

School Approval Program

Standards

STANDARD I – Mission and Goals

a. Mission

Explanation: The institution has a clear and concise mission statement that sets the tone for educational objectives and direction. The institution clearly states its mission and makes it public.

Evidence: PDF of screen shot of website page(s), related link, and PDF of relevant page in School Catalog.

b. Goals

Explanation: The institution has goals that establish the direction of the educational program.

Evidence: PDF and relevant page number(s) of any of the following: published documents, internal manuals that contain goals, and any promotional materials.

STANDARD II - Teacher Training Activity

a. Required teacher training delivery

Explanation: The institution has delivered the comprehensive program for a minimum of two years with a minimum of two graduating classes, prior to submission of application.

Evidence: Roster for both graduating classes and names and contact information of a sampling of graduates from both graduating classes.

- The school must inform graduates that their contact information will be shared with the PMA and obtain consent prior to submission of rosters as evidence.

STANDARD III – Management and Institutional Organization

a. Governance structure

Explanation: The institution provides the legal structure under which it operates (sole proprietorship, corporation, non-profit, public). The institution has a governing structure and a management team responsible for developing and maintaining effective written strategies and policies.

- Within the required narrative, provide a brief history, including past owners and other names under which the institution has operated.

Evidence: Articles of incorporation including DBA or other document that identifies the institution's legal structure, organizational chart.

- Evidence for this standard has been previously uploaded. To include additional evidence attachment fields are provided.

b. Compliance with local business regulations

Explanation: The institution is in compliance with local business regulations.

- If the institution is within a jurisdiction that requires vocational school licensing or registration, and if such licensure or registration recognizes Pilates teacher training as vocational training, and if the institution has not attained the necessary credentials, a detailed rationale for the institution's decision not to comply must be included in the required narrative.

Evidence: Lease, business license or registration. If licensed by the state, a copy of current license.

c. Resource allocation

Explanation: Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes and to support the integrity and continuing viability of the program. Policies and procedures exist to assure the safety, accountability, and effective use of financial resources.

Institutions carry adequate general liability insurance for all properties to address extraordinary events that could disrupt business operations.

Institutions require all teachers to carry professional liability insurance.

- Example content questions for required narrative:
 - Who reviews the finances of the school?
 - What is the process, including timelines, of financial reviews?
 - What financial review mechanisms and measures are in place to ensure the ongoing financial viability of the school?

For schools that have a bond or other state mandated financial security, please identify the relationship of that mechanism to the school's ongoing financial viability.

Evidence: Current certificates of general liability insurance coverage and professional liability insurance (for all teachers).

- Evidence for this standard has been previously uploaded. To include additional evidence attachment fields are provided.

d. Qualifications for management

Explanation: The institution has policies and procedures that ensure the selection of qualified managers.

Evidence: PDF and relevant page number(s) of any of the following: a set of qualifications for management positions; policies and procedures specific to the selection, screening, and hiring of managers.

e. Management policies and procedures

Explanation: The institution has policies and procedures that guide school operations and ensure adequate management.

- Mechanisms exist for regular and effective communication between managers and staff members.
- Management periodically reviews success in meeting the institution's mission and objectives.
- Planning is in alignment with the mission and objectives of the institution.

Evidence: PDF and relevant page number(s) of any of the following: documentation that identifies communication routes, assessment schedule, and a schedule of internal reviews.

f. Job descriptions

Explanation: The institution has identifiable responsibilities for each position (role) in the institution.

- If one individual is responsible for more than one role, a clear explanation is included in the required narrative.

Evidence: Organizational chart and job descriptions for all managers, administrative staff, and faculty.

- Evidence for this standard has been previously uploaded. To include additional evidence attachment fields are provided.

STANDARD IV - Facilities

a. Equipment, supplies, and learning resources

Explanation: The institution provides the necessary space and apparatus sufficient to teach the comprehensive program. The space must be adequate for the teaching of mat, as well as all the required apparatus*. Adequate, appropriate, and functional equipment, supplies, furnishings, and learning resources required to effectively provide the training, are readily available for instructor and participant use.

- The required narrative includes a description of the typical class size and how the available space and learning resources are determined to be sufficient.

*For the purpose of the School Approval Program, comprehensive Pilates teacher training must cover mat and the following apparatus: Reformer, Trapeze Table, Wunda Chair, Ladder Barrel and Spine Corrector.

