



Accrediting Commission of Career Schools and Colleges

2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
703.247.4212
703.247.4533 fax
www.accsc.org

April 1, 2025

ELECTRONIC DELIVERY

[REDACTED]
Chief Operating Officer
Palm Beach Academy of Health & Beauty
2601 South Military Trail, Suite 13
West Palm Beach, Florida 33415

*School #M070645
Withdrawal of Accreditation*

Dear [REDACTED]:

At the February 2025 meeting, the Accrediting Commission of Career Schools and Colleges (“ACCSC” or “the Commission”) considered the previous decision to continue Palm Beach Academy of Health & Beauty (“PBAHB”) located in West Palm Beach, Florida on Probation and to forward the matter to the on-site evaluation relative to the school’s Application for Renewal of Accreditation, Application for a Change of Location, and Admissions Report.

Upon review of the history of these matters, the December 23, 2024 On-Site Evaluation Report, and the school’s response, the Commission found that PBAHB failed to demonstrate compliance with the accrediting standards outlined herein within the maximum timeframe established by the Commission. Accordingly, the Commission voted to withdraw the accreditation of PBAHB and to remove the school from the ACCSC list of accredited institutions. The history of the Commission’s review and grounds for the Commission’s decision to withdraw PBAHB’s accreditation are set forth below.²

History of the Commission’s Review:³

Relevant Accreditation History:

November 2021 Meeting

At the November 2021 meeting, the Commission considered Palm Beach Academy of Health & Beauty’s Application for Renewal of Accreditation. Upon review of the September 9, 2021 Deferral and the school’s response, the Commission voted to renew accreditation for three years going forward from August 2019, and to place the school on Admissions Reporting. The Commission also directed the school’s continued attention towards ensuring compliance with accrediting standards relative to student satisfaction, securing verifiable records of initial graduate employment, personally identifiable information, and successful student achievement.

May 2022 Review

¹ The school has [REDACTED] listed in ACCSC’s College 360 database as the current Chief Operating Officer. This letter copies the Chief Executive Officer, [REDACTED]

² The Commission noted that the school also did not resolve the on-site evaluation team’s findings in the areas of meeting obligations to students, probation notification to students, financial soundness, student achievement, graduate employment verification, institutional assessment and improvement activities, tuition refunds, admissions, student services, faculty retention, management and faculty professional development, facilities, program advisory committee, program organization, student attendance, student recruitment, verification of prior work experience for faculty, learning resources, leaves of absence, school catalog, consistent disclosure of programs, advertising, student achievement disclosures, and transcripts.

³ The associated materials and Commission actions cited herein are incorporated into the record of this matter by reference.

At the May 2022 Commission meeting, the Commission considered the December 2, 2021 complaint submitted by [REDACTED], ACCSC's December 29, 2021 letter, ACCSC's February 14, 2022 additional information letter, and the school's responses, and voted to direct the school to submit additional information regarding PBAHB's policies and procedures and supporting documentation in the areas of instructional materials and equipment, leave of absence, externships, and faculty qualifications as referenced in the May 17, 2022 Commission letter.

In addition, the Commission considered the school's Admissions Report and, as outlined in the letter dated May 13, 2022, voted to defer final action on the report. In particular, the Commission notified the school of specific concerns involving the school's adherence to its policies and regarding whether those policies align with requirements set forth in ACCSC's *Standards of Accreditation* for admissions documentation for both domestic and international students.

August 2022 Meeting

At the August 2022 meeting, the Commission considered the December 2, 2021 complaint submitted by [REDACTED]. Upon review of the Commission's May 17, 2022 letter and the school's response, the Commission voted to place PBAHB on **Warning**. In particular, the Commission questioned the school's execution of externships, leave of absence, and the sufficiency of the school's facilities. The Commission noted that the school appeared to be placing students on a leave of absence when the school failed to secure externship sites for enrolled students.

In addition, the Commission acknowledged the school's plans to change location on August 15, 2022, due to safety concerns, and required the school submit the Application for a Change of Location-Part I prior to moving.

