

ON-SITE EVALUATION: GUIDELINES FOR RESPONDING TO VISIT REPORTS

PART I: HOW TO RESPOND TO A LIMITATION

The following are the minimum steps that must be taken when responding to a limitation. The response is your opportunity to show that the school has corrected a deficiency or that it has always been in compliance. In either case, the school must prove its compliance. So, when preparing your response, be sure to:

- A. Read the limitation carefully and understand the violation.

Ask yourself what the limitation says. Read the Criterion under which the limitation is cited. What is required? If you still don't understand the violation, contact the staff person who accompanied the team.

- B. Describe how the school is in compliance with the requirement.

Clearly describe in written form how the school has corrected the area of non-compliance. Or, if you believe the limitation was incorrect, explain why you disagree with the finding and believe that the school is in compliance.

- C. Submit evidence in support of your statements.

For either of the two possible approaches to responding (correction or disagreement), submit relevant documentation which clearly supports your narrative explanation. An assurance of compliance which is unsupported by evidence will not show compliance.

- D. Make sure that the exhibits and documentation:

- i. do not consist of blank forms (except in the case of release of information authorizations or forms that due to special reasons are to be used at a later date),
- ii. agree with the statements in the narrative,
- iii. support the statements in narrative, and
- iv. are correct and complete.

- E. Follow the directions regarding the preparation of your response document.

The on-site evaluation is the second major phase of the accreditation process. At the end of the visit, the evaluation team will review with you a report of their findings as they relate to the Standards and Criteria. When no limitations are cited in a Standard, the team will have prepared a "comment". The comment explains how the school demonstrated compliance with the Standard. In cases where a school is not in compliance with an entire Standard, a "limitation" will be listed in the Visit Report. The limitation will generally identify the Standard and/or Criterion in question, and will explain why compliance was

Guidelines for Responding to Visit Reports

not demonstrated. The exit interview provides an opportunity for school representatives to ask questions, seek clarification and present additional evidence of compliance.

PART II: A STEP-BY-STEP APPROACH TO RESPONDING TO A NACCAS ON-SITE EVALUATION VISIT REPORT

- STEP 1:** Make sure you and your staff clearly understand the limitations that are cited in the Visit Report **BEFORE THE TEAM LEAVES THE SCHOOL**. Why was the limitation cited? **WHO** on your staff has responsibility for that area? If you do not understand the limitation, **ASK!**
- STEP 2:** Once you receive a final copy of the Visit Report, **READ IT CAREFULLY**. Discuss the limitation with the appropriate staff members. Delegate responsibility for making adjustments or corrections to the areas cited.
- REMEMBER:** If you have evidence that the team incorrectly cited a limitation, you can disagree with the finding. If this is the case, present your reasons for believing that you are in compliance in your response and support your statements with the evidence.
- STEP 3:** **READ AND FOLLOW THE DIRECTIONS OUTLINED IN THE NACCAS "Official Response Document"** which you receive with the Visit Report. The cover letter will also give you the **DEADLINE** for responding, and will tell you that **FIVE (5) COMPLETE COPIES** of the response must be submitted. Be sure to submit the response in a **TIMELY MANNER**.
- STEP 4:** If you are unclear about a limitation after reviewing the Visit Report, **CALL THE NACCAS OFFICE** and get clarification from the Accreditation Specialist who accompanied the team on your school visit.
- STEP 5:** **PREPARE YOUR RESPONSE**. There are several things to remember here:
- a) Address **EACH** limitation separately and individually.
 - b) Your response should include **THREE PARTS**:
 - * the **LIMITATION**,
 - * your **NARRATIVE** explanation of how you have corrected the area of non-compliance-OR--your narrative and rationale for why you disagree with the team's finding and believe you have been in compliance all along, and
 - * **DOCUMENTATION** to support your narrative explanation.

