

1: Code of Ethics and Professional Practice

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Code Of Ethics and Professional Practice Page Content The Code of Ethics and Professional Practice Code of the Association for Institutional Research was developed to provide members of the Association with some broad ethical statements with which to guide their professional lives and to identify relevant considerations when ethical uncertainties arise. Member Quotes The AIR Code of Ethics helps legitimize institutional research as a profession in which integrity and professional standards are essential. It also provides a means for individuals new to the profession to learn about the ethical principles and standards that should guide the work of institutional researchers. Although the Association also serves those institutions that employ our members, our primary service to those institutions is achieved through our individual members. Hence this Code is directed to individuals and not institutions although basic tenets contained within the Code are also applicable to our colleges and universities and should be compatible with institutional codes and values. The persons who practice institutional research IR are a diverse group from many different academic backgrounds and from many different professional experiences. Add to this diversity among IR practitioners the tremendous variation in the practice of IR as defined at individual colleges and universities, and IR professionals would seem to have little common ground. Many of the professions from which IR practitioners come have their own standards or codes for acceptable and even expected performance. This Code adds to those existing documents in recognition of the special and different demands inherent in the practice of institutional research. This is an extra burden for institutional researchers, and this Code provides some guidance to practitioners who bear that burden. Along with the other professional standards, this Code defines a normative expectation for institutional researchers in their work. At the same time, the Code provides the foundation for institutional research as a profession. Although it provides standards, the Code does not provide a set of rules. Reasonable differences of opinion can and do exist with respect to interpretation, and specific application must take into account the context of a given behavior. Adoption of a code of ethics cannot guarantee ethical behavior or resolution of all disputes. Rather, it sets forth standards to which professionals aspire and against which their actions can be judged both by themselves and others. Ethical behavior should result from a personal commitment to engage in ethical practice and an attempt to act always in a manner that assures integrity. All members of AIR should pledge to maintain their own competence by continually evaluating their research for scientific accuracy, by conducting themselves in accord with the ethical standards expressed in this Code, and by remembering that their ultimate goal is to contribute positively to the field of postsecondary education. Finally, this Code is a living document that must change and be shaped as the practice of institutional research continues to evolve and develop. The institutional researcher shall provide subordinates with opportunities for professional growth and development. The institutional researcher shall approach all assignments with acknowledgement of personal biases and make all attempts to minimize the effect of such biases in the conduct of the work. The institutional researcher should disclose situations in which financial or other personal considerations may compromise, or have the appearance of compromising, decisions or the performance of services. Disclosure and proper management of such situations assures that unavoidable conflicts do not interfere with the integrity of performance of duties. Use of Accepted Technical Standards. The institutional researcher shall conduct all tasks in accordance with accepted technical standards. Special care shall be taken to recommend research techniques and designs that are appropriate to the purposes of the project. Quality of Secondary Data. The institutional researcher shall ensure that all reports of projects are complete; are clearly written in language understandable to decision-makers; fully distinguish among assumptions, speculations, findings, and judgments; employ appropriate statistics and graphics; adequately describe the limitations of the project, of the analytical method, and of the findings; and follow scholarly norms in the attribution of ideas, methods, and expression and in the sources of data. The institutional

researcher shall document the sources of information and the process of analysis in each task in sufficient detail to enable a technically qualified colleague to understand what was done and to verify that the work meets all appropriate standards and expectations. The institutional researcher shall establish clear guidelines about confidentiality issues within the institutional research office. Release of Confidential Information. The institutional researcher shall permit no release of information about individual persons that has been guaranteed as confidential, to any person inside or outside the institution except in those circumstances in which not to do so would result in clear danger to the subject of the confidential material or to others; or unless directed by competent authority in conformity with a decree of a court of law. Special Standards for Data Collection. Balancing Privacy Risks Against Benefits. The institutional researcher shall, at the design stage of any project, thoroughly explore the degree of invasion of privacy and the risks of breach of confidentiality that are involved in the project, weigh them against potential benefits, and make therefrom a recommendation as to whether the project should be executed, and under what conditions. Where appropriate, the institutional researcher shall adopt a written description of any specific steps beyond the regular guidelines within the institutional research office that are necessary during a specific assignment to ensure the protection of aspects of privacy and confidentiality that may be at specific risk. The institutional researcher shall ensure that all subjects are informed of their right of refusal and of the degree of confidentiality with which the material that they provide will be handled, including where appropriate, the implications of any freedom of information statute. Any limits to confidentiality should be made clear. The institutional researcher shall apprise institutional authorities of the implications and potentially binding obligations of any promise to respondents regarding confidentiality and shall obtain consent from such authorities where necessary. Development of Local Codes of Ethics. The institutional researcher should develop and promulgate a code of ethics specific to the mission and tasks of the institutional research office and should strive to cooperate with fellow practitioners in the institution in developing an institution-wide code of ethics governing activities in common. The institutional researcher shall apply all reasonable means to prevent irrevocable loss of data and documentation during its immediately useful life; and, being aware of the role of data as institutional historic resource, shall act as an advocate for its documentation and systematic permanent archiving. Assessment of Institutional Research. The institutional researcher shall develop and implement regular assessment tools for the evaluation of institutional research services. The institutional researcher shall make efforts to anticipate and prevent misunderstandings and misuse of reports within the institution by careful presentation and documentation in original reports, and by diligent follow-up contact with institutional users of those reports. Professionally responsible interpretation includes consideration of how the requesting individuals or organizations will employ the information. A sound understanding of how information will be used is fundamental to decisions regarding what type of information and supporting materials is appropriate and whether to participate with the request, if such reporting is not mandatory. The institutional researcher shall seek opportunities to contribute to and participate in research on issues directly related to the craft and in other professional activities, and shall encourage and support other colleagues in such endeavors. The institutional researcher should honestly acknowledge the work of and the contributions made by others. Integrity of the Profession. The institutional researcher should work toward the maintenance and promotion of high standards of practice. The institutional researcher should uphold and advance the values, ethics, knowledge, and mission of the profession. The institutional researcher should contribute to the knowledge base and share with colleagues knowledge related to practice, research, and ethics. The institutional researcher shall take care not to falsely demean the reputation or unjustly or unfairly criticize the work of other institutional researchers. The institutional researcher shall take appropriate measures to discourage, prevent, identify, and correct unethical conduct of colleagues when their behavior is unwittingly or deliberately in violation of this code or of good general practice in institutional research. The institutional researcher who believes that a colleague has acted unethically should seek resolution by discussing the concerns with the colleague when feasible and when such a discussion is likely to be productive.

