

American Institute of Certified Educational Planners Certification Candidate Handbook



Approved: January 2024
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This candidate handbook is current as of January 2024. Materials in this handbook are subject to change.

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Welcome

Welcome to The American Institute of Certified Educational Planners (AICEP) Candidate Handbook! This handbook serves as a comprehensive guide to assist you in navigating the credential program to achieve your Certified Educational Planner (CEP) credential.

AICEP is committed to upholding the highest standards of professionalism and excellence in the field of educational planning. Our pursuit of accreditation by the National Commission for Certifying Agencies (NCCA) is a testament to our dedication to maintaining rigorous standards and ensuring the credibility of our certification process.

This handbook is designed to provide you with a clear understanding of the steps involved in obtaining your certification and the resources available to support you throughout your journey. It outlines the eligibility requirements, certification process, examination details, and recertification guidelines, among other important information.

By pursuing certification through AICEP, you join a community of skilled professionals who are committed to enhancing educational opportunities and guiding students toward academic success. As a Certified Educational Planner, you will gain recognition for your expertise, build credibility with clients and colleagues, and contribute to the advancement of the field.

We value your commitment to professional growth and look forward to supporting you on your journey to becoming a Certified Educational Planner through AICEP. Best of luck as you embark on this rewarding endeavor!

Sincerely,

Rachel Sobel, Chair
Commission on Credentialing
American Institute of Certified Educational Planners

The American Institute of Certified Educational Planners

The American Institute of Certified Educational Planners (AICEP) awards the CEP (Certified Educational Planner) credential to educational planners who have achieved the highest level of competence in the field.

Our goal is to recognize those professionals who have achieved a high level of competence and to raise the standards of the educational counseling profession.

AICEP offers qualified educational planning professionals the opportunity to earn the Certified Educational Planner (CEP)[™] designation. To be awarded this credential, the individual must meet substantial educational and experiential requirements and then pass a rigorous board-certifying assessment. To retain the credential, CEPs must continue to conduct evaluative institutional visits and participate in specified professional development activities to meet recertification requirements every five years.

AICEP credential professionals with educational planning specializations in:

- Higher education
- Boarding and Day Schools
- Therapeutic Programs and Schools

About AICEP

AICEP is a designated 501c3 Nonprofit organization.

AICEP is governed by a board known as the Commission on Credentialing. The Commission establishes and monitors the application, examination, and recertification requirements.

As the only globally recognized independent educational consulting credential, the CEP credential signifies a commitment to outstanding professional practice. Requiring the passing of a board-certifying assessment helps ensure that CEP credential holders understand the foundational knowledge that is important for the development of high-quality professional educational planners.

The mission of AICEP is to advance the quality and ethics of the profession by awarding the credential of Certified Educational Planner to those professionals with the requisite educational background and experience related to their practice as an educational professional.

The Purpose of AICEP is to raise the professional standing of education planners such that it is recognized as a profession with standards and that those who have the education, experience, and knowledge are seen as professionals throughout the industry.

AICEP exists to serve the public and the profession of educational planning by:

1. Establishing standards for educational planners -- college counselors, elementary and secondary school placement consultants, special needs & therapeutic placement planners.
2. Certifying qualified individuals who serve as educational planners, consultants, and counselors.
3. Increasing the standards of practice for educational planning.
4. Raising the awareness of the importance of and need for qualified educational planning.

Certified Education Planners (CEP) represent the highest level of professional standards and the credential provides a source for families to find a knowledgeable, ethical advisor for their educational planning needs.

Statement of Nondiscrimination and Fairness

AICEP is committed to upholding the law and ensuring equal treatment for all individuals. We recognize the importance of equal opportunity in fostering equality across all aspects of human activities. Therefore, AICEP will administer all its policies in compliance with applicable federal, state, and local laws and regulations. Therefore, all administrative practices and procedures will be applied free of discrimination on the basis of race, creed, national origin or heritage, age, religion, sex, gender or gender expression or identity, sexual orientation, pregnancy, physical or mental disability, medical condition, ancestry, marital status, or service in the uniformed services.

Certification

Benefits of Certification

The Certified Educational Planner (CEP) designation is a mark of distinction demonstrating expanded knowledge and commitment to the profession. It gives families the assurance they need that they are working with a qualified professional committed to maintaining the highest quality of service to students.

Certification Exam Eligibility

The application process for the Certified Educational Planner (CEP) certification involves several steps.