Guidelines for Responding to Visit Reports

- c) Neatly prepare the response in an organized manner with tabs, exhibit numbers, table of contents, etc, so that it is easy to follow and review. **REMEMBER**, Commissioners will be reviewing the response. They have not actually been at your school. Therefore, a clear explanation, supported by numerous **RELEVANT** documents, will help to paint a clearer picture for the Commission when making accreditation decisions.
- d) **NEVER** respond to a limitation with an "ASSURANCE". (i.e, a statement which promises that the school is now in compliance, but which is unsupported by any documentation to prove that corrective measures have in fact been taken), **ALWAYS SUPPORT YOUR STATEMENTS WITH DOCUMENTATION**.
- e) When submitting copies of documents, remember the following:
 - 1. make sure the copies are **CLEAR** and **LEGIBLE**;
 - 2. make sure documents are relevant to the underlying cause of the limitation;
 - 3. do not submit **BLANK** forms; submit copies of actual completed forms (i.e., practical grade sheets, progress reports, contracts, advisement records, etc.);
 - 4. When responding to limitations that list specific names of students, make sure you address **EACH STUDENT** listed.
- f) Once the response document is complete, have someone else, perhaps a staff member or spouse, review it to see if they understand what you are trying to demonstrate. If you have a third party look at it before sending it to the NACCAS office, they may be able to give you suggestions that you didn't think of because you've been working so closely with it.
- g) Keep a copy of the response document for yourself at the school.

STEP 6: Mail five (5) copies of the complete response document to the NACCAS OFFICE via a **TRACEABLE** carrier (UPS, Federal Express, U.S. Post Office - certified mail, etc.).

FINALLY: If you ever have questions when preparing a response to a Visit Report, **CALL THE NACCAS OFFICE BEFORE SUBMITTING THE RESPONSE**.

Guidelines for Responding to Visit Reports

PART III: RESPONDING TO THE MOST FREQUENTLY CITED LIMITATIONS

The following is a guide designed both to assist schools in correcting the deficiencies most frequently cited during on-site evaluations and to demonstrate compliance with NACCAS' accreditation requirements. **THIS IS ONLY A GUIDE.** The comments and suggestions do not represent the only way to demonstrate compliance, and do not guarantee that, if followed, will demonstrate the school's compliance. Please note that this document does not bind the school or the Commission in any way. There are other manners in which to respond which are not described here. Further, there will be situations or circumstances which require that the Commission request more information than is suggested in the following pages. **PLEASE REMEMBER, THE BURDEN OF DEMONSTRATING COMPLIANCE RESTS WITH THE SCHOOL AND THE INFORMATION SUBMITTED IN THE RESPONSE MUST CONCLUSIVELY SHOW THAT THE SCHOOL COMPLIES WITH NACCAS' ACCREDITATION REQUIREMENTS.**

(Key words in each Criterion have been emphasized.)

I. EDUCATIONAL OBJECTIVES AND INSTITUTIONAL EVALUATION

3. The data contained in the school's most recent NACCAS Annual Report are accurate. (D)

The school must prove that the data reported in its most recent NACCAS Annual Report are accurate. To do so, the school's responses to a number of the questions in the report must be supported by the following:

Suggestions:

- *A list of those students enrolled in each program offered by the school as of January 1, of the report year (e.g., the annual report year for the 2001-02 Annual Report is 2001).*
- *A list of the students enrolled in each program offered by the school as of December 31 of the annual report year.*
- *A list of students who enrolled during the annual report year.*
- *A list of students whose enrollment agreements have a calculated completion date which falls in the annual report year.*
- *A list of those students from the previous list who may not have completed by the calculated completion date on the contract, but finished the program within 150% of normal completion time. The date of their graduation should appear next to their name (this date may fall in a subsequent year, but must fall within 150% of normal completion time).*

Guidelines for Responding to Visit Reports

- *A list of those students who were scheduled to complete in the annual report year but did not and the reasons why.*
- *A list of students scheduled to complete in the annual report year who completed, but outside the 150% time frame. Identify the date of graduation next to each name.*
- *A list of the students who completed within 150% who are working. The name of the employer should appear next to each graduate's name.*
- *The names of students (no matter what year they graduated) who took the licensing or certification exam for the first time in the annual report year, along with an indication of whether the student passed or failed the exam.*
- *A list of the students counted above as program completers (graduates) who were admitted under the ability-to-benefit criteria.*
- *A list for the students who found jobs that were admitted under the ability-to-benefit criteria.*
- *A list of students who passed the licensure or certification exam and were admitted under the ability-to-benefit criteria.*
- *A copy of the school's completed NACCAS Annual Report.*

These documents must show that the data contained in the Annual Report are accurate. If they show that the report is inaccurate, a corrected version of the report should also be submitted.

4. The institution meets or exceeds the following outcomes.
 - a. Completion rate - 50%
 - b. Pass rate on certification or state licensing or certification examination, if required - 70%
 - c. Placement rate of eligible graduates - 60% (D)

Suggestions

On an annual basis, the Commission reviews the data reported by schools in their NACCAS Annual Reports. When the data shows that the school falls below any of the Commission's outcomes benchmarks, schools are required by the Commission to attend an Accreditation workshop with a "low outcomes" session and to submit a plan to improve outcomes.

