



Summary of Changes to the September 2023 Edition of the Guide to Ethical Practice in College Admission

1. Core Values, Access and Equity

Original language: We believe we should strive to increase access and eliminate from the education system bias based on race, ethnicity, religion or creed, sex, gender identity, sexual orientation, socioeconomic status, age, political affiliation, national origin, or disability. We view this as fundamental to our responsibility as educators.

New language: We believe we should strive to increase access and eliminate from the education system bias based on race, ethnicity, religion or creed, sex, gender identity, sexual orientation, socioeconomic status, age, political affiliation, national origin, or disability. We view this as fundamental to our responsibility as educators. *Each secondary school member must unilaterally determine its policies and procedures for on-campus visits by postsecondary institutions.*

Rationale: Each secondary school must make its own decision about whether a particular postsecondary institution should be allowed on its campus.

2. Article I: Section B.1.a

Original language: Provide guidance and information to help students determine their Best academic, personal, and financial college match.

New language: Provide guidance, information, and *exposure* to help students determine their best academic, personal, and financial college match.

Rationale: Each secondary school must make its own decision about whether a particular postsecondary institution should be allowed on its campuses, as they expose students to institutions that meet diverse personal interests and needs.

3. Article I: Section A.1.b.

Original language: Share information about students that is relevant to the college admission process as well as accurate, up-to-date, and free from misrepresentations of fact or material omissions.

New language: Share information about students that is relevant to the college admission process as well as accurate, up-to-date, and free from misrepresentations of fact or material omissions *at the time of submission.*

Rationale: The old language placed an unreasonable burden on secondary school counselors.

4. Article I: Section A.1.i.

Original language: Ensure that the data reported on school profiles and other documents is accurate and current.

New language: Ensure that the data reported on school profiles and other documents is accurate and current **at the time of submission.**

Rationale: The old language placed an unreasonable burden on secondary school counselors.

5. Article I: Section A.1. g

Original language: N/A

New language: **To make the college admission process as intentional and efficient as possible for universities, high schools, and applicants, universities should strive to require in the admission process only that which is absolutely essential to yield an admission decision. Optional components may put unnecessary burdens on applicants and secondary schools while creating confusion about what elements of the application process truly matter**

Rationale: Universities regularly believe that collecting “optional” supporting elements for an application is a supportive gesture to applicants, but the reality is that optional items can create uncertainty and additional labor for applicants and secondary schools as well as for admission offices. Being clear, transparent and intentional about what is essential to yield an admission decision will better serve students and those who support them in the college admission process.