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ACPE

STANDARDS & MANUALS

**2010
Certification**
Interim Revisions 2015

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CERTIFICATION MANUAL Association for Clinical Pastoral Education, Inc.

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Preface

ACPE has a long history of certifying individuals to supervise clinical pastoral education (CPE) professionally. In the certification process small groups of experienced practitioner peers assess applicants' competence in the art and identity required to supervise CPE and validate applicants' articulation of supervisory theory and practice. This communal process has become a standard in the field of clinical pastoral care. Changes in society, increased gender and cultural diversity of CPE students and certification applicants, and growing regulatory complexity continue to shape the standards and practices of the certification process.

The ACPE certification assessment reflects spiritual *caregiver values* inherent in the pastoral care and counseling movement in the United States -- personal initiative, face-to-face authenticity, emotional maturity, theological depth and congruence, conceptual diversity, pluralistic openness, collegial autonomy, and the capacity to function professionally in situations of high anxiety. The certification process also reflects professional capacities traditionally valued in practitioners of *clinical supervision* -- grounding in theory, ease of peer group consultation, accuracy and clarity in writing, integration of theory and practice, and openness of internal reverie relative to supervisory work. These values form the basis of the small group appraisal of applicants through which the ACPE Certification Commission makes certification decisions.

Note: *Definition of Terms 2010 Interim Revisions 2015* (www.acpe.edu, manuals section) is an important companion document. Please review it carefully for definitions of relevant terms; they are essential to interpretation and use of the ACPE Certification Manual 2010 Interim Revisions 2015

CERTIFICATION MANUAL

of the

Association for Clinical Pastoral Education, Inc.

Part One Introduction

I Mission and Vision of the Association for Clinical Pastoral Education, Inc. (ACPE)

Mission

Advancing exceptional experience-based theological education and professional practice to heal a hurting world.

Vision

We will be an organization where people of diverse faith traditions, backgrounds, and cultures collaborate to provide innovative experiential education. We will lead in the theory and practice of clinical education for spiritual care. We will promote and broaden the provision of quality professional theological education in a variety of settings.

II ACPE Certification

Certification by ACPE is an earned privilege and responsibility. It is achieved by meeting the requirements for certification in the ACPE standards. ACPE certified supervisors are clinical pastoral educators who are academically prepared and who are authorized by a recognized faith group and ACPE to combine perspectives from theology and the behavioral sciences in conducting accredited programs of clinically supervised ministry education.

III Certification Commission

A. Function and Authority

The Certification Commission (“the Commission”) has authority to take action on all certification matters, including: granting, denying, or continuing certification; defining and implementing policies and procedures by which certification may be withdrawn; and determining the limits and conditions under which a person in training may practice supervision (ACPE Standard 400).– The Certification Commission establishes policies, procedures and guidelines for granting and maintaining certification of CPE supervisors. The work of the Commission is done in part through regional certification committees delegated with authority to act on its behalf.

B. Composition

The Commission is composed of the chair, elected for a three year term, and three representatives from each of the nine regions.

Note: all references to CPE throughout this document are understood to be ACPE accredited Clinical Pastoral Education (ACPE-CPE).

Part Two ACPE Certification Process

I. General Certification Policies

Note: Throughout the document all time frames are calendar days.

CONSENT: *Persons participating in an ACPE accreditation, certification, ethics, or appeal process consent to that process as described in relevant ACPE materials and give permission for the disclosure of information and materials from one ACPE process to another ACPE process if, in the determination of ACPE representatives, that should be necessary for ensuring compliance with ACPE standards. When one process makes referral to another, the referring body may be asked for additional information and will be informed of the work of the commission to which the referral was made. The Inter Commission Referral Form is Appendix 12.*

- A. Admission to Supervisory Education – Persons interested in supervisory education must be admitted into a program offered by a center accredited by ACPE to offer supervisory education. Each center has its own admission policies, and individuals interested in pursuing certification should contact the center of their choice.
- B. Primary Supervisor – A unit of CPE must be supervised by a person authorized by ACPE (see “authorized” in *Definition of Terms 2010*, p. 3) to serve as primary supervisor, i.e., ACPE Supervisor or Associate Supervisor. A Supervisory Candidate may only supervise under supervision of an ACPE Supervisor and may sign students’ evaluations in conjunction with the supervisor, but may not submit the ACPE student unit report form.