The first step is to complete an application, which will be evaluated by two readers. The readers will assess the candidate's education, experience, and professional activity.

Application Components

- The application solicits information based on the candidate's specialization.
- Information on college degrees and relevant courses taken.
- Details of recent conferences, webinars, training institutes, and workshops attended.
- Employment experiences relevant to the field.
- Involvement with professional organizations related to educational planning.
- Professional presentations and/or writing accomplishments.
- Three professional references.
- Brief description of a recent case study from personal experience.
- List of 30 institutions or programs visited in the past five years.
- A commitment to the Principles of Good Practice in educational planning. (Appendix)
- A \$200 application fee

The components described above are evaluated on a point system which is available on the Application. Candidates who fulfill a combination of the application requirements are invited to sit for the board-certifying CEP Assessment.

Earning a CEP Credential

To earn a CEP Credential, candidates must first meet the eligibility requirements by submitting an application for review as described above. Once the application is reviewed the candidate will be invited to sit for the Assessment . AICEP will not grant a credential to any individual based only on education and/or experience.

The CEP certification is valid for five years and must be renewed through submission of documentation of a minimum of seventy evaluative visits to educational institutions during the five years. Renewals must also document participation in at least seventy hours of continuing professional development and continued adherence to the AICEP Principles of Good Practice (Appendix).

Information regarding the AICEP Assessment, including eligibility criteria, registration, format, design, administration, scoring, passing criteria, and maintaining the CEP credential can be found in the sections that follow.

As of June 1, 2023, there are 260 persons who are Certified Educational Planners. New inquiries, new initial applications, and new recertification applications arrive on a regular basis.

Fees

Initial Application	\$200*
Assessment Fee	\$300
Annual Renewal	\$150

*professional discounts may apply

Study Materials and Resources

AICEP has made available instructional videos on our official website, aiming to assist candidates in gaining insight into the examination process. While these materials serve as valuable tools for exam preparation, candidates should view them as supplementary resources rather than the definitive authority on the Assessment. It is important to note that the utilization of AICEP study materials is optional. The Assessment evaluates the candidate's institutional and professional knowledge, and the provided resources solely offer an overview of the exam format, enabling candidates to familiarize themselves with its structure and expectations.

CEP Assessment

The AICEP Certification exam is a knowledge-based assessment consisting of essay sections focusing on institutional knowledge and professional knowledge. AICEP contracts with MercerIMettl, a full-service third-party testing company, to ensure that the exams adhere to national testing standards.

The exam content is developed by committees of educational planning professionals who have been identified as Subject Matter Experts (SMEs) in educational planning. These experts design the exam to assess whether candidates possess the required level of competence to earn the Certified Educational Planner Designation.

The CEP exam is fully online and is long-answer (essay) based. AICEP has recorded two webinars for candidates to learn more about the exam. Neither of these are required training, but are useful to understand the format of the exam.

1. [AICEP Test Tour](#)
2. [Taking and Acing the CEP Assessment](#)

The assessment focuses on two areas: **institutional knowledge** and **professional knowledge**. Candidates have 300 minutes to complete the Assessment.

Institutional Knowledge

The first part of the Assessment, Institutional Knowledge, is designed to measure a candidate's ability to accurately "place" an educational institution within the broad landscape of similar institutions. For example, college candidates place a particular college in the landscape of the world of higher education. College specialists should be able to describe unique features of the college; for example, colleges that are considered to be "good values" or that offer more-than-is-typical merit aid, colleges with strong programs for students with learning disabilities, colleges where most students do physical/construction work or those with unusual calendars or academic offerings. In another area of specialization, candidates describing a boarding school are expected to place that school within the context of other available boarding schools.

As part of the application, the candidate is asked to list 30 colleges or universities (or 30 boarding schools or 30 therapeutic schools or programs) they have visited. During the assessment, they will be provided with a list of four of the schools they listed and they will then select two to write their description about. This allows for randomization for each candidate. For each selected institution, candidates respond to a set of five questions on the right side of the screen. There is no word limit for the responses.

1. What type of student might be happy and best served at this institution?
2. What are the standout features or attributes of this institution?
3. Describe the physical facility and the influences of the surrounding communities on the college/university/school/program.
4. In general, what are the admission criteria? What are the general parameters of students you would refer to this institution?
5. Please name two or three examples of similar institutions and describe the reason for the similarities.

