliance with this criterion.
- The enrollment data is to be reported by program; however, it is based on increase in the overall growth (Based on Annual Report).

### **Advertising Policy**

#### **Guidance**

- Institutions may use a corporate name that is totally different from the school name for the purpose of doing business. However, if the institution desires to use the corporate name in advertising, it must be in compliance with NACCAS Policy on Advertising and clearly identify the institution as a school.

**SAMPLE CONTENTS OF AN OPERATING PROCEDURES MANUAL**

## Section One: Personnel

- Organizational Chart
- Job Descriptions
- Personnel Policies
- Performance Evaluation Policy
- Continuing Education Policy
- Vacation and Sick Pay Policy

## Section Two: School Operations

- Opening/closing of Facility
- Emergency Evacuation Plan
- Emergency Telephone Numbers
- Inventory Procedures and Control
- Grievance Policy
- Disciplinary Policy
- Policy Appeal Procedure
- Institutional Evaluation and Outcomes Assessment
- Privacy Policy and Procedures
- Drug Free Workplace Policy
- Campus Crime and Security Policy

## Section Three: Admissions

- Admissions Policy and Procedure
- Scholarship Policy
- Transfer and Re-entry Policy
- Course Costs and Payment Terms
- Refund Policy

## Section Four: Education

- New Student Orientation
- Course Outlines
- Satisfactory Academic Progress Policy
- Grading Policy and Procedures
- Practical Grading Criteria

## Section Five: Financial Aid

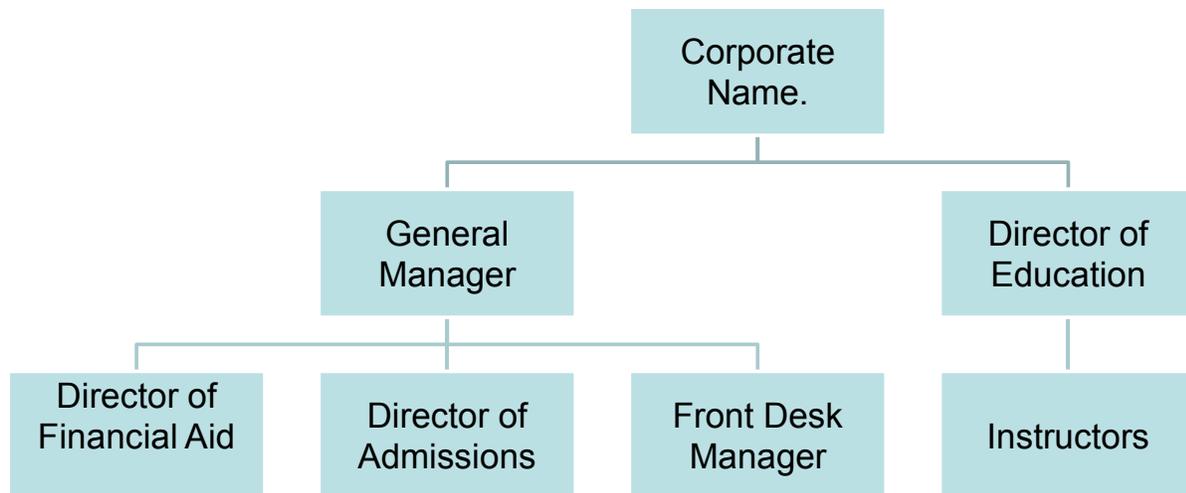
- FA Application Policies and Procedures
- FA Servicer Policies and Procedures
- Deadlines
- Return to Title IV

**NOTE:** *NACCAS Standards and Criteria do not prescribe that a school has a manual, but written policies and procedures are required. The document may be maintained in hard copy or electronic format.*

**SAMPLE ORGANIZATIONAL CHART**

While an organizational chart is no longer required with the Institutional Self-Study effective July 1, 2010, schools are still required to have in place written operating procedures. It is logical that those procedures might include an organization chart. An example is found below to aid schools in developing such documents.

## A B C Beauty Academy Organizational Chart



## Default Management

### Ideas about Default Prevention

Institutions that intend to create a regulation compliant default prevention plan pursuant to 34 C.F.R. 668.14(b) (15) or 34 C.F.R. 668.217 may wish to consider implementing some or all of the measures described below as part of an effective plan:

#### 1. **Establish a Default Prevention Team**

Establishing a default prevention team will help the institution develop and implement a written default prevention plan. A default prevention team's executive and managerial role will include:

- Establishing a process to ensure the accuracy of data used to calculate the institution's draft and official cohort default rates
- Creating a process for tracking and estimating cohort default rates for all open cohorts during the relevant period
- Determining the source of default risk (i.e., identifying institutional practices that may need to be modified to reduce default, and then implementing those modifications)
- Determining what steps an institution will take to reduce default risk, including, but not limited to:
  - Conducting a review of admission policies and screening practices so as to admit students who have a reasonable expectation of succeeding in their program of study
  - Enhancing the enrollment retention and academic persistence of borrowers through counseling and academic assistance, especially for academically at-risk students
  - Evaluating and improving, if necessary, curricula, materials, equipment, qualifications and size of faculty, and other aspects of its educational program
- Representing all parts of the institution (including management) that will contribute to default risk reduction activities
- Allocating institutional resources to default reduction activities
- Assessing the effectiveness of default reduction activities over time, to determine when and where adjustments are necessary

#### 2. **Determine who is defaulting and why**

The institution will, as part of a default prevention plan, take steps to determine which student borrowers are at high risk of defaulting, and why. Understanding why some borrowers are at greater risk of loan default is a necessary precondition for developing a set of interventions that will result in reduced default risk. As part of this effort an institution will review available information, along with the enrollment experiences of former students who have defaulted and/or are severely delinquent. Specifically, an institution would need to determine the common characteristics shared by defaulting borrowers. Here are examples of questions an institution should ask:

- Were they enrolled in particular academic programs?
- Did they graduate?
- Were they on academic probation at some point?
- Did they enroll late?
- Did they receive exit counseling?
- Was the default risk driven by poor educational outcomes, poor employment outcomes, and/or poor repayment outcomes?

Once an institution has determined which student borrowers are at greater risk of defaulting, and why, it will be able to tailor targeted and effective interventions. If an institution does not take the time to understand which borrowers are at greatest risk of loan default, an institution may end up with interventions that are less effective, or worse, ineffective.

Here are examples of targeted interventions:

- Example #1: The default prevention team determines that a large proportion of its defaulters were students who did not complete a particular academic program. As a result, the default prevention team decides to:
  - Create an early alert process which allows the institution to determine which students in the subject program are having academic difficulty. The institution will then provide appropriate academic or other assistance (depending upon the reason for the academic difficulty) to improve educational outcomes
  - Provide students in this program with enhanced loan counseling and/or financial literacy training
  - Provide additional support for students from this program during the grace period and early in repayment
- Example #2: The default prevention team determines that most borrowers who defaulted were on academic probation while enrolled. The default prevention team leverages this common experience by requiring students on academic probation to:
  - Meet with an academic counselor and establish a student success plan
  - Complete supplemental loan counseling
  - Complete a financial literacy course online
  - Demonstrate that they have accessed and gathered information about their indebtedness and loan holder from the National Student Loan Data System (NSLDS) borrower portal
  - Provide the registrar with updated supplemental contact information

Please Note: If an institution is new to Title IV, it is unlikely to have data about loan defaulters. In this case, the institution's default prevention team should instead undertake a review of related data as it is developing. The default prevention team may wish to gather borrower data as it develops during repayment.

If the default prevention team believes that default risk is influenced by certain student success metrics and program completion, the default prevention team need not wait until borrowers have cycled through delinquency and defaulted to draw conclusions about factors that relate to default risk. Instead, the default prevention team may begin to track and collect information as soon as borrowers enter repayment, noting which borrowers are able to remain current on repayment obligations and which borrowers become and remain delinquent over a long period of time.

Using this data, the default prevention team will be able to draw preliminary conclusions about who is at greatest risk of default, and why. Undertaking this kind of preliminary tracking, and drawing conclusions from the evolving set of data for borrowers, should meet the Department's requirements for new institutions wishing to develop a default prevention plan pursuant to 34 C.F.R. 668.14(b)(15).

### 3. Develop the resources to contact at-risk borrowers

As part of its default prevention plan, and to supplement the efforts of both Federal and third-party servicers, institutions may wish to conduct outreach efforts with at-risk borrowers to assist them in entering into (and remaining in) repayment successfully. In order to prepare for outreach with at-risk borrowers, it is suggested that an institution take steps to collect and maintain sufficient contact information so that its effort to reach these borrowers is successful.

Most borrowers who default are not successfully contacted by a lender or loan servicer during the entire period of delinquency. The ability to successfully contact borrowers, particularly at-risk borrowers, is a key factor in preventing loan default. The institution can assist in this effort by collecting enhanced contact information from students during the admissions process, and refreshing this contact information at key points during enrollment (i.e., when students appear on any internal institutional alert list, when students are on academic probation, or at the time of registration for a new term, etc.). The institution should collect and refresh the following crucial information:

- The applicant's address, landline and cellular telephone numbers; all email addresses; and any social networking sites
- Contact information for the applicant's parents, grandparents and siblings, including street addresses, landline and cellular telephone numbers, and email addresses
- Contact information, similar to that suggested above, for a person who "will always know where you are"

The institution should check this information for accuracy, both at the time of initial receipt, and from time to time during the student's period of enrollment. The institution should advise applicants that the admissions process cannot be completed until they have provided this contact information. It should be the student's responsibility to update this information as necessary during their period of enrollment.

It is suggested that institutions use activities such as skip tracing and sending letters "Forwarding and Address Correction Requested" to maintain contact with former student borrowers who have moved.

Although the institution will likely not need this enhanced contact information for most student borrowers, it is very important to have this contact information readily available should the need arise. Such information is vital to assist in default aversion efforts by:

- Providing your Federal servicer and/or third party servicing contractors with useful contact information to successfully contact delinquent borrowers
- Assisting school staff in making direct contact with borrowers during an early or late stage delinquency assistance campaign

Please note that at all times, the institution should comply with applicable state and Federal laws relating to borrower contact, including the Fair Debt Collection Practices Act (FDCPA) and with any applicable requirements of NACCAS.

#### 4. **Reach out to certain at-risk borrowers in Early Stage Delinquency (ESD)**

An institution may wish to include in its default prevention plan an effort to reach out to high risk borrowers who have entered repayment and are 30-60 days delinquent. The purpose of this activity is to assist at-risk borrowers in establishing a useful relationship with the loan servicer, and to create a pattern of successful repayment.

Generally, students who do not complete academic programs are at greater risk of loan default. For these students, the institution may wish to implement a program of early stage delinquency assistance (ESDA). In this effort, it will need to review delinquent borrower reports from the loan servicers (or the DELQ01 report from NSLDS). A significant fraction of all borrowers may be delinquent 30 or 60 days after entering repayment. However, in ESDA the institution will be looking specifically for and reaching out to support those borrowers who did not complete their academic programs, and are early in their delinquency. The institution will be using its enhanced contact information in this effort.

#### 5. **Reach out to at-risk borrowers in Late Stage Delinquency Assistance (LSDA)**

An institution may wish to include in its default prevention plan a regular monthly effort to reach out to borrowers who have a significant history of delinquency and who are, as a result, in imminent peril of defaulting on a loan. An institution may wish to establish a program that routinely tracks delinquent borrowers and reaches out to any whose accounts are 240 or more days delinquent. Borrowers whose accounts are 240 days delinquent are at great risk of default.

In late stage delinquency assistance (LSDA), an institution would review the delinquency reports from Federal servicers (or the DELQ01 from NSLDS) to identify those borrowers who are 240 or more days delinquent. Using contact information from NSLDS, its Federal servicers or gathered locally, the institution will:

- Make direct contact with the borrower, hopefully by telephone

- Assist the borrower in initiating a conversation with the loan servicer
- Remain in contact with the borrower and servicer until the delinquency is resolved

All of the Department's loan servicers support a late stage delinquency aversion process. An institution should contact all of the servicers to discuss their intentions ahead of time, collecting necessary contact telephone numbers, information about their default aversion efforts, and copies of suggested phone scripts or other training information the servicer may have.

## 6. **Implement Financial Literacy Education**

Research suggests that borrowers who receive financial literacy education have the lowest risk of loan default. The institution may wish to find and implement an effective and useful program of financial literacy education with either all borrowers or borrowers who the institution has determined are at higher risk of loan default.

There are many free and low cost financial literacy education resources available to institutions and borrowers. Some of these resources include the Department's free Financial Awareness product, or the free financial literacy resources of the National Endowment for Financial Education (NEFE). Financial literacy programs come in many forms including classroom curriculum, self-paced educational programs, or web-based materials. It is recommended that institutions review a variety of alternatives before selecting a financial literacy education program that is appropriate for the institution and its students.

## 7. **Take steps to improve employment outcomes**

The institution may wish to assist ALL student borrowers in attempting to secure post-enrollment employment. The institution will utilize the analysis from step two above determine which former students are at higher risk of loan default and in need of additional employment assistance services.

Here are several examples of steps an institution might take with respect to improved employment outcomes:

- Example #1: The default prevention team's investigation revealed that although certain students graduated, there were few employment opportunities for students in a particular field. Further research indicates that future employment prospects in this field are limited. As a result, an institution's default prevention plan may include the reengineering of academic programs to increase greater alignment between educational programs and available employment opportunities.
- Example #2: The default prevention team's investigation revealed that students who dropped out without completing a course of study were more likely to become delinquent and later default on a loan. An institution may decide to develop, and make part of the default prevention plan, post-enrollment employment counseling for those students who failed to complete a course of study and are at higher risk of loan default.