September 2022

ACCSC approved the school's Application for a Change of Location-Part I on September 29, 2022.

November 2022

At the November 2022 meeting, the Commission considered the August 29, 2022 ACCSC Warning and the school's response, the Commission voted to continue PBAHB on **Warning**. The school's response further compounded concerns regarding PBAHB's operations in the areas of externships, leaves of absence, and facilities, resulting in escalated concerns regarding the school's adequate management and administrative capacity, to include appropriate administrative and operational policies and procedures to which the school adheres, reviews, and updates as needed (*Section I (A)(1)(d) Substantive Standards, Standards of Accreditation*).

February 2023 Meeting

At the February 2023 meeting, the Commission considered the November 16, 2022 Continued Warning letter and the school's response, the Commission voted to place PBAHB on **Probation**. The Commission identified that the school's response did not resolve the Commission's previously cited concerns and in fact revealed new areas of concern, which includes persistent discrepancies in the documentation. In particular, the Commission highlighted its continuously expressed concern that the school had not maintained active externship sites for all applicable programs and that students had been unable to graduate due to the school's inability to secure these necessary sites. Despite the Commission's consistent inquiries, the school's actions exacerbated the ongoing issue of placing students in externships. In review of the student transcripts

submitted as part of the school's response, the Commission also expressed alarm regarding the inadequacy of the school's management and administrative capacity due to the content of the student transcripts more broadly.

Further, the Commission determined that PBAHB failed to demonstrate adequate management and administrative capacity evidenced by the failure to secure externship placements; the improper use of leaves of absence; the failure to ensure that the school remains attentive to students' needs, as demonstrated by the ongoing pending graduation status of current students awaiting an externship; the submission of inaccurate information regarding externship sites; multiple instances of discrepancies in documentation and explanations; and the continued deflection of the Commission's request to justify the hands-on training outside of an approved facility. Given the length of time the Commission had articulated its concerns and provided the school opportunities to remediate the issues, the Commission found that the school had not demonstrated adequate management and administrative capacity and was out of compliance with *Section I (A)(1)(d), Substantive Standards, Standards of Accreditation*.

The Commission also voted to continue the school on Admissions Reporting, as the school's response did not contain evidence of a process wherein the school secures documentation to support the school's decision to enroll students.

June 2023

ACCSC approved the school's Application for a Change of Location-Part II, effective October 1, 2022, on June 20, 2023. Based on the information submitted with the Application for a Change of Location-Part I, the school indicated that it would be changing location on October 1, 2022. Due to delays at the state level, the school was delayed in attaining state approval to finalize the Change of Location-Part II approval.

August 2023

At the August 2023 meeting, the Commission reviewed the March 8, 2023 Probation Order and the school's June 15, 2023 response. The Commission highlighted that PBAHB's response continued to demonstrate the school's inability to remedy the Commission's ongoing concerns regarding the school's management and administrative capacity and appropriate administrative and operational policies and procedures (*Section I (A)(1)(d), Substantive Standards, Standards of Accreditation*). In the letter, the Commission responded to the PBAHB's admission that the school's student information system, GENESIS, "has several weaknesses," (June 15, 2023 PBAHB Response, pg. 5) including an inability to record changes made to student records, to accurately track hours attended/earned, and to protect student information and privacy due to unrestricted access to any staff or faculty with log-in credentials. The Commission acknowledged the school's intended plan to implement a new student information system.

Ultimately, the Commission voted to continue the school on **Probation** and to forward the Probation and the Admission Report to the on-site evaluation to be reviewed in conjunction with the school's Application for Renewal of Accreditation and Application for a Change of Location. The Commission notified the school that the maximum time frame allotted to remedy the noncompliance would not extend beyond November 2024, unless the school could show good cause for the Commission to extend the timeframe.⁴

November 2024 Commission Meeting

⁴ *Section VII (M), Rules of Process and Procedure, Standards of Accreditation.*

The Executive Committee reviewed the school's compliance history, including that the Commission voted to continue the school on Probation and forward the issue to the On-site Evaluation. The Executive Committee considered challenges and extenuating circumstances with scheduling the visit and ultimately, once the visit date was finalized, it would have occurred beyond the maximum time frame of November 2024. The Committee voted to extend the maximum time frame for Palm Beach Academy of Health & Beauty beyond November 2024 to February 2025 to allow for the On-Site Evaluation to occur.

