



# NACCAS NOW

*A non-profit educational Commission serving students through the highest standards of education.*

VOLUME 3 NO.1

January - February 2007

## **NACCAS Board of Commissioner**

### **Executive Committee**

*Jim Goins,  
Chairman  
Reid Chave,  
First Vice Chairman  
Vacant,  
Second Vice Chairman  
Chiquita Carter,  
Treasurer  
Joseph Bertoglio,  
Secretary*

### **School Owner**

#### **Commissioners**

*Darrell Camp,  
Representing Zone 1  
Chiquita Carter,  
Representing Zone 2  
Phillip Stewart,  
Representing Zone 3  
Jim Goins,  
Representing Zone 4  
William Church,  
Representing Zone 5  
Sal Pappacoda,  
Representing Zone 6  
Janice Dorian,  
At-Large*

#### **Commissioners**

#### **Representing the Public Interest**

*At-Large  
Joseph Bertoglio  
Reid Chave*

#### **Commissioners**

#### **Representing the Professional Services Field**

*At-Large  
Malcolm Bonawits  
Jacinta Gibbons*

#### **Commissioner**

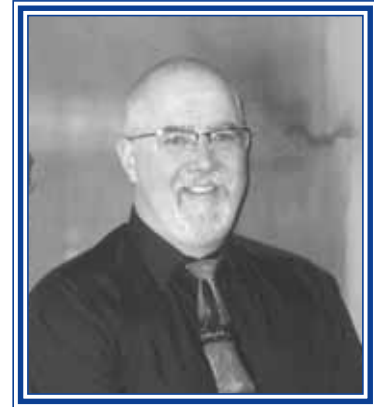
#### **Representing the Academic Field**

*At-Large  
Dorothy Soressi  
Lisha Barnes*

## **NACCAS Welcomes Newly Elected Commissioners**

The National Accrediting Commission of Cosmetology Arts & Sciences, Inc. (NACCAS) on December 5, 2006 received the Board of Commissioners election results from the certified public accounting firm of MillerMusmar, located in Reston, Virginia. Mr. Darrell Camp from Mount Vernon, Washington was selected to serve as School Owner Commissioner Representing Zone 1, Mr. Bill Church from Silver Lake, Ohio was selected to serve as School Owner Commissioner Representing Zone 5, Mr. Joseph Bertoglio from Martinsburg, West Virginia was selected Public Interest Commissioner At-Large, Ms. Dorothy Soressi from Pottsville, Pennsylvania was selected Academic Commissioner At-Large, and Ms. Lisha Barnes from Clovis, New Mexico was selected Academic Commissioner At-Large. Each Commissioner began serving his/her term January 1, 2007.

Mr. Jim Goins, Chairman of NACCAS announced the appointment of Ms. Jacinta (Cinta) Gibbons from San Francisco, California to serve as Commissioner representing the Professional Services Field. Commissioner Gibbons was appointed to fill the position on the Board of Commissioners for a Commissioner who had stepped down. Commissioner Gibbons will serve a one year term from January 1, 2007 until December 31, 2007.



*Mr. Darrell Camp elected to serve as School Owner Commissioner Representing Zone 1.*



*Mr. Bill Church elected to serve as School Owner Commissioner Representing Zone 5*

Mr. Darrell Camp is a school owner from Mount Vernon, Washington. He has been in the cosmetology industry since 1978. He and his wife Mary have developed a strong family-based operation for their two schools and more than two hundred students. His extensive career includes: President of the Washington State Cosmetology School Owners Association, Director of the Washington State Commission for Vocational Education, member of the Political Action Council for Cosmetology, which defeated Sunset Deregulation, Chairman of the NCA Schools America Committee, and member of the Washington State Governors Council on Small Business.