## 8. **Enhanced Initial and Exit Counseling**

In addition to meeting the requirements in 34 CFR 682.604 and 34 CFR 685.304, the institution may provide the following information to student borrowers during initial and exit counseling:

### **Repaying the loan:**

- Estimated balance of the borrower's loan(s) when the borrower completes the program
- Interest rate on the borrower's loan(s)
- The name, address, and telephone number for the borrower's lender or Federal loan servicer
- Estimated average amount of the borrower's required monthly payments on the loan's balance (during exit counseling, provide a sample loan repayment schedule based on the borrower's total loan indebtedness)
- Estimated monthly income that the borrower can reasonably expect to receive in his or her first year of employment based on the education received at the institution
- Estimated date of the borrower's first scheduled payment

**Personal financial management and Title IV loans:**

- Dissatisfaction with, or non-receipt of, the educational services being offered by the institution does not excuse borrowers from repayment of their FFEL or Direct Loans
- Borrowers must inform their lender and or Federal loan servicer immediately of any change in name, address, telephone number, or Social Security number
- If a borrower is unable to make a scheduled payment, he or she should contact the lender and/or Federal loan servicer before the payment's due date to discuss his or her other repayment options
- General information about budgeting of living expenses and other aspects of personal financial management
- Deferment, forbearance, cancellation, consolidation, and other repayment options, including procedures for obtaining these benefits
- The sale of loans by lenders and the use of lenders by outside contractors to service loans

**Information about delinquency and default:**

- A description of the charges imposed for failure by a borrower to pay all or part of a scheduled payment when it is due
- The consequences of a borrower's failure to repay a loan, including:
  - A damaged credit rating for at least 7 years
  - Loss of generous repayment schedule and deferment options
  - Possible seizure of federal and state income tax refunds
  - Exposure to civil suit
  - Referral of the account to a collection agency
  - Liability for collection costs and attorney's fees
  - Garnishment of wages
  - Loss of eligibility for further federal Title IV student assistance

**9. Benchmarking**

Presented above are a variety of interventions that an institution might incorporate into a default prevention plan. Studying institutions that have been successful with default prevention may be of great benefit. The key to default prevention benchmarking is to understand the difference between targeted interventions that are based upon an institution's unique borrower population and general best practices that tend to reduce default risk in all settings. One size does not fit all. Take the time to determine which specific interventions your at-risk student borrowers need. Only when that has been completed and implemented should you identify general best practices that may assist all borrowers, both high- and low-risk.

**PRIVACY POLICIES**

Effective January 1, 2013, the Standards and Criteria require institutions to guarantee each student or parent or guardian if the student is a dependent minor access to the student's records. The institution must require written consent from the student or guardian before releasing any student information in response to a third party request, other than a request by NACCAS, unless otherwise required by law.

**SAMPLE PRIVACY POLICY**

Students and parent/guardians of dependent minors are guaranteed the right to access and review the student's educational file. Students must submit a written request to review their file to the school director. The student will be granted supervised access to their records within five business days of the request. Any third party request for information will require written authorization from the student or parent/guardian of a dependent minor. NACCAS School of Beauty requires a release form be completed for each third party request of information. NACCAS School of Beauty provides access to student records without written consent to its accrediting agency, the United States Department of Education, the State Licensing Agency, and any other school official. The institution maintains a record of all release forms and requests for information.

**SAMPLE RELEASE OF STUDENT INFORMATION FORM**

**Authorization Form – Release of Information**

I understand that I have the right to gain access to my records according to the school's Access to Files Policy by making an appointment with the appropriate school official.

I also understand that I have the right to authorize certain individuals, organizations, or class of parties (such as potential employers) to gain access to certain information in my student file.

I hereby authorize \_\_\_\_\_ to have access to the following information:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Note:** This form is to be used each time the school wants or has a need to release information from the student file to a third party.

This form need not be used when releasing information from the student’s file to the student or student’s parent if the student is a dependent student under IRS laws.

## **STANDARD IV**

# **ADMISSIONS POLICIES AND PROCEDURES**

## **Guidance for Understanding: Standard IV**

### **Criterion 1**

#### **Guidance**

- While the school's admission policy has to be in the catalog, it is not the intent of the commission for the policy to list every single type of document that determines the school's eligibility enrollment.
- Ability-to-Benefit students that are completing the required 225 clock hours cannot receive financial aid before completion of those hours. Such students must be enrolled with a contract and receive a report showing whether or not they have satisfactorily completed the 225 hours.
- The admissions policy language was taken from the Department of Education. It is the Commission's objective that if the on-site evaluation team is in doubt concerning the admissions policy, the team may choose to cite a limitation and then to let the Commission decide. A school does not have to be accredited by a USDE recognized agency.
- It is the Commission's intent that verification of a foreign student's high school documentation must be conducted by an outside agency that is qualified to translate documents into English and confirm academic equivalence to a U.S. high school diploma.
- If a state has specific requirements for how home-school education would be equivalent to that state's secondary education and the school can provide evidence that the student has met those requirements, NACCAS will accept that documentation. Anything less than this level of documentation will not be accepted.
  - Examples of documentation an institution may provide for this criterion and policy item are:
    1. A state-issued credential for completed home-schooling; OR
    2. A state-issued license to operate as a home school provided by the place where the equivalent education took place, along with verification (certificate/transcripts) indicating the student completed the program; OR
    3. A state-issued license to operate as a private school provided by the place where the equivalent education took place, along with verification (certificates/transcripts) indicating the student completed the program; OR
    4. Documentation from the state outlining the regulations and a list of businesses approved, along with verification (certificate/transcript) indicating the student completed the program.

### **Criterion 1 and Policy IV.01**

#### **Guidance**

- It is the Commission's intent that verification of a foreign student's high school diploma must be 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.

### **Criteria 4, 5, 6, and 18**

#### **Guidance**

- Access simply means access. It is the school's choice whether to provide a copy to each student in any printable media format or to maintain one copy that the student can access. It would then be the student's responsibility to request a personal copy to keep.

### **Criterion 14**

#### **Guidance**

- The term "articulation agreement" can be found in the Glossary of the Handbook. Articulation agreements are not required between main campuses and its additional location. The Commission only requires that if schools have an articulation agreement that a list is maintained by the school.

### **Criterion 15**

#### **Guidance**

- In the event the team suspects that a diploma found in a student's file is not valid it is the school's obligation to prove that the document is valid. Barring such proof, the team is directed to write a limitation and cite it under this criterion.

Institutions should review NACCAS Policy IV.01 for more information on developing an admissions policy and/or entering into Training Agreements with other entities.

### **SAMPLE ADMISSIONS AND ENROLLMENT REQUIREMENTS**

#### **ADMISSIONS AND ENROLLMENT REQUIREMENTS**

The school does not discriminate in its employment, admission, instruction, or graduation policies on the basis of sex, age, race, color, religion, or ethnic origin nor does it recruit students already attending or admitted to another school offering similar programs of study. The school requires that each student enrolling in the Cosmetology or Esthetics programs must:

- Complete an application for enrollment.
- Provide proof of secondary education such as a high school diploma, a GED certificate, an official transcript showing secondary school completion, or a state certification of home-school completion.

In the absence of the above documentation, the applicant must take and pass an approved ability-to-benefit test administered according to the test publisher's guidelines by an approved Independent Test Administrator. In lieu of passing an ability-to-benefit test, the applicant may enroll in and successfully complete at least 6 credit hours or 225 clock hours, if the program is longer than 600 clock hours

Instructor applicants must meet all of the above requirements and:

- hold a current license as a practitioner in the field they wish to teach
- complete an application for enrollment
- complete an instructor in training application to be forwarded to the State Board of Cosmetology

Students enrolling under a training agreement with another entity, the applicant must meet the admissions requirements set forth in the training agreement with the other entity.

#### **STANDARD IV, CRITERION 2 – SECONDARY STUDENTS SAMPLE POLICY**

For those secondary students not enrolled under a training agreement, the applicant must meet the following admission requirements:

- meet the state requirements for admission (complete 10<sup>th</sup> grade and be 16 years of age)
  - proof of completion of 10<sup>th</sup> grade can be shown through high school transcripts
  - proof of age can be shown through a drivers license, birth certificate, etc.
- provide permission in writing from the secondary school in which they are enrolled
- successfully complete the pre-enrollment evaluation



**SAMPLE PRE-ENROLLMENT RECEIPT OF INFORMATION**

Student Name \_\_\_\_\_

Program \_\_\_\_\_ Date \_\_\_\_\_

I have received written information concerning the following topics prior to signing my enrollment agreement:

- \_\_\_\_\_ School Catalog
- \_\_\_\_\_ School's Graduation Rate
- \_\_\_\_\_ School's Licensure Rate
- \_\_\_\_\_ School's Job Placement Rate
- \_\_\_\_\_ Certification or Licensure Requirements
- \_\_\_\_\_ State-required Information: \_\_\_\_\_
- \_\_\_\_\_ Pre-Requisites for Employment
- \_\_\_\_\_ Satisfactory Academic Progress Policy

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SAMPLE COMPONENTS OF A TYPICAL STUDENT FILE**

1. A copy of the signed enrollment agreement and any addenda
2. Student payment cards/ledger card
3. Admissions documentation:
  - Interview form(s)
  - Recommendation letters
  - Application for enrollment
  - Pre-enrollment Receipt
  - ATB test information (if applicable)
  - High school transcripts/graduation diploma (if applicable)
  - Proof of age (if required)
  - Immigration information (if applicable)
  - Any state required elements for enrollment (residency, health, etc.)
  - Evidence of all other items required by the school for admissions
4. State Board of Cosmetology Registration Form (if applicable)
5. Academic advising session(s) notes/Counseling referrals
6. Grades/report cards/test scores/Satisfactory Academic Progress Reports (if applicable)
7. Hourly report(s)/Time sheets/Time cards (if applicable)
8. Other student information as applicable, for example:
  - Absence excuses
  - Correspondence to/from student
  - Documentation of phone conversations with students
9. Leave of absence forms
10. Probation notices
11. Evidence of withdrawal (if applicable)
12. Refund calculation (if applicable)
13. Evidence of graduation and graduation requirements

**CONTRACT: ENROLLMENT AGREEMENT REQUIREMENTS AND CHECKLIST**

All NACCAS-accredited institutions are required to submit a cross-referenced contract or enrollment agreement as an exhibit to the Institutional Self Study. An abbreviated version of the checklist that may be used for cross-referencing can be found below. However, the institution should carefully review NACCAS Policy # IV.06 to ensure full understanding of each checklist requirement.

**Enrollment Agreement Checklist for Cross-Referencing**

**School:** \_\_\_\_\_ **Ref #:** \_\_\_\_\_

<b>Check if Complete</b>	<b>Item #</b>	<b>Enrollment Agreement Requirement</b>
_____	1.	Title: Identified as a contract or enrollment agreement
_____	2.	Name and address of the institution
_____	3.	Course/Program Title(s) as identified in catalog
_____	4.	Length of Courses/Programs with total number of clock or credit hours, competencies and approximate number of weeks or months required for completion
_____	5.	Costs <ul style="list-style-type: none"> <li>_____ a. Total tuition for the course</li> <li>_____ b. Books and supplies (actual costs)</li> <li>_____ c. Fees (separately identified)</li> <li>_____ d. Other Costs (all must be identified)</li> <li>_____ e. Payment terms and methods must be identified</li> </ul>
_____	6.	Scheduled class starting date
_____	7.	Calculated completion date
_____	8.	Class Schedule - Actual hours per week
_____	9.	Grounds for termination and applicable admin fees not to exceed \$150
_____	10.	Institutional Refund Policy (separate checklist required)
_____	11.	Graduation requirements
_____	12.	Employment assistance description with statement that placement is not guaranteed
_____	13.	Acknowledgement that signers have read and received a copy of contract
_____	14.	Date and signature of applicant and parent/sponsor, if applicable
_____	15.	Acceptance date and signature of institution official
_____	16.	Other elements required by various governmental bodies
_____	17.	Any other conditions, circumstances or qualifications imposed by school
_____	18.	Contract is in language course/program will be taught Language of program is: _____ Language of contract is: _____

All enrollment agreements must meet with state and federal truth-in-lending requirements.



GENERAL TERMS OF AGREEMENT

School:

- Shall provide programs of study that meets minimum curriculum requirements as prescribed by the state regulatory agency.
- May change kit contents, textbooks, dress code, curriculum format, teaching materials or educational methods at its discretion.
- Will grant a diploma of graduation and Official Transcript of Hours for the applicable course when the student has successfully completed all phases of study, required tests, practical assignments; passed a final comprehensive written and practical examination; completed the program of study according to State requirements; completed all exit paperwork; attended an exit interview and made satisfactory arrangements for payment of all debts owed to the school.
- Will issue an Official Transcript of Hours to students who withdraw prior to program completion when the student has successfully completed the required exit paperwork, attended an exit interview and made satisfactory arrangements for debts owed the school as approved by the School.
- Will assist graduates in finding suitable employment by posting area employment opportunities and teaching Job Readiness classes, but placement is **not guaranteed**.
- May terminate a student's enrollment for noncompliance with General Policies, this contract, or State Laws and Regulations; Improper conduct or any action which causes or could cause bodily harm to a client, a student, or employee of the school; willful destruction of school property; and theft or any illegal act.