November 2024 On-Site Evaluation

ACCSC conducted an on-site evaluation relative to the school's Probation status, Application for Renewal of Accreditation, Admissions Report, and Application for a Change of Location on November 7-8, 2024, which resulted in 31 team findings and 2 additional information requests, including that PBAHB did not demonstrate appropriate administrative and operational policies and procedures to which the school adheres, reviews, and updates as needed (*Section I (A)(1)(d), Substantive Standards, Standards of Accreditation*). In particular, the team observed that the written policies and procedures for school operation did not exist or appeared to be outdated and did not appear to match the school operations at the time of the evaluation. Importantly, the team noted in its December 23, 2024 On-Site Evaluation Report that the school had not implemented the new student information system at the time of the on-site evaluation, which the team found clearly impeded the school's ability to maintain and demonstrate compliance with accrediting standards in several areas of school operations.

February 2025 Review & Action

At the February 2025 meeting, the Commission reviewed the December 23, 2024 On-Site Evaluation Report, the school's response, and the school's compliance history, as set forth in the September 6, 2023 Continued Probation, and found that PBAHB failed to demonstrate that the school complies with accreditation standards on the following grounds.

PBAHB failed to demonstrate that school has adequate management and administrative capacity in place that includes appropriate administrative and operational policies and procedures to which the school adheres, reviews, and updates as needed (*Section I (A)(1)(d), Substantive Standards, Standards of Accreditation*). To support this finding of non-compliance, the Commission found that the school failed to demonstrate compliance across an array of required functional areas, which are set forth in the bulleted items below and serve as supporting grounds for the Commission's determination:

- PBAHB failed to demonstrate that the school has appropriate operational policies and procedures for preparing a budget for each fiscal year (*Section I (C)(2), Substantive Standards, Standards of Accreditation*). The Commission reviewed the school's budget-to-actual documentation for the fiscal year ended December 31, 2024 and found the 2024 budget to be remarkably misaligned with the school's recent financial history—as a result the school's process for compiling an annual budget is unreliable. In particular, the documentation shows estimated net income of [REDACTED] budgeted for FYE 2024; however, the actuals for FYE 2024 show significant deficits of [REDACTED]. Further, the school's narrative on page 653 in the institutional assessment and improvement activities documentation states that “[s]ince the change of ownership in 2019, the institution has operated at a net loss.” With 5 years of financial losses—a net loss of [REDACTED] and an accumulated deficit of [REDACTED] as of December 31, 2023—the Commission determined that the school's procedures for compiling annual budgets are wholly inadequate and contribute to serious concerns regarding the financial soundness of the school and its ability to discharge its obligations to students in an ongoing manner as required by *Section I (C)(1), Substantive Standards, Standards of Accreditation*.

