

## NACCAS 2011 SUPPLEMENTAL POLICY CALL FOR COMMENT

### COMPARISON OF PROPOSED CHANGES TO STANDARDS, CRITERIA, RULES, APPENDICES AND BY-LAWS

#### General Notes on Changes:

1. More than one Proposal may relate to the same provision of NACCAS' Standards, Policies, Rules of Practice and Procedure, Appendices, By-Laws or Glossary. Unless otherwise noted, all proposals relating to a given Standard, Policy, etc. are included in a comprehensive mark-up of that provision.
2. Language to be deleted is overstruck (~~overstruck~~) and language to be added is in **bold, underlined** text.
3. Any Proposal adopted under emergency action is given a Proposal Number with an "E". Effective dates for each such Proposal are noted in the 2011 Supplemental Policy Call for Comment Survey document.

# NACCAS 2011 SUPPLEMENTAL POLICY CALL FOR COMMENT

## PROPOSAL 2011-60E

**Proposal 2011-60E:** The Commission proposes to amend Standard IV, Criterion #1 for the reasons set forth below.

**Rationale:** USDE language says: “If your school requires one (diploma) for admission, then you must rely on that copy of the diploma or GED and not on the student’s certification alone.” The rationale to delete the option of self-certification results from the fact that schools must obtain a copy of proof of high school completion in addition to a certification.

### PROPOSED AMENDMENTS

#### Standard IV

- D 1. The institution's admission policies require that each student meet one of the following:
- a. ~~Proof of~~ **Have** successfully completed ~~ed~~ ~~ion~~ of high school or its equivalent as evidenced by any of the items on the following non-exhaustive list: copy of diploma, copy of GED certificate, copy of a transcript showing high school completion, ~~a self certification by student (if the school accepts self certification, the policy must so state)~~ or a certificate of attainment (only applicable to non-Title IV recipients), etc.; or
  - b. Have a state-issued credential for secondary school completion if home schooled; or
  - c. Have the ability to benefit from the training, according to the NACCAS Ability to Benefit Policy.
  - d. If attending under a training agreement with a government agency, school district, and/or other entity, meet the admission requirements set out in the training agreement and/or applicable state licensing or certification regulations.

## NACCAS 2011 SUPPLEMENTAL POLICY CALL FOR COMMENT

### PROPOSAL 2011-61E

**Proposal 2011-61E:** The Commission proposes to amend Standard VI, Criterion 15 for the reasons set forth below.

**Rationale:** At the May 2011 meeting, the Commission acted to adopt by emergency action a new Standard VI, Criterion 15. However, the committee wanted to clarify that institutions may contract with other entities for the distance education portion of programs. Therefore, the Commission adopted the following language by emergency action at the August commission meeting.

### PROPOSED AMENDMENTS

#### Standard VI

- D 15. The institution is responsible for the ~~Distance education must be managed,~~  
controlled, and delivered of distance education instruction ~~by the approved institution.~~

# NACCAS 2011 SUPPLEMENTAL POLICY CALL FOR COMMENT

## PROPOSAL 2011-62E

**Proposal 2011-62E:** The Commission proposes to amend Policy IV.01 for the reasons set forth below.

**Rationale:** USDE language says: “If your school requires one (diploma) for admission, then you must rely on that copy of the diploma or GED and not on the student’s certification alone.” The rationale to delete the option of self-certification results from the fact that schools must obtain a copy of proof of high school completion in addition to a certification.

### PROPOSED AMENDMENTS

#### Policy IV.01

#### **ADMISSION POLICIES AND PROCEDURES: ADMISSIONS POLICY**

NACCAS requires each institution to have in place an admissions policy that identifies all requirements that a prospective student must meet prior to enrolling in, and beginning a specific program of study. Required documents must be maintained in each student’s file. Criterion 2 states:

The school’s admission policies require that each admitted student meet one of the following:

- a. Have a high school diploma, or its equivalent, a transcript showing high school completion, or a certificate of attainment (only applicable for non-Title IV recipients), ~~or self-certification~~; or
- b. Have a state-issued credential for secondary school completion if homeschooled; or
- c. Have the ability-to-benefit from the training, according to the NACCAS Ability-To-Benefit Policy.
- d. If enrolled under a training agreement with a government agency, school district, and/or other entity, meet the admission requirements set out in the training agreement and/or applicable state licensing or certification regulations.

