



# NACCAS NOW

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

VOLUME 3 NO.3

May - June 2007

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## **NACCAS Commission Holds the First Community Call for Comment**

The National Accrediting Commission of Cosmetology Arts & Sciences, Inc. (NACCAS) Board of Commissioners had the first Community Call for Comment held by an accrediting agency on May 3-4, 2007 in Charleston, South Carolina. The purpose of the Community Call for Comment is to provide the Commissioners with insight, prior to the crafting of language, on proposed changes to Standards, Rules, and Policies.

The negotiators and alternates were selected from applicants who had submitted an application to participate in the Community Call for Comment. There was also thirty-one members of the audience. The negotiators, alternates, and members of the audience shared their comments, view points, and perspectives on issues and topics including:

- Additional Locations (Branching)
- Financial Standards
- Program Names
- School Names (Salon/Spa)
- Clinic Names (Student Salon/Clinic Services)
- Terminology for Progress Reports



**Front row (left to right): Commissioners Reid Chave, Phillip Stewart, Jim Goins, Janice Dorian, Chiquita Carter, Dorothy Soressi. Back row (left to right): Commissioners Joseph Bertoglio, and Bill Church, and Suki Tinkleman, Director of Accreditation.**



**Shown around the table (left to right): Constituency Representatives Stuart Arnheim, Joseph Gaylord, Michael Bouman, Anthony Fragomeni, RoseAnn Perea, James Rogers, and Letha Barnes, and Commissioners Sal Pappacoda, Reid Chave, and Phillip Stewart.**

*(continued on page 2)*

## ***NACCAS Commission Holds the First Community Call for Comment*** ***(continued from front page)***

### Voting Structure for Election of Commissioners

At the Call for Comment, Trade Association representative, Anthony Fragomeni, shared the results of a survey that was conducted prior to the Community Call for Comment of AACS members on the topics that were going to be discussed. The State Board representative, James Rogers, consulted with the National Interstate Council of State Boards of Cosmetology Board of Directors and other state board members before coming to the Community Call for Comment. A professional facilitator oversaw the discussion and open microphone sessions at which audience members had the opportunity to express their point of view. The NACCAS Board of Commissioners used the forum to listen to school owners/administrators, and industry partners on current issues under consideration.

Ms. RoseAnn Perea representing the International Chain Salon Association (ICSA) when asked about her impression of NACCAS' first Community Call for Comment said, "It was a wonderful opportunity to have industry people invited and interesting to see how the process works when it comes to developing standards. I don't think most people understand how difficult the process is. It was a great opportunity to hear different perspectives from others in the industry."



***Commenting from the open microphone is Angie Shuler, from Kenneth Shuler's School of Cosmetology, and a member of the South Carolina State Board of Cosmetology.***



***Shown here (left to right): Constituency Representatives Dotti Bell, Cynthia Beacher, Dr. Rashed Elyas, and Mike Bouman.***

Mr. Tom Netting, NACCAS Consultant, stated, "The NACCAS Community Call for Comment meeting in Charleston, South Carolina was an unqualified success. This new and innovative approach, modeled after the federal negotiated rulemaking process, provided representatives from various facets of the cosmetology community the opportunity to provide the NACCAS Commissioners with an over abundance of information, suggestions and insight which they can now draw upon to develop well thought out standards and criteria. Aside from my own views, I was fortunate to be seated next to our invited guests from the Department of Education, who shared with me several times their views on how productive and beneficial the experience was for them as well. They were particularly impressed with the level of compassion for the issues expressed by the various participants and the amount of preparation and attention to detail evidenced in the materials, the presentations and the give and take discussions. In fact, they went as far as to suggest that what they witnessed could/should be a model for other accrediting bodies to use in working with their institutions."

