



CERTIFIED
*BY THE AMERICAN INSTITUTE OF
CERTIFIED EDUCATIONAL PLANNERS*

Application for
designation as a

**CERTIFIED
EDUCATIONAL
PLANNER**



BENEFITS OF BECOMING A CEP

Five Reasons Becoming a CEP Leads to Greater Success, Professionalism and Enjoyment

- COMMUNITY -

CEPs regularly attend conferences, take school tours and interact professionally. Finding a group of trusted colleagues who share your values of professionalism is a true benefit of being a CEP.

- RECOGNITION -

You receive an elegant certificate that designates you a Certified Educational Planner. CEPs often display this as, if not more, proudly than their diplomas, as it shows that you have specific recognition in the field of independent educational consulting or college counseling from peers and institutions.

- DISTINCTION -

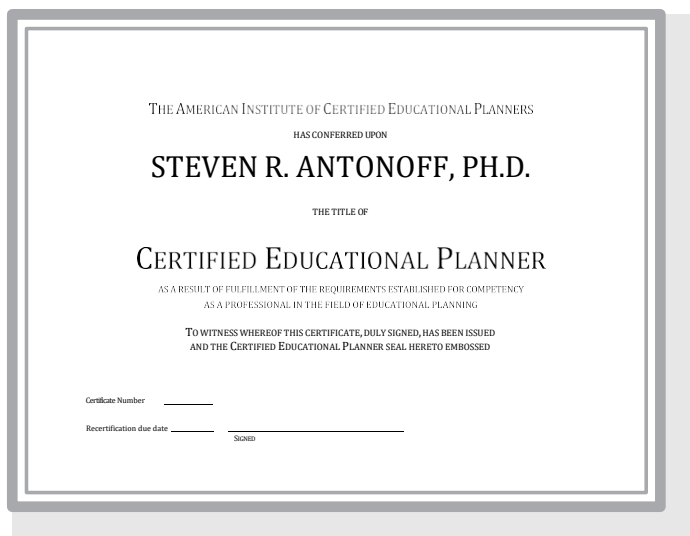
In a world with over 10,000 private educational consultants and 20,000 school-based counselors, you can truly claim you are in the top 1%, recognized by peers and professionals alike as being at the top of your field.

- MARKETING -

Your distinction as a CEP differentiates you from all the consultants, counselors, and private tutors as someone who does this work professionally. CEPs display their title in signature lines of emails, on websites, in official communications, and more. AICEP provides you with informational materials to share with students, so they know exactly how much you've achieved as a professional.

- PROGRESS -

Being a Certified Educational Planner means you are part of a movement to professionalize the field of educational consulting and college counseling, setting a solid standard for what it means to work with families and students. All CEPs share this aspiration for the field to become better as it grows.



CERTIFIED
BY THE AMERICAN INSTITUTE OF
CERTIFIED EDUCATIONAL PLANNERS

INTRODUCTION AND OVERVIEW

Thank you for your application to become a Certified Educational Planner. You can expect:

- 1.) Once you submit this Application, you will receive confirmation from AICEP.org that your application is in process. Expect the evaluation to take six-eight weeks.
- 2.) The rubric used for this evaluation is provided below.
- 3.) If it is determined that you have requisite scores, you then will take the AICEP Board Certified Assessment. The Assessment consists of your 1) responses to questions about specific schools (chosen from the list you provide) and 2) case studies (“Institutional Knowledge and “Professional Knowledge”) in line with the expertise demonstrated in your Application. You will have six months from the notification date of your approval to take the Assessment.

AREA 1: EDUCATION Total Points Required = 10

Degrees

- 8 - doctorate in a *related* field
- 5 - doctorate in an *unrelated* field
- 7 > Masters in a *related* field
- 3 > Masters in an *unrelated* field

> **Maximum Points: 10**

Educational Placement Training Programs

- 1 - every full day of training

> **Maximum Points: 4**

Additional Coursework in Relevant Subjects

- 8 - 60+ credits
- 6 - 31 to 60 credits
- 4 - 10 to 30 credits

> **Maximum Points: 10**

Attendance at Relevant Conferences, Workshops, Programs, Institutes, Webinars, etc.