Student:

- Agrees to pay applicable school and state fees and provide all required registration paperwork in a timely manner.
- Agrees to comply with all Standards of Conduct, General Policies, State Laws and Regulations, and educational requirements including clinic assignments.
- Agrees not to refuse to perform client services or other program requirements.
- Agrees to provide all financial aid documents, if applicable, in the designated time frame.
- Agrees to comply with the school's dress code at all times and project a professional image representative of the cosmetology and image industry.
- Agrees to comply with the assigned schedule for the applicable program of study which may change from time to time at the discretion of the school.
- Agrees to attend theory class as scheduled for the duration of the course of study regardless of whether all required tests have been taken and passed.
- Understands that if he/she is a Title IV financial aid recipient,\* minimum attendance and grade requirements must be maintained for satisfactory academic progress; failure to comply will result in loss of eligibility for financial aid according to the policy found in the catalog.
- Understands that he/she is responsible for the state licensing exam fee and other examination or licensing related expenses.

REFUND POLICY – NOTICE OF CANCELLATION

For applicants who cancel enrollment or students who withdraw from enrollment a fair and equitable settlement will apply. The following policy will apply to all terminations for any reason, by either party, including student decision, course or program cancellation, or school closure. Any monies due the applicant or students shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:

1. An applicant is not accepted by the school. The applicant shall be entitled to a refund of all monies paid.
  2. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her enrollment in writing within three business days of signing the enrollment agreement. In this case all monies collected by the school shall be refunded, regardless of whether or not the student has actually started classes.
  3. A student cancels his/her enrollment after three business days of signing the contract but prior to starting classes. In these cases he/she shall be entitled to a refund of all monies paid to the school less the registration fee in the amount of \$175.
  4. A student notifies the institution of his/her withdrawal in writing.
  5. A student on an approved leave of absence notifies the school that he/she will not be returning. The date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.
  6. A student is expelled by the school. (Unofficial withdrawals will be determined by the institution by monitoring attendance at least every 30 days.)
  7. In type 2, 3, 4 or 5, official cancellations or withdrawals, the cancellation date will be determined by the postmark on the written notification, or the date said notification is delivered to the school administrator or owner in person.
- For students who enroll and begin classes but withdraw prior to course completion (after three business days of signing the contract), the following schedule of tuition earned by the school applies. All refunds are based on scheduled hours:

PERCENT OF SCHEDULED TIME ENROLLED TO TOTAL COURSE/PROGRAM	TOTAL TUITION SCHOOL SHALL RECEIVE/RETAIN
0.01% to 04.9%	20%
5% to 09.9%	30%
10% to 14.9%	40%
15% to 24.9%	45%
25% to 49.9%	70%
50% and over	100%

- All refunds will be calculated based on the students last date of attendance. Any monies due a student who withdraws shall be refunded within 45 days of a determination that a student has withdrawn, whether officially or unofficially. In the case of disabling illness or injury, death in the student's immediate family or other documented mitigating circumstances, a reasonable and fair refund settlement will be made. If permanently closed or no longer offering instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student OR provide course completion through a pre-arranged teach out agreement with another institution. If the course is canceled subsequent to a student's enrollment, the school will either provide a full refund of all monies paid or completion of the course at a later time.
- Students who withdraw or terminate prior to course completion are charged a cancellation or administrative fee of \$150.00. This refund policy applies to tuition and fees charged in the enrollment agreement. Other miscellaneous charges the student may have incurred at the institution (EG: extra kit materials, books, products, unreturned school property, etc.) will be calculated separately at the time of withdrawal. All fees are identified in the catalog and in this enrollment agreement.

\*The School is not currently eligible to participate in federal Title IV Financial Aid Programs

**SAMPLE ENROLLMENT AGREEMENT ADDENDUM**

**NACCAS School of Beauty**  
School Address

STUDENT NAME \_\_\_\_\_

STUDENT ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_ COURSE \_\_\_\_\_

ORIGINAL START DATE \_\_\_\_\_ ORIGINAL END DATE \_\_\_\_\_

END DATE CHANGED DUE TO: \_\_\_ SCHEDULE CHANGE \_\_\_ LEAVE OF ABSENCE

**SCHEDULE CHANGE**

FROM: \_\_\_\_\_

TO: \_\_\_\_\_

CONTRACT ENDING DATE CHANGED TO \_\_\_\_\_

**LEAVE OF ABSENCE**

FROM \_\_\_\_\_ TO \_\_\_\_\_

CONTRACT ENDING DATE CHANGED TO \_\_\_\_\_

\_\_\_\_\_  
STUDENT SIGNATURE                      DATE

\_\_\_\_\_  
PARENT/GUARDIAN (If applicable) DATE

\_\_\_\_\_  
SCHOOL OFFICIAL SIGNATURE      DATE

**SAMPLE ARTICULATION AGREEMENT**

**Articulation Agreement  
Between ABC Academy and M&M Academy**

**Purpose and Scope**

This Articulation Agreement has been established to facilitate the continuation of study and the granting of transfer credit for students from the M&M Academy Cosmetology Program to ABC Academy.

**Awarding of Credit**

This agreement provides for the full and unrestricted transfer of credit for all courses, laboratory experiences, and the like successfully completed by students in the M&M Academy Cosmetology Program. Official transcripts with documentation of classes taken and grades earned will be required.

**Procedure**

1. Applicants must meet all of the ABC Academy admissions requirements.
2. Applicants must meet with an admission’s representative and furnish an official transcript that documents all courses taken and grades earned.

Representatives from each institution shall meet annually or more frequently, if needed, to evaluate the articulation process so as to ensure a smooth transition for students.

This Articulation Agreement entered into by:

**For M&M Academy**

\_\_\_\_\_

Name

\_\_\_\_\_

Title

\_\_\_\_\_

Date

**For ABC Academy**

\_\_\_\_\_

Name

\_\_\_\_\_

Title

\_\_\_\_\_

Date

*This sample document is provided to assist schools who utilize an Articulation Agreement. NACCAS does not require an Articulation Agreement between a main campus and its additional locations.*

# **STANDARD V**

## **STUDENT SUPPORT SERVICES**

## **Guidance for Understanding: Standard V**

### **Criterion 1**

#### **Guidance**

- As long as permitted by law a student may receive hours for orientation on the first day of class provided they are already enrolled in the program.

### **Criterion 4**

#### **Guidance**

- “Professional Assistance” as defined by this criterion refers to emotional, psychological, physical or financial needs of the students.

**SAMPLE NEW STUDENT ORIENTATION CHECKLIST**

Student Name \_\_\_\_\_

Program \_\_\_\_\_ Date \_\_\_\_\_

**I have received information concerning the following topics during my orientation:**

- \_\_\_\_\_ Program Objectives
- \_\_\_\_\_ Desired Student Characteristics
- \_\_\_\_\_ Job Opportunities in the Chosen Field
- \_\_\_\_\_ Program and/or Course Outlines
- \_\_\_\_\_ Course Lengths and Schedules
- \_\_\_\_\_ Licensure Requirements
- \_\_\_\_\_ General School Policies
  - \_\_\_\_\_ Clocking Procedures
  - \_\_\_\_\_ Lockers
  - \_\_\_\_\_ Kit Policy
  - \_\_\_\_\_ Dress Code
  - \_\_\_\_\_ Standards of Conduct/Rules
  - \_\_\_\_\_ Campus Security and Crime Awareness
  - \_\_\_\_\_ Drug Free Workplace Policy
  - \_\_\_\_\_ Student Grievance Policy and Procedure
  - \_\_\_\_\_ Leave of Absence
  - \_\_\_\_\_ Disciplinary Policy
  - \_\_\_\_\_ Counseling Resources and Procedures
  - \_\_\_\_\_ Reference Materials/Media Center
- \_\_\_\_\_ Financial Aid Program Review
  - \_\_\_\_\_ Consumer Information
  - \_\_\_\_\_ Satisfactory Academic Progress
- \_\_\_\_\_ Safety, First Aid
  - \_\_\_\_\_ Evacuation Procedures
  - \_\_\_\_\_ Location and Use of Fire Extinguishers
- \_\_\_\_\_ Other Policies as applicable to the School

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SAMPLE COUNSELING AND REPORT CARD**

**Student Status Report**

**Date of Review** \_\_\_\_\_

This form is used for recording academic counseling sessions with students whether performed routinely or as needed. In addition, it serves as a written Report Card to be issued at last two times during a program of study. Check the appropriate purpose(s) for each session.

\_\_\_\_ **Academic Counseling**    \_\_\_\_ **Report Card**

Student Name: \_\_\_\_\_ Course \_\_\_\_\_

Cumulative Attendance Percentage \_\_\_\_%    Cumulative Written Grade Average \_\_\_\_%

**Practical Skills Performance**

\_\_\_\_ Excellent    \_\_\_\_ Very Good    \_\_\_\_ Satisfactory    \_\_\_\_ Development Opportunity

**Professionalism/Attitude**

\_\_\_\_ Excellent    \_\_\_\_ Very Good    \_\_\_\_ Satisfactory    \_\_\_\_ Development Opportunity

Identify Development Opportunities and Create an Action Plan for Improvement as follows:

\_\_\_\_ Practice skills in \_\_\_\_\_

\_\_\_\_ Attend academic and practical learning classes regularly and on time.

\_\_\_\_ Complete more practical skills experiences in: \_\_\_\_\_

\_\_\_\_ Adhere to Standards of Conduct and School Policies at all times.

\_\_\_\_ Increase speed by completing time projects in: \_\_\_\_\_

\_\_\_\_ Disciplinary Probation, Suspension, or Dismissal (explain in comments)

\_\_\_\_ Other: \_\_\_\_\_

Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

**SAMPLE JOB PLACEMENT POLICY**

While the school cannot guarantee employment for graduates, assistance in finding suitable employment is provided by posting area job openings on a career opportunities bulletin board for students to review. Students also receive training in professionalism and job search skills including how to write a resume, complete an employment application and prepare for an effective interview. The curriculum places a great deal of emphasis on how to obtain and retain employment after graduation. Graduates are encouraged to maintain contact with the school and follow-up with the school on current employment or employment needs. In addition, the school maintains a network of relationships with professionals and employers who provide mentoring to students while they are in school. Job referrals are made known to interested graduates as available.

**SAMPLE STUDENT GRIEVANCE PROCEDURE**

In accordance with the institution's mission statement, the school will make every attempt to resolve any student complaint that is not frivolous or without merit. Complaint procedures will be included in new student orientation thereby assuring that all students know the steps to follow should they desire to register a complaint at any time. Evidence of final resolution of all complaints will be retained in school files in order to determine the frequency, nature, and patterns of complaints for the institution. The following procedure outlines the specific steps of the complaint process.

1. The student should register the complaint in writing on the designated form provided by the institution within 60 days of the date that the act which is the subject of the grievance occurred.
2. The complaint form will be given to the school Director.
3. The complaint will be reviewed by management and a response will be sent in writing to the student within 30 days of receiving the complaint. The initial response may not provide for final resolution of the problem but will notify the student of continued investigation and/or actions being taken regarding the complaint.
4. If the complaint is of such nature that it cannot be resolved by the management, it will be referred to an appropriate agency if applicable.
5. Depending on the extent and nature of the complaint, interviews with appropriate staff and other students may be necessary to reach a final resolution of the complaint.
6. In cases of extreme conflict, it may be necessary to conduct an informal hearing regarding the complaint. If necessary, management will appoint a hearing committee consisting of one member selected by the school who has had no involvement in the dispute and who may also be a corporate officer, another member who may not be related to the student filing the complaint or another student in the school, and another member who may not be employed by the school or related to the school owners. The hearing will occur within 90 days of committee appointment. The hearing will be informal with the student presenting his/her case followed by the school's response. The hearing committee will be allowed to ask questions of all involved parties. Within 15 days of the hearing, the committee will prepare a report summarizing each witness' testimony and a recommended resolution for the dispute. School management shall consider the report and either accept, reject, or modify the recommendations of the committee. Corporate management shall consider the report and either accept, reject, or modify the recommendations of the committee.
7. Students must exhaust the institution's internal complaint process before submitting the complaint to the school's accrediting agency, if applicable.

**SAMPLE STUDENT GRIEVANCE FORM**

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_

Student ID # \_\_\_\_\_ TELEPHONE \_\_\_\_\_

1. Please provide a one or two sentence description of your complaint.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Please describe the nature of your complaint in full detail indicating what happened, when the event occurred and who was involved. If additional space is needed, use the reverse side.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Indicate when and with whom you have already spoken regarding this grievance and what attempts have been made toward resolution.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Indicate what specific resolution you are seeking or recommending.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby certify that the statements made pertaining to my complaint are truthful and accurate.

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

# **STANDARD VI**

# **CURRICULUM**

## **Guidance for Understanding: Standard VI**

### **Criterion 4**

#### **Guidance**

- The purpose of the course outline is to ensure that all the required elements are prepared and provided to students for the course and/or program enrolled. If the institution has an individual course outline for three different components or short courses that are combined to form a longer course, the institution is considered to be in compliance with the NACCAS course outline requirement. However, the Commission does not require the institution to provide course outlines for modules or units.