Mrs. Letha Barnes commented, "As Director of Milady's Career Institute and a representative of cosmetology education publishers at the first annual NACCAS Community Call for Comment, I want to congratulate the Commissioners for their forward thinking and vision of hearing from the industry it serves. By truly listening to its constituency the

(continued on page 3)

## ***NACCAS Commission Holds the First Community Call for Comment*** ***(continued from page 2)***

Commission will be much more prepared to develop policies and standards that speak to the needs of our industry. It was truly an honor to participate and we look forward to being a part of this dynamic process in the future!"

Mr. Tony Fragomeni representing the American Association of Cosmetology Schools (AACS), stated, "As a veteran of the negotiated rulemaking process conducted by the Department of Education, I was pleased that NACCAS' Community Call for Comment was not set-up as a debate. It was set-up in a way that no one took anything being said personally. It was a constructive environment that was very conducive to developing new ideas."

Mr. Mez Varol, representing the constituency category of 1-2 NACCAS-accredited institutions, stated, "The Community Call for Comment was the first time in our history and a huge step forward that our cosmetology schools and the Commission engaged in open communication. It was a breath of fresh air." He added, "I commend the Commission for this experience." Mr. Varol talked about the format of the Community Call for Comment and said, "Having an independent moderator was an excellent move. The event was done in a very relaxed and professional manner, and we got a lot of work accomplished." Mr. Varol felt that the Community Call for Comment should be an on-going event, and added, "Everyone I spoke to from school owners to members of the audience only had positive comments about this experience."

Mr. Stuart Arnheim, representing the constituency category of 3-9 NACCAS-accredited institutions, stated, "It was a healthy exchange of ideas, ideology, and philosophy and I would like to hear from more single schools which make up the majority of our membership." He went on to say, "I thought it was extremely informative and I was impressed with the people in the audience, who took the opportunity to voice their concerns, gave kudos, and suggestions. I certainly hope the Commission takes the information and uses it. I certainly would like to see it happening next year."

Mr. Ray Testa, representing the constituency category of thirty and over NACCAS-accredited institutions, stated that, "It was a privilege to participate in the recent NACCAS Community Call for Comment as a representative of large

school organizations. NACCAS should be commended for taking this ground breaking approach to securing valuable input from the entire school community. As a former commissioner I recognize the significance of considering ramifications inherent to proposed changes in accreditation standards and rules. This new process should give commissioners the necessary information to craft the language of such proposals with the least negative impact on schools and students, while accomplishing the goals of accreditation mandated by the US Department of Education and insuring the delivery of quality at NACCAS accredited institutions."

Mr. Mike Bouman, representing the constituency category of thirty and over NACCAS-accredited institutions, stated that, "The Commission should be commended for taking this initiative. Anytime that personal contact takes place it is always better than a telephone call or filling out a form." He went on to say, "It was a wonderful event, the Commission did a good job and I recommend that they continue to do it."

Mr. Jim Goins, NACCAS Commission Chairman, commenting on the first Community Call for Comment said, "The Community Call for Comment was even better than I had hoped it would be. One of my complaints about NACCAS over the years was, NACCAS was like a secret organization. School owners did not know what the commission was doing until it was almost done. I felt like the topics on a Call for Comment were already a done deal. The Community Call for Comment solves many of my problems with the way business has been done in the past. It gives the community the opportunity to meet with the commissioners in person and express themselves and their thoughts much better than can be done in writing. I especially want to thank Commissioner Janice Dorian, whose idea this was, and Christopher Walck, Executive Director. They took on this project from beginning to end and worked many extra hours to make it happen. We owe both of them a great deal for their efforts."

The final language of proposed changes will be submitted to all constituencies for comment after the Commission's meeting in August. The changes that are adopted by the Commission will go into effect January 1, 2008.

# **NACCAS Commissioners Vote on Policy Issues**

## Section 5.0 Annual Report

- (a) Every year, each school holding accreditation status or status as an applicant for initial accreditation<sup>1</sup> shall submit an Annual Report on forms and in the manner required by the Commission. The report and required documents must be received in the NACCAS office no later than the due date. Failure to submit a complete Annual Report by the due date may result in the withdrawal of the school's accreditation and in late fees as determined in Appendix #2 of these *Rules*.