- 1 - every 10 instructional hours
- 5 - every full day of conference attendance

> **Maximum Points: 4**

Licensure, Certification, Other Education

- 2 - national certification
- 2 - late licensure
- Other points as relevant

> **Maximum Points: 4**

AREA 2: EXPERIENCE, ACTIVITIES, LEADERSHIP Total Points Required = 15

Individual Educational Planning

- 1 - each year of relevant counseling a minimum of 4 clients (years 1, 2 and 3)
- 2 - each for years 4 and 5 counseling a minimum of 4 clients
- 2 - years 6 - 9 counseling a minimum of 10 clients per year.

- 1 - each year of relevant school-based education counseling (years 1, 2 and 3)
- 2 - each subsequent year of relevant school-based educational counseling

> **Maximum Points: 15**

Relevant paid experiences (e.g., work in admissions offices)

- 1 - every year of full-time paid relevant experience

> **Maximum Points: 10**

Educational Leadership

- 1 - each year of board work
- 2 - each year of executive position on a board
- 1 - every year of being a committee chair
- Other contributions may be considered as leadership as specified

> **Maximum Points: 4**

Memberships

- 1 - every year of membership on a relevant educational association

> **Maximum Points: 3**

Writing/Publications/Podcasting

- 3 - every book published on a relevant topic
- 0.5 - every professional article published on a relevant topic. Podcasting and blogging requires proper sourcing.

> **Maximum Points: 3**

Relevant Speaking/Panels:

- 1 - every speech/lecture given to professionals
- 0.5 - every panelist appearance at a conference
- 0.25 - every speech to non-professional audience
- 0.25 - every panelist appearance to non-professional audience

> **Maximum Points: 3**

Supervising, Mentoring and Volunteering:

- 1.5 - every professional applicant that has been mentored/supervised
- 0.5 - every relevant year of volunteering in relevant educational setting. Separate experiences may be aggregated to award points

> **Maximum Points: 2**

Other Relevant Professional Development

- 0.25 - each relevant award, honor, course taught, organizational consulting experience, or other activities relevant to the work of an educational planner

> **Maximum Points: 4**

If you have any questions, please email AICEP at info@aicep.org. We ask that you kindly refrain from listing the same experience in more than one area of the application.

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 planner's primary obligation is to represent each client accurately based upon a professional evaluation of the circumstances and requirements of the case.

I. Competence

- A. An educational planner strives to be aware of and practice within the boundaries of their 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 consultant or counselor. Experience may include admissions, counseling, placement, or administrative positions in schools, colleges, or other educational settings.
- B. A planner strives to be aware when a case is partly or entirely outside the scope of their knowledge or expertise, and may seek - respectively - to consult with or refer to colleagues possessing specialized knowledge or expertise.
- C. A planner strives continually to update their knowledge of educational options across the broad range of schools, colleges, and/or programs pertinent to their practice through site visits and other appropriate means of gathering information.
- D. A planner strives to present themselves as able to deal only with those areas in which they have competence.
- E. A planner strives to know and adhere to federal and state laws relevant to educational counseling, consulting, and planning.

II. Multiple relationships with potential conflicts of interest

- A. A planner strives to avoid multiple relationships with their client and/or their client's family that could reasonably and foreseeably give rise to actual or perceived conflict(s) of interest, interfere with the ability of the counselor or consultant to provide objective services, or embarrass the client or the family.