### **Criteria 4 and 5**

#### **Guidance**

- Any approved program not currently being taught must be in compliance with all elements listed in Criterion 4 and 5. Institutions are not required to have already hired an instructor, however, must have a written plan describing how faculty members will be ready to hire prior to the start of the program and must meet the requirements outlined in these two (2) criteria.

### **Criterion 6**

#### **Guidance**

- It is the Commission's intent that students and teachers are provided access to current reference materials that would include other media that may not be printable, such as You Tube, DVDs, etc.

### **Criterion 7**

#### **Guidance**

- It is the Commission's intention is that evaluators should check the regulatory agency's statutes or regulations to determine how each license is defined and what practices each licensee is authorized to perform in order to determine if the curriculum elements are sufficiently preparing the graduate for licensure and employment. In absence of such agency oversight the teams are to research elements of state or national exams, when applicable.

### **Criterion 10**

#### **Guidance**

- Academic learning and practical learning must still precede advancement to the student salon or clinic activities. Academic learning is defined as a "The acquisition of knowledge and skills."

### **Criterion 11**

#### **Guidance**

- It is the Commission's objective for schools and teams to recognize that academic and practical learning can take place in a variety of venues (not just in a "classroom" setting). The Commission wants to allow schools to be creative in their delivery of instruction. However, it should also be very clear that "conceptual learning" is also done in the clinic. It is not the Commission's intention to eliminate the requirement for classroom instruction. Additionally the Commission does not expect schools to utilize all of examples outlined in this criterion.
- It is the Commission's intent that teams should not expect to see all of the instructional methods listed in this criterion, as this is a non-exhaustive list of different types of instructional methods available to schools.

### **Criterion 13**

#### **Guidance**

- It is expected that a school will offer scheduled and organized education. NACCAS staff will ask how the school's education schedule works in planning for a visit.

**SAMPLE CURRICULUM GUIDELINES**

Each institution shall develop course and/or program outlines for each course and/or program offered by the institution and use lesson plans that correlate to the course and/or program outline. In the absence of state-mandated coursed content, the institution may use the following guidelines in developing course and/or program content.

**Cosmetology courses and/or programs include instruction in:**

1. Sciences
  - a. Infection control
  - b. Chemistry
  - c. Electricity and light therapy
  - d. Anatomy and physiology
2. Principles and techniques of:
  - a. Hair styling
  - b. Hair shaping
  - c. Hair coloring
  - d. Chemical texture services
  - e. Scalp and hair treatments
3. Principles and techniques of skin care treatments and application of cosmetics
4. Principles and techniques of nail services
5. Product knowledge and use as applicable
6. Career and employment information including:
  - a. Professional ethics
  - b. Effective communication
  - c. Compensation methods
  - d. Licensing or certification requirements and regulations
  - e. Fundamentals of business management
  - f. Client recordkeeping

**Massage courses and/or programs include instruction in:**

1. Sciences
  - a. Infection control
  - b. Anatomy and physiology
  - c. Kinesiology
  - d. Pathology
  - e. CPR and first aid
  - f. Medical terminology
2. Massage principles, techniques and application of:
  - a. Intake process
  - b. Client preparation
  - c. Practitioner preparation
  - d. Physical techniques (as applicable)
  - e. Energetic techniques (as applicable)
3. Products, tools, and equipment
4. Career and employment information including:
  - a. Professional ethics
  - b. Effective communication
  - c. Compensation methods
  - d. Licensing or certification requirements and regulations
  - e. Fundamentals of business management
  - f. Client recordkeeping

**Electrology Courses and/or programs include instruction in:**

1. Sciences
  - a. Infection control
  - b. Chemistry
  - c. Electricity and light therapy
  - d. Anatomy and physiology
  - e. Pathology
2. Principles and techniques of:
  - a. Hair styling
  - b. Hair shaping
  - c. Hair coloring
  - d. Chemical texture services
  - e. Scalp and hair treatments
3. Principles and techniques of skin care treatments and application of cosmetics
4. Principles and techniques of nail services
5. Products, tools, and equipment as applicable
6. Career and employment information including:
  - a. Professional ethics
  - b. Effective communication
  - c. Compensation methods
  - d. Licensing or certification requirements and regulations
  - e. Fundamentals of business management
  - f. Client recordkeeping

**Instructor training courses and/or programs include instruction in:**

1. Principles of teaching and learning
2. Understanding learning styles and student diversity
3. Teaching methodology
4. Course and/or program development
  - a. Lesson plan development
  - b. Development and use of teaching aids
  - c. Test development
5. Student evaluation
  - a. Evaluation of theoretical knowledge
  - b. Evaluation of practical skills
6. Providing academic advising
  - a. Delivering feedback on student performance
  - b. Creating plans for improvement of student performance
7. Administrative responsibilities
8. Career and employment information
  - a. Professional ethics
  - b. Effective communication
  - c. Compensation methods
  - d. Licensing or certification requirements and regulations
  - e. Fundamentals of business management

**CURRICULUM: COURSE/PROGRAM OUTLINE GUIDELINES**

A student is entitled to sufficient information regarding an intended course/program; therefore an institution is obligated to provide a detailed course/program outline at the beginning of each course/program to ensure that a student clearly understands his or her obligations for successful completion of the course/program.

The outline shall include a description of the course/program's academic and practical learning in related knowledge and skills. The content of each unit of study shall be kept current with changing occupational requirements and shall contain the required information to prepare a graduate in job entry-level skills in the field of cosmetology or related discipline. A course/program shall be designed to develop abilities in: desirable work habits and attitudes, pride in work, acceptable personal grooming and dress, appropriate employer-employee relationships, personal and business ethics, customer relations, and effective communication skills.

The following checklist has been prepared to assist institutions in interpreting the NACCAS Standards and Criteria and to serve as a guide in preparing course/program outlines. Each course/program shall include the following items as a minimum:

1. Name of Course/Program
2. Description of Course/Program: A brief overview of the course/program content and identification of whether the course/program is measured in credits, clock hours, and/or competencies.
3. Instructional methods used to teach the course/program.
4. Course/Program Objectives: An outline of what the course/program hopes to accomplish.
5. Grading Procedures – Methods used to determine grades.
6. For Clock Hour or Competency-Based Programs: Content of Units of Instruction – A unit outline for the entire program that includes:
  - a) The units of instruction to be covered;
  - b) The number of hours devoted to each unit of instruction; and
  - c) The integration of academic and practical learning during the course/program.

For Credit Hour Programs:

- a) Brief description of the subject matter content of each course;
  - b) Number of credits for each course;
  - c) Any prerequisites for enrollment into a specific course.
7. Other pertinent characteristics such as instructor names, text(s), reference materials, and required levels of achievement.

**COURSE/PROGRAM CHECKLIST FOR CROSS-REFERENCING**

**School:** \_\_\_\_\_ **Ref #:** \_\_\_\_\_

<b>Check if Complete</b>	<b>Item #</b>	<b>Course / Program Outline Requirement</b>
_____	1.	Name of course or program
_____	2.	Course/program description
_____	3.	Course/program educational objectives
_____	4.	Units of Instruction: Content, hours/credits and/or competencies
_____	5.	Instructional methods used to teach the course/program.
_____	6.	Grading procedures

**SAMPLE COSMETOLOGY PROGRAM OUTLINE****1500 HOURS**

**DESCRIPTION:** The Cosmetology Course is designed to train the student in the basic manipulative skills, safety judgments, proper work habits, business skills, and desirable attitudes necessary to obtain licensure and for competency in job entry-level positions in Cosmetology or a related career field.

**OBJECTIVES:** Upon completion of the course requirements, the determined graduate will be able to:

1. Project a positive attitude and a sense of personal integrity and self confidence.
2. Project professionalism, visual poise and proper grooming.
3. Communicate effectively and interact appropriately colleagues, supervisors and clients.
4. Respect the need to deliver worthy service for value received in an employment environment.
5. Perform the basic manipulative skills in the areas of hair styling, hair shaping, hair coloring, texture services, scalp and hair conditioning, skin and makeup, and nail care.
6. Perform the basic analytical skills to advise clients in the total look concept.
7. Apply academic learning, technical information and related matter to assure sound judgments, decisions, and procedures.

To ensure continued career success, the graduate will continue to learn new and current information related to skills, trends, and methods for career development in cosmetology and related fields.

**REFERENCES:** A comprehensive library of references, periodicals, books, texts, audio/video tapes and web-based materials are available to support the program of study and supplement the program of study. Students should avail themselves of the opportunity to use these extensive materials.

**TEACHING AND LEARNING METHODS:** The clock hour education is provided through a sequential set of learning steps which address specific tasks necessary for state board preparation, graduation and job entry level skills. Clinic equipment, implements, and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative, and productive career oriented activities. The course is presented through comprehensive lesson plans which reflect effective educational methods. Subjects are presented by means of interactive lecture, demonstration, cooperative learning, labs, student salon activities, and student participation. Audio-visual aids, guest speakers, field trips, projects, activities, and other related learning methods are used in the course.

**GRADING PROCEDURES:** The qualitative element used to determine academic progress is a reasonable system of grades as determined by assigned academic learning. Students are assigned academic learning and a minimum number of practical experiences. Academic learning is evaluated after each unit of study. Practical assignments are evaluated as completed and counted toward course completion only when rated as satisfactory or better (the computer system will reflect completion of the practical assignment as a 100% rating). If the performance does not meet satisfactory requirements, it is not counted and the performance must be repeated. At least two comprehensive practical skills evaluations will be conducted during the course of study. Practical skills are evaluated according to text procedures and set forth in practical skills evaluation criteria adopted by the school. Students must maintain a written grade average of 75% and pass a FINAL written and practical exam prior to graduation. Students must make up failed or missed tests and incomplete assignments. Numerical grades are considered according to the following scale:

93 - 100	EXCELLENT
85 - 92	VERY GOOD
75 - 84	SATISFACTORY
74 and BELOW	UNSATISFACTORY

<b><u>HOURS</u></b>	<b><u>SUBJECT – UNIT</u></b>
75	<b>THEORY - CLASSROOM INSTRUCTION</b> Orientation, the History of Cosmetology, Career Opportunities, Life Skills Management, Communicating for Success, State Laws and Regulations, Professional Image, First Aid, Chemistry, Anatomy and Physiology, Electricity
75	<b>BACTERIOLOGY, DECONTAMINATION AND INFECTION CONTROL</b> Health, Public Sanitation, Methods, Chemical Agents, Types, Classifications, Bacterial Growth, Biology, Infections, Infection Control, Products, Tools, Equipment use and safety
75	<b>SHAMPOO, RINSES, SCALP TREATMENTS</b> Shampooing, Rinsing, and Conditioning, Principles and Techniques of Treatments and Disorders of the Hair and Scalp and Related Chemistry; Product Knowledge, use and safety
150	<b>HAIRSTYLING</b> Principles and Techniques of Wet Styling, Blow Drying and Waving, Finger Waving, Hair Dressing, Braiding, Hair Extensions, Enhancements, and Wigs; Product Knowledge, use and safety
200	<b>HAIRCUTTING</b> Principles and Techniques of Sectioning, Removing length or bulk with razor, scissors, clippers, shears
125	<b>HAIR COLORING - BLEACHING</b> Principles and Techniques of Temporary, Semi-Permanent, Permanent Color, Bleaching, Tinting, Toning, Frosting, Special Effects, Problems
200	<b>CHEMICAL REARRANGING (TEXTURE SERVICES)</b> Principles and Techniques of Sectioning, Wrapping, Processing, Curling, Relaxing
175	<b>MANICURING, PEDICURING, NAIL EXTENSIONS</b> Nail Structure and Growth, Principles and Techniques of Theory of Massage, Manicuring, Pedicuring and Advanced Nail Techniques
175	<b>FACIALS</b> Principles and Techniques of Skin Care Treatment and Application of Cosmetics, Histology of the Skin, Theory of Massage, Facial Treatments, Cosmetic Application, Artificial Eyelashes, Removal of Unwanted Hair, Lash/Brow Tinting, Light Therapy
50	<b>SALON BUSINESS, RETAIL SALES, CAREER AND EMPLOYMENT INFORMATION</b> Fundamentals of Business Management, Opening a Salon, Business Plan, Written Agreements, Licensing Requirements and Regulations, Laws, Salon Operations, Policies, Practices, Compensation Packages, Payroll Deductions, Telephone Use, Advertising, Sales, Communications, Public/human Relations, Insurance, Salon Safety; Seeking Employment, On the Job, and Professional Ethics
200	<b>INSTRUCTOR DISCRETION</b> To be applied by the Instructor to strengthen student performance; supervised field trips; or other related training.
1500	<b>TOTAL HOURS</b> The above hour requirements must be met by each student in each category in order for the earned hours to be accepted by the applicable regulatory agency for examination. The generous portion of miscellaneous hours is to be applied as needed in curriculum related areas or if the Student desires to specialize in a specific area.

**SAMPLE KIT LIST**

While kit lists are no longer required with the Institutional Self-Study effective July 1, 2010, schools are still required to describe how it makes available to students textbooks and/or text materials, supplementary instructional resources, applicable equipment, products, supplies, and access to current written reference materials. It is logical that providing students with applicable kits will fulfill many of those requirements. An example of an Esthetics Kit List is found below as an example.