- PBAHB failed to demonstrate the consistent implementation of an appropriate process for securing records of initial employment for graduates, as required by *Section VII (B)(3), Substantive Standards, Standards of Accreditation*. On page 103 of the school’s response to the OER, PBAHB provided a copy of its “Employment Verification Policy and Procedure [*sic*] for Graduates Training Manual” and copies of records of initial employment. The Commission noted that the school is not following its policy and procedure for securing and verifying initial graduate employment. On page 104 of the school’s response, under the Manual’s Employment Criteria section, the policy states that in order to be considered employment in alignment with ACCSC standards the school must collect a completed and signed Employment Verification Form from the employer and a job description that outlines the connection to the graduate’s program of study. In the addition the policy requires the school to collect evidence of business operations and proof of income for self-employed graduates. Upon review of the records of initial graduate employment the Commission noted that of the 10 records provided six are captured on a “Verbal Employment Verification Form.” Only 1 record, on page 637 of the response, appears to be captured on a non-verbal form; however, on the employer authorized signature line the record indicates “by phone.” In addition, the records provided for the 3 self-employed graduates do not include evidence of business operations or income, per the school’s policy on page 105 of the school’s response.
- Palm Beach Academy of Health and Beauty failed to demonstrate that the school has sufficient policies and procedures for maintaining student records. The on-site evaluation team found that the school’s transcript does not include all required items per *Section VI (B)(2), Substantive Standards, Standards of Accreditation*. The evaluation team reviewed the transcript and found the following:
 - The transcripts did not demonstrate all required items, to include the name and date/term of the courses taken and the clock hours and grades for earned for each course;
 - The program name was incorrect for the Barber and Cosmetologist programs;
 - The total hours listed exceeded the total approved hours for the Massage Therapy program; and
 - In some instances, the graduation date appeared to exceed maximum time frame.

In response to the OER, the school provided copies of transcripts, beginning on page 2,206 of the response, which appear to track services provided in lieu of the clock-hours awarded by course. The school also provided an explanation, which states that “[i]t should be noted that the attendance percentage on student transcripts can often be incorrect” (Response, PDF pg. 1,686) and “because this transcript is generated from the old Genesis student information system, it cannot provide certain items, suggested in the on site visit report” (*Id.*, pg. 2,194). For example, the school continues noting that “[t]he staff allocated clock hours to each course, but these do not show on the transcript. Likewise, it was not possible to add a grade to the requirement. The grade is associated with the course exam” (*Id.*, pg. 2,195). The Commission understood the school’s response to acknowledge that due to the limitations of Genesis, the school still cannot add all required information to student transcripts, and therefore, is incapable of producing and maintaining accurate student records.

Overall, the Commission found that the school failed to demonstrate the implementation of appropriate administrative and operational policies and procedures for maintaining accurate student records in compliance with accrediting standards. Moreover, the school identified this weakness in its June 2023 response and as of the date of the most recent Probation response, PBAHB still has not implemented the new student information system. The Commission found that the school’s inability to have in place

a sufficient student information system is not a mitigating factor for the school’s failure to meet its responsibility to track and monitor student academic progress or to provide accurate transcripts of academic performance.

- PBAHB did not demonstrate that the school has a policy and process to assess student academic progress throughout the program and to inform students of their academic progress at established and specific intervals (*Section VII (A)(3)(a), Substantive Standards, Standards of Accreditation*). The on-site evaluation team found the following.

All students, regardless of when they started the program or where they should be in the course progression, are placed in the same “course.” As a result, instructors must divide their attention between newer and more advanced students, which is a significant challenge for faculty and students to follow the published course sequence, syllabi, or lesson plans. There are no rubrics or criteria for assessing student learning outcomes in these “courses” and consequently no evidence as to how the school consistently evaluates student progress (December 23, 2024 ACCSC On-Site Evaluation Report, pg. 25).

The team also noted that though the school’s catalog outlines an academic progress policy, the documentation provided to the team did not demonstrate that the school consistently executes this policy, nor does the school’s final transcript demonstrate that all courses required for graduation were completed by graduated students.

In response to the OER, the school stated that it has eliminated the “one course per term” model of curriculum delivery. Students are now grouped into cohorts based on their progress in the program and/or their mastery of specific skills. As the sole evidence of this change, the school provided individualized student course schedules. The Commission found that the course schedules provide insufficient information as to how the school groups these students, how the school is delivering courses, or when courses are scheduled—see Graphic 1 below for an excerpt from the school’s January 25, 2025 response, page 124.