The on-site team will evaluate the school's implementation of its plan to improve low outcomes.

The team also will review documentation on each individual student who contributed to the low completion, placement, and/or licensure or certification rate.

In accordance with the Institutional Effectiveness: Outcomes Assessment Policy some schools will be required to:

Guidelines for Responding to Visit Reports

- a. Complete a NACCAS Appendix D Consultation and Institutional Effectiveness Analysis in whole or in part.
- b. Complete an Outcomes Assessment Exercise.
- c. Submit documentation of consultation with its advisory committee.

If the school was required to perform any of these, the on-site team will review the results of the exercise(s) and report to the Commission the result of the exercise. If the team finds that the school failed to perform the prescribed exercise, a limitation will be cited. If this is the nature of the limitation, the school should submit:

- an explanation of how it complied with the Commission's "low outcomes" requirements including who participated, how the plan was implemented, when the exercise was performed, and the results of the exercise; and
 - a copy of the school's response to the Commission's request; and
 - *if item "c" (see above) was originally requested by the Commission, see suggestions under Criterion 7 below.*
5. The school must document that it evaluates the effectiveness of its programs using but not limited to the following items:
 - a. pass rates on examination for **LICENSURE** or certification to practice;
 - b. rates of **EMPLOYMENT** and/or **PLACEMENT**;
 - c. **INSTITUTIONAL COMPLETION** rates;
 - d. **COMMENTS** and **SUGGESTIONS** regularly solicited from **STUDENTS, GRADUATES** and **EMPLOYERS** of graduates. (D)

Suggestions:

- *Describe the school's self-assessment procedures. For example, explain how often feedback is sought and data on the school's outcomes are compiled. Explain what is done with the information once it is collected.*
 - *Show the implementation of these procedures by submitting outcomes data (i.e., licensure or certification rates, placement rates, institutional completion rates) and comments and suggestions from students, graduates and employers used in a recent assessment.*
 - *Submit evidence of the review of the information and the assessment of the school based on this information (e.g., staff meeting minutes, minutes of a self-assessment session, etc.).*
6. The institution must use its evaluations of effectiveness obtained in Criterion 5 for formulating and implementing **PLANS** to **MAINTAIN** and improve educational and student support services. (D)

Guidelines for Responding to Visit Reports

Suggestions:

- *Describe how and when plans for improvement and modification are developed and implemented. Illustrate this explanation by submitting a recent example. Reports and meeting minutes are two effective ways to show the plan developed as a result of this process.*
- *Evidence of the implementation of the plan should also be submitted. For example, an adjustment to a lesson or unit could be evidenced by the submission of the old version and the new versions and by highlighting the changes.*

7. At least once a year the institution has an **ADVISORY COMMITTEE MEETING** which includes, but is not limited to, **INDUSTRY REPRESENTATIVES** and **EMPLOYERS** from each the fields for which training is provided by the school. The institution's advisory committee, at a minimum, must discuss such topics as

- a. **CURRICULUM;**
- b. **FACILITIES, SUPPLIES, and EQUIPMENT;**
- c. **COMPLETION, LICENSURE** or certification and **PLACEMENT** rates;
- d. **STUDENT SUPPORT SERVICES.**

Suggestions:

- *Describe the school's Advisory Committee: its make-up; function; purpose; and the frequency with which it meets.*
- *Describe the procedures followed by the Committee.*
- *Show a recent example of the Committee's work. This could be a report compiled by the Committee members, minutes of the Committee's meeting.*
- *Explain what occurs with the comments received from the members of the Committees.*

II. INSTRUCTIONAL STAFF

3. Qualified substitute instructors who are **FAMILIAR** with the school's curriculum, policies and procedures are **AVAILABLE** and **USED** when needed. (D)

Suggestions:

- *Submit a list of the names of your substitute instructors, copies of their or certificates or licenses, and statements signed by them to the effect that they are familiar with the school's programs, policies and procedures.*

4. The instructional staff has **REGULARLY-SCHEDULED** meetings at which **INSTRUCTIONAL** and other **RELEVANT ISSUES** are discussed. (D)

Guidelines for Responding to Visit Reports

Suggestions:

- *Explain how often meetings are held and who participates.*
 - *Submit minutes of meetings conducted since the on-site evaluation.*
5. The school has **IN OPERATION** a **WRITTEN PLAN** for continuing education of all instructors requiring them to meet their state requirements for licensure or certification renewal, if applicable, but not less than 12 clock hours of such activity each year per instructor. At least four (4) hours of continuing education for each instructor each year are devoted to instructional methods and the average number of hours attended per year for each instructor is 12. (D)

Suggestions:

- *Review the school's continuing education plan. Does the plan consist of at least twelve hours of training? Are at least four of these hours devoted to instructional methods?*
 - *Explain how the school develops its continuing education plans.*
 - *Submit the school's current plan for continuing education and evidence (certificates of completion, etc.) showing that the school's instructional staff is meeting the expectations of the plan. If the school submits certificates of completion which do not list the number of hours attended, a schedule from the continuing education program(s) should accompany the certificate.*
6. Each instructor receives a **WRITTEN EVALUATION** of performance **AT LEAST ANNUALLY**. The evaluation deals with **TEACHING EFFECTIVENESS** in classroom and laboratory, **PREPARATION** for teaching, **IMPROVEMENT** of teaching skills, **PARTICIPATION** and **COOPERATION** in the **OPERATION** of the school, and any other areas deemed necessary by the school. The evaluation assesses present **STRENGTHS** and **WEAKNESSES** and proposes specific ways in which performance can be improved. (D)

Suggestions:

- *Explain how often instructor performance is evaluated.*
- *Describe what factors are evaluated keeping in mind the areas required by the Criterion.*
- *Submit recently performed evaluations of instructors which show evaluation of the required areas.*

III. ADMINISTRATIVE SERVICES

2. The school has adopted **WRITTEN POLICIES** and **PROCEDURES** describing each **AREA** of **RESPONSIBILITY, ADMINISTRATIVE LINES OF**

Guidelines for Responding to Visit Reports

AUTHORITY and OPERATING PROCEDURES for the ADMINISTRATION of the school. (D)

Suggestions:

Submit the school's policies and procedures being sure that they cover each of the areas listed above and submit evidence (signed statements) that the school's instructors are familiar with them.

4. Advertising for the school is factual and conforms to the NACCAS Policy on Advertising. (O/D)

Suggestions:

If a published version of a corrected advertisement is not yet available (as is often the case with telephone directory advertisements), submit an acknowledgment from the advertising agency that the correction will be made in the next publication.

5. All school records are maintained and safeguarded against loss or damage. (O)

Suggestions (5):

Submit a description of the school's procedures for safeguarding student records. If necessary, also submit photographs of facilities available for safe and secure storage of records.

6. The school follows policies that
 - a. **GUARANTEE** each **STUDENT** (or parent or guardian if the student is a dependent minor) **ACCESS** to that student's records;
 - b. **REQUIRES WRITTEN CONSENT** from the student or guardian **FOR RELEASE OF RECORDS** in response to each third party request unless otherwise required by law;
 - c. Before publishing "directory information" such as name, address and phone of student, date and place of birth, major field of study, dates of attendance, degrees and awards received, date of graduation, previous school attended, and/or date of graduation from previous school, allow the student or guardian to deny authority to publish one or more of these items;
 - d. Provide and permit access to student and other school records as required for any accreditation process initiated by the institution or by the National Accrediting Commission of Cosmetology Arts and Sciences, or in response to a directive of the Commission.

Suggestions:

- *Describe the school's privacy and access procedures.*
- *Submit copies of any published policies (e.g., pages from the school catalog).*

Guidelines for Responding to Visit Reports

- *Submit signed statements from students and staff indicating their familiarity with the procedures. If any requests for information have been received by the school, show with evidence how the school first secured authorization from the student before the information was released.*
9. If a school uses credits or competencies to measure academic programs, and the school elects to have a Student Attendance Policy, it must be applied uniformly and fairly. A school recording student attendance in clock hours
- a. gives appropriate attendance credit for all hours attended;
 - b. **DOES NOT ADD OR DEDUCT** attendance hours as a penalty; and
 - c. **ROUNDS** actual attendance hours **TO NO MORE THAN THE NEAREST QUARTER HOUR.** (D)

Suggestions:

- *Explain how attendance is recorded and tracked, if applicable.*
- *Submit any and all published policies on attendance, if applicable.*
- *Submit an alphabetical roster of all students currently attending and submit the complete attendance records (if the school monitors attendance) for a sample of these students (every other student, every third student, etc.).*