2: NSPE provides a code of ethics and other resources to practice ethical engineering

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3: Ethics and Professional Practice (Common Law) - IFSE Institute Canada

American Translators Association Code of Ethics and Professional Practice Commentary. This commentary is intended to be a living document, providing in-depth explanation and examples that reflect our common experiences.

Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities

1. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results. Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles. Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials. Do not engage in the corporal punishment of individuals with exceptionalities. Report instances of unprofessional or unethical practice to the appropriate supervisor. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education. Represent themselves in an accurate, ethical, and legal manner with regard to their own knowledge and expertise when seeking employment. Ensure that persons who practice or represent themselves as special education teachers, administrators, and providers of related services are qualified by professional credential. Practice within their professional knowledge and skills and seek appropriate external support and consultation whenever needed. Provide notice consistent with local education agency policies and contracts when intending to leave employment. Adhere to the contracts and terms of appointment, or provide the appropriate supervisor notice of professionally untenable conditions and intent to terminate such employment, if necessary. Advocate for appropriate and supportive teaching and learning conditions. Advocate for sufficient personnel resources so that unavailability of substitute teachers or support personnel, including paraeducators, does not result in the denial of special education services. Seek professional assistance in instances where personal problems interfere with job performance. Ensure that public statements made by professionals as individuals are not construed to represent official policy statements of an agency. Respond objectively and non-discriminatively when evaluating applicants for employment including grievance procedures. Resolve professional problems within the workplace using established procedures. Seek clear written communication of their duties and responsibilities, including those that are prescribed as conditions of employment. Expect that responsibilities will be communicated to and respected by colleagues, and work to ensure this understanding and respect. Promote educational quality and actively participate in the planning, policy development, management, and evaluation of special education programs and the general education program. Expect adequate supervision of and support for special education professionals and programs provided by qualified special education professionals. Expect clear lines of responsibility and accountability in the administration and supervision of special education professionals

Professional Development Special Education Professionals: Maintain a personalized professional development plan designed to advance their knowledge and skills, including cultural competence, systematically in order to maintain a high level of competence. Maintain current knowledge of procedures, policies, and laws relevant to practice. Engage in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional

performance. Advocate that the employing agency provide adequate resources for effective school-wide professional development as well as individual professional development plans. Participate in systematic supervised field experiences for candidates in preparation programs. Participate as mentors to other special educators, as appropriate. Professional Colleagues Special Education Professionals: Recognize and respect the skill and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines. Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs. Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities. Collaborate with both general and special education professional colleagues as well as other personnel serving individuals with exceptionalities to improve outcomes for individuals with exceptionalities. Do not engage in conflicts of interest. Assure that special education paraeducators have appropriate training for the tasks they are assigned. Assign only tasks for which paraeducators have been appropriately prepared. Provide ongoing information to paraeducators regarding their performance of assigned tasks. Provide timely, supportive, and collegial communications to paraeducators regarding tasks and expectations. Parents and Families Special Education Professionals: Use culturally appropriate communication with parents and families that is respectful and accurately understood. Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services and empower them as partners in the educational process. Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity. Promote opportunities for parent education using accurate, culturally appropriate information and professional methods. Inform parents of relevant educational rights and safeguards. Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community. Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships. Research Special Education Professionals: Do not knowingly use research in ways that mislead others. Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs. Protect the rights and welfare of participants in research. Interpret and publish research results with accuracy. Monitor unintended consequences of research projects involving individuals with exceptionalities, and discontinue activities which may cause harm in excess of approved levels. Advocate for sufficient resources to support long term research agendas to improve the practice of special education and the learning outcomes of individuals with exceptionalities. Case Management Special Education Professionals: Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced. Follow appropriate procedural safeguards and assist the school in providing due process. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements. Engage in appropriate planning for the transition sequences of individuals with exceptionalities. Advocate that special education professionals not be expected to accept non-educational support tasks routinely.

