

ADMISSIONS REQUIREMENTS AND ABILITY TO BENEFIT

An ACCET accredited institution accepts only those applicants who are deemed capable of successfully completing the training offered. If an applicant does not have a high school diploma or a GED and is beyond the compulsory age for high school education in the state, the institution has clearly defined procedures for determining an applicant's ability to benefit and demonstrates that the applicant has the ability to benefit from the educational training provided. Ability to benefit is defined as the demonstrated aptitude to successfully complete the educational program to which the applicant has applied and to subsequently be employed in a training-related field.

Policy Requirements:

1. All vocational institutions must develop, publish, and fairly administer their admissions standards. They must determine that applicants admitted meet such standards and are capable of benefiting from the training offered.
2. Institutions must ensure with reasonable certainty that each applicant admitted meets the admissions requirements to complete the training. Prior to the applicant's start of training, the institution must secure documentation to demonstrate that each applicant meets all admissions requirements. Documented proof of high school graduation or its equivalency must include a copy of a high school diploma or a GED, a high school transcript, and/or written certification by a cognizant authority for home-schooled students. A student attestation of high school graduation, which identifies the name of the secondary school, location, and date of graduation, may be provided as proof of high school graduation only on a limited, exceptional basis such as when the student's high school closed or a foreign high school transcript is unavailable from a foreign country at war, in a declared state of emergency, or other extreme circumstances that prevent access to transcripts. In such an event, the student's file must include: (1) documented evidence that the institution made all reasonable efforts to obtain documented proof of high school graduation and (2) written documentation to substantiate the extraordinary circumstances that warranted the use of a student attestation of high school graduation.
3. All vocational institutions develop, publish, and implement a written ability-to-benefit admissions policy which conforms to these guidelines and to those of the U.S. Department of Education and any state requirements, as applicable.
4. Institutions that participate in the Federal Title IV programs must adhere to all policies and guidelines of the U.S. Department of Education, including the eligibility requirements for ability-to-benefit students to participate in Title IV federal financial aid programs.
5. Vocational institutions must document the ability of applicants without completion of high school/GED equivalency to benefit from training offered by the following means:
 - a. Completion of at least six credit hours or 225 clock hours that are applicable towards a degree or certificate offered by the postsecondary institution;
 - b. Completion of a State process approved by the U.S. Secretary of Education.

- c. An ability to benefit (ATB) test approved by the U.S. Department of Education and independently administered as follows:
 - i. The selected test instrument is administered under strict observance of the testing procedures and cut-off scores established by the test publisher.
 - ii. The institution has a complete set of the tests and test instructions available at each instructional location.
 - iii. The institution implements a written policy on test administration and grading to ensure the integrity, independence, and validity of the testing process by requiring that the personnel who administers and/or grades the admission tests are separate from those who are responsible for the recruitment and admittance of students. The policy includes a description of personnel who may administer and/or grade the test, a description of any accommodations made for non-English speaking and/or physically challenged students, and a description of the documentation and record retention procedures. Record retention procedures comply with applicable federal and state regulations. Required documentation for each applicant includes the original test and answer sheet and a record of the score, the date the test was taken, who administered the test, who graded the test, and when the test was graded.
 - iv. No enrollment agreement may be signed prior to the applicant's demonstration of the aptitude to successfully complete the program to which he or she is applying, (e.g. obtaining a passing score on the ability-to-benefit test or completing high school/GED equivalency).