IV. ADMISSIONS POLICIES AND PROCEDURES

1. **BEFORE** accepting an applicant for admission, the school provides the applicant with either a copy of the school catalog that meets NACCAS' catalog guidelines or documentation that the student received through the school's website, in the language in which the program will be taught, information specified in the NACCAS Catalog Requirements. (D)

Suggestions:

- *If the limitation is regarding deficiencies in the catalog, submit a complete copy of the catalog including the missing information.*
 - *If the limitation was cited because students do not receive the document, submit signed statements from a sample of the students enrolled since the on-site evaluation to the effect that they received the document prior to enrollment.*
5. The school's practices are consistent with its admissions policies and requirements. (D)

Suggestions:

- *Submit a detailed description of the school's admission procedure (including who is responsible, when prospective students must submit documents to school, etc.). Include with the description a copy of the school's published admission criteria (e.g., a copy of a page from the school catalog).*

Guidelines for Responding to Visit Reports

- *Submit documentation to show that cases cited by the team, have been corrected.*
 - *Show that the school's practices are consistent with the policies by submitting an alphabetical roster of the students enrolled since the on-site evaluation and submitting evidence that a sample (every other student, every third, etc.) of these students have met the requirements.*
6. BEFORE ENROLLMENT each student is provided with current written information, that is available through handouts or the school's website, in the language in which the course will be taught, that accurately describes:
- a. completion rates for students in the school;
 - b. pass/fail rates of school graduates on licensing or certification examinations (if licensure or certification is required to practice);
 - c. placement rates of the school's graduates;
 - d. compensation a successful graduate may reasonably expect;
 - e. the physical demands of practicing the profession;
 - f. safety requirements for the profession;
 - g. certification or licensing requirements for the jurisdiction in which the school is located, or for which it is preparing graduates. (D)

Suggestions:

- *Describe the procedure for providing this information to students. Explain when it is provided and who provides it.*
 - *Submit signed statements from all students enrolled since the on-site evaluation showing that they received this information prior to enrollment.*
7. The school prepares for each student admitted an enrollment agreement in the language the program will be taught. The enrollment agreement must COMPLY with the NACCAS enrollment agreement requirements, and a copy of the agreement must be PROVIDED to the student or legal guardian if the student is a dependent minor. The agreement gives complete information on the TOTAL COST of the program. A copy of the completed enrollment agreement is maintained by the school. (D)

Suggestions:

- *If the limitation refers to incomplete or inaccurate enrollment agreements:*
- *describe the school's procedures for enrollment and completing the enrollment agreement;*
- *correct any cases cited by the team and submit evidence showing the correction; and*
- *submit an alphabetical roster of all students enrolled since the on-site evaluation and submit copies of the completed enrollment agreements for a sample of the students on the list (e.g., every other student on the list, every third student on the list, etc.)*

Guidelines for Responding to Visit Reports

- *If the limitation refers only to non-compliance with the Enrollment Agreement Requirements, submit a complete copy of the revised version of the school's enrollment agreement.*

V. STUDENT SUPPORT SERVICES

1. The school conducts an **ORIENTATION** program **ON** or **BEFORE** the first day of class. The orientation program provides **INFORMATION** about the **INSTRUCTIONAL PROGRAM**, the **GOALS** of each program or course, any **POLICIES** affecting students, and **SERVICES** available to students. (A)

Suggestions:

- *Submit a description of the school's orientation program. State when orientation occurs, who conducts it and describe the information covered.*
 - *To show its implementation, submit a lesson plan for the session and signed statements from all students enrolled since the on-site evaluation to the effect that they participated in the session.*
2. Students have **ACCESS TO ADVISING** from members of the school's staff, including **REFERRAL** to professional assistance if necessary. The school **MAINTAINS RECORDS** of student referrals. (D)
 3. Students whose academic **PROGRESS** in the course is **UNSATISFACTORY** are provided with academic advising and additional assistance if necessary. If the school takes attendance, the school advises those students who are not meeting attendance requirements. (Please refer to Standard IX, Criterion 3 and Standard X, Criterion 7.) (D)

Suggestions (2 & 3):

- *Describe how the school's advising services function. Explain the goals of the school's advising program, identify who provides the advising and to whom the advising is provided, and state where the records of advising sessions are maintained.*
 - *To show the implementation of the advising program, submit all records of advising sessions conducted since the on-site evaluation.*
4. Information and advice are available to student on these subjects:
 - a. regulations governing certification or licensure to practice, including reciprocity among jurisdictions;
 - b. employment opportunities;
 - c. opportunities for continuing education following graduation. (D)

Guidelines for Responding to Visit Reports

Suggestions (2&3):

- Describe how the school's advising services function. Explain the goals of the school's advising program, identify who provides the advising and to whom the advising is provided, and state where the records of advising sessions are maintained.
 - To show the implementation of the advising program, submit all records of advising sessions conducted since the on-site evaluation.
6. The school has and follows an internal procedure to consider student complaints. It responds to student complaints received by NACCAS in accordance with Part 6 of the NACCAS *Rules of Practice and Procedure*.