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## ***NACCAS Welcomes New Commissioners*** ***(continued from front page)***



*Mr. Joseph Bertoglio was elected to serve as Public Interest Commissioner.*

Mr. Joseph P. Bertoglio has been a NACCAS Commissioner since 2001 and ran for re-election this year. In addition to his years of work with NACCAS, Mr. Bertoglio has a vast amount of educational experience. After graduating from Arizona State University with a Masters Degree in Public School Administration, he went on to become an elementary school teacher and then later a school principal in Arizona. Among his many accomplishments are serving as a Deputy Director for the U.S. Department of Education and receiving a U.S. Department of Education Award for Superior Service.



*Ms. Dorothy Soressi was elected to serve as Academic Commissioner.*

Ms. Dorothy Soressi has been active in Cosmetology Education for over twenty-five years. Currently she is Vice-President of Education for the Empire schools. Her personal mission during her career has been to improve the quality of cosmetology education. Ms. Soressi has served on many educational committees that focus on Cosmetology Education. In 1996 she was appointed to the Appearance Advisory Committee for the State of New York and was an integral part in the transition to developing the standards and core curriculum for specialty licenses in Nail Specialty, Natural Hair Styling and Esthetics. Ms. Soressi continues to

serve as Chairperson for that advisory committee. In 2006, she was appointed as a NACCAS Academic Commissioner-at-Large. As a Commissioner, Ms. Soressi has worked on the Standards and Policies Committee, Educational Quality and Compliance Committee, Ad-Hoc Committee on the Accreditation Process, and is Chairman of the Ad-Hoc Committee on Peer Institutions.



*Ms. Lisha Barnes was elected to serve as Academic Commissioner*

Ms. Lisha Barnes is a licensed cosmetologist, instructor, and barber, and is committed to improving the quality of cosmetology education. She received a Bachelors of Science in Communications from Eastern New Mexico University in 1990. Ms. Barnes completed her cosmetology training at Olympian University of Cosmetology, where she also served as Field Administrator for two campuses for over ten years. Ms. Barnes currently serves on the NACCAS Advisory Committee on the Standards and Criteria and has participated as an on-site evaluator and program reviewer for the Accrediting Council for Independent Colleges and Schools.

Ms. Jacinta Gibbons (picture not available) is a licensed cosmetology with over 25 years in the beauty industry. She is the owner of Cinta Salon in San Francisco, California. She holds a CIDESCO certificate for Advanced Esthetics and a certificate in Tricology. Ms. Gibbons experience includes four years apprenticeship at Peter Marks Salon in Dublin, Ireland, two years as a stylist at Ginger Group Salon in Knightsbridge, London, and seven years of hands-on business coaching with Salon Business Coach, Mark Donovan. Ms. Gibbons is an "A" member of Intercoiffure and an active member of The Salon Association (TSA).

The NACCAS Board of Commissioners and staff would like to congratulate Commissioners Camp, Church, Bertoglio, Soressi, Barnes and Gibbons on their selection to the NACCAS Board of Commissioners.

*two options: The “low outcomes directive (see sub-section (d) ) or monitoring ( see sub-section (e) ).*

## **NACCAS Commissioner Votes on Policy Issues**

**T**he National Accrediting Commission of Cosmetology Arts & Sciences, (NACCAS) Board of Commissioners has announced that the Commission will publish the votes of the Commissioners on policy issues beginning with the November 2006 Commission meeting. The five policy issues voted on at the November meeting are described below. Changes to policies are shown in bold.

Change in Placement Cohort Rate which was adopted to apply to the 2005-2006 Annual Report and adopted under emergency action pursuant to Section 10.3 (b) of the NACCAS *Rules of Practice and Procedure*.

Where:

**GG** = All students who graduated in the calendar year of the report, no matter when they were scheduled to graduate.

J = number from **GG** who had jobs in the field for which trained; and

U = Exceptions (Acceptable exceptions are: Deceased, Disabled, Called for Military Service, Continuing in higher education, or Studied under a student visa).

Formula:  $J \div (\mathbf{GG} - \mathbf{U}) = \text{placement rate}$

11 In Favor

0 Opposed

Change and adopt new wording to Part V, Section 5.0 of the NACCAS *Rules of Practice and Procedure*.

