

**Interpretation of Standards and Criteria**  
**Effective July 1, 2010**

**Standard I**

**Criterion 1**

**Interpretation**

The scope is intended to be broad and to allow others to be considered employed. See samples document.

**Criterion 6 & 7**

**Interpretation**

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.

**Criterion 8 & 9**

**Interpretation**

It is the Commission's objective that feedback will be solicited at least annually. Feedback does have to be summarized in order to be in compliance. Advisory committee meeting minutes, if one has been conducted satisfy the requirement for a summary of feedback. If a school has obtained 50 student and 50 graduate student surveys as feedback, the school must summarize the results of those surveys. The advisory committee shall provide feedback at least annually.

**Criterion 11**

**Interpretation**

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.

**Standard II**

**Criterion 1**

**Interpretation**

It is the Commission's objective that "instructors" under Standard II constitute all regularly employed instructors.

**Criterion 2**

**Interpretation**

It is the Commission's objective that with commercially prepared lesson plans and interviews and teacher evaluations, there is not a necessity to specifically state such. The Commission also wants there to be an emphasis on outcomes, rather than instructor preparation.

**Criterion 2 & 3**

**Interpretation**

It is the Commission's objective that qualifications of the substitute instructors are to be assured through interviews.

**Criterion 5**

**Interpretation**

It is the Commission's objective that Criterion 4 requires documentation that the meeting is being held, and then the school will need to assure that topics discussed are relevant.

**Criterion 8**

**Interpretation**

The school will need to be in compliance with this criterion by July 1, 2011. This is based on a year from the date the new requirements go into effect. No, examples will not be provided, as there are too many examples.

**Interpretation**

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**

**Interpretation**

It is the Commission's objective that a performance evaluation should be done at least annually. "At least annually" is defined as at least once every 12 months.

**Standard III**

**Criterion 7**

**Interpretation**

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 12**

**Interpretation**

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

**Criterion 13**

**Interpretation**

It is the Commission's objective that the school will describe to NACCAS what the school is doing in order to comply with FERPA. Then, based on what the school says that it is doing, the on-site evaluation team then verifies this (i.e. Documentation that the school says that it is using).

**Criterion 16**

**Interpretation**

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).

**Standard IV**

**Criterion 1**

**Interpretation**

If the state does not issue a home-schooling credential, then the student must meet other criteria for admission (i.e. Ability to Benefit requirements, if applicable).

Ability to Benefit students who are completing the required 225 clock hours, cannot receive financial aid before completion of those 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 D.O.E-recognized agency.

**Criterion 3**

**Interpretation**

Access simply means access. It is the school's choice whether the school chooses 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.

**Standard VI**

**Criterion 4**

**Interpretation**

It is the Commission's objective that there should be an outline for each program. The Commission does not require the school to provide course outlines for modules or units.

**Criterion 9**

**Interpretation**

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.

**Criterion 10**

**Interpretation**

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**

**Interpretation**

The term “articulation agreement” can be found in the Glossary of the Handbook. There should be articulation agreements between main campuses and their branches. Having an articulation agreement facilitates students being able to take classes at both institutions without having to drop and re-enroll the student.

### **Criterion 13**

#### **Interpretation**

It is the Commission’s objective that the term “theory” should not be in the handbook. 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.

## **Standard VII**

### **Criteria 6, 7, 8, & 9**

#### **Interpretation**

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 also the Commission’s interpretation 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 not verified for accuracy.

## **Standard VIII**

### **Criterion 6**

#### **Interpretation**

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 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 8**

#### **Interpretation**

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 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 is aware of the alternate name, and the name complies with the *NACCAS Policy on Advertising*.

## **Standard IX**

### **SAP Checklist**

#### **Interpretation**

The school may choose to apply SAP only to title IV students or the school may choose to apply SAP to all students. A school cannot lower the standards of a title IV student in order to obtain more money.

### **Criterion 2**

#### **Interpretation**

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. Refer schools to samples book.

### **Criterion 4**

#### **Interpretation**

This criterion is Documented and Assured. It is the Commission’s objective that the school must document that it is tracking attendance accurately. The team will be assured that the students are being apprised of their academic performance.