Note:

It is understood that Joseph Pilates created more apparatus than those currently required for compliance with this Standard. The apparatus required for compliance represents what has been identified as commonly used in the industry at this time and, as such, is subject to change. Additional apparatus invented by Joseph Pilates but not required for compliance with this Standard include the Bean Bag, Finger Corrector, Toe Corrector, Foot Corrector, Pinwheel, Ped-o-Pull, Magic Circle, Head Harness and more.

Evidence: Inventory of equipment, dimensions of classrooms and studio training areas, and photos of all spaces.

b. Functionality and hygiene

Explanation: The institution maintains all apparatus and other learning resources in functional and clean condition. The institution assures the inspection of all apparatus on a regular basis (at least one time per month). Disinfection and cleanliness procedures are performed daily (e.g. wiping machines to remove body oils, dust, hair, and dirt).

Evidence: Documentation of maintenance performed over a 3-month period (no more than 90 days prior to application date).

STANDARD V – Recruitment and Admissions

a. School catalog

Explanation: The institution has a School Catalog delineating admissions requirements, attendance requirements, conduct policy, dismissal, enrollment procedures, all costs, programs and courses, refund policy, student grievance procedures, grading requirements, non discrimination policy, transfer of credits policy (including required assessments and fees), description of the facilities, educational services, and teacher biographies. School Catalogs are made available to all potential students.

- The required narrative must include relevant page numbers within the school catalog that correspond to the required delineations. If the school uses different verbiage to describe the items required in the standard, clarification is included in the required narrative.

Evidence: School Catalog

- Evidence for this standard has been previously uploaded. To include additional evidence attachment fields are provided.

b. Recruitment

Explanation: The institution assures the accuracy of all informational and promotional materials, claims and representations made by or on behalf of the institution/program for recruiting purposes.

All communication with prospective students is ethical and honest. The institution does not state or imply that employment, occupational advancement, and/or certification are guaranteed upon completion of the program.

All advertising and promotional materials (including the institution's website) are clear, factually accurate and current, and avoid leaving any false or unsupported impressions of the institution or program.

Evidence: Sample of promotional materials.

Evidence of the disclaimer that completion of the program does not guarantee employment or certification on:

- PDF of screen shot of website page(s), related link
- PDF of relevant page in School Catalog

c. Admissions policies and procedures

Explanation: The institution has policies and procedures used to admit or deny a potential student.

Admissions policies and procedures are consistent with the institutional mission and program objectives.

The admissions requirements are designed to ensure that programs only admit those students who can reasonably be expected to benefit from the instruction.

All admissions decisions are based on clearly published admissions criteria.

No applicant will be denied on the basis of race, national origin, color, creed, religion, sex, age, disability, gender identity, gender expression, or sexual orientation.

Evidence: PDF of relevant page in School Catalog and PDF of screen shot of website page(s), related link.

STANDARD VI - Enrollment

a. Enrollment Agreement

Explanation: The institution provides all enrolling students with an Enrollment Agreement (written contract) delineating responsibilities of all parties, including all costs for the comprehensive program, refund policy, requirements for graduation, rights to cancel, and payment plans, stated in explicit language. The Enrollment Agreement requires the signature of both the student and the designated representative of the school prior to the acceptance of any payment.

- The required narrative verifies that the school's refund policy minimally meets the state's requirements for licensed vocational schools.
- Schools that offer programs in modules or other formats that do not follow vocational school licensing policies must provide rationale for the refund policies specified with an emphasis on fairness to the student.

Evidence: The institution's Enrollment Agreement.

Evidence for this standard has been previously uploaded. To include additional evidence attachment fields are provided.

b. Sexual Harassment Procedure

Explanation: The institution provides all enrolling students with written procedures that address to whom and in what manner a student may report an incident of sexual harassment. The document requires the student's signature, acknowledging their understanding of the procedure; one copy is given to the student, another is placed in the student's file.

Evidence: The institution's Sexual Harassment Procedure document.

- Evidence for this standard has been previously uploaded. To include additional evidence attachment fields are provided.

c. Student files

Explanation: Student files have required content, and all content is collected in a consistent manner.