4: Principles for Ethical Professional Practice

The Principles for Ethical Professional Practice Committee is in place to provide leadership in the ethics area and facilitate the ongoing dialogue on ethics-related issues. The committee also provides advisory opinions to members on the application of the Principles, acts as an informational clearinghouse for various ethical issues, and.

Preamble Engineering is an important and learned profession. As members of this profession, engineers are expected to exhibit the highest standards of honesty and integrity. Engineering has a direct and vital impact on the quality of life for all people. Accordingly, the services provided by engineers require honesty, impartiality, fairness, and equity, and must be dedicated to the protection of the public health, safety, and welfare. Engineers must perform under a standard of professional behavior that requires adherence to the highest principles of ethical conduct. Fundamental Canons Engineers, in the fulfillment of their professional duties, shall: Hold paramount the safety, health, and welfare of the public. Perform services only in areas of their competence. Issue public statements only in an objective and truthful manner. Act for each employer or client as faithful agents or trustees. Conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the honor, reputation, and usefulness of the profession. Rules of Practice Engineers shall hold paramount the safety, health, and welfare of the public. Engineers shall approve only those engineering documents that are in conformity with applicable standards. Engineers shall not reveal facts, data, or information without the prior consent of the client or employer except as authorized or required by law or this Code. Engineers shall not permit the use of their name or associate in business ventures with any person or firm that they believe is engaged in fraudulent or dishonest enterprise. Engineers shall not aid or abet the unlawful practice of engineering by a person or firm. Engineers having knowledge of any alleged violation of this Code shall report thereon to appropriate professional bodies and, when relevant, also to public authorities, and cooperate with the proper authorities in furnishing such information or assistance as may be required. Engineers shall perform services only in the areas of their competence. Engineers shall undertake assignments only when qualified by education or experience in the specific technical fields involved. Engineers shall not affix their signatures to any plans or documents dealing with subject matter in which they lack competence, nor to any plan or document not prepared under their direction and control. Engineers may accept assignments and assume responsibility for coordination of an entire project and sign and seal the engineering documents for the entire project, provided that each technical segment is signed and sealed only by the qualified engineers who prepared the segment. Engineers shall issue public statements only in an objective and truthful manner. Engineers shall be objective and truthful in professional reports, statements, or testimony. They shall include all relevant and pertinent information in such reports, statements, or testimony, which should bear the date indicating when it was current. Engineers may express publicly technical opinions that are founded upon knowledge of the facts and competence in the subject matter. Engineers shall issue no statements, criticisms, or arguments on technical matters that are inspired or paid for by interested parties, unless they have prefaced their comments by explicitly identifying the interested parties on whose behalf they are speaking, and by revealing the existence of any interest the engineers may have in the matters. Engineers shall act for each employer or client as faithful agents or trustees. Engineers shall disclose all known or potential conflicts of interest that could influence or appear to influence their judgment or the quality of their services. Engineers shall not accept compensation, financial or otherwise, from more than one party for services on the same project, or for services pertaining to the same project, unless the circumstances are fully disclosed and agreed to by all interested parties. Engineers shall not solicit or accept financial or other valuable consideration, directly or indirectly, from outside agents in connection with the work for which they are responsible. Engineers in public service as members, advisors, or employees of a governmental or quasi-governmental body or department shall not participate in decisions with respect to services solicited or provided by them or their organizations in private or public engineering practice. Engineers shall not solicit or accept a contract from a governmental body on which a principal or officer of their organization serves as a member. Engineers shall avoid deceptive acts. They shall not misrepresent or exaggerate their responsibility in or for the subject