Section 5 (2): Verification of institutions which are being monitored for low outcomes.

**2 (c) Institutions with one or more outcomes (completion, placement, licensure) below NACCAS' minimum threshold, based on the annual reports due most recently, shall be required to comply with one of**

(d) **Low Outcomes Directive:** The Executive Director of NACCAS shall order any accredited institution with a completion, licensure or certification, or placement rate below NACCAS' minimum Standard that it

(1) Attend an Accreditation Workshop and Outcomes Work Group within six months of availability,

(2) Prepare, submit, and implement a plan of improvement within four (4) weeks after attending the workshop,

(3) Demonstrate compliance with the Standard within the timelines established in Section 8.18 of the *Rules of Practice and Procedure*.

(e) **Monitoring ( This option will be available to schools starting with the 2005-2006 annual report which was due November 30, 2006)**

(1) **The school owner or designated representative must complete a workshop made available following the date the annual report on which a low outcomes was based, was due;**

(2) **The institution must submit a plan to improve the low outcome(s);**

(3) **The institution must submit monitoring reports, on forms provided by NACCAS. The monitoring reports shall cover the outcomes cohorts for the year following the year on which the low outcome was based (Example: If an institution has a low placement rate based on the 2005 cohort, the monitoring**

*(continued on page 4)*

**Commissioner Votes on Policy Issues**  
**(continued from page 3)**

*report will be for the 2006 cohort.); and*

- (4) *The institution must participate in a study to verify the accuracy of its annual reporting in the following year (Example: If a school had a low licensure rate based on the 2005-2006 annual report and chose the monitoring option, it would have to be in the 2006-2007 annual report verification study).*

- (5) *An institution may not be on monitoring for a low rate in the same area for two consecutive years.*

- (f) If the Plan for Improvement is inadequate, the Executive Director and/or the Commission may order additional information or actions by the institution, including a special on-site visit to provide technical assistance for institutions preparing and/or implementing a plan of improvement or to evaluate the effectiveness of a plan and its implementation.

11 In Favor  
 0 Opposed

Receive and adopt the proposed wording to Part 5.1 (a) ... (9) of the *Rules of Practice and Procedure*:

Any **final** determination, in accordance with requirements of the United States Department of Education, that the institution is not meeting the Department's requirements;  
*[ Note: The Commission will monitor schools under section 6.6.]*

Change section 6.6 (b) by eliminating the last sentence, as follows:

*NACCAS no longer is required to acknowledge receipt of this information or report to the Department when a process has been initiated based on the information.*

11 In Favor  
 0 Opposed

Receive and adopt the proposed wording to Section 2.2 of the *NACCAS Rules of Practice and Procedure*:

- (a) Candidate status shall be granted by the **Commission** if the application is complete and demonstrates the applicant meets institutional eligibility requirements, and the required sustaining fee has been paid.
- (b) *A denial of candidate status is appealable pursuant to Part 9 of these Rules.*

11 In Favor  
 0 Opposed

At the November 2006 Commission meeting, the Commissioners voted on the proposed wording of the new Section IV under Article VIII – Duties of Committees of the *By-Laws*. Current Section IV would become Section V.

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

Votes:  
 Bell In Favor  
 Bertoglio In Favor  
 Bonawits In Favor  
 Carter In Favor  
 Chave In Favor  
 Church In Favor  
 Dorian In Favor  
 Pappacoda In Favor  
 Soressi Opposed  
 Stewart In Favor  
 Goins In Favor  
 10 In Favor  
 1 Opposed

## **Commission Offers Schools with Low Outcomes a New Monitoring Option**

by Mary E. Bird, Esq.