The Graphic 1 schedule shows an “x” in boxes for certain days and times of the week, but does not show which courses the student is scheduled for at that time or how classes are distributed. This is an example of the schedules included for all Cosmetologist-Night students represented in the school’s response. Of particular concern is that the documentation does not make clear if instruction happens between 5:45 pm and 9:45 or if 5:45 pm and 9:45 represent separate

Graphic 1: Redacted Student Schedule

Palm Beach Academy of Health and Beauty

Course Schedule - Nights

Cosmetologist Program

- [REDACTED]
- Major/Program: COSMETOGIST 1200 - HOURS
- Term (e.g., Fall 2025): Winter – January 6th, 2025
- [REDACTED]

Weekly Course Schedule from 1/6/2025 to 5/2025 5-month schedule

COURSES: ****SKIN CARE SEQUENCE****

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5:45 PM	X	X	X	X	
9:45	X	X	X	X	

COURSES ARE TAUGHT IN FACIAL THEORY ROOM AND TREATMENT LABS (2)

**Skin Care Sequence consists of the following courses

SCT2072, HIV102, FLC1007, BSC1012]]

start times. For this program’s population, specifically, the documentation does not show how students are separated by progress in the program and/or their mastery of specific skills, as outlined in the school’s narrative response. Further, the schedule also does not identify when each class listed on the schedule meets or if all four classes are taught concurrently with all Cosmetologist-Night program students. As such, the documentation does not nearly address the team’s concern regarding its practice of teaching all students, regardless of course progression, concurrently in the “one course per term” model (discussed in greater detail below).

- PBAHB failed to demonstrate that the school has detailed and organized instructional outlines and course syllabi showing a scope and sequence of subject matter sufficient to achieve the program objectives and to acquire the necessary knowledge, skills, and competencies or that all course design conforms to generally accepted practices in higher education (*Section II (A)(3)(a), Substantive Standards, Standards of Accreditation*). The school’s catalog, beginning on page 4 (Response., pg. 2,021) provides a breakdown of programs by course with specific clock-hour allocations; however, the school did not produce syllabi or other documentation to reflect that the programs are administered as represented in the catalog. Specifically, the school provided documentation showing program descriptions, program objectives, and the instructor lesson plans from MiLady; however, in light of the lack of syllabi, the school does not appear to have functionally organized the programs into courses with specific clock-hour allocations, as disclosed in the catalog. In addition, the graduate transcripts—produced by GENESIS and provided in the school’s response—do not appear to award clock-hours for students based upon courses completed, but rather appear to track the number and variety of services completed, as noted above. As the school could not produce syllabi or graduate transcripts that support the program organization as published in the catalog, the Commission found the descriptions of the programs in the catalog to be incomplete in relation to the school’s program delivery. Overall, the Commission noted that PBAHB’s response failed to demonstrate that the school’s programs are organized with instructional outlines and syllabi, which show the scope and sequence of subject matter taught, and which align with generally accepted practices in higher education.
- PBAHB failed to demonstrate appropriate policies and procedures for verifying prior work experience of all faculty members (*Section III (A)(4), Substantive Standards, Standards of Accreditation*). To demonstrate verification of prior work experience of faculty, the school provided in response completed “Faculty/Staff Previous Employment Experience Attestation” forms, which requires a designated school official to attest to the following:

I hereby attest that the below referenced faculty and/or staff member previous employment experience has been verified, by contacting the faculty previous employers’ HR department by phone or email to verify tenure and work experience... (Id., pg. 1,811).

The attestations provided are the only evidence that the school verifies prior work experience. The documentation does not include specific details regarding what information was verified by the school prior to faculty assuming instructional duties (i.e., time of employment, place of employment, etc.) or that the school’s verification process is sufficient enough to determine that faculty have the required minimum years of practical work experience, as required by accrediting standards.