matter of prior assignments. Brochures or other presentations incident to the solicitation of employment shall not misrepresent pertinent facts concerning employers, employees, associates, joint venturers, or past accomplishments. Engineers shall not offer, give, solicit, or receive, either directly or indirectly, any contribution to influence the award of a contract by public authority, or which may be reasonably construed by the public as having the effect or intent of influencing the awarding of a contract. They shall not offer any gift or other valuable consideration in order to secure work. They shall not pay a commission, percentage, or brokerage fee in order to secure work, except to a bona fide employee or bona fide established commercial or marketing agencies retained by them. Professional Obligations Engineers shall be guided in all their relations by the highest standards of honesty and integrity. Engineers shall acknowledge their errors and shall not distort or alter the facts. Engineers shall advise their clients or employers when they believe a project will not be successful. Engineers shall not accept outside employment to the detriment of their regular work or interest. Before accepting any outside engineering employment, they will notify their employers. Engineers shall not attempt to attract an engineer from another employer by false or misleading pretenses. Engineers shall not promote their own interest at the expense of the dignity and integrity of the profession. Engineers shall at all times strive to serve the public interest. Engineers are encouraged to participate in civic affairs; career guidance for youths; and work for the advancement of the safety, health, and well-being of their community. If the client or employer insists on such unprofessional conduct, they shall notify the proper authorities and withdraw from further service on the project. Engineers are encouraged to extend public knowledge and appreciation of engineering and its achievements. Engineers are encouraged to adhere to the principles of sustainable development¹ in order to protect the environment for future generations. Engineers shall continue their professional development throughout their careers and should keep current in their specialty fields by engaging in professional practice, participating in continuing education courses, reading in the technical literature, and attending professional meetings and seminars. Engineers shall avoid all conduct or practice that deceives the public. Engineers shall avoid the use of statements containing a material misrepresentation of fact or omitting a material fact. Consistent with the foregoing, engineers may advertise for recruitment of personnel. Consistent with the foregoing, engineers may prepare articles for the lay or technical press, but such articles shall not imply credit to the author for work performed by others. Engineers shall not disclose, without consent, confidential information concerning the business affairs or technical processes of any present or former client or employer, or public body on which they serve. Engineers shall not, without the consent of all interested parties, promote or arrange for new employment or practice in connection with a specific project for which the engineer has gained particular and specialized knowledge. Engineers shall not, without the consent of all interested parties, participate in or represent an adversary interest in connection with a specific project or proceeding in which the engineer has gained particular specialized knowledge on behalf of a former client or employer. Engineers shall not be influenced in their professional duties by conflicting interests. Engineers shall not accept financial or other considerations, including free engineering designs, from material or equipment suppliers for specifying their product. Engineers shall not accept commissions or allowances, directly or indirectly, from contractors or other parties dealing with clients or employers of the engineer in connection with work for which the engineer is responsible. Engineers shall not attempt to obtain employment or advancement or professional engagements by untruthfully criticizing other engineers, or by other improper or questionable methods. Engineers shall not request, propose, or accept a commission on a contingent basis under circumstances in which their judgment may be compromised. Engineers in salaried positions shall accept part-time engineering work only to the extent consistent with policies of the employer and in accordance with ethical considerations. Engineers shall not, without consent, use equipment, supplies, laboratory, or office facilities of an employer to carry on outside private practice. Engineers shall not attempt to injure, maliciously or falsely, directly or indirectly, the professional reputation, prospects, practice, or employment of other engineers. Engineers who believe others are guilty of unethical or illegal practice shall present such information to the proper authority for action. Engineers in private practice shall not review the work of another engineer for the same client, except with the knowledge of such engineer, or unless the connection of such engineer with the work has been terminated. Engineers in governmental, industrial, or

educational employ are entitled to review and evaluate the work of other engineers when so required by their employment duties. Engineers in sales or industrial employ are entitled to make engineering comparisons of represented products with products of other suppliers. Engineers shall conform with state registration laws in the practice of engineering. Engineers shall not use association with a nonengineer, a corporation, or partnership as a "cloak" for unethical acts. Engineers shall give credit for engineering work to those to whom credit is due, and will recognize the proprietary interests of others. Engineers shall, whenever possible, name the person or persons who may be individually responsible for designs, inventions, writings, or other accomplishments. Engineers using designs supplied by a client recognize that the designs remain the property of the client and may not be duplicated by the engineer for others without express permission. Engineers, before undertaking work for others in connection with which the engineer may make improvements, plans, designs, inventions, or other records that may justify copyrights or patents, should enter into a positive agreement regarding ownership. The employer should indemnify the engineer for use of the information for any purpose other than the original purpose. Footnote 1 "Sustainable development" is the challenge of meeting human needs for natural resources, industrial products, energy, food, transportation, shelter, and effective waste management while conserving and protecting environmental quality and the natural resource base essential for future development. As Revised July By order of the United States District Court for the District of Columbia, former Section 11 c of the NSPE Code of Ethics prohibiting competitive bidding, and all policy statements, opinions, rulings or other guidelines interpreting its scope, have been rescinded as unlawfully interfering with the legal right of engineers, protected under the antitrust laws, to provide price information to prospective clients; accordingly, nothing contained in the NSPE Code of Ethics, policy statements, opinions, rulings or other guidelines prohibits the submission of price quotations or competitive bids for engineering services at any time or in any amount. Statement by NSPE Executive Committee In order to correct misunderstandings which have been indicated in some instances since the issuance of the Supreme Court decision and the entry of the Final Judgment, it is noted that in its decision of April 25, , the Supreme Court of the United States declared: Engineers and firms may individually refuse to bid for engineering services. Clients are not required to seek bids for engineering services. Federal, state, and local laws governing procedures to procure engineering services are not affected, and remain in full force and effect. State societies and local chapters are free to actively and aggressively seek legislation for professional selection and negotiation procedures by public agencies. State registration board rules of professional conduct, including rules prohibiting competitive bidding for engineering services, are not affected and remain in full force and effect. State registration boards with authority to adopt rules of professional conduct may adopt rules governing procedures to obtain engineering services. As noted by the Supreme Court, "nothing in the judgment prevents NSPE and its members from attempting to influence governmental action. The Code deals with professional services, which services must be performed by real persons. Real persons in turn establish and implement policies within business structures. The Code is clearly written to apply to the Engineer, and it is incumbent on members of NSPE to endeavor to live up to its provisions. This applies to all pertinent sections of the Code.

