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**ADM 145 - McPherson College Ethical Recruitment**

McPherson College agrees to abide by the Guide to Ethical Practice in College Admission; created and agreed to by the 2020 NACAC Assembly.

This full document can be found online at: <https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/nacac_guide-to-ethical-practice-in-college-admission_sept.-2020_final.pdf>

Below you will find a summary:

Section I: The Ethical Core of College Admission

1. Truthfulness and Transparency: Guiding Principles and Rationale

Counseling professionals must provide their students and colleges with complete, truthful, and factual information that will allow them to make informed decisions. Colleges are equally obligated to provide complete, factual, and readily accessible information that will allow students and their counselors to make informed college comparisons and choices. Secondary schools should provide accurate, legible, and comprehensive transcripts and other school documents for all candidates for admission or scholarships.

1. Professional Conduct: Guiding Principles and Rationale

Advocating for students’ best interest in the admission process is the primary ethical concern of our members. This requires that students receive college admission counseling they can trust. Conflicts of interest, whether real or perceived, and unprofessional conduct undermine that trust. NACAC member institutions, organizations, and agencies should work together in an environment that fosters that trust. To maintain a culture of collaboration and collegiality, members should not disseminate inaccurate, misleading, or disparaging information about other secondary schools, colleges, organizations or individual professionals.

1. Respect for Confidentiality: Guiding Principles and Rationale

The college admission and counseling community depends on trust. An important component in building that trust is maintaining confidentiality. This includes taking steps to ensure the college is sending and receiving information in a protected way, adhering to the institution’s confidentiality policy and not divulging an applicant’s information without their consent.

Section II: The Responsible Practice of College Admission

1. Admission Cycle Dates, Deadlines and Procedures for First-Time Fall Entry Undergraduates

NACAC members believe that college choices should be informed, well-considered, and free from coercion. We believe that admission practices should be student-centered and should not be designed to manipulate students into applying to or enrolling at a college or university before they are ready.

Students benefit if they have an organized and developmentally appropriate schedule that allows for a reasonable amount of time to identify their college choices; submit applications for admission, financial aid and scholarships; and decide which offer of admission to accept. Members are encouraged to work with other campus offices such as academic departments, housing and financial aid to create a consistent deadline that does not require students to make a commitment or accept an offer prior to May 1.

1. Waitlists

Wait lists help colleges manage their enrollments and give students who were not initially admitted another opportunity to be considered for admission. By placing a student on the wait list, a college does not initially offer or deny admission but extends to the candidate the possibility of admission should space become available. Timely offers of admission from the wait list serve both institutions and students.

1. Transfer Admission

Transfer admission is complex in ways that make it impractical to suggest common dates and deadlines. To ensure an equitable and transparent process, transfer candidates should not be asked to make a commitment to enroll until they are able to review all relevant information including financial aid awards and estimates of how credits earned at previous institutions will transfer and apply toward a degree at the receiving institution.

1. International Admission

Institutions outside of the United States employ a variety of application procedures, testing policies and academic calendars: it is important to understand and acknowledge the differences when recommending best practices for NACAC members at institutions outside of the United States. Members outside of the United States should, however, strive to maintain a student-centered admission process that demonstrates a commitment to the Core Values that NACAC members have agreed should be central to the college admission process.

Use of Agents for Recruiting International Students

NACAC member institutions who are enrolling students from outside of the United States should work to ensure that their recruitment practices ae consistent, transparent, and serve the best interests of the students. Institutions may choose to use commissioned agents for recruiting students residing outside of the United States who are ineligible for US federal financial aid.

It is understood that, in some countries, students and families rely on agents, acting on behalf of postsecondary institutions, for college counseling services. Institutions both inside and outside the United States may utilize the services of these agents and compensate them based on the number of students enrolling or some other metric. NACAC members believe that if institutions choose to contract third-party agents to recruit on their behalf, the institutions should hold these agents to the same ethical standards as they do their staff members.

Section III: Application Plans, Definitions of Procedures, and Glossary

In order to be better serve students, institutions should be clear and consistent in the terminology used to describe the different options for application, acceptance, depositing and enrolling.