Professional Knowledge

The second section of the assessment evaluates professional knowledge, which involves the candidate responding to student case studies. It measures the candidate's ability to match students with institutions. Candidates are provided with information about two different students and are asked to answer questions based on the scenario for that student. This part of the Assessment allows the reader to assess whether the candidate can merge knowledge of students with knowledge of institutions. Can the candidate find institutions for each student that meet personal/educational/financial/emotional needs? Does the candidate demonstrate an educationally sound rationale for the institutions chosen? Can they recognize the needs of individual students? Do they demonstrate an ethical, professional approach to working with each student?

The Day of the Assessment

Once a candidate's application has been approved they will be invited to sit for the CEP Assessment. They have six months from the day of their application approval to take the test. As stated, the online exam consists of two sections: institutional knowledge and professional knowledge. The candidate works with a member of the Assessment Committee in scheduling the day the exam is to be taken.

Once candidates click on the provided link, they are directed to the assessment platform, through the vendor Mercer/Mettl. The platform displays the candidate's name and the CEP insignia. They are then prompted to launch the test. The test loads and presents additional instructions, emphasizing not to use the F5 key (to avoid accidentally refreshing) and other guidelines. Candidates proceed to a welcome page from the CEP commission, which provides information about the test, and case studies, and aims to reduce test-related stress.

Candidates are required to affirm that they will not engage in unauthorized possession, reproduction, or disclosure of assessment materials and that they will not use books, websites, or other resources during the assessment. After agreeing to the terms and conditions, candidates begin the test.

Throughout the test, candidates can navigate back and forth between sections and review their responses. The remaining time is displayed in the top right corner of the screen.

Once the exam is submitted it will be evaluated by three readers. The candidate information is kept completely anonymous to these readers. The readers each complete a rubric to score each section of the assessment and will compare scoring to ensure inter-rater reliability. (See appendix for Rubrics)

AICEP Directory

After obtaining certification the CEP certificant is added to the [AICEP directory](#). The directory allows families to find professionals who match their educational planning needs. AICEP will also provide the CEP with the official AICEP logo to use for marketing and permission to utilize the initials CEP after their name to identify themselves as Certified Educational Planners. Certification is granted for five years. There is an annual fee of \$100 to keep the credential valid.

Certification Renewal

Recertification is required every five years. This application for recertification includes meeting continuing professional development requirements for recertification and submitting the recertification forms documenting ones ongoing educational engagement. The \$100 annual renewal fee covers the recertification cost for the recertification year.

Expiration of Certification and Reinstatement Procedures

If a CEP's certificate has been expired for more than three months, the person may be recertified by submitting the required documentation, paying the Recertification Fee and any outstanding Annual Renewal Fees, plus a late fee of \$100, unless special arrangements have been made. If a CEP opts not to renew at the end of the five years they are required to cease using the designation including the letters and logo immediately and will be removed from the directory.

The CEP credential is the property of AICEP. Once the credential is awarded and for the extent of time during which the credential is renewed and maintained, certificants are authorized to claim and display the credential. Unauthorized use of the credential, including use following an expired credential, is strictly prohibited and subject to a notification to cease and desist. To protect its intellectual property, AICEP will not hesitate to seek legal action if necessary.

Certification Professional Misconduct, Code of Content

Professional Misconduct and Complaints

AICEP defines professional misconduct as a violation or alleged violation of the Principles of Good Practice required of all Certificants.

AICEP recognizes the need for a fair and transparent process to address any concerns or disputes related to certification decisions. The purpose of the grievance procedure is to provide a mechanism for the affirmation or revocation of certification as a Certified Educational Planner (CEP).

Allegations of professional misconduct should be submitted to AICEP at info@aicep.org. Allegations are not anonymous and anyone may submit an allegation when a violation may have occurred. Upon receipt of the allegation the Commission will utilize the internal grievance procedure to resolve the complaint and determine the appropriate outcome in regards to the certification.

AICEP has a structured grievance procedure to ensure fairness and transparency in resolving disputes related to a Certified Educational Planner. This process begins with an initial attempt at mediation and consultation to resolve any concerns. If unresolved, a formal written complaint is required, outlining the violation of specific principles along with supporting details. The AICEP Commission Chair then forms a three-person Grievance Committee to handle the complaint.

This committee, after giving both parties the opportunity to present their case, may opt for mediation. If mediation fails or is not chosen, a hearing is conducted within six months, attended only by relevant parties. The Grievance Committee, after considering all evidence, decides within sixty days, leading to either affirmation or revocation of the CEP certification. A confirmed certification leads to sealed records, while a revocation makes the records public for five years and requires immediate surrender of the CEP designation. Upon revocation, the Respondent must immediately surrender the CEP certificate and cease using the CEP designation in all forms.