5: Professional ethics - Wikipedia

Ethics and professional practice (Canada) Examples of exam questions. Competency: Develop an ethical professional practice, in compliance with the.

Professional Practice and Ethics: Questions Updated for Changes to the Professional Engineers Act These web pages have been updated to include both enacted and pending changes due to the Open for Business Act, Note that some changes will not be in force until proclaimed by the Lieutenant Governor; for example, the putting into force the end of the industrial exemption has been delayed numerous times. Disclaimer All information on this website is provided without any warranty to its correctness. Any use which a third party makes of these pages, on any reliance on or decision to be made based on it, are the responsibility of such third parties. Harder accepts no responsibility for damages, if any, suffered by any third party as a result of decisions made or actions based on these pages. The first primary question from Part A Professional Practice and Ethics is broken into three to five secondary questions. If anyone can provide PPEs from other sessions or have comments on the observations made, please forward them to the author below. For what reason can a Certificate of Authorization be canceled? From the Ontario Regulation , we have two relevant from the Code of Ethics: Therefore, because these statements are in the Code of Ethics, they are not enforceable; however, if engineer were to provide an engineering service, he or she could be professional misconduct by any one of the following definitions: Why is it important that a P. If philosophical, it follows that if too many professional engineers do not protect the public interest, this will likely lead to the legislature taking away the designation of the profession being self-regulating. If this is meant to be a purely factual question, then: It is part of the definition of the practice of professional engineering: From the Code of Ethics: From the definition of professional misconduct: The Registrar is obligated to take steps if there is a threat to the public interest: How can you become involved in the affairs and activities of the association? Members may participate in the affairs and activities of the association by the following clauses in the Ontario Regulation In addition, there are numerous other positions available to members at the regional level. One can always visit the Volunteering link on the PEO web site. What are the consequences to a company that uses persons without professional qualifications in positions which are generally considered to require Professional Engineering expertise? Idem, director or officer of corporation The PEO logo is part of the seal of the Association and by 77 d may not be used in advertising, By 75 d , the professional seal may not be used in advertising, and the slogan "lowest price in the business" is a claim and which is not professional contravening 77 a nor factual in manner contravening 77 b and indirectly criticizes the fees charged other Members or holders of other licences or Certificates of Authorization contravening 77 c. Such advertising may bring allegations of professional misconduct by a 72 2 g breach of the Act or regulations, other than an action that is solely a breach of the code of ethics. Can a corporation, holding a Certificate of Authorization, still provide engineering services to the public if the P. Briefly describe the main difference between a limited licence, a temporary licence, and a licence. Holders of temporary and limited licences are not members of the Association. Holders of licences and temporary licences may use the title "Professional engineer" and the abbreviation "P. Holders of temporary and limited licences may only practice professional engineering to the limits specified on their licences. Temporary licences are limited to 12 months while limited licences may only hold their licences while they are providing the services listed on their licence. Unless specific conditions are met, holders of temporary licences are required to collaborate with a holder of a licence. Name three requirements that a professional engineer must meet in order to use the title "consulting engineer". Can limited licence holders call themselves professional engineers? No; from Ontario Regulation No, it is not as the duties of the Discipline Committee are defined in th Act as 28 1 a The Discipline Committee shall Section 56 of Ontario Regulation lists four requirements that an applicant must meet in order to become a consulting engineer. List two of them. In addition to the Professional Engineering P. What is the main difference between a "limited licence" and a "temporary licence"? In accordance with O. The engineering profession in Canada is said to be self-regulating. What does the term "self-regulating" mean? Regulations are rules or restrictions which control human or