#### **High School Diploma/GED**

NACCAS recognizes several equivalents to a high school diploma:

- A GED;
- A certificate demonstrating that the student has passed a state-authorized examination that the state recognizes as the equivalent of a high school diploma;
- An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor’s degree; or
- For a student who enrolls before completing high school, a high school transcript indicating the student has excelled in high school. The student must no longer be enrolled in high school, must satisfy your school’s written policy for admitting such students, and must be starting a program that leads at least to an associate’s degree or its equivalent.

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~~• For a student who is unable to provide the actual documentation of high school completion or receipt of a GED certificate, students may self-certify their educational degree/certification by signing a notarized statement listing the name and address of the secondary school attended, and the approximate date they graduated or were awarded a GED certificate, if the institution's policy allows for it.~~

#### **Homeschooling**

Though homeschooled students are not considered to have a high school diploma or equivalent, they are eligible for admission into a NACCAS-accredited school, if the school's policy so states, and if their secondary school education was in a home school that state law treats as a home or private school. Some states issue a secondary school completion credential to homeschoolers. If this is the case in the state where the student was homeschooled, they must obtain this credential in order to be eligible for enrollment.

#### **Proof of Age**

Proof of age may be documented by various means including, but not limited to, birth certificate, driver's license, government issued identification, birth registration, passport, etc.

#### **Ability to Benefit**

For schools that accept ability-to-benefit students, the school must maintain documentation of the results of each student's test for verification that the student has achieved a passing score. Information on the third party test administrator also must be maintained. The institution must also maintain the name and address of the test administrator who administers the test and any identifier assigned to the test administrator by the test publisher or the state. An option to testing prior to enrollment is after enrollment, the student may satisfactorily complete 6 credit hours or 225 clock hours, if applicable.

#### **Policy on Training Agreements**

If a NACCAS-accredited institution enters into a training agreement with a government agency, school district, and/or other entity, it must ensure that the following conditions are met:

1. In order to comply with Section 1.2 of the Rules of Practice and Procedure, accredited institutions must have at least one student who is contracted under its own enrollment agreement separate and apart from any training agreements.
2. Students attending under a training agreement are not considered enrollees of the NACCAS-accredited institution and are not counted in the NACCAS Annual Report.
3. The institution is not required to have a separate contract with each individual student enrolled under the training agreement.
4. The institution must maintain a copy of any training agreement with a list of students enrolled through the agreement.
5. The training agreement must specify what is expected of the NACCAS-accredited institution with regard to the contractual relationship (i.e. reporting of attendance and grades, etc.).

# NACCAS 2011 SUPPLEMENTAL POLICY CALL FOR COMMENT

## PROPOSAL 2011-63E

**Proposal 2011-63E:** The Commission proposes to amend Policy IX.01 for the reasons set forth below.

**Rationale:** At the May 2011 meeting, the Commission adopted, by emergency action, revised Policy IX.01 (Satisfactory Academic Progress). There was a comprehensive discussion about the revised checklist, based on comment received in response to the June Call for Comment. Some of the comments specifically related to the satisfactory academic progress status of students who re-enter institutions after an absence longer than 180 days. In accordance with regulations tied to the new Higher Education Opportunity Act, at the August Commission meeting the Commission adopted the changes noted below to Policy IX.01 (Satisfactory Academic Progress Requirements for Clock Hour programs). This change was adopted by emergency action.