<sup>1</sup> **An applicant for initial accreditation must submit its first annual report to NACCAS with its application for initial accreditation.**

13 In Favor  
0 Opposed

Proposal to Amend the Minimum Cancellation & Settlement Policy  
Proposal effective: November 1, 2006

New Wording:  
**CANCELLATION AND SETTLEMENT POLICY AND MINIMUM REFUND GUIDELINES**

The institution must state its policy and schedule of refund in clear language that can be easily understood. The policy must apply to all terminations for any reason, by either party, including student decision, program or course cancellation and school closure.

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The National Accrediting Commission of Cosmetology, Arts & Sciences, Inc. (NACCAS) Board of Commissioners met February 6-12, 2007, in Washington, D.C. This commission meeting primarily focused on school actions. As an on-going feature, the NACCAS *NOW* will publish the votes of the Commissioners on policy issues. There were three policy changes voted on at the November 2006 Commission meeting, and these were subsequently sent out in the December 2006 Call for Comment. At its February 2007 meeting the Commission reaffirmed the policy changes. The three policy issues voted on at the February meeting are described below. Changes to the policy are in bold.

New section number and heading:

Proposal to Eliminate the "Conditional Approval" Process  
Proposal effective: November 1, 2006

### **Section 4.23 Commission Action on Changes**

With respect to applications for changes under this Part, the record for the application will be taken up and considered by the full Commission.

- (a) The Commission may receive recommendations from the Executive Director and/or a designated committee;
- (b) The full Commission may approve the change, and continue the institution's accreditation or take any of the actions set out in Part 8 of these *Rules*; or
- (c) Deny Approval: A denial of approval of a change under this Part is appealable in accordance with Part 9 of these *Rules*.

13 In Favor  
0 Opposed

Proposal to Amend a Footnote in Part 5 of the *Rules*  
Proposal effective: November 1, 2006

*(continued on page 5)*

**NACCAS Commissioners Vote on Policy Issues**  
*(continued from page 4)*

2. NACCAS Refund Policy

For a student to whom no state or federal or special program refund policy applies, the school shall apply a policy which complies with the NACCAS refund policy.

The intent of the NACCAS Cancellation and Settlement Policy and Minimum Refund Guidelines is to see that each applicant/student is assured minimum conditions of refund, and that the institution will be assured of its integrity if it meets these standards. When calculating refunds, the school must use the policy mandated by state and/or federal regulatory agencies for each student. In the absence of such mandated policies, the school must apply a fair and equitable policy that is at least as liberal as the NACCAS Cancellation and Settlement Policy and Minimum Refund Guidelines. Many institutions however, have more liberal policies and the Commission encourages such practices. No institution should feel that it must adhere to the specific conditions stated here; only that its policy is at least as liberal to the student as this one.

- a. Any monies due the applicant or student shall be refunded within **45** days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
  - 
  - 
  -
- b. Any monies due a student who unofficially withdraws from the institution shall be refunded within **45** days of a determination by the institution that the student has withdrawn without notifying the institution. To determine unofficial withdrawals, the school must monitor each student's completion of class participation in learning activities (such as class assignments, examinations, tutorials, computer assisted instruction, and participation in academic advisement or other academically-related activities).<sup>1</sup> For programs measured in clock hours, unofficial withdrawals must be monitored and determined by

the institution at the times it normally monitors attendance, but a minimum of once a month (every 30 days).

<sup>1</sup>For a school that is required to take attendance, to determine if a refund has been paid timely, count from the date withdrawal has been determined. However, for schools that measure their progress in clock hours, the refund is calculated based on the student's last date of attendance.

[The remainder of the Policy remains the same.]

