

# ACCSC STANDARDS OF ACCREDITATION

## APPENDIX V – ADMISSIONS DOCUMENTATION

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### ADMISSIONS DOCUMENTATION

*Section V (A)(4)(b), Substantive Standards, Standards of Accreditation* requires that a school “secures documentation to demonstrate that each applicant meets all admission requirements” prior to enrollment. Because of the importance of admissions requirements and the role those requirements play in allowing schools to make informed admissions decisions, the Commission believes that a school’s diligence in requiring documentation is a key component to institutional success. Therefore, the Commission does not consider a self-certification by a student that he or she has a high school diploma or equivalent to be “documentation” that the student has met this admissions requirement. The standard contemplates that a school will support its admissions decisions with independent documentation such as transcripts and copies of diplomas or other documentation of equivalency. Admissions documentation for students from foreign countries is to be translated and certified to be at least equivalent to the credential required by the school in its admissions criteria (e.g., a U.S. high school diploma). In all cases, it is the responsibility of the school to determine whether the credential is appropriate and meets the school’s admissions criteria.

Moreover, the Commission believes that it is the responsibility of each school to make a determination that a student meets the school’s admissions criteria prior to that student beginning a program of study as a means to ensure that the student can perform the level of work required by the program curricula. The fundamental rationale is that admissions criteria are a key and front-line indicator of a potential student’s ability to be successful in a program and as such a school should not admit students to a program of study until the potential students can show that those qualifications have been met. The Commission also concluded that requiring admissions documentation prior to enrollment aligns with *Section V, Statement of Purpose, Substantive Standards, Standards of Accreditation* which states:

*The purpose of this section is to ensure that schools only admit those students who are capable of successfully completing the training offered. Admission decisions must be based on fair, effective, and consistently applied criteria that enable the school to make an informed judgment as to an applicant’s ability to achieve the program’s objectives.*

As such, the Commission has interpreted that “prior to enrollment” in the context of *Section V (A)(4)(a-b)* means prior to the acceptance of the student through the full execution of the enrollment agreement (e.g., signed by the accepting school official) and before allowing a student to start classes. As a practical matter, the Commission concluded that a student may sign an enrollment agreement and a school may communicate conditional or provisional acceptance of a student prior to receipt of documentation that admissions criteria have been met. However, a school may not consider a student fully enrolled and may not allow a student to start classes without the requisite documentation. Thus, each school must have a policy and procedure for ensuring that admission documentation is secured prior to fully executing the enrollment agreement and allowing the student to start class. The Commission also concluded that this interpretation applies equally to “conditional” or “trial” periods of enrollment.

For those ACCSC-accredited institutions that require that an applicant must possess a high school diploma or its equivalent for admission, the Commission recognizes that in rare instances students may not be able to provide documentation required by a school’s admissions criteria due to issues beyond their control (e.g., loss of records due to fire or flood, inability to obtain records, home schooled students, etc.). In these rare cases, a school may use an admissions test in lieu of documentation of a high school diploma or its equivalent. Under these circumstances, the student must sign a statement attesting that he or she in fact obtained a high school diploma or its equivalent and state the reason(s) why documentation of the earned credential cannot be provided. The admissions test used under these circumstances must be reviewed by a qualified, independent, third party and certified as to the appropriateness of the instrument

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and required score levels (i.e., equivalent to a high school diploma). If a school chooses to use such a test for these unusual circumstances, this should be stated in the school's admissions policies.

The Commission understands that other regulatory agencies may have different requirements. Please be advised that in instances where these differences exist, the more stringent requirements shall apply (*Section I (D)(3), Rules of Process and Procedure, Standards of Accreditation*).