Supervisory CPE students are expected to engage in the practice of supervision of each of the following modalities of clinical pastoral education: small group clinical seminars, individual supervision, didactic instruction, and small group work for maintaining open peer relationships necessary for ministry feedback.
- C. Primary Supervisor Consultation – After each committee appearance of a supervisory student (readiness consultation, candidacy, extension of candidacy), the primary supervisor for the student, or a student-approved supervisor’s designee, will consult with the committee.
- D. Supervisory CPE Written Evaluations – Evaluations of students in ACPE supervisory education should in narrative format address an evaluation of the outcomes in Standards 314 – 319. Please also refer to General Policies for Written Materials (p. 8) and Appendix 7 D *Guide for Evaluation of Students’ CPE Experience* in the *ACPE Accreditation Manual 2010*, p. 93. The primary supervisor may employ a secondary numerical appraisal or grid in addition to the narrative description.
- E. Confidentiality (Standard 101.5): Persons seeking certification are not to use personally identifiable material about CPE students.

The Appendix 5 Consent Form must be reviewed, signed, and dated by the CPE student prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor. The specific type of unit and dates of the unit must be included as well.

Students are to be informed during their interview that the unit will be supervised by an Associate Supervisor or Supervisory Candidate. Students must also be informed during the interview that their written materials and live/recorded observation media that may identify them may be read, heard, viewed, and discussed by the above-named supervisor's professional colleagues as they assess the supervisor's professional development and competence as an ACPE supervisor. If students do not wish to participate in the unit given these conditions, they are to be informed of other CPE programs not being supervised by a person in the supervisory education process.

Note: Only the Appendix 5 Consent Form is acceptable for obtaining a student's written permission to use personally identifiable materials. The Appendix 5 Consent Form is to be included in the CPE student's formal acceptance packet. The student is then asked to sign and return the Appendix 5 Consent Form if he/she decides to join the unit. A student's acceptance in the CPE program unit is not finalized until the signed Appendix 5 Consent Form has been received.

F. Deadlines – Students are responsible for knowing and meeting deadlines (published by ACPE) for submitting theory position papers and declaring to meet committees for candidacy and certification.

G. Appeals – Negative decisions of the Commission are subject to appeal (Appendix 7 Appeal of Negative Certification Decisions, 53).

H. Committee discussion of negative decision – Members of subcommittees rendering a negative certification decision are prohibited from discussing the dynamics of the review process with the applicant or anyone outside the committee until the time for filing an appeal has passed. (See Appendix 7 Appeal of Negative Certification Decisions, II. Procedure/Timelines, p. 55.)

I. If issues pertinent to accreditation or professional ethics arise during a certification review:

if during a regional review, the Chair of the subcommittee will notify the Regional Certification Chair of the concerns. If, after discussion, it is decided the concerns need to be addressed, the subcommittee will list the concerns and the ACPE Standard(s) that appears to be in violation. The Chair of the subcommittee will present that information to the Certification Commission Chair, who in turn will make a cross-commission referral to the Accreditation and/or Ethics Commission (See APPENDIX 12 ACPE Inter Commission/Entity Referral and Response Form.

if during a national review, the Chair of the subcommittee will notify the Certification Commission Chair of the concerns. If, after discussion, it is decided the concerns need to be addressed, the subcommittee will list the concerns and the ACPE Standard(s) that appears to be in violation. The Chair of the subcommittee will present that information to the Certification Commission Chair, who in turn will make a cross-commission referral to the Accreditation and/or Ethics Commission.

J. Academic Qualification and Equivalency Standards for ACPE Supervisory

Education: A number of experiences may assist one to become knowledgeable in the areas of professional chaplaincy that do not necessarily include academic degree programs. Therefore, some means of meeting the standards related to education to qualify one to appear before a certification committee have been determined. Education or knowledge-based standards that will qualify an applicant for certification appearance are outlined in Appendix 11 Academic Qualification and Equivalency Standards for ACPE Supervisory Education.