Starting in January 2007, institutions that have a low outcome, based on the 2005-2006 annual report, may choose to participate in a new monitoring procedure. The procedure is distinguished from the regular “low outcomes directive” in several ways:

1. The Workshop on strategies for improving outcomes will be earlier in the year.
2. The school will submit a preliminary 2006-2007 annual report on Grids and receive technical assistance.
3. The school’s back-up for the final 2006-2007 annual report will be verified.
4. Step 2 will be repeated for the 2007-2008 annual report.

### Low Outcomes Monitoring (LOM) Calendar

#### January 2007

Schools with low outcomes, based on a 2005-2006 Annual Report (due November 30, 2006) will receive a Commission directive to choose the

\* old low outcomes directive process (LOD) or

\* new monitoring process (LOM).

**THE §8.18 CLOCK STARTS TICKING:** Most students on whom the 2006-2007 annual report will be based have already left school, yet §8.18 only allows 12 – 24 months to come into compliance with Standard I. The time allowed is based on the longest program offered by the school.

#### February – June 2007

LOM School must attend a workshop, including a session covering strategies for improving low outcomes.

#### April – July 2007

LOM School must submit a plan to improve low outcomes.

Strategies should help improve back up documentation for the 2006-2007 annual report, and outcomes for the 2007-2008 annual report.

#### July 2007

LOM School must submit Grids for a Preliminary 2006-2007 Annual Report. School will receive technical assistance if predicted 2006 rate, based on Grids, is low.

#### November 30, 2007

2006-2007 Annual Report is due. LOM School must submit back-up for verification.

#### July 2008

LOM School must submit Grids for a Preliminary 2007-2008 Annual Report. School will receive technical assistance if predicted 2007 rate, based on Grids, is low.

#### November 30, 2008

2007-2008 Annual Report is due. If outcomes do not comply with the standard, the Commission must withdraw accreditation, unless the school is making good progress and will come into compliance with Standard I within a short time, as required by section 8.18 of the *Rules*.

Under low outcomes directives, schools attend a workshop, submit a plan for improvement, and receive feedback on the plan. Under the monitoring option, schools will have all the benefits from a low outcomes directive, plus more intensive technical assistance with preliminary reports and verification of back-up documents. Monitoring is expected to help institutions improve student outcomes more quickly.

If you have questions about the process, please contact Matt Wyse, at the satellite office, at 1 (704) 271-3846.

## **Changes at NACCAS**

by Judith Sandler

Due to a decision by the U.S. Department of Education, during our re-recognition process, the Commission revised its substantive change process. As of November 1, 2006, the Executive Director is no longer able to grant provisional or conditional approval for the change applications submitted by schools. The Commission assigned the review of the institutional changes that include a financial component, such as Applications for a Branch Campus, or Applications for a Change of Ownership, to the Institutional Changes and Finance Committee. The new committee, Academic and Institutional Changes Committee,

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## **Changes at NACCAS** *(continued from page 5)*

will oversee the review of the Applications for Addition of New Programs, Change of Name and Location and clock/credit hour conversion. Both committees will confer monthly to review the assigned processes, and send their recommendations on the applications to a monthly conference call of the Commission. Only the full Commission can authorize the approval of substantive changes.

In order to expedite any process your school may be considering, here are some helpful suggestions:

1. Make sure the application form you submit is completely filled out. We received numerous applications that are not signed, have blank spaces or questions unanswered, or do not include all the required information. If the application fee is not included with the application, the application will not be processed until payment is made.
2. Some of the processes require information in the form of exhibits to be submitted with the application. For example, the Application for Clock to Credit Hour Conversion requires the school to include documentation from the state approving the program to be measured in credits. Unfortunately, many of the applications do not include this required exhibit. If the state does not provide the school with a letter or license that specifies the new program by name and length, send documentation from the state such as, a copy of the regulations, explaining that the state board considers the school's license to be sufficient for approval.
3. If a school is applying for a change of name, ownership, or location the school license must reflect the new information. Applications often have the license in the owner's name, with the old school name, or previous school location. Some states do not issue a school a new license after changes take place, in which case the school must provide documentation from the state explaining that the state approved the change.