13 In Favor  
 0 Opposed

GOTO  
 The **NACCAS JOB BANK**  
 post **RESUMES**  
 find **JOBS**  
 locate **SALONS**  
**NACCAS.ORG**

# ***Making the Change of Ownership Application Process Easy***

*by Judith Sandler, Program Manager*

**N**ACCAS receives applications for substantive changes to its member schools throughout the year. The NACCAS *Rules of Practice and Procedure* dealing with the Change of Ownership process is in Sub-Part C- Change of Ownership, Sections 4.8 and 4.9, which are available on the NACCAS web site and are located on page 67 and 68 of the 2007 NACCAS Handbook. The information about the categories of Change of Ownership are outlined in Appendix # 9, which is also on the web site and begins on page 179 of the Handbook. The Applications for Change of Ownership are Applications # 12A, 12B, 13A, and 13B, depending on the type of change and the number of schools undergoing a change of ownership. The processing of an Application for Change of Ownership is as follows:

1. When the application arrives at the NACCAS office, the receipt of the application is entered in the mail log, and then the application is sent to the Finance Department for entering in the data base and the processing of fees. If the application submitted by the school does not include the required fee, the Finance Department will contact the school, but will not process the application until the payment is received.
2. NACCAS requires a school to submit nine copies of the application, one of which is kept in the school's file. The applications are then given to the Accreditation Specialist who reviews them, while the financial statements are separated and given to the Finance Department for review. Applications are reviewed in the order in which they are received. The application is not able to be sent forward to the Commission until it is complete.
3. Once the application is reviewed by the Accreditation Specialist and the Finance Department, it is sent to the Institutional Changes and Finance Committee (ICF), a committee of the Commission, for their review. The office sends the application with the accompanying exhibits and checklists to the ICF Committee several

weeks prior to the committee meeting, allowing the Committee members time to review all of the applications. The Committee makes a recommendation to the full Commission for consideration at the next meeting of the Commission. The Committee and Commission meet on a monthly basis to review change applications.

There are several things a school that is undergoing a change can do to expedite the process, in order to have a smooth and speedy approval of their application.

1. The school should notify NACCAS in writing 45 days in advance of any anticipated change. If the category that applies to the change of ownership is not apparent to the new owner, he/she should contact the NACCAS office for assistance. There are five categories of Change of Ownership, and each has different specifications about the type of change taking place and the information required. Be clear in explaining the current ownership of the school, the new owner's relationship to the current owner (relative, employee, etc.). Is control of the school changing hands? Is there money or other consideration involved in the change? This type of information helps determine the category of change ownership that applies to the change. If the school submits an Application for a Change of Ownership in the incorrect category and with the wrong information, the approval of the change will be delayed as the new owner may need to submit a different application or provide additional documentation.
2. If the new owners submit an Application for Change of Ownership that is incomplete, the process will take longer. Please ensure that all questions have been answered, the application is signed, and include the required fees or other information.
3. Each application requires specific financial documents to be submitted. Some require two years of financial statements from the previous owners, and/or same day balance sheets for the date of the sale. The Finance Department at the NACCAS office can explain what is required for the type of change being undertaken.

*(continued on page 7)*

## ***Making the Change of Ownership Application Process Easy (continued from page 6)***

4. The objective of the NACCAS office is to process each application in a timely manner in order for each school to meet the deadlines established by the United States Department of Education. Please note the school can ask the Department for an extension of 30 days, if necessary. If an application is submitted to NACCAS 30 days prior to the change, is completely filled out, includes the fees, and all other required exhibits, NACCAS can process these applications more expeditiously to facilitate the school's needs.
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## ***Reminder***

### ***Institutions Must Meet State Requirements Prior to NACCAS Approval of Changes***

**A**n institution which seeks accredited status must be willing to achieve and maintain basic standards for quality education. The NACCAS *Rules of Practice and Procedure*, section 1.2 (b)(2), requires that an institution is licensed by the state in which it is located.

Any institutional changes (e.g. addition of new programs, change of ownership or location, etc.), must comply with all state requirements prior to NACCAS approval.

## ***Most Frequently Cited Criterion Standard IX, Criterion 1: Practical Grading***

*by Judith Sandler, Program Manager*

### ***Standard IX, Criterion 1:***

“When the school evaluates the students’ practical skills, it must use written criteria established by the school for the purpose of measuring student learning.”