societal behaviour. A regulatory agency is an agency responsible for exercising authority over some area of human or societal activity. The practice of professional engineering is an area of societal activity. Therefore, those licenced to engage in professional engineering are those capable of defining the regulations and disciplining acts contravening those regulations and therefore the practice of professional engineering may be said to be self-regulating. How would you define the term "profession"? MacKenzie, a profession is a self-selected self-disciplined group of individuals who hold themselves out to the public as possessing a special skill derived from training and education and are prepared to exercise that skill in the interests of the public. When a holder of a licence provides a service to a client of the public anyone other than his or her employer, to indicate that the document has been prepared or checked by the holder who is taking responsibility for that document, the holder signs, dates, and seals the document indicating that the client may rely upon it. From the PEO website, this is elaborated as: Should any errors be found, the engineer who seals the document is answerable to PEO, their client and any agency relying on them. When is the seal supposed to be used? In addition to the professional engineer P. What conditions or restrictions, if any, are placed on the: Licence Temporary Licence Limited Licence Consistent with its legislative mandate to regulate the practice of professional engineering, what is the difference between the function of i Discipline and ii Enforcement that PEO carries out. The Discipline Committee has the duty to hear allegations of either professional misconduct or incompetence against Members, other licensees, and holders of Certificates of Authorization: For other breaches of the Professional Engineers Act, the Association must apply to a judge for an order directing compliance with the Act: Such an application for an order is said to be enforcing the Professional Engineers Act. Does merely being designated as a "Consulting Engineer" allow a professional engineer to offer professional engineering services to the public? From Ontario Regulation, 571 Designation as a consulting engineer expires five years from the date of issuance of notice of the designation. A Member who has been designated or redesignated as a consulting engineer may use the title "consulting engineer" For the purpose of this Regulation, a Member shall be deemed to be in the independent practice of professional engineering if the Member, holds a certificate of authorization and is primarily engaged in offering or providing services within the practice of professional engineering to the public; or is a partner in or employee of a holder of a certificate of authorization, is designated in the application for the certificate as a person who will assume responsibility for and supervise the services of the holder that are within the practice of professional engineering and is primarily engaged in offering or providing, on behalf of the holder, services within the practice of professional engineering to the public. It is possible therefore that the Certificate of Authorization may expire as it does each year before the designation does. However, it would be correct to say that Does using the title "consulting engineering" imply that the professional engineer is currently offering professional engineering services to the public. Ask George or Andrew. Name two specific activities that are subject to enforcement. Activities which are subject to enforcement include 40 1: Engaging in the practice of professional engineering without a licence, 40 1: Offering services within the practice of professional engineering to the public without a Certificate of Authorization, 40 2: Uses the title "professional engineer", "P. Uses a term, a title, a description, or seal that will lead to the belief that the person is a professional engineer or that the person or business organization may offer services within the practice of professional engineering to the public. Does a holder of a Certificate of Authorization need to carry insurance? From Ontario Regulation The last clause provides conditions under which a holder of a Certificate of Authorization need not carry insurance. Section 77 5 of Regulation is often called the "moonlighting" provision of the Code of Ethics. List as many specific reasons as you can for why such a provision is included in the Code of Ethics. An engineer who is both employed and offering services to clients is in danger of breaching both the Code of Ethics and professional misconduct. A practitioner who is both employed and providing services to other clients is more likely to fail to give sufficient attention to either one or both tasks. Accepting compensation in any form for a particular service from more than one party. Submitting a tender or acting as a contractor in respect of work upon which the practitioner may be performing as a professional engineer. Participating in the supply of material or equipment to be used by the employer or client of the practitioner. Expressing opinions or making statements concerning matters within the practice of professional engineering of public interest

where the opinions or statements are inspired or paid for by other interests. If there is overlap between the work performed for the employer and for the client, this may be a breach of 72 2 i 1; failure to make a prompt, voluntary and complete disclosure to both the employer and the clients may breach 72 2 i 4 ; and it may be possible that non-disclosure agreements prevent certain types of necessary disclosures. There may be the temptation to use software, hardware, trade secrets, or other proprietary information which under such a situation may be directly available. Such actions may breach 72 2 j conduct or an act relevant to the practice of professional engineering that, having regard to all the circumstances, would reasonably be regarded by the engineering profession as disgraceful, dishonourable or unprofessional. Section 12 1 of the Professional Engineers Act states that no person shall engage in the practice of professional engineering or hold himself, herself or itself out as engaging in the practice of professional engineering without holding one of four specified types of licences. Name each of those four 4 types of licences and state which of those licences indicate that its holder is a "professional engineer", according to the Act. The Principal Object of the Association lists the four licences: Ask George or Andrew Besides revocation and suspension, describe three 3 other penalties or sanctions that the discipline committee may impose. Professional engineering in Ontario is described as a "self-regulating profession". What does this term mean? In your answer, briefly describe three different features in the way professional engineering is regulated in Ontario that are consistent with this term. The term "profession" may be described by a self-selected self-disciplined group of individuals who hold themselves out to the public as possessing a special skill derived from training and education and are prepared to exercise that skill in the interests of the public. The adjective "self-regulating" indicates that the group themselves regulates the exercise of that skill and disciplines members who fall short of the regulations they set. To demonstrate how professionals engineers in Ontario are a "self-regulating profession", we must go to the Professional Engineers Act:

6: 6th Annual Ethics in Professional Practice | Cambridge Center for Behavioral Studies

Sound pedagogy includes learning objectives, cases, and guided exercises, all intended to raise the reader's self-awareness of issues of values, ethics, and professional standards. For professionals in social work, counseling, psychology, or marriage and family therapy.