4. Some of NACCAS' processes have a specific timeline for submitting information as part of the application. The Application for Change of Ownership has several stages when information is to be submitted, such as a 45-day advanced notice of the sale. The application is due 30 days prior to the change. Within thirty days after the sale the school must submit a copy of the actual sales agreement, a balance sheet for after the day of the sale, and a new school license. Providing the information within the timelines will help process the school's request.

NACCAS is all about documentation.... These processes can be expedited if the school makes sure that all applications submitted are complete, include all required exhibits, are timely, and that if future documentation is required that it be submitted as soon as possible.

Please contact the NACCAS office if you have questions or concerns about any of the substantive change processes.

## ***NACCAS' Rerecognition***

*by Jim Goins, Chairman*

**O**n June 5, 2006, the National Advisory Committee for Institutional Quality and Integrity, U.S. Department of Education met to consider NACCAS' petition for re-recognition submitted in May 2004. As Chairman of NACCAS, along with Christopher Walck, Executive Director, and Chiquita Carter, Immediate Past Chairman, we presented oral testimony on behalf of NACCAS' petition. Other members of the Commission were also present at the hearing.

In a letter dated December 12, 2006, the Secretary of Education granted re-recognition of NACCAS through December 2008. The Commission is committed to continuing to work with the Department to ensure that NACCAS' accreditation standards and procedures comply with Federal law and regulations that govern the recognition of accrediting agencies.

If you have any questions regarding the decision of NACIQI and the Secretary of Education Margaret Spellings, please feel free to contact Christopher Walck at 703-600-7600.

## ***NACCAS Recognizes an Icon of the Beauty Industry***



***Mrs. Pat Goins-Coggiola***

**T**he National Accrediting Commission of Cosmetology Arts & Sciences, Inc. (NACCAS), its Board of Commissioners and staff were saddened by the news of the death of Mrs. Pat Goins-Coggiola on November 3, 2006, at the age of 80. Mrs. Goins-Coggiola will be remembered as a loving wife, mother, grandmother, great-grandmother, friend, and an educator who dedicated over 45 years to cosmetology education.

Mrs. Goins-Coggiola started her cosmetology education in 1960, and in 1961 she attended her first National Association of Accredited Cosmetologists Convention, currently known as the American Association of Cosmetology Schools (AACS). It was from her experience at this convention that she discovered that education was the key to her future and to her success.

In 1961, she was elected President of the Louisiana Association of Accredited Cosmetologists local chapter and began lobbying the Louisiana State Legislature for the Louisiana State Board of Cosmetology. She also obtained her instructor's license and worked in a salon for several years.

In 1970, Mrs. Goins-Coggiola became owner of Pat Goins Ruston Beauty School in Ruston, Louisiana, Pat Goins Minden Beauty School in Minden, Louisiana and Pat Goins Benton Road Beauty School in Bossier City, Louisiana. By 1984, she owned cosmetology schools in Mississippi, Arkansas and Louisiana.

Mrs. Goins-Coggiola was actively involved in many areas during her career. In 1970, she was Co-Chairman of the

first educational Teacher's Seminar held in the State of Louisiana and served as Chairman for the next thirteen years. She was elected Director and served as Program Chairman for the West Shreveport Businessmen's Association for many years.

Mrs. Goins-Coggiola's accomplishments span more than four decades. In 1980, she was selected as a Consultant to Milady Publishing Company for the revision of the Milady's Standard Textbook of Cosmetology. She held several positions with AACS, and was elected to the Board of Directors in 1981 for two years. She was also Historian, Treasurer and Chairman of the Financial Aid Committee. She was an on-site evaluator for NACCAS from 1975-2000 and participated in more than 130 on-site school evaluation visits. In 1990, she was presented the "Support of Educational and Professional Development Programs in Louisiana" Award by the Louisiana Association of Private Colleges and Schools. Beginning in 1992, she served a two-year term as Chairperson of the Region VI Advisory Council of Private Career Schools, United States Department of Education.