Minimum required content:

- Picture identification: drivers license, immigration card, or passport
- Completed school application
- Signed Enrollment Agreement
- Signed Sexual Harassment Procedure
- Attendance reports
- Assessment and grading reports

Evidence: Sample file (with the identity of the individual blacked out), and a list of required contents.

d. Access to files

Explanation: All students are given access to their files. The institution may require advance notice and stipulate administrative requirements for access.

Evidence: PDF of relevant page(s) in School Catalog.

STANDARD VII – Instructional Personnel

a. Qualifications of the Program Director

Explanation: The institution ensures that the Program Director possesses the appropriate combination of educational credential(s), PMA certification, as well as work experience that qualifies them for designing a quality comprehensive teacher training program in the Pilates Method.

Requirements:

- PMA certification
- 8 years experience of teaching comprehensive Pilates to clients, and 5 years experience training Pilates teachers.

or

- For directors who hold an academic degree (minimum Master's degree) in education.
- 5 years experience of teaching comprehensive Pilates to clients, and 4 years experience training Pilates teachers.

Evidence: CV, verification of PMA certification, certificate(s) of completion of a comprehensive teacher-training program, academic degree in education if applicable.

b. Qualifications of instructional personnel

Explanation: The institution ensures that instructional personnel possess the appropriate comprehensive training and work experience for delivering a quality comprehensive teacher training program.

Requirements:

- 5 years experience of teaching comprehensive Pilates to clients, and 2 years experience training Pilates teachers.

Evidence: CV, certificate(s) of completion of a comprehensive teacher training program.

c. Evaluation

Explanation: The institution engages in periodic evaluation of all instructional personnel using feedback from supervisors, peers, students and/or performance reviews.

Evidence: Samples of performance reviews, classroom observation notes, student and peer feedback.

d. Orientation and training

Explanation: The institution develops and implements a policy for the effective orientation and training of instructional personnel to ensure a consistent level of instruction. The institution develops and implements a policy for the ongoing professional development of instructional personnel.

Evidence: Written policies and procedures for training of instructional staff, policies and procedures for required ongoing training, and sample of continuing education certificates.

e. File contents

Explanation: Institution has procedures for the collection and maintenance of faculty files which have required content. Content is collected in a consistent manner.

Minimum required content:

- Picture identification: drivers license, immigration card, or passport
- Completed application
- Form W4 - Employee's Withholding Allowance Certificate
- Form I-9, Employment Eligibility Verification
- Continuing education certificates
- Performance reviews

Evidence: Sample file (with the identity of the individual blacked out), including the required content listed above.

f. Access to files

Explanation: Faculty members are given access to their files. The institution may require advance notice and stipulate administrative requirements for access.

Evidence: Sample agreement related to the access to files.

STANDARD VIII – Curricula

a. Curriculum content

Explanation: The institution's curricular design and materials follow sound educational practices. The curricular content and learning experiences are preplanned and present a systematic and sequential educational methodology. The education and training provided are consistent with the institution's mission. The comprehensive program contains all components identified in the PMA's minimum educational template on apparatus and mat*, as well as the 450-hour minimum.

- Rationale is provided for the content and sequence of required courses.
- Example content questions for required narrative:
 - How did you choose the order in which the exercises/equipment is introduced?
 - How was the number of requisite courses/modules chosen?
 - How was the total number of hours in the comprehensive program determined?
- The narrative needs to give the reviewer a clear understanding of the approach, planning, logic, knowledge and inspiration that led to the structure of the comprehensive program.
- If the hours identified in the PMA minimum educational template are not easily identifiable within a program description, the narrative must provide specific identification of where in the program the required hours are found. If the program does not use hours as a measure in certain segments of the program, clear narrative must explain how assessments are used to determine competence.

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Evidence: Syllabi, class outlines, or course descriptions.

b. Curriculum review

Explanation: The institution uses systematic and effective procedures to monitor and improve the curriculum. The procedures focus on a comprehensive review of the curriculum as it relates to the expected learning outcomes.

Evidence: Procedures for curriculum review that include feedback from relevant constituencies, e.g. faculty, students, graduates, and employers.

STANDARD IX – Instructional Delivery

a. Teaching methodologies

Explanation: Teaching methods are appropriate to course content, meet the needs of diverse learners, and are designed to encourage and enhance learner participation and involvement using the mission and goals as guiding principles.

Verbal permission is obtained prior to any tactile cueing, and any laws regarding touch within a given jurisdiction are observed.