- B. To avoid potential misunderstandings, a planner who 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 - shall provide to clients a disclosure describing this additional relationship. The planner should include with this disclosure a consent form for the client and family to sign, indicating that they have been informed of this additional role, have discussed it with the planner, and agree to proceed with the services.
- C. If a planner has provided or plans to provide services to the client and/or the client's family as a member of another licensed profession or professional organization, the counselor or consultant shall follow the principles and practices of that other profession or professional organization, such as those specified by statute, regulation, or the ethical code of that other profession or professional organization - including any limitations on potentially conflicting multiple relationships.

III. Relationship with the student and family

- A. Although the child and their own best education and developmental interest are the main focus of our work, the parent(s), stepparent(s), or guardian(s) who may participate in the process in person or by phone, are to be valued as important contributors.
- B. The educational consultant has an obligation to discuss with the parent(s) or guardian(s), as early as feasible, the fees and financial arrangement. The planner may include the child when discussing the nature and scope of these services and the limits of confidentiality. The planner respects the integrity of the consulting relationship.
- C. The primary focus of the consultant or counselor in most instances is to discern and recommend options that will serve the best interests of the child. This most appropriately includes some meeting or communication with one or both parent(s) or guardian(s) to get the views of the child's needs and the resources currently available. Similarly, consultation with selected schools, other planners, and other professionals may be necessary or desirable.

- D. The consultant or counselor must clarify that their service does not guarantee that a placement will be made. This preserves the possibility of recommending that the child remain in the same educational situation or participate in an alternate work or study experience as part of an educational plan, at least for the time being.
- E. The planner strives to interact with students in ways that are respectful, recognize their dignity, and show sensitivity to their special strengths, values, and needs.
- F. The planner strives to provide substantially the same information appropriate to each participating parent(s), guardian(s), child, or others involved, such as other professionals.
- G. The planner strives to be aware of cultural, individual, and role differences. Differences may arise from such factors as age, race, gender, language, religion, ethnicity, sexual orientation, disability, national origin, and socioeconomic status. The planner tries to eliminate the effects on their work of biases based on these factors and does not knowingly participate in or condone unfair discriminating practices.

IV. Relationships with schools, colleges, or other programs

- A. The counselor or consultant neither solicits nor accepts compensation from any school, college, institution, or special program for placement of a child. In addition, the planner strives to avoid actions that could give parents, schools, colleges, special programs, colleagues, or other professionals even the appearance of soliciting or accepting such compensation.
- B. The planner strives to understand the philosophies, values, missions, goals, approaches, and methods of schools, colleges, and other institutions and programs from which they draw their recommended options. In addition, the counselor or consultant strives to avoid actions that could give schools, colleges, institutions, or special programs even the appearance of applying undue influence on their decisions regarding admission or other dealings with their students.
- C. The planner does not write for the student any biographical or other essays required in application materials, although the planner may have a coaching role, such as discussing with the student some desirable elements to include or some ways of

dealing with written or interview questions about past or current learning or other difficulties.

- D. The consultant or counselor strives to maintain awareness of current practices and trends in those types of educational settings pertinent to the services they offer.
- E. The counselor or consultant strives to build positive professional relationships with admissions officers and other educators at the schools, colleges, institutions, and special programs pertinent to the services they offer.

V. Relationships with other professionals

The planner strives to cooperate in reasonable and appropriate ways with other counselors/consultants and work with them in the enhancement of one another's practices and in the advancement of educational planning. Sharing information has become a tradition of consultants and counselors. Planners do not ask for payment when they serve as resources to each other.

VI. Advertising and other public statements

- A. In advertising, social media, and public statements, the planner strives to avoid making statements that are false, deceptive, misleading, or fraudulent, either through what they state, convey, or suggest, or what they omit about the consultant or counselor's professional practice and activities, or those of individuals or organizations with which he/she is affiliated. The responsibility to strive to be accurate and to avoid false or deceptive statements applies, for example, to the consultant's training, experience and competence; degrees and credentials; association and affiliations; services; and fees. A planner may claim special abilities only if they are demonstrable.
- B. Through paid or unpaid statements or announcements in meetings, social or print media or any other form of advertising, the planner may use the appropriate opportunities to increase public awareness and understanding of the profession of educational planning and their own spectrum of expertise and services.