In 1992, Mrs. Goins-Coggiola was appointed by Louisiana Governor Edwin W. Edwards to the Governor's Mansion Council for four years. This was followed by a four year appointment in 1996 by Governor Mike Foster.

In 1996, at the AACS Annual Convention, she received the prestigious "N.F. Cimaglia Award." This award is given to one educator each year who has exhibited the highest standards in providing education to future industry professionals.

In summarizing the highlights of her professional life, Mrs. Goins-Coggiola wrote in a 2005 biography that her career had given her the opportunity to have a part in improving the image and raising the standards of the cosmetology industry. She also was grateful for the opportunity to educate students and instill in them love and pride for the cosmetology profession.

NACCAS would like to extend its condolences to Mrs. Goins-Coggiola's family, friends, and colleagues.

### ***Dream Learner***

***by Mary E. Bird, Esq.***

**J**ust days before I heard of the death of Pat Goins, I had the privilege of sitting with her at a dinner during which she told me about how she became a cosmetology educator. She chuckled when she said her

***(continued on page 8)***

## ***Dream Learner*** ***(continued from page 7)***

motto was, “If you tell me I can’t do something, get out of the way, because I’m coming through.”

When Pat was a young woman, she wanted to study beauty, but her father said “You can’t” and sent her to secretarial school saying there were always jobs for secretaries.

After her third child began school, when people said “You can’t go to school while raising a family,” Pat enrolled in beauty school without anyone in her family knowing. The owner told Pat “You can’t start until you have white shoes and a white uniform.” Pat bought them and started school that day.

Pat wanted to learn. What the school wasn’t teaching, Pat learned at beauty shows. Once, she saved her pennies and took a bus, two nights and a day, from Louisiana to a beauty show in Miami Beach, Florida. She told me she learned about permanent waves there, from Rufus Hays.

After each show she attended, Pat wrote down the ten most important things she had learned. Then she set goals to implement five of them within three months, and the other five in the next three months.

Pat worked in a salon for several years, but wanted to open a school. She took a job with a salon owner who was opening a new school. As manager, she met his three-year goals within three months. She became a partner and before long bought the school.

Pat Goins had a dream. She pursued learning when told “You can’t” and soon was passing on her learning in Pat Goins Beauty Colleges. I, too, learned a lot from Pat Goins.

## ***Most Frequently Cited Criterion*** ***Standard IV, Criterion 7:*** ***Enrollment Agreement***

*by Judith Sandler, Program Manager*

**T**he Enrollment Agreement is the legally binding agreement between the school and the student. Without this agreement, the school does not have a relationship with the student. Criterion 7 reads, “The school prepares for each student admitted an enrollment agreement

in the language in which 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.” There are several issues which create most of the limitations for the schools on this Criterion.

1. The school’s contract does not meet the NACCAS policy as specified in the Contract: Enrollment Agreement Requirements which are in the NACCAS Handbook and on the NACCAS Web site. The Contract (Enrollment Agreement) Checklist in the Handbook can be used to cross reference the school’s contract with the NACCAS requirements. The school should check its contract to make sure it has all of the required elements in the contract.
2. The Enrollment Agreement is not completely filled out, there are changes made that are not initialed by all parties, or the contract has been changed using whiteout. The contract is a binding agreement between the school and the student, like buying a car or a house. The document must be completely filled out without any blank spaces. If there are blank spaces, put a line through them or write N/A in the space.

There should not be any changes made to the contract without the signature or initials of all parties involved. Schools that receive a limitation for this reason usually changed a part of the contract and forgot to have the student initial the change. Remember that when a student takes a leave of absence, the contract end date will be changed, and the contract must reflect the change. The school can either change the original contract or add an addendum to the contract indicating the change.

3. Occasionally, a school offers a program in a language other than English and does not have a contract in that language. Whatever language the classes are taught in another language, each student in that class must have an enrollment agreement in that language.