The decision of the Grievance Committee is final.

Appendix

CEP Application

To access the full CEP Application please visit www.aicep.org or click on this [link](#).

Appealing Application Decisions

If a candidate does not meet the standards, specific feedback will be provided on how to meet the requirements. This could involve gaining additional experience as an educational planner or participating in further education or training programs.

AICEP reserves the right to reject any application that does not meet the specified eligibility requirements. If an application for an AICEP Certification Exam is not accepted, an individual can appeal and request the application be reviewed again. The appeal must include a detailed explanation of the reason(s) why the individual believes they should be eligible, plus all supporting documentation. Submit all eligibility appeals to info@aicep.org

Principles of Good Practice

A commitment to the Principles of Good Practice is paramount to the professional behavior of Certified Educational Planners.

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 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 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 his/her 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 his/her knowledge of educational options across the broad range of schools, colleges, and/or programs pertinent to his/her practice through site visits and other appropriate means of gathering information.
- D. A planner strives to present him/herself as able to deal only with those areas in which he/she has 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 his/her client and/or his/her 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 written 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 his/her own best education and developmental interests 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 his/her 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 his/her 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 he/she draws his/her 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 his/her 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 coping 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 he/she offers.
- 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 he/she offers.

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 and other 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 public statements or announcements in meetings, the 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 his/her own spectrum of expertise and services.

Rubric For Evaluating Institutional Knowledge On The Assessment

The five aspects of institutional knowledge on the Assessment:

1. What type of student might be happy and best served at this institution?
2. What are the standout features or attributes of this institution?
3. Describe the physical facility and the influences of the surrounding communities on the college/university/school/program.
4. In general, what are the admission criteria? What are the general parameters of students you would refer to this institution?
5. Please name two or three examples of similar institutions and why you chose these.

Essay Score	Characteristics	Rough Grade Equivalent
5	<p>Extremely well qualified. Superior; the candidate answers all sections of all five questions asked with a great deal of insight, depth, nuance, and detail. This response shows an excellent understanding of this institution’s academic strengths, values, culture, mission, ideal student, standout programs, traditions, campus, etc.</p> <p>The candidate’s well-written, thoughtful response goes well above and beyond answering the five questions asked. Elegant!</p>	A+ or A
4	<p>Very well qualified. The candidate answers all five questions asked with plenty of detail, insight, and depth. This response shows a thorough and clear understanding of this institution’s academic strengths, values, and mission; the essay displays a very strong grasp of this institution’s ideal student, standout programs, traditions, campus, etc.</p> <p>Perhaps not all sections of the five questions are addressed in a thorough manner.</p>	A-, B+, or B
3	<p>Qualified. The candidate adequately and sufficiently answers all sections of the five questions asked.</p> <p>The applicant displays a solid, competent grasp of the institution’s culture, campus, values, ideal student, standout programs, etc. The</p>	B-, C+, or C

Essay Score	Characteristics	Rough Grade Equivalent
	<p>candidate's response shows detail and a strong understanding of the institution.</p> <p>The candidate may not have addressed some aspects of all five questions in as clear, thoughtful, or thorough a manner as possible, but the level of insight, understanding, and depth displayed in this response are sufficient.</p>	
2	<p>Not quite qualified</p> <p>The applicant displayed a less than sufficient grasp of the institution's culture, campus, values, ideal student, standout programs, etc. The candidate's response showed a lack of insight, depth, detail and overall understanding of the institution. The candidate may not have addressed some key aspects of all five questions, or some of the response may have been erroneous.</p>	C-
1	Not qualified	D/F

Rubric For Evaluating Professional Knowledge On The Assessment

Identify the issues and factors in play when working with this student.