**NACCAS SCHOOL OF BEAUTY  
ESTHETICS KIT LIST AND POLICY**

**KIT LIST**

\_\_\_\_\_ Introductory Treatment Kit  
 \_\_\_\_\_ Introductory Sunscreen Kit  
 \_\_\_\_\_ Introductory Anti-Pigment Kit  
 \_\_\_\_\_ Introductory Masque Kit  
 \_\_\_\_\_ Introductory Cleanser Kit  
 \_\_\_\_\_ Basic Peel Kit  
 \_\_\_\_\_ Soothing Eye Makeup Remover  
 \_\_\_\_\_ Ultra Calming Cleanser  
 \_\_\_\_\_ Daily Microfoliant  
 \_\_\_\_\_ Calming Botanical Mixer  
 \_\_\_\_\_ Oil Free Massage  
 \_\_\_\_\_ Colloidal Masque Base  
 \_\_\_\_\_ Multi Active Toner  
 \_\_\_\_\_ Active Moist  
 \_\_\_\_\_ Solar Defense Booster  
 \_\_\_\_\_ Sponges  
 \_\_\_\_\_ Masque Brush  
 \_\_\_\_\_ SL Briefcase Bag  
 \_\_\_\_\_ Training Manual  
 \_\_\_\_\_ Product Directory

**MISCELLANEOUS**

\_\_\_\_\_ 2 Gowns  
 \_\_\_\_\_ 6 Sheets  
 \_\_\_\_\_ 6 Hand Towels  
 \_\_\_\_\_ 1 Portable Facial Table  
 \_\_\_\_\_ 1 Lab Jacket  
 \_\_\_\_\_ 1 Text Book Bundle

I hereby understand that:

1. The Kit may not be removed from the campus facility without permission.
2. I am responsible for replacing lost, missing, or broken items.
3. Per the refund policy stated in my enrollment agreement, some items are not returnable.
4. The implements and products provided are to be used on school clients and/or models as assigned in order to develop required skills and speed.

\_\_\_\_\_  
 Student Signature

**SAMPLE LESSON PLAN****Topic:** Nail Technology as a Career**Lesson Objectives:**

Upon completion of the lesson, the student will be able to:

1. Understand the history of nail technology
2. Understand what the profession offers today

**Tools, Implements, Equipment:** Textbook, student notebook, pens, pencils**Time Allotment:** One half hour**Teaching Aids:**

1. Board and markers
2. LCD Projector, Computer, Power Point Presentation
3. History DVD

**Introduction (Motivation)**

Nail Technology is one of the fastest growing and creative, rewarding and high-paying professions in the field of cosmetology today. You can complete your training in a few short weeks/months. After passing the state licensing exam you can enter the workforce and begin earning your share of the revenue generated in the industry.

**Presentation Outline****I. A COMPLEX CHANGING PROFESSION**

- A. Related Career Areas
  1. Nail Technician
  2. Nail Tech Instructor
  3. Nail Salon Owner
  4. Manufacturer's Rep
  5. Personal Nail Tech for models, actors
  6. Journalism Edit, Write,
  7. Consult for Nail Tech Books and Magazines

**II. HISTORY**

- A. First Manicure before 3000 BC
- B. Manicure:
- C. Ancient Egyptian Men and Women
- D. Kings/Queens Wore Deep Red
- E. Lower Ranks Wore Pale Colors
- F. 3000 BC - Nail Paint Developed By Chinese
- G. 600 BC Chinese Royalty
- H. 15th Century Ming Dynasty Leaders

**III. TODAY**

- A. Latest Technology Latest implements, materials and equipment
- B. High Paying Profession
- C. Basic Manicure/Pedicure Services
- D. Nail Care Consulting
- E. Advanced Nail Techniques
- F. Infection Control & Safety

**Relevant Notes/Discussion Points**

Only rulers &amp; wealthy received by servants

Mani – hands; cura - care

Stained Nails with red-orange henna from a shrub - sign of importance

From Beeswax, egg whites, gelatin and gum arabic

Wore gold and silver on nails

Painted their nails black

Nail Care is a multi-billion dollar business

Some clients pay as much as \$125/hr

Sculptured Nails, Overlays, Tips, Wraps, Art

Critical in Profession today!

**SUMMARY AND REVIEW:**

You have chosen an exciting field full of opportunity. Clearly your potential success in this growing field is limited only by your desire to succeed and your willingness to learn all you can and work hard.

**SAMPLE NAIL TECHNOLOGY LEVEL ONE SCHEDULE – Two Weeks****WEEK ONE****PROFESSIONAL DEVELOPMENT MODULE**

Schedules document how the school integrates both academic and practical learning and that both precede students advancing to the student salon to serve clients.

**DAY 1:** 3 Hours Interactive Lecture; 5 Hours Lab  
 Orientation: Only if there are new students entering Level I Classroom.  
 Cont. Students: 7.5 Hours Lab: During Play Time, continuing students will practice any previous learned procedures or do remedial study.  
 NOTES: IF there are NO new students, instructor can proceed with Day 2 objectives and allow for more practical or Lab time during the week.  
 Assignment: Review Chapter 2 and 3.

**DAY 2:** 8 Hours Interactive Lecture  
 LP 2.0: Life Skills  
 LP 3.0: Your Professional Image  
 DVD: DVD One: Professional Image and Life Skills  
 Notes: Present Interactive Lectures and test Chapters 2 and 3. Incorporate several learning reinforcement ideas and activities into the presentation. Involve students in learning games and projects.  
 Assignment: Complete assigned projects; Read Chapters 4, 30, and 31.

**DAY 3:** 8 Hours Interactive Lecture  
 LP 4.0: Communicating for Success  
 DVD: DVD One: Communicating for Success  
 LP 5.0: Infection Control (full chapter)  
 LP 30.0: Seeking Employment  
 Notes: Present Interactive Lecture and test each topic. Incorporate several learning reinforcement ideas and activities into the presentation. Involve students in learning games and projects. Have students begin putting together their employment portfolio that they will build throughout the program.  
 Assignment: Complete assigned projects; Read Chapters 32.

**DAY 4:** 8 Hours Interactive Lecture  
 LP 31.0: On the Job  
 LP 32.0: The Salon Business  
 Notes: Present Interactive Lecture and test each topic. Incorporate several learning reinforcement ideas and activities into the presentation. Involve students in learning games and projects.  
 Assignment: Complete assigned projects..

**DAY 5:** 8 Hours Lab: Students complete Salon Project  
 Assignment: Continuing students read Chapters 18 and 19. Advancing students read the applicable chapter for the Level II class they will be entering the following week.

**WEEK TWO**  
**NAIL CARE MODULE**

<b><u>DAY 1:</u></b>	4 Hours Interactive Lecture; 4 Hours Lab
8 Hours Lab:	During Play Time, continuing students will practice any previous learned procedures or do remedial study.
Assignment:	Read Chapter 8 and 25.
<b><u>DAY 2:</u></b>	8 Hours Interactive Lecture
LP 8.0:	Nail Structure and Growth
DVD:	DVD Three: Nail Care – Safety and Sanitation
LP 25.0	Manicuring and Sanitation
DVD:	DVD Three: Nail Care-Plain Manicure; Student CD ROM for procedures.
Procedures:	Manicure Table Set-up, Handling Blood During a Manicure, Pre-service sanitation, Plain Manicure, Post-service procedure, hand massage, arm massage
Notes:	Present Interactive Lecture and administer Chapter 21 test. Incorporate several learning reinforcement ideas and activities into the presentation. Involve students in learning games and projects.
Assignment:	Complete assigned projects.
<b><u>DAY 3:</u></b>	2 Hours Interactive Lecture; 6 Hours Lab
LP 26.0	Pedicuring and Sanitation
	Instructor demos a plain pedicure or uses CD ROM or DVD. Students return demo.
DVD:	DVD Three: Nail Care - Pedicure
Notes:	Present Interactive Lecture. Incorporate several learning reinforcement ideas and activities into the presentation and administer Chapter 22 test. Involve students in learning games and projects.
Assignment:	Complete assigned projects.
<b><u>DAY 4:</u></b>	2 Hours Interactive Lecture; 6 Hours Lab
LP 27.0	Nail Tips and Wraps and Sanitation
LP 28.0	Acrylic Nails and Sanitation
LP 29.0	Gel Nails
	Instructor uses DVD, Video, or Student CD ROM to demonstrate procedures.
LAB:	Students participate in supervised practice of applying nail tips, wraps, and acrylics.
Notes:	Present Interactive Lecture and test each topic. Incorporate several learning reinforcement ideas and activities into the presentation. Involve students in learning games and projects.
Assignment:	Complete assigned projects.
<b><u>DAY 5:</u></b>	3 Hours Interactive Lecture; 5 Hours Lab
Exam Prep:	The instructor presents the material and procedures for preparing for the Practical Skills Competency Evaluation.
Grade Out:	Advancing students will take the comprehensive practical grade out. Continuing students may act as models for advancing students, practice assigned projects, or complete assignments in the Student Resource Center Lab.
Notes:	Instructor prepares for conducting a “mock” state licensing form using the designated form.
Assignment:	Continuing students read Chapter 8 and 10. Advancing students read the applicable chapter for the Level II class they will be entering the following week.

# **STANDARD VII**

## **FINANCIAL PRACTICES AND MANAGEMENT**

## **Guidance of Understanding: Standard VII**

### **Criteria 4, 5, 6, and 7**

#### **Guidance**

- It is the Commission’s objective that the on-site evaluation team will need to verify both accuracy and timeliness of refunds for those calculations done according to its federal -, state- and/or program-mandated policy. If the state has a policy, but allows the school to follow its accrediting agency policy, the school must be in compliance with NACCAS. Unless superseded by a state-mandated or program-mandated refund policy, the school shall adopt a policy that complies with the NACCAS Withdrawal and Settlement Policy and Checklist.
- It is the Commission’s position that return to title IV is not considered a refund. This is a return of federal financial aid. Therefore, if a school participates in a title IV program, the school must also do an institutional refund calculation or applicable refund calculation after the return to title IV has been made.
- Teams are to verify that the R2T4 calculation was completed, but are not to verify for accuracy. If the R2T4 is not in the file, the team is directed to ask the school if they are kept elsewhere. If they cannot be provided, the team should cite the finding under Standard III, Criterion 3.
- Teams are to refer to item 5 of the checklist to determine if an institution is calculating refunds based on actual hours or scheduled when determining length “completed” above.
- Teams are to understand that NACCAS is concerned with three dates with respect to the Withdrawal and Settlement Policy and Checklist as follows:
  - The student’s Last Date of Attendance
  - The formal cancellation date or date the institution determined the student has withdrawn
  - The date of the refund, if applicable
- Teams are charged with the responsibility of determining that a refund is made within 30 days (or 45 days per policy) of the date the drop was determined. For example, if the student’s LDA is listed, the date of determination must occur within 30 days and the refund must be made within 45 days of that date. However, the school might not get around to completing the form until 10 days AFTER the formal cancellation date, but the refund is still due 45 days from the formal cancellation date
- It is not the Commission’s intention for schools to be cited if they bill students daily, weekly, or monthly for extra instructional charges after all allowable absences have been exhausted even if the student ultimately drops before the contract ending date. The philosophy is that it is no different than allowing schools to bill students for missed Saturdays, for example, which NACCAS already allows.

### **Criterion 7 and Policy VII.01 – Items 4, 6, and 17**

#### **Guidance**

- Regarding documentation required to ensure students receive refunds within the specified time frame based on the institution’s policy that is in compliance with NACCAS Withdrawal and Settlement Policy and Checklist: teams are to accept the following types of documentation (a non-exhaustive list):
  - Cancelled check
  - Bank reconciliation
  - Signed receipt of delivery
  - Copy of certified delivery receipt
  - Proof the check was returned as undeliverable

### **Policy VII.01 – Item 4**

#### **Guidance**

- It is the Commission’s intent that institutional refund calculations are performed within 45 days of the date of determination on all dropped students and there is evidence of the calculation found in the student’s file.

**REFUND POLICY: WITHDRAWAL AND SETTLEMENT POLICY AND CHECKLIST**

All NACCAS-accredited institutions are required to submit a cross-referenced refund policy as an exhibit to the Institutional Self-Study. An abbreviated version of the checklist that may be used for cross-referencing can be found on the below. However, the institution should carefully review NACCAS Policy #VII.01 to ensure understanding of checklist requirement.

**WITHDRAWAL AND SETTLEMENT POLICY AND CHECKLIST FOR CROSS-REFERENCING**

**School:** \_\_\_\_\_ **Ref #:** \_\_\_\_\_

**All Policy Requirements**

**Check if Item # Refund Policy Requirement Complete**

- \_\_\_\_\_ 1. Is stated in clear language that can be easily understood.
- \_\_\_\_\_ 2. Applies to all terminations for any reason, by either party, including student decision, course or program cancellation, or school closure.
- \_\_\_\_\_ 3. Complies with the mandated policy.
- \_\_\_\_\_ 4. Requires that refund calculations are performed and refunds made timely as outlined in Standard VII, Criterion 7.

**NACCAS Refund Policy Requirements (Schools using a state-, federal-, or program-mandated policy will not complete the remainder of the checklist). The policy requires that:**

- \_\_\_\_\_ 5. Institution identifies whether refund calculations are based on actual hours or scheduled hours.
- \_\_\_\_\_ 6. Monies due applicant/student are refunded within 45 days of official cancellation or withdrawal.