AFFIRMATION OF GOOD STANDING

1. Has a professional license or certification held by you ever been revoked, suspended or voluntarily relinquished?
 Yes No
2. Have you ever been placed on a probationary status as a disciplinary action by a professional credentialing body or has such a body ever rejected your application because of ethical or legal considerations?
 Yes No
3. Have you ever been convicted of, or are you now under charges for, any felony, crime, or ethical violation?
 Yes No
4. Have you ever had any disciplinary action taken regarding any licensures, certifications, or memberships that you hold?
 Yes No
5. Have you ever been prosecuted for, received a judgment for, been convicted of, or pled *nolo contendere* to any felony in any state, territory, or district in the United States or any other country?
 Yes No
6. Have you ever entered into any malpractice settlement or had any malpractice judgment entered against you in a court of law?
 Yes No
7. Have you ever been disciplined or penalized for behavior related to your ability to establish, and sustain healthy relationships with children and young adults?
 Yes No

If you answered “yes” to any questions above, please provide a written explanation on an attached sheet. Affirmative responses do not, in any way, automatically deny certification.

Applicant’s Signature

Date

Print Name

CERTIFICATION OF ACCURACY, AGREEMENT, AND RELEASE AUTHORIZATION

I will execute the necessary documents, submit as requested in the credentialing process, and supply further information as determined by the AICEP Commission on Credentialing. I further understand and, by my signature, adhere to the Principles of Good Practice.

I certify that the information in this application as submitted to AICEP is accurate and complete to the best of my knowledge and belief. I understand that any intentional or unintentional failure to provide true and complete information may result in sanctions by the Commission on Credentialing. I understand and agree that I am obligated to report any changes concerning my responses to this application in a timely manner and in writing.

I understand that any rating system, even those applied fairly and objectively, are subjective and imprecise. I further understand that questions about the rating of my application or assessment will be welcome, but that the Commission's decision will be final.

I understand that any intentional misrepresentation of the information provided on the application can result in denial or loss of certification.

I understand and agree that the Commission has the right to contact any person, government agency or entity, or organization to review or confirm any information provided in my application. I further agree to authorize the release of any information requested by the Commission with respect to review of my application. I further understand and agree that the Commission has the right to notify pertinent credentialing and professional organizations if it is determined that this application contains false information.

I understand that any certificate granted me by the AICEP Commission on Credentialing does not in and of itself imply or specify licensure to practice counseling for a fee, monetary or otherwise. If I am granted certification and practice as an Independent Educational Consultant, I do so at my own risk.

I hereby release the Commission on Credentialing and the American Institute of Certified Educational Planners (AICEP) from any and all liability and/or claims that may arise from any decision to practice as an educational consultant, a school-based college counselor or related professional titles.

I understand that all material I submit becomes the property of AICEP upon receipt and that neither originals nor photocopies will be returned to me.

I understand and agree that this certification and recertification depends upon my fulfillment of all required criteria and obligations, including adherence to the Principles of Good Practice. I further agree to fully inform the Commission, in a timely manner, if I become the subject of any ethics, disciplinary, criminal, or lesser offenses, complaints, or charges. If my practice changes in any substantive manner, I agree to inform the Commission.

In the event that my certification is suspended or revoked, I agree to comply with all directives or orders of the Commission on Credentialing and AICEP, including the return of certification documents. I agree to comply with such directives and orders in a timely manner and at my own expense.