### PROPOSED AMENDMENTS

#### Policy IX.01

#### **EVALUATION OF STUDENTS: SATISFACTORY ACADEMIC PROGRESS POLICY AND CHECKLIST FOR PROGRAMS MEASURED IN CLOCK HOURS OR COMPETENCIES**

A copy of this checklist is to accompany each Satisfactory Academic Progress Policy sent to the Commission, and this form is also a required exhibit for the Institutional Self-Study for Standard IX. For each of the items below, review the relevant section of your policy to determine if it contains all of the information required. Then list the item number on your policy where the information can be found. Enter an N/A for any item that does not apply to the institution's policy. For example, a school may not offer federal financial aid programs.

The Institution's Policy:

- \_\_\_ 1. Is written and identified as a Satisfactory Academic Progress Policy.
- \_\_\_ 2. Applies to every student enrolled in a NACCAS-approved program.
- \_\_\_ 3. Is provided to applicants prior to enrollment.
- \_\_\_ 4. Is applied consistently to all students enrolled in a specific program and scheduled for a particular category of attendance (part-time/full-time).
- \_\_\_ 5. Includes both quantitative (attendance) and qualitative (academic performance) elements that are evaluated on a cumulative basis at the designated evaluation periods throughout the course or program of study.
- \_\_\_ 6. Includes a maximum time frame in which a student must complete the educational course or program that is no longer than 150% of the NACCAS approved length of the educational course or program based on a 100% attendance schedule measured in academic years, non-standard terms, or clock hours completed.
- \_\_\_ 7. Ensures that a leave of absence extends the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

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- \_\_\_ 8. Contains qualitative factors that will be evaluated to determine academic performance using a reasonable system of grades and/or work projects completed and/or comparable factors measurable against a norm.
- \_\_\_ 9. Contains a grading scale that includes a minimum acceptable level of progress requiring at least the equivalent of a 70% cumulative grade average or project completion rate, or a letter grade of C, or have an academic standing consistent with the institution's requirements for graduation, whichever is greater.
- \_\_\_ 10. Establishes evaluation periods, whether in clock hours, weeks, or months, that are similar in length.
- \_\_\_ 11. The first evaluation must occur no later than the mid-point of: the academic year or the course and/or program, whichever occurs sooner.
- \_\_\_ 12. Identifies whether evaluation periods are based on actual hours completed or scheduled hours.
- \_\_\_ 13. Specifies that students who meet the minimum requirements for attendance and academic performance are considered to be making satisfactory academic progress until the next scheduled evaluation.
- \_\_\_ 14. May allow for an initial status of satisfactory academic progress *warning* for students who are not considered meeting minimum standards for satisfactory academic progress. (The institution may elect to place the student on satisfactory academic progress *probation* without first placing the student on *warning*. See item below.)
- \_\_\_ 15. Indicates how a student can re-establish satisfactory academic progress and/or financial aid eligibility, if applicable.
- \_\_\_ 16. May allow for the status of *probation* for students who are not considered meeting minimum standards for satisfactory academic progress if:
  - \_\_\_ a. The institution evaluates the student's progress and determines that the student did not make satisfactory academic progress during the *warning* or previous evaluation period; and
  - \_\_\_ b. The student appeals the negative progress determination at the beginning of the probationary period; and
  - \_\_\_ c. The institution determines that satisfactory academic progress standards can be met by the end of the subsequent evaluation period.
- \_\_\_ 17. May allow a student to appeal a satisfactory academic progress determination. If the institution permits a student to appeal a satisfactory academic progress determination, the policy must describe:
  - \_\_\_ a. How the student may re-establish eligibility for financial aid, if applicable;