- PBAHB failed to demonstrate that the school has appropriate policies for ensuring that prior to enrollment the school secures documentation to demonstrate that each applicant meets all admission requirements for domestic and international students (*Section V (A)(4)(b) & Appendix IV – Admissions Documentation, Substantive Standards, Standards of Accreditation*). The school’s admissions policy

states: “[t]he student completes an enrollment agreement, signs an attestation of highschool or GED completion and provides a copy of a government issued ID... [s]tudents have 30 days from the start date of their program to provide proof of high school/GED completion [sic] of their enrollment” (January 25, 2025 PBAHB response, pg. 741). The Commission noted that this element of the school’s policy does not adhere to the *Standards of Accreditation* in regard to securing admissions documentation prior to enrollment, as the school’s policy makes allowances for securing the proof of graduation after the student’s start date and admissions decisions are based upon student attestations.

In addition, the school’s policy requires that “Proof of graduation (POG) from foreign institution must be translated to English and certified to be at least equivalent to a United States secondary school by an agency that is a member of National Associate of Credential Evaluation Services (NACES), Association of International Evaluators, Inc. (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO)” (January 25, School Response, pg. 100). However, the school’s narrative on page 741 describes the process as follows: “Students with international diplomas must have their transcripts reviewed and translated into English by an independent, third party [sic] service. The institution uses [REDACTED] for translation services.” This written process makes no mention of the requirement for the credential to be evaluated for equivalency to a high school diploma, only translation and as such is yet another example of either inconsistently stated policies or inconsistently followed policies at the school. Although the school’s response includes a policy that appears to align with the requirements of *Section V (A)(4)(b) & Appendix IV – Admissions Documentation, Substantive Standards, Standards of Accreditation*, the school’s narrative does not demonstrate an understanding of the school’s own policy or accrediting standards requirements.

- PBAHB failed to demonstrate compliance with recruitment and admissions by permitting personnel whose primary responsibilities include recruiting and admissions activities to become involved in admission testing, or admissions decisions (*Section IV (A)(13), Substantive Standards, Standards of Accreditation*). The school’s policy included on page 741 of the response states that “[t]he admissions officer signs the enrollment agreement, recommending admission to the school [sic] This Completed [sic] paperwork is forwarded to the campus Director, [REDACTED] for acceptance.” The school’s response on page 1705 also states that:

Two staff members on campus are involved directly in the recruitment and enrollment process. [REDACTED] as the Campus Director manages the school’s advertising and promotional activities. She approves the school website, brochures, the school enrollment agreement, the school catalog and applicable forms related to admissions of students. As a long time admissions director, campus leader, accreditation site visit team member, and consultant, she is well aware of the limitations to advertising language.

[REDACTED] is a highly experienced admissions officer, and has been specifically trained in the institution’s admissions processes. In most cases, students enroll into the school with [REDACTED] [sic] assistance, and she recommends the student for admission. [REDACTED] then accepts the student. In rare cases, if [REDACTED] is absent, [REDACTED] [sic] will assist with enrollment, and in these cases the student will be accepted by either [REDACTED] (Director of Finance and Administration) or the Registrar.

The school’s policy included in the response does not include or describe how this interchangeability ensures that admissions personnel do not make enrollment decisions. In fact, the school’s policies and practices as described appear to contradict the ACCSC requirement that personnel whose primary

responsibilities include recruiting and admissions activities are prohibited from being involved in the admissions decision.

Based on the foregoing, the Commission expressed no confidence that the school has the administrative capacity and the policies and procedures expected of an accredited institution and which show that the school adheres to elements essential to an institution dedicated to student support and success. Accordingly, the Commission voted to withdraw the school's accreditation and to remove PBAC from the ACCSC list of accredited institutions.

Maximum Timeframe to Achieve Compliance:

As noted above, at its August 2023 meeting the Commission set the maximum timeframe to achieve compliance for PBAHB to be November 2024 unless the school can show good cause for the Commission to extend the timeframe. At the November 2024 Commission meeting, the Executive Committee reviewed the school's compliance history, including that the Commission voted to continue the school on Probation and forward the issue to the On-site Evaluation. The Executive Committee considered challenges and extenuating circumstances with scheduling the visit and ultimately, once the visit date was finalized, it would have occurred beyond the maximum time frame of November 2024. The Committee voted to extend the maximum time frame for Palm Beach Academy of Health & Beauty beyond November 2024 to February 2025 to allow for the On-Site Evaluation. At the February 2025 meeting, the Commission considered that the school had reached the maximum timeframe afforded to achieve compliance and as described in this letter determined that a) the school had failed to demonstrate compliance in several areas and that b) the school had not demonstrated that significant progress has been made toward achieving compliance with the accreditation standard(s) in question; that the school is otherwise meeting all other requirements set forth by the Commission; and that extenuating circumstances exist such that only through the provision of additional time can the school demonstrate its compliance with the standard(s).