Applicant's Signature

Date

Print Name

SPECIFIC INSTRUCTIONS

1. Do not duplicate information. If you include information in one place, do not repeat it in another part of the application. Read the entire application prior to composing your responses.
2. It is not necessary, nor is it expected, that every applicant will find every section of the application germane. If a particular section is not pertinent, indicate by printing or typing N/A.
3. If extra space is needed, use additional sheets. Identify each sheet in the upper right-hand corner with your name and number of the application item(s) to which the information relates.
4. Do not skimp on details but be as concise as possible. Wherever there is a question of accuracy (dates for example) qualify your response with “about” or “approximately,” but use these only when necessary. Use alphabetical abbreviations (e.g., NACAC), only after stating the full name first.
5. The last 10 years of professional and personal activities are considered to be most relevant. However, candidates should use their own discretion as to inclusion or non-inclusion of background information.
6. The Commission reserves the right to request documentation of any item in the application.
7. If possible, attach a copy of your job description for education-related experiences.
8. Submit either a copy of your transcript for your highest degree or a copy of the degree itself.
9. Be sure to include supporting material describing your activities.
10. Retain a copy of your completed application. Applications should be submitted as email attachments to **info@aicep.org**
11. When your application is received, you will be sent an invoice for the \$200 application fee. That invoice will come from **admin@aicep.org**.
12. Please add the address of **info@aicep.org** and **admin@aicep.org** to your safe sender list in your email account.

I have carefully read and understand these instructions: _____

Signature

If you have any questions, please email them to us at: **info@aicep.org**. Our goal is to help all qualified candidates become certified, so we are pleased to answer any questions you may have about the process.



Application for designation as a CERTIFIED EDUCATIONAL PLANNER

First Name

Last Name

Maiden name or other name(s) used in transcript and other records

Name as you want it to appear on your certificate. Include degree(s) if desired.

Preferred contact information (to be used for official AICEP correspondence)

Street Address

City

State

Zip Code

Country

Email address (to be used for AICEP communications)

Business phone number (including area code)

Cell phone number (including area code)

If you are an Independent Educational Consultant, please indicate your area(s) of specialization and your website:

Colleges Boarding and Day Schools Therapeutic programs
Learning disabilities Graduate/Prof Schools International/Global

Other (please specify):

Website

If you are a school counselor or other educational professional, please indicate any area(s) of expertise here:

Degrees and Completed Certifications

List your degrees from accredited colleges and universities. Please note that a master’s degree (or comparable professional experience) is required. See rubric on page 3. A copy of your highest degree, or transcript of coursework, should be sent with these materials.

Name of Institution 1: _____

City _____	State _____	Zip _____
Degree _____	Month/Year _____	Academic concentrations _____

Name of Institution 2: _____

City _____	State _____	Zip _____
Degree _____	Month/Year _____	Academic concentrations _____

Name of Institution 3: _____

City _____	State _____	Zip _____
Degree _____	Month/Year _____	Academic concentrations _____

Name of Institution 4: _____

City _____	State _____	Zip _____
Degree _____	Month/Year _____	Academic concentrations _____

Additional coursework in relevant subjects

List courses (beyond your degrees and certifications) that you have taken to maintain and improve the quality of the professional services that you provide. Coursework must be from accredited colleges or universities. (Attach additional pages if necessary.)

Course Title: _____	Number of Credits: _____	College/University: _____
Course Title: _____	Number of Credits: _____	College/University: _____
Course Title: _____	Number of Credits: _____	College/University: _____
Course Title: _____	Number of Credits: _____	College/University: _____

Attendance at Relevant Workshops, Programs, Institutes, Webinars, Etc.

List here webinars, programs, institutes and workshops you have attended in the past five years to maintain or improve the quality of counseling or consulting services you provide. **Conference attendance is listed below.** (Attach additional pages if necessary.)

Hours in sessions	Title of conference/webinar/institute/workshop
-------------------	------------------------------------------------

Dates	Sponsoring Organization
-------	-------------------------

Hours in sessions	Title of conference/webinar/institute/workshop
-------------------	------------------------------------------------

Dates	Sponsoring Organization
-------	-------------------------

Hours in sessions	Title of conference/webinar/institute/workshop
-------------------	------------------------------------------------

Dates	Sponsoring Organization
-------	-------------------------

Conference attendance

List conferences or conventions you have attended in the last five years that you believe are relevant to your certification as an educational planner. Do **not** include any programs listed elsewhere. (Attach additional pages if necessary.)