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- \_\_\_ b. The reasons for which a student may appeal such as the death of a relative, an injury or illness of the student, or other allowable special circumstances;
  - \_\_\_ c. Documentation the student must submit regarding why the student failed to make satisfactory academic progress and what has changed in the student's situation that will allow the achievement of satisfactory academic progress at the next evaluation; and
  - \_\_\_ d. How the results of the appeal are documented in the student's file.
- \_\_\_ 18. States that a student who does not achieve the minimum standards is no longer eligible for Title IV, HEA program funds, if applicable, unless the student is on *warning* or has prevailed upon appeal of the determination that has resulted in the status of *probation*.
  - \_\_\_ 19. Requires the institution to notify students of any evaluation that impacts the student's eligibility for financial aid, if applicable.
  - \_\_\_ 20. Details reasonable provisions regarding temporary interruptions or Leaves of Absence.
  - \_\_\_ 21. Addresses the status of students re-entering **the** institution and requires that ~~students~~ **they** re-entering in less than 180 calendar days from the date of interruption, enter in the same progress status as when they left.
  - \_\_\_ 22. States whether course incompletes, withdrawals, or repetitions apply to the institution, and if so, states the policy.
  - \_\_\_ 23. States that course incompletes, repetitions, and non-credit remedial courses have no effect upon the institution's satisfactory academic progress standards if the institution has no such items or policies.
  - \_\_\_ 24. Establishes that transfer hours from another institution that are accepted toward the student's educational program are counted as both attempted and completed hours.
  - \_\_\_ 25. Describes how students have access to satisfactory academic progress evaluation results.

# NACCAS 2011 SUPPLEMENTAL POLICY CALL FOR COMMENT

## PROPOSAL 2011-64E

**Proposal 2011-64E:** The Commission proposes to amend Policy IX.02 for the reasons set forth below.

**Rationale:** At the May 2011 meeting, the Commission adopted, by emergency action, revised Policy IX.02 (Satisfactory Academic Progress). There was a comprehensive discussion about the revised checklist, based on comment received in response to the June Call for Comment. Some of the comments specifically related to the satisfactory academic progress status of students who re-enter institutions after an absence longer than 180 days. In accordance with regulations tied to the new Higher Education Opportunity Act, at the August Commission meeting the Commission adopted the changes noted below to Policy IX.02 (Satisfactory Academic Progress Requirements for credit based programs). This change was adopted by emergency action.

### PROPOSED AMENDMENTS

#### Policy IX.02

#### **EVALUATION OF STUDENTS: SATISFACTORY ACADEMIC PROGRESS POLICY AND CHECKLIST FOR PROGRAMS MEASURED IN CREDIT HOURS**

A copy of this checklist is to accompany each Satisfactory Academic Progress Policy sent to the Commission, and this form is also a required exhibit for the Institutional Self-Study for Standard IX. For each of the items below, review the relevant section of your policy to determine if it contains all of the information required. Then list the item number on your policy where the information can be found. Enter an N/A for any item that does not apply to the institution's policy. For example, a school may not offer federal financial aid programs.

The Institution's Policy:

- \_\_\_ 1. Is written and identified as a Satisfactory Academic Progress Policy.
- \_\_\_ 2. Applies to every student enrolled in a NACCAS approved program.
- \_\_\_ 3. Is provided to applicants prior to enrollment.
- \_\_\_ 4. Is applied consistently to all students enrolled in a specific program and scheduled for a particular category of attendance (part-time/full-time).
- \_\_\_ 5. Includes both quantitative (academic terms) and qualitative (academic performance) elements that are evaluated on a cumulative basis at the designated evaluation periods throughout the course or program of study.
- \_\_\_ 6. Includes a maximum time frame in which a student must complete the educational course or program that is no longer than 150% of the NACCAS approved published length of the educational course or program based on the number of credit hours to complete the program measured in quarter or semester terms.