Suggestions:

- *Describe the school's complaint procedure, explain where it is published and explain how students are made aware of the procedure.*
- *Submit recent examples of complaints filed with the school. The documentation should show that the school's procedure was followed and also must show how the complaints were resolved.*

VI. CURRICULUM

2. Each program or course has written **PROGRAM OR COURSE OUTLINES**, which are **PROVIDED** to **EACH STUDENT** at the **BEGINNING** of the program or course. The program or course outlines must include each of the following elements:
- a. **NAME** of the program or course;
 - b. program/course **DESCRIPTION**;
 - c. program/course **GOALS/OBJECTIVES**;
 - d. **CONTENTS** of the units of instruction and, as applicable, **HOURS, UNITS, CREDITS** and/or **COMPETENCIES** devoted to each unit;
 - e. **INSTRUCTIONAL METHODS** used to teach the program or course;
 - f. **GRADING PROCEDURES.** (D)

Suggestions:

- *Submit a complete program/course outline for each program/course offered. The outlines must contain items a - f.*
- *Submit signed statements from students enrolled since the on-site evaluation indicating that they received a copy of the outline for their programs/courses.*

Guidelines for Responding to Visit Reports

3. Programs in the cosmetology arts and sciences and massage fields include instruction in the following specific subject areas as applicable to the programs, unless prohibited by state law or regulation:
 - a. Cosmetology Training Programs include instruction in:
 1. Health, sanitation and infection control
 - a. Products, tools and equipment - use and safety
 2. Sciences
 - a. Chemistry
 - b. Anatomy
 - c. Bacteriology/biology
 3. Product knowledge, use and safety
 4. Principles and techniques of hair styling and hair cutting
 5. Principles and techniques of:
 - a. Hair coloring
 - b. Permanent waving
 - c. Chemical relaxing
 - d. Skin chemical procedures
 6. Principles and techniques of scalp and hair treatments
 7. Principles and techniques of skin care treatments and application of cosmetics
 8. Principles and techniques of nail services
 9. Career and employment information
 - a. Professional ethics
 - b. Effective communication and human relations
 - c. Compensation packages and payroll deductions
 - d. Licensing or certification requirements and regulations
 - e. Fundamentals of business management
 - b. Massage training programs include instruction in:
 1. Health, Safety, Sanitation and Infection Control
 - a. Infection control
 - b. Universal precautions
 - c. Use and safety of products, tools, equipment
 - d. Body mechanics of the practitioner
 - e. CPR and First Aid if required by the jurisdiction²⁹
 2. Sciences
 - a. Anatomy and physiology
 1. the human body systems relative to the program
 2. biomechanics – movement
 3. basic medical terminology
 - b. Pathology
 1. diseases and conditions related to systems

²⁹ If CPR or First Aid is required by the jurisdiction, the school may meet this requirement with a prerequisite for admissions or the program. Any school has the option of offering these subjects.

Guidelines for Responding to Visit Reports

2. client history: indications, contraindications, endangerment sites
3. Theory and Application of Technique
 - a. Required for all programs
 1. Intake process
 2. Preparation of the service environment
 3. Preparation and self-care for the practitioner
 4. Client preparation for service³⁰
 - b. Theory and Application of Techniques: (as applicable to the discipline being taught): Traditional³¹ Massage techniques:
 1. Manipulation of the soft tissue utilizing, as applicable, hands, fingers, forearms, elbows, feet, fists
 2. Stroking, kneading, tapping, percussive, compressive, vibratory, and friction techniques, and joint mobilization
 3. Effects of technique being taught
 - c. Theory and Application of Techniques: (as applicable to the discipline being taught): Energetic³² Bodywork techniques:
 1. Anatomy of the energetic system
 2. Principles and practice of the energetic systems
 3. Effects of techniques being taught
4. Career Focus (all program)
 - a. Career and employment information
 - b. Effective communication & human relations
 - c. Compensation packages and payroll deductions
 - d. Licensing, certification, and registration requirements & regulations
 - e. Fundamentals of business management
 - f. Professional ethics and boundaries
- c. Instructor training programs include instruction in
 1. Review of the content of the program in cosmetology arts and sciences, or massage field for which the student is training as an instructor
 2. Principles of teaching/learning
 3. Teaching methodology