Number of Days Attended	Conference/Convention
-------------------------	-----------------------

Dates	Sponsoring Organization
-------	-------------------------

Number of Days Attended	Conference/Convention
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Dates	Sponsoring Organization
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Number of Days Attended	Conference/Convention
-------------------------	-----------------------

Dates	Sponsoring Organization
-------	-------------------------

Number of Days Attended	Conference/Convention
-------------------------	-----------------------

Dates	Sponsoring Organization
-------	-------------------------

Licensure, Certification, Other Education

List all relevant professional licenses, certifications, registrations, other education pertinent to your work. Please include copies of current licensures or certifications and note when each expires. Include certifications in the administration of assessment tools such as the Myers-Briggs and the Strong Inventory Assessment.

(Attach additional pages if necessary.)

Licensure/Certification 1

Licensure/Certification 2

Licensure/Certification 3

Individual Educational Planning

If you are now (or have previously been) an Independent Educational Consultant (IEC) or a school/program counselor, please answer the following:

Name of business/school

Dates of operation

Address

Types of services provided

Employment History

Aside from items listed above, and beginning with your current or most recent position, please list all positions you have held that you feel are relevant for this application. (Attach additional pages).

Name of institution/company 1

Dates Held

City

State

Zip

Position

Supervisor

Phone

Brief description of primary responsibilities: _____

Name of institution/company 2

Dates Held

City

State

Zip

Position

Supervisor

Phone

Brief description of primary responsibilities: _____

Membership in Professional Associations

List your memberships in relevant educational and professional associations or organizations and include any leadership positions you have held. (Attach additional pages if necessary)

Organization 1	Dates of membership
_____	_____
Leadership position held	

Organization 2	Dates of membership
_____	_____
Leadership position held	

Organization 3	Dates of membership
_____	_____
Leadership position held	

Organization 4	Dates of membership
_____	_____
Leadership position held	

Writings/Publications/Podcasting

List and describe any published books, chapters, monographs, articles, podcasts, blogs and similar substantive materials you have written that are relevant to your professional work as an educational planner in the space below. (Attach additional pages if necessary.)

Speaking or Moderating

List those times you have been a speaker, moderator or workshop leader on topics pertinent to the field of educational planning. Indicate the length of the session, not including preparation time. Please do not include presentations that are primarily networking or marketing opportunities. (Attach additional pages if necessary).

Sponsor organization 1	Dates (if repeated, list all dates)
_____	_____
Title of presentation	Number of hours
_____	_____
Type of Presentation (check one): solo speaker [] panel participant [] moderator [] webinar []	
Audience and approximate number of attendees:	

Sponsor organization 2	Dates (if repeated, list all dates)
_____	_____
Title of presentation	Number of hours
_____	_____
Type of Presentation (check one): solo speaker [] panel participant [] moderator [] webinar []	
Audience and approximate number of attendees:	

Sponsor organization 3	Dates (if repeated, list all dates)
_____	_____
Title of presentation	Number of hours
_____	_____
Type of Presentation (check one): solo speaker [] panel participant [] moderator [] webinar []	
Audience and approximate number of attendees:	

Supervising, Mentoring, and Volunteer Service

List relevant volunteer leadership roles in community service activities or with community organizations, or any mentoring you have done. Please do not duplicate information given elsewhere. (Attach additional pages if necessary).

Project or Organization 1	Dates
_____	_____
Your role _____	

Project or Organization 2	Dates
_____	_____
Your role _____	

Project or Organization 3	Dates
_____	_____
Your role _____	

Other RELEVANT Professional Experiences

Please list below any other significant experiences or achievements that you believe are important to the Commission's assessment of you as a candidate for the credential of Certified Educational Planner. These might include awards or honors you have received, relevant programs or events you have organized, consulting you have done with institutions, relevant courses you have taught or any extenuating circumstances you believe are relevant for appropriate consideration of your application. Please attach additional pages if necessary.