**S**o what does Criterion 1 require? The school must have in writing the methods it uses to evaluate a students’ practical skills. Textbooks usually include written examinations for theory, such as end of each chapter or unit tests, and some have examples of practical skill evaluations. If the school chooses, it can develop its own criteria for determining how to grade students on their practical skills. This must be in writing so the students and teachers are aware of how the school is evaluating students’ practical work. For example, we all know what a “good haircut” looks like. But how does the instructor evaluate it and show the student what he/she needs to do to improve a service? The answer is to develop written grading criteria that measures student learning of practical skills.

How do schools accomplish that task? For each program offered at the school, the skills being taught should be separated into easily identifiable steps. The instructional staff can develop these by acknowledging each component of a particular service.

An example in an Esthetics program for “Steaming the Face Service” may include a 10 minute time limit to complete the task. On the practical grading sheet this service may look like this:

1. Student sanitizes own hands.  
Yes    No
2. Wrings out wet towel thoroughly.  
Yes    No
3. Drapes towel to cover face so nose and mouth are not covered.  
Yes    No

*(continued on page 8)*

## ***Most Frequently Cited Criterion***

*(continued from page 7)*

4. Properly removes towel from face.  
Yes    No
5. Disposes of soiled materials in a safe, sanitary manner.  
Yes    No

Each “yes” answer would be worth one point for a total of 5 if all were completed correctly within the 10-minute time frame allotted for this task.

If one step is more important than another, it can be weighted and assigned several points instead of just one. In the example above, step three may be the most important (especially if the client needs to breathe!), so it could be assigned 3 points. Remember that each step should either be awarded the points assigned or no points. If the grading system allows for only a yes or no response (the student either successfully completes each step or not), then the grades will clearly show which areas need improvement.

Additional examples of practical grading criteria are included in the NACCAS *Samples and Guides* booklet that is handed out at the NACCAS Accreditation Workshops and is also available on the NACCAS web site for the school to download and revise for its own use.

Students do not need to be evaluated on every service they perform, but can be graded once a week, once a month, or once a grading period. The school should designate the number and timing of practical evaluations to coincide with the program outline, required evaluations, and satisfactory progress policy.

By developing and identifying specific skills required for each step of a procedure, the school will be able to demonstrate that each student’s work is properly evaluated. The NACCAS team will be reviewing the school’s practical grading criteria during the on-site evaluation, and will interview students and instructors to determine if the school is implementing the grading criteria for evaluating practical skills.

If you have any questions on how to interpret the Criterion 1, please contact an Accreditation Specialist to assist you.

## ***Philadelphia Workshop Quality Evaluation***

*by Lisa Shapiro, Research Technician*

The most recent Accreditation Workshop was held in Philadelphia, Pennsylvania on March 4-6, 2007 with 196 people in attendance. Attendees of the workshop were asked to complete and return questionnaires about their experience at the workshop. There were 116 workshop attendees who completed NACCAS’ “30 Second Quality Quiz.” Respondents were asked to rate their overall satisfaction of the workshop using a level of satisfaction scale from “Excellent” to “Low.”

When asked about the overall responsiveness of the NACCAS Commissioners and Staff, 105 respondents out of 116 or 91% rated the overall responsiveness as excellent. Only three respondents said that their level of satisfaction was “average.” One respondent said, “NACCAS, you all have provided an excellent workshop and the Hilton was very warming.” Another workshop attendee said, “The people have been helpful and genuinely interested in making this pleasant, both the NACCAS staff and hotel. Thank you.”

The general welcome assistance provided by the registration staff and the registration presentation with binders and badges were rated as excellent by 110 out of 116 respondents or 95%. Only 5 respondents said the registration presentation was average. One respondent said, “NACCAS made us [feel] welcome.”

Overall the workshop was a success. NACCAS is pleased that those who attended the workshop were satisfied with the NACCAS Commissioners and Staff and the information that was presented.