***(continued on page 9)***

## ***Enrollment Agreement*** ***(continued from page 8)***

Suggestions to ensure compliance:

1. Check the school's contract against the NACCAS requirements. Cross reference the contract with the NACCAS Contract Checklist.
2. Because students often change their schedule, their end date and other parts of the enrollment agreement, make sure each contract is accurate and that when changes are made, all parties sign or initial the contract or addendum.
3. Do not use whiteout or other correctivemethods. If whiteout is used, the contract is not properly executed, and therefore, null and void.
4. Keep copies of the contract in the student file for the team to review during on-site evaluations.
5. Remember the timeline, as the enrollment agreement cannot be signed (executed) until after the student receives the school's pre-enrollment information.

If you require further clarification or a review of your enrollment agreement, don't hesitate to contact the NACCAS Accreditation Department for assistance.

## ***What's in a Name?***

***by: Clifford A. Culbreath, Director of Communications***

**A** rose by any other name is still a rose, as the saying goes. The NACCAS Commission, however, is very specific when it comes to the name of a NACCAS-accredited institution. NACCAS recognizes the desire of schools to make known their special offerings and resources, encourages schools to hold to a high standard of truthfulness in advertising, and requires schools, at a minimum, to meet the standards set out in the *NACCAS Policy on Advertising*.

The NACCAS *Policy on Advertising 1 (a) (b)* states:

*Advertisement materials and any public statements and disclosures shall clearly distinguish the institution as a school. When advertising its accredited status, or the accredited status of its programs, an institution shall accurately describe such status by:*

- a. *Using the name under which accreditation was granted. (Under which the school was licensed.)*

When an institution submits its application for accreditation, it must attach a list of any other names that it uses. The Commission allows use of an abbreviated or shortened version of the name in certain instances as long as the school is clearly identifiable as the same institution.

Example 1: International Academy of Hair Design, Inc. uses "International Academy" on its exterior sign.

Example 2: Charles and Alice Beauty School, A Partnership, uses C&A Beauty School in its advertising.

Example 3: Henry's Cosmetology School uses "HCS" in its advertising material.

- b. *Specifying the status of any and all of its separate facilities.*

An expanded campus facility that offers different programs than the main facility may be identified as a separate department of the main campus.

Example: Charles and Alice Beauty School – Department of Massage. The main campus' name must be clearly identified on any expanded campus facility.

The NACCAS Commission encourages its accredited institutions to review its advertising material to make sure that the school is using the name under which accreditation was granted and that all names used meet NACCAS' policy requirements

If you require further clarification of the *NACCAS Policy on Advertising*, contact the NACCAS Accreditation Department for assistance.

## ***Candidate Column***

### ***Compiling Your Institutional Self-Study***

*by Matthew Wyse, Accreditation Specialist*

**A**n institution which has been granted candidate status must complete a preliminary Institutional Self-Study (ISS) before it may receive the on-site technical assistance of a candidate consultation visit. The purpose of this article is to provide you with guidance in compiling your ISS, in order to make the process easier to understand and less time consuming.

The Institutional Self-Study, ISS for short, is a series of questions that schools must answer about their operations. Upon compiling an ISS, the school will have a better understanding of how it currently operates. The ISS also gives NACCAS a picture of the school's operations and compliance with the *NACCAS Standards and Criteria*. Designate one individual on the school's staff who will be responsible for coordinating the self-study process. If you use an outside consultant to assist in the preparation of the self-study, please provide his/her name and a description of his/her specific responsibilities with your self-study document. The self-study process should involve participation by all members of the school's faculty and administrative staff.

The Institutional Self-Study has a format which must be followed. The Institutional Self-Study Format can be found in the NACCAS Handbook or on the NACCAS Web site, [www.naccas.org](http://www.naccas.org). The questions contained in the ISS Format are based, for the most part, on the *NACCAS Standards and Criteria*. The questions are designed to elicit a thorough analysis of the institution's compliance with the stated criteria. Please review the *NACCAS Standards and Criteria* when answering the ISS Format questions. For instance, read Standard V, Criterion 1 when answering ISS Format question V.1. Not all the Criteria have a question to be answered.