**Official cancellation or withdrawal shall occur on the earlier of the dates that:**

- \_\_\_\_\_ 7. An applicant is not accepted by the school and is entitled to a refund of all monies except a non-refundable application fee.
- \_\_\_\_\_ 8. A student or legal guardian cancels the contract and demands his/her money back in writing, within three business days of signing the enrollment agreement regardless of whether the student has actually started training. All monies collected by school are refunded except a non-refundable application fee.
- \_\_\_\_\_ 9. A student cancels the contract after three business days of signing, but prior to entering classes. In this case student is entitled to a refund of all monies paid to the school less an application fee, if applicable, and registration fee of (state the amount for each course of study).
- \_\_\_\_\_ 10. A student notifies the institution of his/her withdrawal.
- \_\_\_\_\_ 11. A student on an approved leave of absence notifies the school that he or she will not be returning. The date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.
- \_\_\_\_\_ 12. A student is expelled by the school.
- \_\_\_\_\_ 13. In type 7, 8, 9 or 10 official cancellations or withdrawals, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school in person.

**The Policy Requires that:**

- \_\_\_\_\_ 14. Unofficial withdrawals for clock hour students are determined by the school through monitoring clock hour attendance at least every thirty days.
- \_\_\_\_\_ 15. For a school that is required to take attendance, the required date of the refund is determined by counting from the date the withdrawal was determined. However, for clock hour schools, the refund is calculated based on the student's last date of attendance.
- \_\_\_\_\_ 16. Unofficial withdrawals for non-clock hour students are determined by the school through monitoring of students' completion of class participation in learning activities such as class assignments, examinations, tutorials, computer-assisted instruction, participation in academic advisement, or other academically.
- \_\_\_\_\_ 17. Any monies due a student who withdraws from the institution shall be refunded within 45 days of a determination that a student has withdrawn, whether officially or unofficially.
- \_\_\_\_\_ 18. When situations of mitigating circumstances are in evidence, schools are encouraged to adopt a policy wherein the refund to the student may exceed the Tuition Adjustment Guidelines.
- \_\_\_\_\_ 19. All extra costs, such as books, equipment, graduation fees, etc., that are not included in the tuition price are stated and any non-refundable items are identified.
- \_\_\_\_\_ 20. A non-refundable application fee does not exceed \$100.00, if applicable.
- \_\_\_\_\_ 21. The NACCAS Minimum Tuition Adjustment Requirements are followed.

**Course and/or Program Cancellation Policy**

- \_\_\_\_\_ 22. If a course and/or program is canceled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall at its option:
  - \_\_\_\_\_ a. Provide a full refund of all monies paid; or

- \_\_\_\_\_ b. Provide completion of the course and/or program.
- \_\_\_\_\_ 23. If a school cancels a course and/or program and ceases to offer instruction after students have enrolled and instruction has begun; the school shall at its option:
- a. Provide a pro-rata refund for all students transferring to another school based on the hours accepted by the receiving school, or;
  - b. Provide completion of the course and/or program, or;
  - c. Participate in a Teach-Out Agreement, or;
  - d. Provide a full refund of all monies paid.
- \_\_\_\_\_ 24. If a school closes permanently and ceases to offer instruction after students have enrolled, and instruction has begun, the school must make arrangements for students. The School has at its option:
- a. Provide a pro-rata refund, or;
  - b. Participate in a Teach-Out Agreement.

**Collection Policy requires that:**

- \_\_\_\_\_ 25. Collection procedures reflect good taste and sound, ethical business practices.
- \_\_\_\_\_ 26. The name of the National Accrediting Commission of Career Arts and Sciences is not used in the institution's refund policy or in any of its collection efforts.
- \_\_\_\_\_ 27. Collection correspondence regarding cancellation and settlement from the institution itself, banks, collection agencies, lawyers, or any other third parties representing the institution clearly acknowledges the existence of the withdrawal and settlement policy.
- \_\_\_\_\_ 28. If promissory notes or contracts for tuition are sold or discounted to third parties, the third party must comply with the cancellation and settlement policy of the institution.

**SAMPLE REFUND POLICY**

For applicants who cancel enrollment or students who withdraw from enrollment a fair and equitable settlement will apply. The following policy will apply to all terminations for any reason, by either party, including student decision, course or program cancellation, or school closure.

Any monies due the applicant or students shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:

- 1 An applicant is not accepted by the school. The applicant shall be entitled to a refund of all monies paid.
  - 2 A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her enrollment in writing within three business days of signing the enrollment agreement. In this case all monies collected by the school shall be refunded, regardless of whether or not the student has actually started classes.
  - 3 A student cancels his/her enrollment after three business days of signing the contract but prior to starting classes. In these cases he/she shall be entitled to a refund of all monies paid to the school less the registration fee in the amount of \$175.
  - 4 A student notifies the institution of his/her withdrawal in writing.
  - 5 A student on an approved leave of absence notifies the school that he/she will not be returning. The date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.
  - 6 A student is expelled by the school. (Unofficial withdrawals will be determined by the institution by monitoring attendance at least every 30 days.)
  - 7 In type 2, 3, 4 or 5, official cancellations or withdrawals, the cancellation date will be determined by the postmark on the written notification, or the date said notification is delivered to the school administrator or owner in person.
- For students who enroll and begin classes but withdraw prior to course completion (after three business days of signing the contract), the following schedule of tuition earned by the school applies. All refunds are based on scheduled hours:

<b>PERCENT OF SCHEDULED TIME ENROLLED TO TOTAL COURSE/PROGRAM</b>	<b>TOTAL TUITION SCHOOL SHALL RECEIVE/RETAIN</b>
0.01% to 04.9%	20%
5% to 09.9%	30%
10% to 14.9%	40%
15% to 24.9%	45%
25% to 49.9%	70%
50% and over	100%

- All refunds will be calculated based on the students last date of attendance. Any monies due a student who withdraws shall be refunded within 45 days of a determination that a student has withdrawn, whether officially or unofficially. In the case of disabling illness or injury, death in the student's immediate family or other documented mitigating circumstances, a reasonable and fair refund settlement will be made. If permanently closed or no longer offering instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student OR provide course completion through a pre-arranged teach out agreement with another institution. If the course is canceled subsequent to a student's enrollment, the school will either provide a full refund of all monies paid or completion of the course at a later time.
- Students who withdraw or terminate prior to course completion are charged a cancellation or administrative fee of \$150.00. This refund policy applies to tuition and fees charged in the enrollment agreement. Other miscellaneous charges the student may have incurred at the institution (EG: extra kit materials, books, products, unreturned school property, etc.) will be calculated separately at the time of withdrawal. All fees are identified in the catalog and in this enrollment agreement.

**SAMPLE WITHDRAWAL RECORD AND SETTLEMENT CALCULATION WORKSHEET**

Student \_\_\_\_\_ Date of Refund \_\_\_\_\_  
 Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_  
 Phone \_\_\_\_\_ E-Mail \_\_\_\_\_  
 Course \_\_\_\_\_ Hours Contracted \_\_\_\_\_  
 Start Date \_\_\_\_\_ Last Day Attended \_\_\_\_\_  
 Hours Clocked \_\_\_\_\_ Hours Elapsed \_\_\_\_\_  
 Percent Program Elapsed \_\_\_\_\_ **50% or More Elapsed: \_\_\_ Yes \_\_\_ No**  
 Date of Withdrawal Determination \_\_\_\_\_  
 Reason for Withdrawal \_\_\_\_\_

**CONTRACT COSTS**

Registration Fee: \$ \_\_\_\_\_  
 Tuition: \$ \_\_\_\_\_  
 Books/Kit: \$ \_\_\_\_\_  
 Misc./Other: \$ \_\_\_\_\_  
**TOTAL COSTS:** \$ \_\_\_\_\_

**SETTLEMENT FORMULA**

<b>SCHEDULED TIME ELAPSED IN TOTAL PROGRAM</b>	<b>TOTAL TUITION SCHOOL SHALL HAVE EARNED (Circle percentage)</b>
0.01% to 4.9%	20%
5.0% to 9.9%	30%
10.0% to 14.9%	40%
15.0% to 24.9%	45%
25.0% to 49.9%	70%
50.0% and over	100%

**ACCOUNT INFORMATION**

<b>AMOUNT RECEIVED BY SCHOOL*:</b>		<b>AMOUNT EARNED:</b>	
Cash:	\$ _____	Tuition X % Earned in Program:	\$ _____
Other:	\$ _____	Registration Fee:	\$ _____
	\$ _____	Books/Kit/Unreturned Property:	\$ _____
		W/D Fee/Other:	\$ _____
Total Paid:	\$ _____	Total Earned:	\$ _____

<b>AMOUNT REFUNDED (If applicable):</b>		<b>AMOUNT OWED TO SCHOOL:</b>	
Total Paid to School	\$ _____	Total Earned by School:	\$ _____
Total Earned by School	\$- _____	Total Paid to School:	\$- _____
Total Refund Due =	\$ _____	Total Owed to School =	\$ _____

COMMENTS:

**SAMPLE EXTRA-INSTRUCTIONAL CHARGES POLICIES****Sample One:**

Each course/program has been scheduled for completion within an allotted time frame. A grace period of approximately ten percent has been added to the calculated completion date for each program. It is not realistic to expect to receive an education for free. The school has reserved space, equipment, and licensed instructors for each student and course/program. If a student does not graduate within the contract period, additional training will be billed at the rate of \$250 per week, or any part thereof, payable in advance, until graduation. Students will not be allowed to clock in until applicable weekly payments are made.

**Sample Two:**

Each course/program has been scheduled for completion within an allotted time frame. A grace period of approximately ten percent has been added to the calculated completion date for each program. It is not realistic to expect to receive an education for free. The school has reserved space, equipment, and licensed instructors for each student and course/program. If a student does not graduate within the contract period, additional training will be billed at the rate of \$15 per hour, payable in advance, until graduation. Students will not be allowed to clock in until applicable daily payments are made.

## **STANDARD VIII**

# **INSTRUCTIONAL SPACE AND FACILITIES**

## **Guidance of Understanding: Standard VIII**

### **Criterion 4**

#### **Guidance**

- It is the Commission's intention that the restriction on the use of classroom and service facilities apply during "normal business hours" as published by the institution. Classroom and service facilities may be used for other educational purposes outside of the institution's established normal business hours.

### **Criterion 6**

#### **Guidance**

- It is the Commission's objective that the public must be able to clearly differentiate between a professional service facility and the school (i.e. separate advertising and operations, whether the salon operates in a student prohibited area of the facility in the evening while the school is not in operation or the school and the salon are next door with separate facilities). Students must not be able to transition between either facility for educational purposes or other unacceptable practices (i.e. working in both the salon and performing services in the clinic). It should be noted the school will have to comply with all state regulations regarding its operation and facilities when considering operation of a professional service facility and a school under the same ownership or otherwise associated.

### **Criterion 7**

#### **Guidance**

- It is the Commission's objective that the public is aware that services will be received by students. As long as the school's signs make this apparent, the school would be considered to be in compliance.
  - Example: It is acceptable for a school to have a sign advertising a price for services next to the sign that indicates that it is a school. The price advertisement does not have to have the statement "all services performed by supervised students."
  - Example: It is acceptable for a school to have the sign "Beauty School" without this name having to be listed as an "other name used" as long as the name of the school is displayed on the building.
  - Example: The school may have an "other name used" as its sign. It does not have to be the full name of the school as long as NACCAS has approved of the alternate name, and the name complies with the *NACCAS Policy on Advertising*.

**SAMPLE SAFETY AND EVACUATION POLICY****BASIC REQUIREMENTS FOR A SAFE WORKPLACE**

1. Proper Ventilation: Some fumes can be harmful.
2. Proper Use of Flammables: Read labels and always follow precautions.
3. Designated smoking areas: Never smoke or permit clients to smoke while being served. Avoid other sources of open flames.
4. Safe Product Storage: Store products in closed containers and prevent spills or leakage. Store in adequately ventilated area and in moderate temperature.
5. Protection during application: Follow directions, wear gloves and/or goggles as directed, properly drape client. Apply your professional training.
6. Proper Use of First Aid: Keep first aid kit available at front desk.
7. Fire Safety: Post and review evacuation procedure during new student orientation.
8. In the event of fire:
  - a) contact fire department (Keep number readily available. Give name and address of business, nature of fire (what is burning), and name of person reporting the fire.
  - b) Evacuate premises by following the planned procedure for the facility.
  - c) Plan alternate exits for use in the event regular route is blocked by the fire.
  - d) Service extinguishers at last annually.
9. Use of extinguishers. Install away from potential fire hazards and near an escape route. Follow the instructions. Many work as follows:
  - a. Pull the pin
  - b. Aim the nozzle
  - c. Squeeze the handle
  - d. Sweep from side to side at base until fire goes out.
10. Recommended Procedures: The National Fire Protection Association recommends that you should ONLY stand and fight a fire if ALL the following are TRUE:
  - a. Everyone is leaving the premises and fire department has been called.
  - b. The fire is small and confined to the work area where it started (wastebasket, cushion, small appliance, etc.)
  - c. You can fight the fire with your back to an escape route.
  - d. Your extinguisher is rated for the type of fire you are fighting and is in good working order.
  - e. You know how to operate the extinguisher.

# **STANDARD IX**

## **EVALUATION OF STUDENTS**

## **Guidance for Understanding: Standard IX**

### **Criterion 1**

#### **Guidance**

- Institutions are expected to evaluate students in each of the three areas. However, in a credit hour program, attendance may not be provided. In a distance education program, practical learning may not be provided.