Notification To Students:

Within **seven days** of receipt of this letter, the school must:

- a. Inform all currently enrolled and prospective students of the withdrawal decision and indicate where the action can be obtained from the Commission's website;
- b. If the school chooses to appeal a withdrawal of accreditation decision, then the school must inform current and prospective students of the appeal and that the school is on Probation during the appeal process; and
- c. Once a decision to withdraw accreditation is final, the school must within seven days inform current and prospective students that the withdrawal of accreditation action is final. A school must delete all references to and claims of ACCSC accreditation from the school's website, catalog, enrollment agreement, advertising, and promotional materials immediately after withdrawal of accreditation.

Teach-Out Plan and Teach-Out Agreement

The Commission directs the school to provide an [Institutional Teach-Out Agreement Approval Form and Teach-Out Agreement Approval Form](#), which must be submitted as part of the response for the items listed above (*Section IV (F)(2)(b) Rules of Process and Procedure, Standards of Accreditation*). The school must demonstrate how it will ensure the opportunity for students to complete their program of study either by

the school or through an agreement with another accredited institution(s) approved to offer a program comparative to the school's. The teach-out plan/agreement must contemplate the loss of accreditation and concordant loss of state or federal funding. The school's [Institutional Teach-Out Agreement Approval Form and Teach-Out Agreement Approval Form](#) should be submitted **on or before April 11, 2025**.

Appeal and Reapplication Process and Procedure

PBAHB may opt to appeal the Commission's decision to withdraw accreditation or may elect to reapply for accreditation. Details regarding the reapplication and appeal procedures are outlined in the *ACCSC Rules of Process and Procedures, Standards of Accreditation*.

- If PBAHB elects to appeal this decision, the school must sign and return the enclosed Letter of Intent to Appeal a Commission Decision, along with the Appeal Expense Fee of \$8,000.00 and a copy of the notification provided to students, **on or before 10 days from the date of this letter (April 11, 2025)**.
- If PBAHB elects to appeal this decision, the school's Application for Appeal of a Commission Decision and Grounds for Appeal must be submitted **on or before 30 days from the date of this letter (May 1, 2025)**.
- If PBAHB elects not to appeal this decision, the Commission's decision will become effective on **April 11, 2025**. The school may submit comments **on or before 10 days of this letter (April 11, 2025)** in accordance with the enclosed Public Comment Disclosure Form. Comments submitted by the school will accompany any public disclosure of a final Commission action pursuant to *Section X (D)(4), Rules of Process and Procedure, Standards of Accreditation*.
- In accordance with *Section VII (N)(3) Rules of Process and Procedure, Standards of Accreditation*, the school may reapply no sooner than nine months from the date on which the withdrawal of accreditation becomes effective.

For additional information regarding the Commission's decision, please contact me directly at

[REDACTED]

Sincerely,

[REDACTED]

Michale S. McComis, Ed.D.
Executive Director

c: [REDACTED]
Palm Beach Academy of Health and Beauty

Encls: Letter of Intent to Appeal a Commission Decision
ACCSC Standing Appeals Commission Members
Public Comment Disclosure Form



Accrediting Commission of Career Schools and Colleges

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LETTER OF INTENT TO APPEAL A COMMISSION DECISION

To Be Submitted No Later Than April 11, 2025

Michale S. McComis, Ed.D.
Executive Director
ACCSC
2101 Wilson Boulevard, Suite #302
Arlington, Virginia 22201

Dear Dr. McComis:

This letter serves to provide notice that Palm Beach Academy of Health & Beauty located in West Palm Beach, Florida intends to appeal the recent decision of the Commission to withdraw the school’s accreditation and remove the schools from the list of ACCSC-accredited institutions. Enclosed is a check in the amount of \$8,000 and a copy of the notification provided to students as required by accreditation procedures. I understand that the appeal fee is non-refundable.