## **Industry News**

### **The National-Interstate Council of State Boards of Cosmetology and Korean Education Association to Provide Cosmetology, Nail Technology, Hair Design and Esthetics Certification Examinations for Certification of Candidates in the Republic of Korea**

**T**he Korean Education Association (KEA), affiliated with the Korea Qualification Association under the Korean Ministry of Education, has announced a contract has been executed to obtain psychometrically-appropriate theory and practical cosmetology, nail technology, hair design, and esthetics examinations from the National-Interstate Council of State Boards of Cosmetology (NIC), for the purpose of examining and certifying practitioners in the Republic of Korea.

A leading cosmetology education provider in the Republic of Korea, and under a mandate from the Ministry of Education, the KEA will conduct training covering knowledge required by individuals pursuing careers in cosmetology, nail technology, hair design, and esthetics. Following the completion of the students' education curriculum, individuals will be tested on his or her knowledge using the NIC theory and practical examinations, to ensure he or she possesses the required knowledge and abilities for competent practice. Upon successful completion of the theory and practical examinations, students will be certified by KEA in his or her field.

Available in multiple languages, the NIC theory and practical examinations are unique in that they are the only nationally and internationally validated cosmetology, nail technology, hair design, and esthetics examinations available in the testing industry. Currently, 37 states of the 50 United States participate in the NIC testing program in whole or in part, and NIC test scores are accepted in much of Europe and in some jurisdictions in China. In developing and scoring the NIC examinations, NIC adheres to professional standards and guidelines required in the testing industry.

### **AACS' Executive Director Jim Cox Honored with Community Service Award**



**Robert Kretzmer of Inner Harbour Insurance (right) presents the Community Service Award to AACS' Executive Director Jim Cox**

**J**im Cox, Executive Director of the American Association of Cosmetology Schools (AACS), jumped into the professional salon industry with both feet when he was hired by the association eight years ago. Since then, this professional with almost 40 years experience in the proprietary education business has played a major role on industry boards and organizations, actively promoting cosmetology education throughout the professional salon industry and in the post secondary education arena. In honor of Mr. Cox, Inner Harbour Insurance will donate \$1,000 to the charity of his choice.

For those efforts and much more, Mr. Cox was honored with the Community Service Award recently at AACS' Annual Convention in Orlando, FL. Inner Harbour Insurance, presents the award annually to someone who gives time, effort and resources to help those within their local communities and/or the cosmetology industry.

"My personal mission under the direction of the AACS Board of Directors is to give the schools a voice, to network on behalf of the cosmetology schools to get their message out and pull the industry closer together," says Mr. Cox.

Mr. Robert Kretzmer of Inner Harbour Insurance stated, "Jim has dedicated his time to make sure that the beauty industry shines, is a vital part of the economy and has strong representation in government affairs locally, regionally and nationally. He has made significant contributions to AACS

*(continued on page 10)*

## ***Jim Cox Honored with Community Service Award***

***(continued from page 9)***

and the entire beauty industry by building coalitions and partnerships behind the scenes. He is a timeless advocate, a dedicated leader and a caring person we can all take pride in knowing.”

NACCAS congratulates Mr. Jim Cox on his award and service to the cosmetology industry.

## ***Empire Beauty Schools and Regis Corporation Announce Merger of Schools***



***From left to right: Joe Carretta, Senior Vice President of Operations, Empire Education Group, Frank Schoeneman, Chairman and CEO, Empire Education Group, Paul Finkelstein, Chairman and CEO, Regis Corporation, Mike Bouman, President and COO, Empire Education Group.***

**F**ranklin K. Schoeneman, Chairman and Chief Executive Officer of Empire Education Group, announced that Regis Corporation intends to merge its 51 accredited cosmetology schools with Empire Beauty Schools, Inc.’s 37 accredited cosmetology schools. The merger will create a new company called Empire Education Group, Inc., which will become the largest provider of cosmetology education in North America with 88 schools in 18 states educating approximately 20,000 students per year. The transaction is expected to close on July 1, 2007.