The teacher-to-student ratio ensures effective teaching and learning in both lecture and practical courses.

- Within the required narrative, describe the types of assessments required to complete the coursework and instructional guides that demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated mission and goals.

Evidence: Sample syllabus, lesson plans, and instructional guides.

b. Student teaching/apprenticeship

Explanation: When required as a part of a program, student teaching/apprenticeship or other training-related work experience is based on a preplanned outline of the specific knowledge, skills, and experience to be acquired.

Written policies and procedures for the supervision and evaluation of student teaching/apprenticeship are established and followed by the institution to ensure consistency and effectiveness.

The institution ensures that a reasonable number of sites are available for appropriate and timely learning experiences in its student teaching/apprenticeship program.

- The required narrative identifies how unsupervised hours, counted in the total program hours, are allotted.

Evidence: Policies and procedures for student teaching/apprenticeship programs.

c. Distance learning

Explanation: Distance learning is a broad term used to describe online, Skype, DVD, and any other delivery of the program not on premises and not classified as student teaching/apprenticeship.

If applicable, the institution has clear management and administrative procedures for the use and monitoring of distance learning, as well as a clear mechanism for assessment of the amount of time allotted.

Evidence: Policies and procedures for management and administration of distance learning and a sample of assessment used in determining completion of assignment.

STANDARD X – Evaluation

a. Assessments

Explanation: Assessments are periodically evaluated and updated to ensure instructional effectiveness.

- Measurable performance standards are clearly outlined for students on syllabi.
- Students are assessed using both written and practical assessments based on a predetermined set of skills e.g., checklists or rubrics for practical exams that reflect the key educational objectives of the course.
- Students receive timely and regular feedback on their performance during the course.

Evidence: Assessment rubrics, samples within syllabi and/or course outlines that address the frequency, quality, consistency and weight of evaluations, and grading systems.

b. Student progress

Explanation: Student progress is documented consistently in accordance with established performance outcomes and is communicated to all students. Students are informed of their progress on a regular and timely basis.

The institution publishes clear descriptions of their requirements for satisfactory student progress and utilizes sound written policies and procedures to determine student compliance with these requirements and to document results.

Evidence: PDF of relevant page in School Catalog. Provide a syllabus or a course outline that addresses the requirements for completion of the program. Sample of student progress report.

c. Attendance

Explanation: The institution establishes and implements written policies and procedures for monitoring and documenting attendance and tardiness. The policies ensure that student participation and preparation are consistent with the expected performance outcomes of the course or program.

Evidence: PDF of relevant page(s) in School Catalog and enrollment agreement.

d. Leave of absence

Explanation: The institution has policies and procedures for granting or denying a leave of absence. The various scenarios (e.g. injury, illness in the family, maternity) for such an allowance are identified, as well as the requisite financial arrangements necessary to accommodate the allowance. Financial arrangements for a leave of absence are clearly stated in writing.

Evidence: PDF of relevant page(s) in School Catalog and enrollment agreement.

e. Program completion

Explanation: Academic requirements for completion of the comprehensive program are clearly documented, and the certificate, diploma or other documentation of completion of the comprehensive program is identified.

Evidence: Sample of the certificate awarded at the completion of each segment or module of the program and the certificate or diploma awarded at the completion of the comprehensive program.

f. Completion percentages

Explanation: The institution has policies and procedures for monitoring and documenting the percentage of students that complete the comprehensive program.

Evidence: Graphs, charts, or worksheets showing the number of starts, restarts, and completions in a given cycle.

g. Student satisfaction

Explanation: Open lines of communication with students exist and the institution demonstrates responsiveness to student issues. Written policies and procedures are followed that provide an effective means to regularly assess, document, and validate student satisfaction relative to the quality of education and training offered.

Evidence: PDF of relevant page(s) in School Catalog. Sample of student satisfaction assessment (survey, questionnaire, etc.). A grievance policy.

h. Transfer of credit

Explanation: The institution has policies and procedures that ensure the equitable transfer of credit (prior training) to and from the institution. The institution provides clear information regarding its transfer policies and practices including required assessments and related fees.

For institutions that do not allow for transfer of credits, a clear explanation for the institution's position is included in the required narrative.

Evidence: PDF of relevant page(s) in School Catalog.