1. Describe a plan of action for working with the student (and family)
2. Assess the institutional characteristics that would be right for the student.
3. Provide and rationalize a short list of specific institutional recommendations

Essay Score	Characteristics	Rough Grade Equivalent
5	<p>Extremely well qualified. Superior; the candidate answers all sections of all three questions asked with a great deal of insight, depth, nuance, and detail. This response shows an excellent understanding of this student’s academic strengths and background, academic and personal challenges, interests, goals, needs, concerns, and other relevant parameters. The candidate has shown a high degree of competency and clarity when outlining their process. The applicant has exceeded expectations in providing reasonable educational options and clear, thoughtful rationales for their choices.</p> <p>The candidate’s well-written, thoughtful response goes well above and beyond answering the three questions asked. Elegant!</p>	A+ or A
4	<p>Very well qualified. The candidate answers all three questions asked with plenty of detail, insight, and depth. This response shows a thorough and clear understanding of this student’s academic strengths and background, academic and personal challenges, interests, goals, needs, concerns, and other relevant parameters. The candidate has very competently and quite clearly outlined their process. The applicant has provided very reasonable educational options and quite clear, thoughtful rationales for their choices. Perhaps not all sections of the three questions are addressed in a thorough manner.</p>	A-, B+, or B

Essay Score	Characteristics	Rough Grade Equivalent
3	<p>Qualified The candidate adequately and sufficiently answers all sections of the three questions asked.</p> <p>The applicant displays a solid, competent grasp of the student’s academic strengths and background, academic and personal challenges, interests, goals, needs, concerns, and other relevant parameters. The candidate has competently and clearly outlined their process. The applicant has provided reasonable educational options and clear, thoughtful rationales for their choices.</p> <p>The candidate may not have addressed some aspects of all three questions in as clear, thoughtful, or thorough a manner as possible, but the level of insight, understanding, and depth displayed in this response are sufficient.</p> <p>The candidate may not have addressed some aspects of all five questions in as clear, thoughtful, or thorough a manner as possible, but the level of insight, understanding, and depth displayed in this response are sufficient.</p>	B-, C+, or C
2	<p>Not quite qualified</p> <p>The applicant displayed a less than sufficient grasp of the student’s academic strengths and background, academic and personal challenges, interests, goals, needs, concerns, and other relevant parameters. The candidate’s response showed a lack of insight, depth, detail and overall understanding of the student. The candidate has not competently or clearly outlined their process. The applicant has not provided reasonable educational options or clear, thoughtful rationales for their choices.</p> <p>The candidate may not have addressed some key aspects of all three questions, or some of the response may have missed the mark completely.</p>	C-
1	<p>Not qualified</p>	D/F

Requesting Accommodations

The Commission on Credentialing is committed to providing reasonable testing accommodations for candidates with disabilities during the CEP Assessment. It is the responsibility of the candidate to substantiate the necessity and effectiveness of specific testing accommodations.

To request an accommodation send a formal request to info@aicep.org at the earliest stage of the application process. Please note that scheduling the exam will not be possible until your accommodation request has been either approved, denied, or withdrawn. It is important to be aware that accommodations cannot be arranged once the assessment has been scheduled.

The Commission values inclusivity and is open to accommodating candidates with disabilities unless such accommodations would compromise the accurate evaluation of the knowledge and skills that the assessment aims to measure.

Retesting Policy

In the event that a candidate does not pass the assessment, AICEP is committed to providing the candidate with feedback on the exam performance. Furthermore, AICEP offers the opportunity to retake the assessment within a period of three to six months, at no additional cost.

AICEP strongly encourages candidates who have failed one or both parts of the assessment to retake the test. AICEP will assign a mentor who will carefully review the assessment and provide guidance on specific areas for improvement. The retesting process follows the same testing format, with variations in the names of institutions and case studies used compared to the previous test.

It is the objective of AICEP to support the professional growth of educational planners and ensure that professionals have the opportunity to demonstrate their knowledge and skills effectively. By offering the chance to retake the assessment, AICEP acknowledges the potential for growth and improvement, allowing candidates to showcase their capabilities.

Retest requests are made by sending an email to the Assessment Chair at info@aicep.org

Pass/Fail Statistics

AICEP currently has 272 Certified Educational Planners. All of them can be found in the AICEP directory on our website.

AICEP Assessment Results, 2021-2023							
1	2	3	4	5	6	7	8
	Number of Individuals Assessed	Number Passing	Number Passing with Observations	Number Failing	% of Tests Failed	% of Tests Failed or Passing with Observations	% of Tests Passed
Total	71	64	6	7	10%	18%	90%
Male	16	12	2	4	25%	38%	75%
Female	55	52	4	3	5%	13%	93%

Notes:

1. Chart contains first time test takers only. Those who took the test more than one time are excluded from this analysis.
2. Column 4 is persons who passed the assessment “with observations.” This means that the examination committee felt the candidate had passing responses, but showed weaknesses that could be addressed via feedback. The committee shares these notes with the candidate.
3. Candidates are approved to take the Assessment who meet stringent Application standards.