The new privately-held company will include 88 cosmetology schools with rich heritages in the cosmetology education industry in 18 states. They include A Cut Above (Indiana); Arthur Angelos (Rhode Island); Artistic Beauty Colleges (Arizona, Colorado); Blaine the Schools (Massachusetts); Chic University of Cosmetology (Michigan); Concorde Academy (New Jersey); Empire Beauty Schools (Georgia, Illinois, Maryland, Massachusetts, New Jersey, New York, North Carolina, Pennsylvania, Virginia); European Academy (New Jersey); The Hair Design School (Kentucky); Martin’s College of Cosmetology (Wisconsin); National Motion Institute (New Jersey); Pierre’s School of Cosmetology (Maine); and Scot Lewis Schools (Minnesota).

As a result of the merger, Empire Beauty Schools will own 51% of the new company, with Mr. Schoeneman remaining majority stockholder. All current members of the Empire Beauty Schools executive team will retain their leadership positions. Regis Corporation will own 49% of the new company. Paul D. Finkelstein, Chairman and Chief Executive Officer of Regis Corporation, will sit on the Board of Directors of the new company.

“This merger is totally consistent with Empire’s founding principles and values, which focus on our passionate commitment to creating opportunities for people to improve their lives,” says Schoeneman, whose family has owned and operated some of the most successful cosmetology schools in North America for more than 50 years. “By merging with an industry partner, who clearly understands the need for quality cosmetology education in North America, we now have the opportunity to fulfill our core purpose on a much greater scale. The entire Empire team looks forward to partnering with all of our colleagues in the cosmetology school business and in the professional salon industry to help people realize rewarding careers that fit their lifestyles and achieve their dreams in this wonderful business.”

Mr. Finkelstein, Chairman and Chief Executive Officer of Regis Corporation said, “We entered the beauty school business almost three years ago with the vision of truly improving cosmetology education in America and that is still our goal today. In order to maximize the enormous potential of the beauty school division, it would be necessary for Regis to invest heavily in information technology platforms and management. Merging with Empire is by far the best and fastest way for us to achieve our goals. We are highly confident that Empire’s management team will operate the beauty schools at the highest level.”

# **NACCAS Accreditation Workshop Schedule for 2007**

**The following are the remaining  
Accreditation Workshops sched-  
uled for 2007.**

**Don't miss out, register early!**

**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. This workshop is sold out.**

**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: \$136.00 single/double**

**Reservations: 1-800-233-1234**

**Cut-off date for hotel reservations:**

**August 17, 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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**Brenda Hicks**, extension 154

**Mary Jamieson**, extension 122

**Susie Kofler**, extension 129

**Fouad Kraishan**, extension 132

**Sonya Laws**, extension 139

**Eileen Manrique**, extension 121

**Sean McGuern**, extension 119

**Cynthia McKoy**, extension 149

**Carol Orsini**, extension 113

**Robin Polk**, extension 134

**Lore Rodriguez**, extension 114

**Judith Sandler**, extension 148

**Lisa Shapiro**, extension 128

**Veda Teagle**, extension 125

**Suki Tinkleman**, extension 124

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and Judy Sandler.

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ration formed in the State of Delaware.  
Among the major aims and purposes are  
the following:

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 accredita-  
tion to schools that agree to and do main-  
tain high standards of cosmetology and  
massage education and assure quality pro-  
grams 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 cosme-  
tology, arts and sciences, massage, and cog-  
nate areas.

NACCAS is recognized by the United  
States Department of Education as a na-  
tional agency for the institutional accredi-  
tation of post-secondary schools and de-  
partments of cosmetology arts and sciences  
and massage, including specialized schools.

### **Subscription Rates:**

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# **H**ighlights

- ☐ *NACCAS Commission Holds the First Community Call for Comment* (Front Page)
- ☐ *NACCAS Commissioners Vote on Policy Issues* (Page 4)
- ☐ *Making the Change of Ownership Application Process Easy* (Page 6)
- ☐ *Most Frequently Cited Criterion Standard IX, Criterion 1: Practical Grading* (Page 7)

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