### **Criterion 2**

#### **Guidance**

- It is the Commission's objective that written practical grading criteria should be written in a way that ensures that two different instructors evaluating the same practical skills set should arrive at the same grade.

### **Criterion 6**

#### **Guidance**

- The Commission does not require that documentation of regular SAP evaluations be found in the student file if the school can demonstrate that they are performed as policy requires (such as electronically or maintenance of documents found in another location).
- Further, if a student is placed on probation or determined not making SAP, the school must be able to document proper notification to the student including what actions must be taken to re-establishment SAP.
- If the institutions are doing SAP evaluations on scheduled hours, then the evaluation should be based on how many hours were clocked up to the scheduled 450 hour point. If the institution is doing evaluations on actual hours, the institution should be able to pinpoint the day the student actually clocks 450 hours. That means the student might get to 450 at 10:00 am so the evaluation might show 456 hours at the end of the day. In a clocked hour situation, the Commission will allow a three (3) day grace period to actually document the evaluation. The three (3) days grace period is specific to when the SAP report must be generated and is to be within three (3) open business days before or after the student has reached the published SAP evaluation point.

### **SAP Checklist**

#### **Guidance**

- **Item 6** for both clock hour and credit hour institutions: It is the intent of the Commission that institutions have a policy regarding maximum time frame. However, the institution must terminate disbursing financial aid, if applicable, to any student who has exceeded the maximum time frame. The student at that point can become a private pay student if the school's policy states that as an option. Schools that choose to allow this as an option should also be aware that this may negatively impact their outcomes as the student may be a non-completer for the Annual Report.
- **Item 10:** It is the Commission's objective that the phrase "similar in length" means that an institution evaluates its students at equal intervals, such as:
  - 450 clock hours, 900 clock hours, and 1350 clock hours or for institutions that evaluator monthly, the 15<sup>th</sup> of every month.

The Commission recognizes that certain evaluations may not be equal in length due to an academic year or program length, such as:

- A 1500 clock hour program, with a 900 clock hour academic year, the evaluations could be at 450, 900, 1200 and 1500 or for a 1000 clock hour program, at 300, 600, 900 and 1000 clock hours. It is not the intention of the Commission that evaluation periods be identical in length.

The Commission understands that an institution may evaluate SAP within the first 150 clock hours of a program, however, if the institution designates this as its 1<sup>st</sup> evaluation within its SAP Policy, and then evaluates SAP at 450 and 900 clock hours, this would not be considered similar in length.

An institution may evaluate SAP more frequently than its policy establishes, however, at a minimum it must follow its own policy.

- Items 16d for clock hour institutions and 15d for credit hour institutions means that if an institution develops an academic plan for 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 a maximum timeframe established for the individual student that may be extended based on the student's approved appeal.
- Item 21 for clock hour institutions and 20 for credit hour institutions:
  - A student is considered a re-entry student if:
    1. They are re-entering the same institution, whether as a newly contracted student or re-enrollee,
    2. They are re-entering at a campus from the same family of schools (exact ownership), whether as a newly contracted student or a re-enrollee,
    3. The program they are re-entering is the same cost, content, structure, hours, etc., as the program they left,
    4. The student re-enters in the same status as when they left to include grades, attendance, impact on maximum time frame, SAP status, etc.,
    5. The SAP Policy for both the original campus the student was enrolled at and the campus receiving the re-entry student allow for such a practice.

**SAMPLE PRACTICAL EXAMINATION AND WRITTEN GRADING CRITERIA**

**PRACTICAL EXAMINATION – ROLLER PLACEMENT**

**STUDENT NAME** \_\_\_\_\_ **HOURS** \_\_\_\_\_ **DATE** \_\_\_\_\_

Instructions: The top center of the head will be used for the placement of at least three rollers. The first roller should be a no-stem roller, centered on the base. The second roller should be a half-stem roller, placed half off and half on its base. The third roller is placed completely off base. End papers may not be used.

	<b><u>CRITERIA</u></b>	<b><u>SCORING</u></b>
<b>A. SMOOTH DISTRIBUTION OF HAIR AROUND ROLLER</b>	1. Is hair wound smoothly and evenly around roller?	YES ___ NO ___
	2. Is hair approx. ¼" from ends of roller?	YES ___ NO ___
	3. Was bunching of hair in the center of the roller avoided?	YES ___ NO ___
<b>B. CLIPPING OF ROLLERS</b>	4. Are rollers' clipped securely at base?	YES ___ NO ___
<b>C. PLACEMENT OF EACH ROLLER</b>	5. Is sub-section the length of roller being used?	YES ___ NO ___
	6. Is sub-section the width of roller being used?	YES ___ NO ___
	7. Is one roller on base (no stem)?	YES ___ NO ___
	8. Is on roller ½ base (half stem)?	YES ___ NO ___
	9. Is one roller no base (full stem)?	YES ___ NO ___

**Number of YES answers** \_\_\_\_\_ **divided by Number of Questions=** \_\_\_\_\_ **%**

**INSTRUCTOR'S NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

*Sample provided by House of Heavilin Beauty Colleges.*

**PRACTICAL SKILLS COMPETENCY EVALUATION CRITERIA**

The skills category is graded by dividing the number of criteria rated yes into the total number of criteria. At least 75% in each applicable category must be attained for a passing score. Practical skills are evaluated according to text procedures and performance standards established by the state licensing agency.

- 93 - 100 Excellent
- 85 - 92 Very Good
- 75 - 84 Satisfactory
- 74 - 0 Needs Improvement; Does not meet standards

To calculate the overall competency evaluation score, the evaluator averages the percentages for all categories and converts to the above scale. Each student is counseled regarding evaluation results and the permanent record is signed by the verifying instructor and the student examination candidate.

NOTE TO RATER: Check item if performed correctly. Leave blank if unsatisfactory. Divide the number correct into the number possible to determine the score using a 100% scale.

**1” TINT RE-TOUCH**

Score on safety, sanitation, infection control, and application of simulated product. 10 Minutes.

#1	#2	#3	#4	#5	#6	#7	#8	<b>SKILL PERFORMANCE</b>
___	___	___	___	___	___	___	___	1. Washed Hands
___	___	___	___	___	___	___	___	2. Station set up properly
___	___	___	___	___	___	___	___	3. Used proper chemical drape
___	___	___	___	___	___	___	___	4. Performed hair/scalp analysis
___	___	___	___	___	___	___	___	5. Applied protective Cream
___	___	___	___	___	___	___	___	6. Sections neat and clean
___	___	___	___	___	___	___	___	7. Subsections ¼” (not too large)
___	___	___	___	___	___	___	___	8. Even coverage-no dry spots
___	___	___	___	___	___	___	___	9. Product did not to overlap 1” re-touch
___	___	___	___	___	___	___	___	10. Product did not drip on skin or cape.
___	___	___	___	___	___	___	___	11. Wore protective gloves.
___	___	___	___	___	___	___	___	12. Implements kept in sanitary condition.
___	___	___	___	___	___	___	___	13. Work area was kept sanitary.
___	___	___	___	___	___	___	___	Total Correct
Total Score _____								

COMMENTS:

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Sample provided by TEAM, Inc.

**SAMPLE REPORT CARD**

Student Name: \_\_\_\_\_

Program: \_\_\_\_\_ Date: \_\_\_\_\_

**Cumulative Attendance**

Scheduled Hours: \_\_\_\_\_

Actual Hours: \_\_\_\_\_

Rate of Attendance: \_\_\_\_\_ %

**Cumulative Grades/Academics**

Theory: \_\_\_\_\_ %

Practical: \_\_\_\_\_ %

GPA: \_\_\_\_\_ %

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

**SAMPLE EXIT INTERVIEW CHECKLIST**

	Completed	Initials
1. Graduation Reminder	_____	_____
2. Mock State Board	_____	_____
3. State Board Application Form	_____	_____
4. All Fees Paid in Full	_____	_____
5. Required Academic Average of 75%	_____	_____
6. Type of Loan	_____	_____
7. Reminder of 6-month payment upon completion of school	_____	_____
8. Notification of Lender in Reference to payment schedule	_____	_____
9. Given pamphlet on "STEPS OF LOAN PAYMENT"	_____	_____
10. Action that will be taken if default occurs	_____	_____
11. Official Transcript of Hours Provided	_____	_____
12. Employment data (if applicable)	_____	_____

I acknowledge that all of the information listed above has been discussed with me upon the completion of my program. I thoroughly understand about my payment schedule and will contact all necessary personnel involved with my loan.

\_\_\_\_\_  
Student's Signature \_\_\_\_\_ \_\_\_\_\_  
Date

\_\_\_\_\_  
Director/Supervisor's Signature \_\_\_\_\_ \_\_\_\_\_  
Date

Name of closest relative not living with you: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

**SAMPLE OFFICIAL TRANSCRIPT**

**OFFICIAL ACADEMIC TRANSCRIPT for ESTHETICS  
NACCAS SCHOOL OF BEAUTY**

STUDENT NAME: \_\_\_\_\_ STUDENT PHONE: \_\_\_\_\_

STUDENT ADDRESS: \_\_\_\_\_

Student ID#: \_\_\_\_\_ EMAIL: \_\_\_\_\_

DATE PROGRAM BEGAN: \_\_\_\_\_ LAST DAY OF ATTENDANCE: \_\_\_\_\_

UNIT OF STUDY	HOURS COMPLETED	COMPETENCY ACHIEVED
Infection Control	_____	_____
Sciences	_____	_____
Skin Treatments	_____	_____
Makeup	_____	_____
Business Practices	_____	_____

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Official Signature \_\_\_\_\_ Date: \_\_\_\_\_

School Seal

All NACCAS-accredited institutions are required to submit a cross-referenced satisfactory academic progress policy as an exhibit to the Institutional Self-Study. An abbreviated version of the checklists that may be used for cross-referencing can be found on the below pages. Please note that there is a checklist for schools that teach in clock hour or competencies and a checklist for schools that teach in credit hours. However, the institution should carefully review NACCAS Policy #IX.01 and #IX.02 to ensure understanding of each checklist requirement.

**SATISFACTORY ACADEMIC PROGRESS POLICY AND CHECKLIST (CLOCK HOURS) FOR CROSS-REFERENCING**

**(See NACCAS Pol. IX. 01 for more detailed information.)**

**School:** \_\_\_\_\_

**Ref #:** \_\_\_\_\_

<b>Check if Complete</b>	<b>Item #</b>	<b>Satisfactory Academic Progress Policy Requirement</b>
_____	1.	Is written and identified as a Satisfactory Academic Progress Policy.
_____	2.	Applies to every students enrolled in a NACCAS-approved program.
_____	3.	Is provided to applicants prior to enrollment.
_____	4.	Is applied consistently to all students enrolled in a specific program and schedule.
_____	5.	Includes both cumulative quantitative and qualitative elements evaluated at designated periods throughout program.
_____	6.	Includes a maximum time frame no longer than 150% of course length.
_____	7.	Leave of Absence extends contract period and maximum time frame by same number of days taken in LOA.
_____	8.	Qualitative factors determine academic performance using grades, and/or work projects completed, and/or comparable factors measurable against a norm.
_____	9.	Contains a grading scale with a minimum cumulative grade average of 70% or project completion rate, or letter grade of C, or academic standing consistent with graduation requirements.
_____	10.	Establishes evaluation periods similar in length whether in clock hours, weeks, or months.
_____	11.	The first evaluation must occur no later than the mid-point of: the academic year or the course/program, whichever is sooner.
_____	12.	Identifies whether evaluation periods are based on actual hours completed or scheduled hours.
_____	13.	Specifies that students who meet minimum requirements are considered making satisfactory academic progress until next scheduled evaluation.
_____	14.	May allow for warning and consider students to be making satisfactory academic progress during warning.
_____	15.	Indicates how a student can re-establish satisfactory academic progress and/or financial aid eligibility.
_____	16.	May allow for probation for students who are not considered meeting minimum standards for satisfactory academic progress if: <ul style="list-style-type: none"> <li>_____ 16a. The institution determines that the student did not make satisfactory academic progress during the warning or previous evaluation period; and</li> <li>_____ 16b. The student prevails upon appeal of a negative progress determination prior to being placed on probation; and</li> <li>_____ 16c. The institution determines standards can be met by the next evaluation.</li> <li>_____ 16d. The institution develops an academic plan</li> </ul>
_____	17.	May allow a student to appeal a satisfactory academic progress determination. If allowing for appeal, the policy must describe: <ul style="list-style-type: none"> <li>_____ 17a. How the student may re-establish eligibility for financial aid, if applicable;</li> <li>_____ 17b. The reasons for which a student may appeal;</li> <li>_____ 17c. Documentation the student must submit regarding why the student failed to make satisfactory academic progress and what has changed in the student's situation that will allow the achievement of satisfactory academic progress at the next evaluation.</li> <li>_____ 17d. How the results of the appeal are documented in the student's file.</li> </ul>
_____	18.	States that a student who does not achieve the minimum standards is no longer eligible for Title IV, HEA program funds, if applicable, unless on warning or prevailed upon appeal that has resulted in probation.
_____	19.	Requires students to be notified of any evaluation that impacts eligibility for financial aid, if applicable.
_____	20.	Details reasonable provisions regarding temporary interruptions or Leaves of Absence.
_____	21.	Addresses the status of students re-entering school and they enter in the same progress status as when they left.
_____	22.	States whether course incompletes, withdrawals, or repetitions apply to the school, and if so, states the policy.

