

Pilates School Approval Program

Standards

STANDARD I – Mission and Goals

a. Mission

Explanation: The school has a clear and concise mission statement that sets the tone for educational objectives and direction. The school 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 school has goals that establish the direction of the educational program.

Evidence: PDF 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 school 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 (phone number or / and email address) 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 school provides the legal structure under which it operates (sole proprietorship, corporation, non-profit, public). Within the required narrative, provide a brief history of the school, including past owners and other names under which the school has operated. The school describes its governing structure and identifies the management team responsible for developing and maintaining effective written strategies and policies.

Within the required narrative, explain:

- the communication channels such as emails, phone calls, text messaging or in person meetings
- the frequency of communications such as weekly meetings, daily email updates or use of task management software
- the different management titles
- the hierarchy in the management team

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

b. Compliance with local business regulations

Explanation: The school is in compliance with local business and / or school regulations. If the school is within a jurisdiction that requires vocational school licensing (in the USA) or registration, and if such licensure or registration recognizes Pilates teacher training as vocational training, and if the school has not attained the necessary credentials, a detailed rationale for the school's decision not to comply must be included in the required narrative.

Evidence: Lease, and 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. Policies and procedures exist to assure the safety, accountability, and effective use of financial resources. The school has systems in place to ensure the continuing viability of the program or to refund its students if the school unexpectedly ceased to operate (financial hardship, death of director, illnesses, etc.).

Schools carry adequate general liability insurance for all properties to address extraordinary events that could disrupt business operations. The general liability insurance policy must identify the Pilates Method Alliance as additional insured.

Schools 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 that identify the Pilates Method Alliance as additional insured, professional liability insurance (for all teachers) and workers compensation insurance for schools in the USA.

d. Qualifications for management

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

Evidence: PDF of the following: a set of qualifications for management positions and policies and procedures specific to the selection, screening, and hiring of managers.

e. Management policies and procedures

Explanation: The school 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 school's mission and objectives.

Evidence: Organizational chart, a schedule of internal reviews and management reviews, minutes of meetings.

f. Job descriptions

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

STANDARD IV - Facilities

a. Equipment, supplies, and learning resources

Explanation: The school provides the necessary space and apparatus sufficient to teach the comprehensive program (provide square footage in the narrative). 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 Standard IV, comprehensive Pilates teacher training must cover mat and the following apparatus: Reformer, Trapeze Table, Wunda Chair, Magic Circle, 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, Head Harness and more.

Evidence: Inventory of all equipment, including Reformer, Trapeze Table, Wunda Chair, Magic Circle, Ladder Barrel and Spine Corrector and photos of all spaces.

b. Functionality and hygiene

Explanation: The school maintains all apparatus and other learning resources in functional and clean condition. The school 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 safety and cleaning 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 school has a School Catalog delineating admissions requirements, attendance requirements, conduct policy, dismissal, leave of absence, 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.

Note: As Pilates engages touch at times for instructional purposes, the school must include a statement related to touch and permission required within the catalog to alert potential students. Example: “As Pilates engages touch for cueing and adjustment purposes, the program will require some level of touch, although sensitivity will be respected.”

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

b. Recruitment

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

All communication with prospective students is ethical and honest. The school does not state or imply that employment, occupational advancement, and/or certification are guaranteed upon completion of the program. The above must be stated in the School Catalog and website.

Note: the emphasis on the term “certification” above addresses the misuse of this term in the Pilates industry. Certification, as a norm in the US, is administered by a third-party and not related to foundational training.

All advertising and promotional materials (including the school's website) are clear, factually accurate and current, and avoid leaving any false or unsupported impressions of the school 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 school 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. (This is the required disclaimer)

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

STANDARD VI - Enrollment

a. Enrollment Agreement

Explanation: The school provides all enrolling students with an Enrollment Agreement (a written contract) delineating responsibilities of all parties, including all costs for the comprehensive program, refund policy which minimally meets the refund policy identified in the PSAP template catalog, requirements for graduation, rights to cancel, and payment plans (if applicable), stated in explicit language. For schools that are licensed, the refund policy should match the refund policy of the state. The Enrollment Agreement details the attendance policy, or makes reference to the school catalog. The Enrollment Agreement requires the signature of both the student and the designated representative of the school prior to the acceptance of any payment.

Evidence: The school's Enrollment Agreement.

b. Sexual Harassment Procedure

Explanation: The school 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 school's Sexual Harassment Procedure document.

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 (sample validating student signature on Sexual Harassment Procedure page)
- Attendance reports (1page)
- Assessment and grading reports (1page)

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

d. Access to files

Explanation: All students are given access to their files. The school 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 school ensures that the Program Director has comprehensive Pilates training, PMA certification, and work experience that qualifies them for designing a quality comprehensive teacher training program in the Pilates Method.

Requirements:

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

or

- Comprehensive Pilates training
- PMA Certification
- 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 that reflects the required experience, verification of PMA certification, certificate(s) of completion of a comprehensive Pilates teacher-training program, and academic degree in education if applicable.

b. Qualifications of instructional personnel

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

Requirements:

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

Evidence: CV that reflects the required experience, certificate(s) of completion of a comprehensive Pilates teacher training program for all teachers.

c. Evaluation

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

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

d. Orientation and training

Explanation: The school maintains a policy for the effective orientation and training of new instructional personnel to ensure a consistent level of instruction. The school also maintains 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: The school 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 if inside USA (if outside the USA, any document that proves employee is reported to the state) - Employee's Withholding Allowance Certificate
- Form I-9 if inside USA (if outside the USA, any required immigration documentation), Employment Eligibility Verification
- Continuing education certificates
- Performance reviews (1 sample page)

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 school 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 school’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 school’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.

Note: As Pilates engages touch for cueing and adjustment purposes, within the course content, the school must include parameters addressing the sensitivity issues related to touch and the requirement to request permission from the client. In addition, students must be made aware of the limits of a Pilates teacher’s scope of practice compared to that of a manual therapist and any state or local legislations related to touch.

*For the purpose of Standard VIII, comprehensive Pilates teacher training must cover mat and the following apparatus: Reformer, Trapeze Table, Wunda Chair, Magic Circle, 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, Head Harness and more.

Evidence: Syllabus, lesson plans and course descriptions.

b. Curriculum review

Explanation: The school 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.

Teachers must be mindful of sensitivity issues regarding touch by always requesting permission from the student.

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, a statement signed by the owner of the school saying that all teachers have been and will be educated regarding touch.

b. Student teaching/apprenticeship

Explanation: Student teaching/apprenticeship or other practical 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 school to ensure consistency and effectiveness.

The school 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; preplanned outline of the specific knowledge, skills, and experience to be acquired; parameter for approval of locations for practical hours.

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 school 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: 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.

Assessments are periodically evaluated and updated by the school to ensure instructional effectiveness.

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 school 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 school 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 student attendance sheet.

d. Leave of absence

Explanation: The school 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.

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 school 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 school demonstrates responsiveness to student issues. Written policies and procedures are followed and provide effective means to regularly assess, document, and validate student satisfaction.

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

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

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