Abstract There are a multitude of social skills interventions propagated for individuals diagnosed with autism spectrum disorder ASD. Most of these interventions have limited empirical evidence demonstrating their effectiveness, fail to meet the standards of evidenced based practices EBPs , and are pseudo- or anti-scientific. The purpose of this talk is to provide an overview of what constitutes EBPs and evaluate common interventions with respect to these standards. Third, we will provide the audience with alternatives that are grounded in science, that have empirical support, and which would be considered an evidence-based practice. Throughout, we will discuss the roles of adhering to ethics when selecting and implementing interventions for individuals diagnosed with autism spectrum disorder. Currently, Justin leads the research team at Autism Partnership Foundation, which conducts research nationally and internationally. His research interests include examining methods to improve social behaviors for children and adolescents with autism and developing friendships, comparing different teaching methodologies, evaluating parameters of reinforcement, and evaluating long-term outcomes for individuals diagnosed with autism. Justin has over 60 publications in either peer-reviewed journals, books, or book chapters and has presented at both national and international professional conferences and invited events. Noncompliance, verbal outbursts, aggression, self-injury, property destruction, and general agitation can pose significant problems. These behaviors can be difficult to understand, and can pose a threat to programming, as well as integration into community settings. Providers of school, residential and day program services may find it difficult to effectively serve some individuals with serious behavior problems because of potential threats to other individuals and staff. This presentation will discuss the ethical considerations that must be addressed by any provider attempting to serve individuals with severe behavior problems. After discussing basic precepts that inform a fundamental approach to assessing and treating behavior problems, the following areas that pose ethical concerns will be discussed: Objectives Participants will identify three basic precepts that inform an approach to treating severe behavior problems Participants will identify fundamental prerequisite conditions that must be in place to assess and treat severe behavior problems Participants will describe due process protections, and intervention pitfalls that constitute ethical issues Participants will describe safeguards, quality control, and experimental considerations, and systemic considerations Presenter Bio: Terry Page received a Ph. Air Force, and has guest lectured at the University of Pennsylvania. In addition to directing programs and conducting research in these areas, he has developed staff training and management strategies, and served as a program consultant. In addition to publications in clinical journals, Dr. Page has authored book chapters, and presented hundreds of addresses at professional conferences. He is currently on the editorial board of Behavioral Interventions. Common vulnerabilities for individual practitioners include dual relationships, abandonment, practicing outside the scope of practice, and the use of non-evidence-based interventions. For organizations, issues of consent, confidentiality, testimonials, and gifts are often areas in which violations occur. Strategies to enhance individual and organizational compliance with the code will be highlighted, with a focus on both preventative approaches and reactive strategies that reduce future vulnerability. Weiss has worked in the field of ABA and Autism for almost 30 years. How Organizations Can Assist Practitioners Abstract The panel will discuss common areas of vulnerability and some strategies that panel members have used to assess ethics violations, intervene in ethically charged situations, and prevent future occurrences and reduce vulnerability to risk. Objectives Participants will be able to review common strategies that may be used by individuals and organizations to assess and intervene in ethically charged situations Participants will learn from the presentation of multiple strategies associated with common errors Participants will become familiar with several proactive strategies to reduce risk in the context of service provision Panel Moderator Bio:

7: The Professional Practice Ethics and Leadership Award | ASCE

The Society instituted the award in to promote and recognize civil engineering leadership in professional practice and ethics. The Foundation for Professional Practice, established by the Geoprofessional Business Association (GBA, formerly ASFE) and ASCE, donated the funds.

Implementation[edit] Most professionals have internally enforced codes of practice that members of the profession must follow to prevent exploitation of the client and to preserve the integrity of the profession. This is not only for the benefit of the client but also for the benefit of those belonging to that profession. Disciplinary codes allow the profession to define a standard of conduct and ensure that individual practitioners meet this standard, by disciplining them from the professional body if they do not practice accordingly. This allows those professionals who act with a conscience to practice in the knowledge that they will not be undermined commercially by those who have fewer ethical qualms. Internal regulation[edit] In cases where professional bodies regulate their own ethics, there are possibilities for such bodies to become self-serving and fail to follow their own ethical code when dealing with renegade members. This is particularly true of professions in which they have almost a complete monopoly on a particular area of knowledge. For example, until recently, the English courts deferred to the professional consensus on matters relating to their practice that lay outside case law and legislation. Examples[edit] For example, a lay member of the public should not be held responsible for failing to act to save a car crash victim because they could not give an appropriate emergency treatment. Though, they are responsible for attempting to get help for the victim. This is because they do not have the relevant knowledge and experience. In contrast, a fully trained doctor with the correct equipment would be capable of making the correct diagnosis and carrying out appropriate procedures. Failure of a doctor to not help at all in such a situation would generally be regarded as negligent and unethical. Though, if a doctor helps and makes a mistake that is considered negligent and unethical, there could be egregious repercussions. An untrained person would only be considered to be negligent for failing to act if they did nothing at all to help and is protected by the "Good Samaritan" laws if they unintentionally caused more damage and possible loss of life. A business may approach a professional engineer to certify the safety of a project which is not safe. While one engineer may refuse to certify the project on moral grounds, the business may find a less scrupulous engineer who will be prepared to certify the project for a bribe , thus saving the business the expense of redesigning. Separatists argue that professions should be allowed to go beyond such confines when they judge it necessary. This is because they are trained to produce certain outcomes which may take moral precedence over other functions of society. This would generally be seen as morally wrong. However, if the end of improving and maintaining health is given a moral priority in society, then it may be justifiable to contravene other moral demands in order to meet this goal. If moral universalism is ascribed to, then this would be inconsistent with the view that professions can have a different moral code, as the universalist holds that there is only one valid moral code for all. Student ethics[edit] As attending college after high school graduation becomes a standard in the lives of young people, colleges and universities are becoming more business-like in their expectations of the students. Although people have differing opinions about if it is effective, surveys state that it is the overall goal of the university administrators. Codes of conduct[edit] Codes of conduct, such as the St. Xavier Code of Conduct, are becoming more a staple in the academic lives of students. Such as, detailing the level of respect expected towards staff and gambling. Not only do codes of conduct apply while attending the schools at home, but also while studying abroad. Schools also implement a code of conduct for international study abroad programs which carry over many of the same rules found in most student handbooks.