Limits of Expertise

Give a couple of examples of potential situations in which you might feel you have reached the limits of your expertise and for which you would seek assistance from, or make a referral to, another professional. Please attached additional pages if necessary.

Case Study

Select a student with whom you have worked in the past three years. **On a separate page**, please outline the student's academic and personal profile, interests, issues, parents' parameters and any other relevant information. Describe your process in working with this student (and family). Please focus on the major elements of the case. You should be able to accomplish this in 3-4 paragraphs. Finally, list the colleges/schools/programs you suggested to the student and explain why you felt they were particularly good matches for the student. If you care to share outcomes, please feel free to do so.

GUIDELINES FOR PROFESSIONAL SITE VISITS

- College/School -

For educational consultants and educational planners specializing in college and/or traditional school placements (domestic and/or international): These may include placements in universities, colleges, day schools, boarding schools, vocational programs, summer programs, and gap programs. Please list 30 colleges, schools, or programs you visited in the last five years. Of those 30 visits, 28 must be in person and two (2) may be visit equivalents.

Visit Equivalency Guidelines:

- Online institutional update sessions of 60 minutes or more
- Online institutional-hosted webinars of 60 minutes or more
- Counselor reception hosted by one or more colleges, school, or other traditional post-secondary programs where each program presents for 60 minutes or more.
- Regional group of educational consultants/planners hosting a college(s), school(s) or other traditional post-secondary program. Each represented institution's presentation must be 60 minutes or more.

Criteria:

- 3 briefings, update sessions, webinars, hosted events = 1 Visit Equivalent
- A minimum of 28 in-person on-site visits are required, therefore 6 virtual visits (2 Visit Equivalents) are accepted.

List the name and date of each evaluative visit, information session or reception

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
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9. _____
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11. _____
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28. _____
29. _____
30. _____
31. _____
32. _____

GUIDELINES FOR PROFESSIONAL SITE VISITS

- Neurodiverse/Therapeutic -

For educational consultants and educational planners specializing in neurodiverse or therapeutic placements: These may include placements in In-patient psychiatric hospitals, Partial Hospitalization Programs (PHP), Intensive Outpatient Programs (IOP), Residential Treatment Centers, Therapeutic Boarding Schools, Young Adult Programs, and Wilderness Programs. Please list 30 schools/programs you visited in the last five years about which you feel comfortable writing. Of those 30 visits, 28 must be in person and two (2) may be visit equivalents.

Visit Equivalency Guidelines:

- Online institutional update sessions of 60 minutes or more
- Online institutional-hosted webinars of 60 minutes or more
- Counselor reception hosted by one or more programs or schools where each program presents for 60 minutes or more
- Regional group of educational consultants hosting a therapeutic programs(s) where each program presents for 60 minutes or more

Criteria:

- 3 briefings, update sessions, webinars, hosted events = 1 Visit Equivalent
- A minimum of 28 in-person on-site visits are required, therefore 6 virtual visits (2 Visit Equivalents) are accepted.

List the name and date of each evaluative visit, information session or reception

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
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29. _____
30. _____
31. _____
32. _____

REFERENCES

During the evaluation process, it is often helpful for us to speak with professional colleagues of candidates. Please list three professional references (CEPs, supervisors, independent educational consultants or other professional colleagues) who can comment on your current educational counseling or counseling skills, your character and your ethical standards. Clients, either paying or *pro bono*, are not acceptable references.

Name of reference 1 _____

Title _____ Business/institution name _____

Professional relationship _____

Phone number _____ Email Address _____

Name of reference 2 _____

Title _____ Business/institution name _____

Professional relationship _____

Phone number _____ Email Address _____

Name of reference 3 _____

Title _____ Business/institution name _____

Professional relationship _____

Phone number _____ Email Address _____