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- \_\_\_ 7. Ensures that a leave of absence extends the student's contract period and maximum time frame by the same number of days taken in the leave of absence.
- \_\_\_ 8. Contains qualitative factors that will be evaluated to determine academic performance using a reasonable system of grades and/or work projects completed and/or comparable factors measurable against a norm.
- \_\_\_ 9. Contains a grading scale that includes a minimum acceptable level of progress requiring at least the equivalent of a 70% cumulative grade average or project completion rate, or a letter grade of C, or have an academic standing consistent with the institution's requirements for graduation, whichever is greater.
- \_\_\_ 10. Monitors the academic progress of students at the midpoint and end of each term.
- \_\_\_ 11. Establishes that for a school participating in Title IV, HEA programs, states a student's successful course completion percentage is based on the number of successfully completed credit hours (those with a grade of 70% or higher or as otherwise defined by the institution) divided by the cumulative number of credit hours attempted by the student at that time.
- \_\_\_ 12. Specifies that students who meet the minimum requirements for academic performance are considered to be making satisfactory academic progress until the next scheduled evaluation.
- \_\_\_ 13. May allow for an initial status of satisfactory academic progress *warning* for students who are not considered meeting minimum standards for satisfactory academic progress. (The institution may elect to place the student on satisfactory academic progress *probation* without first placing the student on *warning*. See item below.)
- \_\_\_ 14. Indicates how a student can re-establish satisfactory academic progress and/or financial aid eligibility, if applicable.
- \_\_\_ 15. May allow for the status of *probation* for students who are not considered meeting minimum standards for satisfactory academic progress if:
  - \_\_\_ a. The institution evaluates the student's progress and determines that the student did not make satisfactory academic progress during the *warning* or previous evaluation period; and
  - \_\_\_ b. The student appeals the negative progress determination at the beginning of the probationary period; and
  - \_\_\_ c. The institution determines that satisfactory academic progress standards can be met by the end of the subsequent evaluation period.
- \_\_\_ 16. May allow a student to appeal a satisfactory academic progress determination. If the institution permits a student to appeal a satisfactory academic progress determination, the policy must describe:

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- \_\_\_ a. How the student may re-establish eligibility for financial aid, if applicable;
  - \_\_\_ b. The reasons for which a student may appeal such as the death of a relative, an injury or illness of the student, or other allowable special circumstances;
  - \_\_\_ c. Documentation the student must submit regarding why the student failed to make satisfactory academic progress and what has changed in the student's situation that will allow the achievement of satisfactory academic progress at the next evaluation; and
  - \_\_\_ d. How the results of the appeal are documented in the student's file.
- \_\_\_ 17. States that a student who does not achieve the minimum standards is no longer eligible for Title IV, HEA program funds, if applicable, unless the student is on *warning* or has prevailed upon appeal of the determination that has resulted in the status of *probation*.
- \_\_\_ 18. Requires the institution to notify students of any evaluation that impacts the student's eligibility for financial aid, if applicable.
- \_\_\_ 19. Details reasonable provisions regarding temporary interruptions or Leaves of Absence.
- \_\_\_ 20. Addresses the status of students re-entering **the** institution and requires that ~~students~~ **they** re-entering in less than 180 calendar days from the date of interruption, enter in the same progress status as when they left.
- \_\_\_ 21. States whether course incompletes, withdrawals, or repetitions apply to the institution, and if so, states the policy.
- \_\_\_ 22. States that course incompletes, repetitions, and non-credit remedial courses have no effect upon the institution's satisfactory academic progress standards if the institution has no such items or policies.
- \_\_\_ 23. Establishes that transfer credit hours from another institution that are accepted toward the student's educational program are counted as both attempted and completed.
- \_\_\_ 24. Describes how students have access to satisfactory academic progress evaluation results.

**NACCAS 2011 SUPPLEMENTAL POLICY CALL FOR COMMENT**

**PROPOSAL 2011-65**

**Proposal 2011-65:** The Commission proposes to amend Article I of NACCAS' By-Laws for the reasons set forth below.

**Rationale:** The Commission proposes to amend the By-Laws to be consistent with NACCAS' legal name as approved by the State of Delaware.

**PROPOSED AMENDMENTS**

**ARTICLE I - NAME**

**NATIONAL ACCREDITING COMMISSION OF  
CAREER COSMETOLOGY ARTS & SCIENCES, INC.**

A nonprofit corporation organized under the General Corporation Law of the State of Delaware, and said corporation is hereinafter referred to in the By-Laws as the Commission.