8: Code of Ethics | National Society of Professional Engineers

In the practice of their professions, AACRAO members carry responsibilities for conduct that balance societal, institutional, individual, and professional interests. To guide its members, AACRAO has adopted the following principles of professional ethics and practice in academic and enrollment services.

This section does not cite any sources. Please help improve this section by adding citations to reliable sources. Unsourced material may be challenged and removed. April Learn how and when to remove this template message Many companies use the phrases ethical code and code of conduct interchangeably but it may be useful to make a distinction. It will include details of how the company plans to implement its values and vision, as well as guidance to staff on ethical standards and how to achieve them. However, a code of conduct is generally addressed to and intended for employees alone. It usually sets out restrictions on behavior, and will be far more compliance or rules focused than value or principle focused. Code of practice professional ethics [edit] See also: Professional ethics A code of practice is adopted by a profession or by a governmental or non-governmental organization to regulate that profession. A code of practice may be styled as a code of professional responsibility , which will discuss difficult issues, difficult decisions that will often need to be made, and provide a clear account of what behavior is considered "ethical" or "correct" or "right" in the circumstances. In a membership context, failure to comply with a code of practice can result in expulsion from the professional organization. We are faithful to those we represent, while honoring our obligation to serve the public interest. We deal fairly with clients, employers, competitors, peers, vendors, the media, and the general public. We respect all opinions and support the right of free expression. Pursuit of the news is not a license for arrogance or undue intrusiveness. Consider the implications of identifying criminal suspects before they face legal charges. They are distinct from moral codes that may apply to the culture, education, and religion of a whole society. It is debated whether the politicians should apply a code of ethics, [4] or whether it is a profession entirely discretionary, just subject to compliance with the law: Even organizations and communities that may be considered criminal in nature may have ethical codes of conduct, official or unofficial. Examples could include hacker communities , bands of thieves, and street gangs. Adapted to every field of actual day-to-day life for thousands of years, Jewish Halakha is the oldest collective body of religious laws , laws and jurisdictions still in use. Codes seek to define and delineate the difference between conduct and behavior that is malum in se , malum prohibitum , and good practice. Sometimes ethical codes include sections that are meant to give firm rules, but some offer general guidance, and sometimes the words are merely aspirational. In sum, a code of ethics is an attempt to codify "good and bad behavior". Medical workers and physicians.

9: Code Of Ethics and Professional Practice

Professional ethics encompass the personal, and corporate standards of behavior expected by professionals.. The word professionalism originally applied to vows of a religious order.

What comes in threes? Defending Science within Reason Aphorisms Sam Francis International journal of applied business and economic research Evolution of Genetic Systems Calls from the Message of Fatima A letter to the most Reverend the Lord Archbishop of Canterbury, on the present opposition to any further The sonata: the first movement Falcondance: The Kieshara V. 2. Market analysis of choice of method of payment for CTA riders Frank Koppelman and Joseph Schofer (M One knee equals two feet Herbicide concentrations in and loads transported by the Conestoga River and Pequea Creek, Lancaster Coun The colonial dimension Morning Pilates Workouts (Morning Workouts) Session IX : Summarization Computer matching Wedding day Mark Levine The Searching Bluebeards chambers : Grimm, gothic, and Bible mysteries in Alice Munros The love of a good wom 4. Ellis Square/City Market Physiology of the kidneys Bell, D. The status theory. Memorial Art in The Winters Tale and Elsewhere: The Two Ronnies and its hello from him Unit II. Early music: an overview. ch. 6. The Middle Ages ; ch. 7. The Renaissance ; ch. 8. The early Bar Champion marie lu graphic novel Journey for the planet Strawberry Hill Races: a central Virginia rite of spring Nervous and mental diseases. A market for murder If the present looks like the past, what does the future look like? Pauper children (emigration to Canada) List of tools used in construction Prokaryotic antimicrobial peptides Computer Aided Verification: 3rd International Workshop, Cav 92 New directions in media management Beyond Kosovo : responsibility to protect. The lore of prime numbers France in the European Union From mobilization to revolution The globalization of international relations