If the ISS Format question starts with "Describe..." then usually a narrative description is all that is required. If the question starts with "Submit..." or "Provide a copy..." then an exhibit is required.

Presentation and organization are important. Review the following guidelines carefully prior to compiling the ISS.

1. The self-study must be typed and written in clear and concise language.
2. The ISS Format questions must be provided, so the reviewer can read both the question and the school's answer.
3. Any supporting documentation required should be placed with and directly behind the appropriate standard.
4. Each exhibit should be labeled/tabbed and referred to appropriately in the narratives.
5. Do not encase each page or group of pages in plastic sleeves. You may use these only to secure odd-shaped documents.
6. Answer as many questions as possible. If you plan on applying for eligibility to participate in Title IV Federal Student Financial Aid Programs, then you should answer ISS question III. 4a and question IX. 3, explaining how you plan to execute these objectives in the future. The more complete the self-study, the more beneficial the consultation visit will be to your school.
7. Please contact any Accreditation Specialist with any questions you may have regarding specific ISS Format questions or the ISS in general.

We would also like to remind you that the NACCAS Web site has a link for candidate schools. Click on the "Become Accredited" link from the homepage of [www.naccas.org](http://www.naccas.org) to find helpful information on the accreditation process.

## **NACCAS Accreditation Workshop Schedule for 2007**

**The following Accreditation Workshops are scheduled for 2007. Don't miss out, register early!**

**March 4-6, 2007**  
**Hilton Philadelphia City Avenue 4200**  
**City Avenue**  
**Philadelphia, Pennsylvania 19131**  
**NACCAS Registration Deadline: February 3, 2007 or until full**  
**Room Rate: \$149.00 single/double**  
**Reservations: 800-445-8667**  
**Cut-off date for hotel reservations: February 10, 2007**

**June 12-14, 2007**  
**The Orleans Hotel and Casino**  
**4500 N. Tropicana Avenue**  
**Las Vegas, Nevada 89103**  
**NACCAS Registration Deadline: May 8, 2007 or until full**  
**Room Rate: \$60.00 single/double**  
**Reservations: 1-800-675-3267**  
**Cut-off date for hotel reservations: May 21, 2007**

**September 9-11, 2007**  
**Hyatt Regency Indianapolis**  
**One South Capitol Avenue**  
**Indianapolis, Indiana 46204**  
**NACCAS Registration Deadline: August 5, 2007 or until full**  
**Room Rate: \$60.00 single/double**  
**Reservations: 1-800-675-3267**  
**Cut-off date for hotel reservations: May 21, 2007**

**December 2-4, 2007**  
**Doubletree Hotel New Orleans**  
**300 Canal Street**  
**New Orleans, Louisiana 70130**  
**NACCAS Registration Deadline: November 3, 2007 or until full**  
**Room Rate: \$145.00 single/double**  
**Reservations: 1-504-581-1300**  
**Cut-off date for hotel reservations: November 12, 2007**

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1. To advance and develop standards of education and instruction in cosmetology arts and sciences and cognate areas which serve to supplement the practical, scientific and business skills of the cosmetology and massage professions. Cosmetology arts and sciences concern the care for the health, condition, and appearance of hair, skin, nails, massage, and cognate areas.

2. To give recognition through accreditation to schools that agree to and do maintain high standards of cosmetology and massage education and assure quality programs to their students.

3. To encourage high standards of ethical and professional conduct and activities and programs designed to advance and improve service to the public in the field of cosmetology, arts and sciences, massage, and cognate areas.

NACCAS is recognized by the United States Department of Education as a national agency for the institutional accreditation of post-secondary schools and departments of cosmetology arts and sciences and massage, including specialized schools.

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