- \_\_\_\_\_ 23. States that course incompletes, repetitions, and non-credit remedial courses have no effect upon the school's satisfactory academic progress standards if the school has no such items.
- \_\_\_\_\_ 24. Establishes that transfer hours that are accepted are counted as both attempted and completed hours for the purpose of determining when the allowable maximum time frame has been exhausted. SAP evaluation periods are based on actual contracted hours at the institution.
- \_\_\_\_\_ 25. Describes how students have access to satisfactory academic progress evaluation results.

**SATISFACTORY ACADEMIC PROGRESS POLICY AND CHECKLIST (CREDIT HOURS) FOR CROSS-REFERENCING****(See NACCAS Pol. IX. 02 for more detailed information.)****School:** \_\_\_\_\_ **Ref #:** \_\_\_\_\_

<b>Check if Complete</b>	<b>Item #</b>	<b>Satisfactory Academic Progress Policy Requirement</b>
_____	1.	Is written and identified as a Satisfactory Academic Progress Policy.
_____	2.	Applies to every student enrolled in a NACCAS approved program.
_____	3.	Is provided to applicants prior to enrollment.
_____	4.	Is applied consistently to all students enrolled in a specific program and schedule.
_____	5.	Includes both cumulative quantitative and qualitative elements evaluated at designated periods throughout program.
_____	6.	Includes a maximum time frame no longer than 150% of course length.
_____	7.	Leave of Absence extends contract period and maximum time frame by same number of days taken in LOA.
_____	8.	Qualitative factors determine academic performance using a reasonable system of grades and/or work projects completed and/or comparable factors measurable against a norm.
_____	9.	Contains a grading scale with a minimum cumulative grade average of 70% or project completion rate, or a letter grade of C, or academic standing consistent with the graduation requirements.
_____	10.	Monitors the academic progress of students at the midpoint and end of each term.
_____	11.	Establishes that a school participating in Title IV, HEA programs, successful course completion percentage is based on number of successfully completed (at least 70% grade) credit hours divided by the cumulative number of credit hours attempted at the that time.
_____	12.	Specifies that students who meet the minimum requirements for academic progress are considered to be making satisfactory academic progress until the next scheduled evaluation.
_____	13.	May allow for warning and consider students to be making satisfactory academic progress during warning period.
_____	14.	Indicates how a student can re-establish satisfactory academic progress and/or financial aid eligibility.
_____	15.	May allow for Probation (Optional) and consider students not meeting the minimum standards for satisfactory academic progress if: <ul style="list-style-type: none"> <li>_____ 15a. The institution determines that the student did not make satisfactory academic progress during the warning or previous evaluation period; and</li> <li>_____ 15b. The student prevails upon appeal of a negative progress determination prior to being placed on probation; and</li> <li>_____ 15c. The institution determines standards can be met by the next evaluation; or</li> <li>_____ 15d. The institution develops an academic plan.</li> </ul>
_____	16.	May allow a student to appeal a satisfactory academic progress determination. If the institution permits a student appeal a satisfactory academic progress determination, the policy must describe: <ul style="list-style-type: none"> <li>_____ 16a. How the student may re-establish eligibility for financial aid, if applicable;</li> <li>_____ 16b. The reasons for which a student may appeal;</li> <li>_____ 16c. Documentation the student must submit regarding why the student failed to make satisfactory academic progress and what has changed in the student's situation that will allow the achievement of satisfactory academic progress at the next evaluation; and</li> <li>_____ 16d. How the results of the appeal are documented in the student's file.</li> </ul>
_____	17.	States a student who does not achieve the minimum standards is no longer eligible for Title IV, HEA program funds, if applicable, unless on warning or prevailed upon appeal that had resulted in probation.
_____	18.	Requires students to be notified of any evaluation that impacts eligibility for financial aid, if applicable.
_____	19.	Details reasonable provisions regarding temporary interruptions or Leaves of Absence.
_____	20.	Addresses the status of students re-entering school and requires that students re-entering enter in the same progress status as when they left.
_____	21.	States whether course incompletes, withdrawals, or repetitions apply to the institution, and if so, states the policy.
_____	22.	States that course incompletes, repetitions, and non-credit remedial courses have no effect upon the institution's satisfactory academic progress standards if the institution has no such items or policies.
_____	23.	Establishes that transfer hours that are accepted are counted as both attempted and completed hours for the purpose of determining the allowable maximum time frame has been exhausted. SAP evaluation periods are based on actual contracted credits at the institution.
_____	24.	Describes how students have access to satisfactory academic progress evaluation results.

**SAMPLE SATISFACTORY ACADEMIC PROGRESS POLICY**

The Satisfactory Academic Progress Policy is consistently applied to all students enrolled at the school. It is printed in the catalog to ensure that all students receive a copy prior to enrollment. The policy complies with the guidelines established by the National Accrediting Commission of Career Arts and Sciences (NACCAS) and the federal regulations established by the United States Department of Education.

**EVALUATION PERIODS**

Students are evaluated for Satisfactory Academic Progress as follows:

Cosmetology 450, 900, 1350 clocked (actual) hours  
 Esthetics 300, 600 clocked (actual) hours

\*Transfer Students- Midpoint of the contracted hours or the established evaluation periods, whichever comes first.

Evaluations will determine if the student has met the minimum requirements for satisfactory academic progress. The frequency of evaluations ensures that students have had at least one evaluation by midpoint in the course.

**ATTENDANCE PROGRESS EVALUATIONS**

Students are required to attend a minimum of 67% of the hours possible based on the applicable attendance schedule in order to be considered maintaining satisfactory attendance progress. Evaluations are conducted at the end of each evaluation period to determine if the student has met the minimum requirements. The attendance percentage is determined by dividing the total hours accrued by the total number of hours scheduled. At the end of each evaluation period, the school will determine if the student has maintained at least 67% cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum time frame allowed.

**MAXIMUM TIME FRAME**

The maximum time (which does not exceed 150% of the course length) allowed for students to complete each course at satisfactory academic progress is stated below:

COURSE	MAXIMUM TIME ALLOWED	
	WEEKS	SCHEDULED HOURS
Cosmetology (Full time, 37.5 hrs/wk) - 1500 Hours	60 Weeks	2250
Cosmetology (Part time, 20 hrs/wk) – 1500 Hours	112 Weeks	2250
Esthetics (Full time, 37.5 hrs/wk) – 600 Hours	24 Weeks	900
Esthetics (Part time, 20 hrs/wk) – 600 Hours	45 Weeks	900

The maximum time allowed for transfer students who need less than the full course requirements or part-time students will be determined based on 67% of the scheduled contracted hours.

**ACADEMIC PROGRESS EVALUATIONS**

The qualitative element used to determine academic progress is a reasonable system of grades as determined by assigned academic learning. Students are assigned academic learning and a minimum number of practical experiences. Academic learning is evaluated after each unit of study. Practical assignments are evaluated as completed and counted toward course completion only when rated as satisfactory or better (the computer system will reflect completion of the practical assignment as a 100% rating). If the performance does not meet satisfactory requirements, it is not counted and the performance must be repeated. At least two comprehensive practical skills evaluations will be conducted during the course of study. Practical skills are evaluated according to text procedures and set forth in practical skills evaluation criteria adopted by the school. Students must maintain a written grade average of 75% and pass a FINAL written and practical exam prior to graduation. Students must make up failed or missed tests and incomplete assignments. Numerical grades are considered according to the following scale:

93 - 100	EXCELLENT
85 - 92	VERY GOOD
75 - 84	SATISFACTORY
74 and BELOW	UNSATISFACTORY

**DETERMINATION OF PROGRESS STATUS**

Students meeting the minimum requirements for academics and attendance at the evaluation point are considered to be making satisfactory academic progress until the next scheduled evaluation. Students will receive a hard-copy of their Satisfactory Academic Progress Determination at the time of each of the evaluations. Students deemed not maintaining Satisfactory Academic Progress may have their Title IV Funding interrupted, unless the student is on warning or has prevailed upon appeal resulting in a status of probation.

**WARNING**

Students who fail to meet minimum requirements for attendance or academic progress are placed on warning and considered to be making satisfactory academic progress while during the warning period. The student will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the warning period, the student has still not met both the attendance and academic requirements, he/she may be placed on probation and, if applicable, students may be deemed ineligible to receive Title IV funds.

**PROBATION**

Students who fail to meet minimum requirements for attendance or academic progress after the warning period will be placed on probation and considered to be making satisfactory academic progress while during the probationary period, if the student appeals the decision, and prevails upon appeal. Additionally, only students who have the ability to meet the Satisfactory Academic Progress Policy standards by the end of the evaluation period may be placed on probation. Students placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period. Students who are progressing according to their specific academic plan will be considered making Satisfactory Academic Progress. The student will be advised in writing of the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the probationary period, the student has still not met both the attendance and academic requirements required for satisfactory academic progress or by the academic plan, he/she will be determined as NOT making satisfactory academic progress and, if applicable, students will not be deemed eligible to receive Title IV funds.

**RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS**

Students may re-establish satisfactory academic progress and Title IV aid, as applicable, by meeting minimum attendance and academic requirements by the end of the warning or probationary period.

**INTERRUPTIONS, COURSE INCOMPLETES, WITHDRAWALS**

If enrollment is temporarily interrupted for a Leave of Absence, the student will return to school in the same progress status as prior to the leave of absence. Hours elapsed during a leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence and will not be included in the student's cumulative attendance percentage calculation. Students who withdraw prior to completion of the course and wish to re-enroll will return in the same satisfactory academic progress status as at the time of withdrawal.

**APPEAL PROCEDURE**

If a student is determined to not be making satisfactory academic progress, the student may appeal the determination within ten calendar days. Reasons for which students may appeal a negative progress determination include death of a relative, an injury or illness of the student, or any other allowable special or mitigating circumstance. The student must submit a written appeal to the school on the designated form describing why they failed to meet satisfactory academic progress standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to achieve Satisfactory Academic Progress by the next evaluation point. Appeal documents will be reviewed and a decision will be made and reported to the student within 30 calendar days. The appeal and decision documents will be retained in the student file. If the student prevails upon appeal, the satisfactory academic progress determination will be reversed and federal financial aid will be reinstated, if applicable.

**NONCREDIT, REMEDIAL COURSES, REPETITIONS**

Noncredit, remedial courses, and repetitions do not apply to this institution. Therefore, these items have no effect upon the school's satisfactory academic progress standards.

**TRANSFER HOURS**

With regard to Satisfactory Academic Progress, a student's transfer hours will be counted as both attempted and earned hours for the purpose of determining when the allowable maximum time frame has been exhausted.

**SAMPLE SATISFACTORY ACADEMIC PROGRESS REPORT**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Start Date: \_\_\_\_\_ Evaluation Period \_\_\_\_\_

Scheduled Hours: \_\_\_\_\_

Actual Hours: \_\_\_\_\_

Attendance: \_\_\_\_\_%

Cumulative Academic Grade: \_\_\_\_\_%

Student is making satisfactory academic progress: \_\_\_\_\_ Yes \_\_\_\_\_ No

Notice of Warning/Probation for non-compliance with requirements for Satisfactory Academic Progress:  
\_\_\_\_\_

Reason for Warning/Probation: \_\_\_\_\_ Attendance \_\_\_\_\_ Academics

**Warning:**

You have until the next evaluation period to bring up your grades and/or attendance up to minimum requirements.

**Probation:**

If the student has still not met progress requirements at the end of the warning period, the student will be considered not making satisfactory academic progress. In order for the student to be placed on probation and continue to receive federal financial aid, the student **MUST APPEAL** the satisfactory academic progress decision within the next 10 days and prevail upon appeal. You have until the next evaluation period to bring your grades and/or attendance up to minimum requirements, or up to the requirements set forth in an agreed upon academic plan. If satisfactory performance is not achieved by the end of the probationary period according to satisfactory academic progress requirements or your academic plan, your financial aid will be interrupted and you will be responsible for payment of all tuition balances. You will then be required to bring your grades and/or attendance up to satisfactory levels in order to have financial aid reinstated.

**Additional Comments:**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Official Signature

\_\_\_\_\_  
Date



## **On-Site Evaluation: Documentation For On-Site Evaluators**

### **REQUIRED ON-SITE DOCUMENTATION**

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

#### **Documents for the Academic Evaluator**

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

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

#### **Documents for the Institution Owner/Administrator Evaluator**

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

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

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

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

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

**Other Documentation:**

- Annual Report and back-up documentation
- The Institution's current Catalog (**4 copies**), Enrollment Agreement (**2 copies**), and Satisfactory Academic Progress Policy (**3 copies**)
 

*(These items must be cross referenced with the most recent corresponding policy checklist)*
- On separate sheets of paper, the institution must make available to the team **three separate lists**:
  1. A list of all **currently attending (active) students** with each **student's start date, course enrolled, and approximate number of hours completed**. This includes students on a leave of absence.
  2. A list of all **graduates** in each program from twelve months prior to the visit date to the present, with each graduate's **start date, scheduled graduation date, and actual graduation date**.
  3. A list of all students whose enrollments have been **terminated and/or withdrawn** (either by the student, or by the institution) from twelve months prior to the visit date to the present, with each student's **start date, last day of attendance, and withdrawal determination date by the institution and actual hours clocked and scheduled hours at the time of termination and/or withdrawal**.

\*\* Identify students on those three lists who are currently on a leave of absence, ATB students, and transfer students.\*\*