



# **PRINCIPLES OF GOOD PRACTICE**

## **Introduction**

These principles are designed to promote and maintain the highest standards of professional service and personal conduct among its practitioners. Attestation to the Principles is required for certification. The CEP's primary obligation is to serve each student and client appropriately based upon a professional evaluation of the circumstances and requirements of the situation.

## **I. Competence**

- A. The CEP strives to be aware of and practice within the boundaries of his/her competence based on relevant education, training, and/or experience. Relevant education refers to psychology, educational counseling, child development, and other associated courses. Training can include apprenticeship to, mentoring by, and/or supervision by an experienced CEP. Experience may include admissions, counseling, placement, or administrative positions in educational settings.
- B. A CEP only represents him/herself as dealing with those areas in which he/she has competence. A CEP acknowledges when a situation is partly or entirely outside the scope of his/her knowledge or expertise, and will seek—respectively—to consult with or refer to colleagues possessing specialized knowledge or expertise.
- C. A CEP updates his/her professional competence and knowledge of educational options across the broad range of schools, colleges, and/or programs pertinent to his/her job or practice through site visits and other appropriate means of gathering information.
- D. A CEP participates in ongoing professional development.
- E. A CEP knows and adheres to federal and state laws relevant to educational counseling, consulting, and planning.

## **II. Multiple relationships with potential conflicts of interest**

- A. In order to provide objective services, a CEP strives to avoid multiple relationships that could reasonably and foreseeably give rise to actual or perceived conflict(s) of interest. When a CEP
- B. has another role—such as being an owner, part-owner, board member of, employee of, consultant to, or trainer for a college, school, or other program—he/she shall provide to the family a written disclosure describing this additional relationship.

## **III. Relationship with the student and family**

- A. The primary focus of the CEP is to discern and recommend options that will serve the best interests of the student. Families participate in the process and are to be valued as vital contributors.
- B. The CEP respects students, recognizes their dignity, and shows sensitivity to their strengths, values, and needs.
- C. The CEP maintains confidentiality of records, notes, and student information and discloses confidential information only with written consent and on a need-to-know basis.
- D. If there is a fee for service, the CEP will discuss with the parent(s) or guardian(s), as early as feasible, the fees and financial arrangement.

- E. The CEP does not guarantee admission to or placement in a school or program.
- F. The CEP strives to be aware of cultural, individual, and role differences and does not knowingly participate in or condone unfair discriminating practices.

#### **IV. Relationships with schools, colleges, or programs**

- A. The CEP seeks to understand current trends and practices as well as institutional philosophies, values, missions, goals, approaches, and methods of schools, colleges, and other programs.
- B. The CEP neither solicits nor accepts compensation from any school, college, institution, or special program for placement of a student. In addition, the CEP avoids actions that could give parents, schools, colleges, special programs, colleagues, or other professionals **even the appearance of** soliciting or accepting such compensation.
- C. The CEP avoids actions that could give **the appearance of** applying undue influence on decisions regarding admission or other dealings with his/her students.
- D. The CEP does not write or complete any student application materials.
- E. The CEP establishes and maintains professional relationships with admissions officers and other educators at the schools, colleges, institutions, and special programs pertinent to the services he/she offers.

#### **V. Relationships with other professionals**

- A. The CEP cooperates with other counselors/consultants and works with them in a collegial and professional relationship.
- B. A CEP maintains a professional attitude toward other CEPs and professionals and does not make disparaging comments about other professionals.

#### **VI. Advertising and public statements**

- A. In advertising and other public statements, the CEP makes only accurate claims (or assertions) regarding his/her training, experience and competence; degrees and credentials; association and affiliations; services; and fees. A CEP may claim special abilities only if they are demonstrable.
- B. A CEP strives to create a calm and rational environment around which the educational planning takes place and refrains from statements that increase anxiety around the admission and applications process.
- C. A CEP does not convey, either directly or indirectly, that he or she has any special influence with schools, colleges, or programs.