³⁰ Includes orientation to client, draping

³¹ Chair massage, deep tissue, Eselen, hotstone, hydrotherapy, lymphatic drainage, medical massage, myofascial massage, neuromuscular therapy, orthopedic massage, special populations (infancy, pregnancy, geriatric, sports), stretching and range of motion, structural integration, Swedish, trigger points, emerging modalities.

³² Energetic bodywork (Oriental) :Examples

Acupressure, Amma, Ayurveda, Breema, Craniosacral, Emerging modalities, Jin Shin Do, Lomilomi, Polarity, Reiki, Reflexology, Shiatsu, Thai, Therapeutic touch, Tui Na, Watsu.

Guidelines for Responding to Visit Reports

- a. Lesson plan development
- b. Development and use of teaching aids
- c. Student motivation and learning
- d. Presentation techniques
4. Assessment of student learning
 - a. Evaluation of overall progress
 - b. Development and use of testing/measurement instruments
5. Academic advising: providing feedback and orientation to students about progress in the program or courses
6. Program, course development, and review
7. Administrative responsibilities
 - a. Records management
 - b. Applicable organizational and regulatory requirements
8. Career and employment information
 - a. Professional ethics
 - b. Effective communication and human relations
 - c. Compensation packages and payroll deductions
 - d. Licensing or certification requirements and regulations
 - e. Fundamentals of business management

Suggestions:

- *Explain where in the program or course these subjects are taught.*
 - *Include copies of lessons plans for these units and the program/course outlines.*
 - *Submit affidavits from currently attending students will serve to demonstrate that the instruction is occurring.*
4. Each program includes laboratory or field activities in which students are supervised while providing services.
 - a. Theory and practice must **PRECEDE** laboratory or field activities, and **STUDENTS** must **BE EVALUATED FOR COMPETENCE** in both theory and practice before being allowed to participate in such activities.
 - b. Instruction in theory and practice must not be replaced by laboratory or field activities, and **STUDENTS MUST NOT BE EXCUSED** from scheduled classes to work in the laboratory. (D/O)

Suggestions:

4(a)

- *Explain how the school ensures that students are competent prior to participating in laboratory activities. When responding, keep in mind that Criterion 1 of Standard IX requires that the school have specific written criteria for grading*

Guidelines for Responding to Visit Reports

student work in both theory and practical training. These may be applied to this process, but their implementation must be explained in your response.

- *Submit an alphabetical roster of all students participating in laboratory activities along with evidence of the evaluations of the theory and practical competence of a sample of these students (every other student, every third, etc.).*

VII. FINANCIAL PRACTICES AND MANAGEMENT

3. The school documents that it meets all applicable state regulations dealing with refund of tuition and fees to students who withdraw, and that it also meets the NACCAS Cancellation and Settlement Policy and Minimum Refund Guidelines. (D)

Suggestions:

- *Describe the school's refund procedures. Identify the staff responsible for calculating and providing refunds.*
- *Submit a copy of the school's refund policy.*
- *Submit an alphabetical roster of all students terminated since the on-site evaluation and submit copies of the enrollment agreement, attendance records, account records, receipts, refund calculation and canceled refund check (if applicable) for a sample of the students on the list (every other student, every third student, etc.).*

4. The school makes any additional charges for students who extend training beyond the period specified in the enrollment agreement only in agreement with the NACCAS Policy on Extra Instructional Charges. (D)

Suggestions:

- *Explain how and how much the school charges students for training beyond the calculated completion date on the contract.*
- *Submit evidence showing that the cases cited by the team have been corrected. (e.g., copies of canceled refund checks for overages, etc.)*
- *Submit an alphabetical roster of all students who exhausted the absences allowable in their enrollment agreement and are training or trained beyond their calculated completion date.*
- *Submit the enrollment agreement and account record for a sample of the students (e.g., every other student on the list, every third student, etc.)*

5. Staff working with financial and accounting records are qualified by training and/or experience in accounting and bookkeeping and, if applicable, have special knowledge about laws and regulations governing student financial aid. (D)

Suggestions:

- *Submit evidence of staff attendance of relevant workshop(s).*

Guidelines for Responding to Visit Reports

- *If a new staff person was hired, submit a resume of qualifications, and evidence of her/his preparation.*

VIII. INSTRUCTIONAL SPACE AND FACILITIES

1. The school makes available to students textbooks, supplementary instructional materials, and equipment needed to fulfill program requirements. (A/O)

Suggestions:

- *Explain when students receive program materials.*
 - *Submit affidavits from students that the materials are available and/or provided.*
3. Classroom and demonstration areas are shielded from visual and auditory distractions, and are designed to allow students to see and hear instruction clearly. (O)

Suggestions:

- *Describe measures taken to remove visual and auditory distractions and/or shield classrooms and demonstration areas from distractions.*
 - *Submit affidavits from students and staff that distractions no longer pose a problem.*
 - *Photographs of new construction (if any has been made) may also be helpful.*
4. Classrooms for theory instruction have sufficient tables or desks and chairs to serve all students assembled at one time. (O)

Suggestions:

- *Describe steps taken to accommodate students in attendance.*
- *Submit a list of students assigned to each classroom at any one time and submit a floor plan and photographs to support the argument that facilities can accommodate current body of students.*

IX. EVALUATION OF STUDENTS

1. Practical work is evaluated on the basis of **WRITTEN CRITERIA** established by the school for the purpose of measuring student learning of practical skills. The application of such criteria is uniform and consistent. (D)

Guidelines for Responding to Visit Reports

Suggestions:

- Explain how instructors assign grades to student practical work. Be careful, basing evaluations of student practical performance solely on the opinion of an experienced instructor is not sufficient. The school must have published criteria against which student work is graded. Two examples of criteria for grading practical operations might be:

Performance of Sterilization and Sanitation Methods

Completely Cleaned combs and brushes free of hair	15 points
Washed implements completely in soap solution and rinsed	15 points
Placed Combs and brushes in wet sanitizer for correct time	15 points
Store implements in cabinet sanitizer/ultra violet sanitizer	15 points
Performed correct sanitation of sink and work area	15 points
Performed correct sanitation of fine cutting implements	15 points
Performed proper draping of client, cape not touching skin	10 points
	100 points

Drying and Thermal Waving

Dried hair thoroughly	10 points
Tested temperature of iron	10 points
Subsections curled not wider than barrel	5 points
Smoothly rotated iron to catch ends	10 points
Used quick snapping movement to release hair	5 points
Competent use of iron and comb	10 points
Comb used at scalp to protect client while curling	10 points
Curl not disturbed when released	10 points
Curled complete head according to style	10 points
Hair not fish-hooked	10 points
Did not burn client or self	10 points
	100 points

- Describe the school's evaluation procedures.
 - Submit the written performance criteria used to grade student practical work (see examples, above), an alphabetical roster of all students enrolled, and practical evaluations based on the written criteria or a sampling of these students (e.g., every other student on the list, every third student on the list, etc.).
2. Each student is tested periodically on theory and skill development. The tests are graded and reviewed with the students promptly. (D)

Suggestions:

- Explain when, how, and by whom students are tested.

Guidelines for Responding to Visit Reports

- *Submit samples of exams and affidavits from students and staff that test results are reviewed with students.*
3. Instructors must be available to discuss the student's progress. If a school elects to take attendance, a student's attendance progress must be included in the progress report. Each student must be appraised of his progress through a program, at a minimum as follows:
 - a. A program measured in competencies: Each student has a document which is attested to by the appropriate school employee upon demonstration of the competencies in theory, in practical work, and in other requirements for each unit of instruction.
 - b. Program measured in credit hours: Each student is provided with a written report card at the end of each term. The reports evaluate the student's performance in theory and practical work, and informs the student of the number of credits earned.
 - c. Program measured in clock hours: Each student is provided with at least two written report cards during each program. The reports evaluate the student's performance in theory, in practical work, and in attendance.

Suggestions:

- *Explain when students receive progress reports and what the reports assess.*
 - *Submit an alphabetical roster of all currently attending students and copies of signed progress reports for an appropriate sampling of the students.*
4. The school documents that each student who graduates or is otherwise awarded a certificate of completion has fully met the school's published graduation requirements. (D)

Suggestions:

- *Explain how the school determines whether or not a student is eligible to graduate. Describe the graduation requirements.*
- *Submit an alphabetical roster of all students who have completed the program since the on-site evaluation, along with evidence showing that each of the graduation requirements had been met by the student prior to her/his being considered a graduate.*