I understand that the ACCSC Sitting Appeals Panel will meet to consider the appeal of the school and that I will receive final confirmation of the hearing at a later date. I have reviewed *Section VIII, Rules of Process and Procedure* of the *Standards of Accreditation* pertaining to appeals and noted that I am entitled to a transcript of the proceedings and to have representatives, including legal counsel, present with advance notification to ACCSC.

I understand that it is the right of a school to appeal an adverse accreditation decision taken by the Commission on the grounds that the decision was arbitrary, capricious, or otherwise in disregard of the criteria or procedures of the Commission, or not supported by substantial evidence in the record on which the Commission took the action (*Section VIII (B), Rules of Process and Procedures, Standards of Accreditation*). I understand that because the appeal must be based on evidence in the record at the time that the Commission took the adverse action, no new evidence may be submitted during the appeal process, except as allowed for under *Section VIII (C)(2)(c), Rules of Process and Procedure, Standards of Accreditation*.

I understand that it is the right of a school intending to appeal a Commission decision to indicate whether there is good cause as to why any member of the Commission’s Standing Appeal Panel should not hear the appeal. I have reviewed the list of Standing Appeal Panel members and have included with this notice any objections to any member of the Standing Appeal Panel with the reasons and cause why I believe that member should not hear the school’s appeal. I understand the absence of a submission with this notice indicates my approval to allow any member of the Standing Appeal Panel to sit for the school’s appeal.

I understand that the Application for Appeal of Commission Decision along with the school’s Grounds for Appeal are due to ACCSC **on or before May 1, 2025**, and I agree to submit that material on or before that date. I understand that failure to submit these required documents by the due date could prevent consideration of the school’s appeal.

Signature

Date

Name/Title



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Standing Appeals Panel Members

Panel Member	Affiliation	Term Ending
[Redacted content]		



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PUBLIC COMMENT DISCLOSURE FORM

To Be Submitted No Later Than April 11, 2025

Michale S. McComis, Ed.D.
Executive Director
ACCSC
2101 Wilson Boulevard, Suite #302
Arlington, Virginia 22201

RE: **Palm Beach Academy of Health & Beauty
2601 South Military Trail, Suite 13
West Palm Beach, Florida 33415**

I understand and agree that the Commission, pursuant to *Section X (C)(4) &(D)(4), Rules of Process and Procedure, Standards of Accreditation*, will make public the reasons for the decision together with any comments submitted by the school. I further understand that the summary will be accompanied by the attached comments.

I understand and agree that the attached comments constitute School’s public comments on the adverse accreditation action that are to be disseminated with the public notice of the Commission’s adverse accreditation decision including, but not limited to, dissemination to appropriate federal, state and other accrediting agencies and posting to the ACCSC website (*Section X (C)(4)&(D)(4), Rules of Process and Procedure, Standards of Accreditation*).

I understand and agree that the school is not obligated to submit public comments and acknowledge that the attached comments are provided voluntarily.

I understand and agree that the school’s public comments must be in summary format, professional in tone, and free of profanity and calumnious statements and limited to two type written pages. I acknowledge that any comments which do not meet these requirements will not be disseminated or posted along with the summary of the reasons for the adverse accreditation decision.

I understand and agree that the Commission will release the adverse accreditation decision to the public pursuant to *Section X (D)(3), Rules of Process and Procedure, Standards of Accreditation* and that the school’s written comments will not be added to this disclosure if this form and the comments are not submitted in the required format **on or April 11, 2025**.

I understand and agree that the Commission has no responsibility for how the school’s comments may be used once put into the public domain.

Signature

Date

Name/Title