ACPE has reciprocity with APC regarding theological equivalency. If students entering the Supervisory Education process are already APC Board Certified Chaplains (BCC), ACPE accepts their education without an additional equivalency review. If students are not BCC chaplains, ACPE requires a subcommittee of students education to determine if they meet the equivalency standards. Regions are to use the forms on the APC's website to evaluate students whose education is not from an approved school or is not a 72 hour degree.

K. Students are not permitted to re-present a unit already presented at a previous Certification Commission or Certification committee appearance under any circumstances.

II Review for Certification

Note: see also Appendix 7 *Welcome to the Certification Process in the Certification Commission policy and procedure manual.*

- A. Steps in the process for certification as an ACPE Supervisor – Students learning the art of supervision in CPE progress through the following steps:
1. Pre-certification: Preparation for Candidacy (Readiness Consultation);
 2. Supervisory Candidate Certification (certification of provisional supervisory practice);
 3. Theory position papers passed (approval of supervisory theories);
 4. Associate Supervisor (certification of supervisory competence and integration of theory and practice); and
 5. ACPE Supervisor (certification of professional supervisory practice).
- B. Requirements – Applicants must meet the formal requirements and demonstrate the competencies for each level before progressing to the next level. See requirements listed for each level in Part Two, IV; refer also to ACPE Standards 314 - 319 and 402 - 413.
- C. Evaluation for Certification – Certification decisions at all levels are made through evaluation of both an applicant’s required written materials and face-to-face engagement with the assigned subcommittee.
- D. Commission/subcommittees – Certification at each level is determined by the Commission directly or through its ratification of decisions made by subcommittees of the Commission or subcommittees of regional certification committees authorized to function on the Commission’s behalf as follows:
- certification as Associate Supervisor or consultation for ACPE Supervisor – subcommittees of the Commission.
 - certification as Supervisory Candidate and extensions of Supervisory Candidate and Associate Supervisor status – subcommittees of regional certification committees functioning on behalf of the Commission.
 - approval of theory position papers – trained readers from outside the region where the applicant is in training.
- E. Presenter’s report and committee action report
1. The presenter, directed by the Commission or subcommittee reviewing an applicant for pre-certification, certification, extension, maintenance, or return to status, is responsible for preparing a written presenter’s report and action report, both of which are provided to the applicant.
 2. Except in unusual cases, applicants receive a hard copy of the presenter’s report no earlier than 24 and no later than 12 hours prior to the meeting with a committee, at a place designated by the Commission chair or regional certification chair.
 3. The committee action report is provided within 30 days of the committee meeting.

F. Academic Qualification and Equivalency Standards for ACPE Supervisory Education --A number of experiences may assist one to become knowledgeable in the areas of professional chaplaincy that do not necessarily include academic degree programs. Therefore, ACPE has determined some means for meeting the education requirements for appearing before a certification committee. Education or knowledge-base criteria that may qualify an applicant for certification appearance are found in Appendix 12 Academic Qualification and Equivalency Standards for ACPE Supervisory Education.

ACPE has reciprocity with the Association for Professional Chaplains (APC) regarding theological equivalency. Students interested in entering the Supervisory Education process who are already BCC chaplains, ACPE accepts the education of BCC individuals without an additional equivalency review. If students are not BCC chaplains, ACPE requires a subcommittee to review the student's education to determine if they meet the equivalency standards. Regions use the forms on the APC website to evaluate students whose education is not from an approved school or is not a 72 hour degree.

G. Quality Assurance – Applicants appearing for certification are invited to give the Commission feedback on their experience with the process (Appendix 6, *Candidate Feedback to Certification Commission*, p. 52).

H. Re-presentation of a Unit — Supervisory Candidates or Associate Supervisors cannot re-present a unit already presented at a previous Certification Commission subcommittee appearance. All materials being submitted will need to be updated as well.

III. General Policies for Written Materials

- A. Written materials must meet these guidelines in addition to any specified for each level. Materials must be:
1. limited to five single-spaced typewritten pages (not including footnotes, bibliography and verbatim conversation) for each paper, using a standard 1 inch margin and font size at least 12 point Times New Roman.
 2. organized to facilitate ease of evaluation, including table of contents and tabs.
 3. clear, legible and reflective of the purpose for which presented.
 4. written at a graduate level of quality.
 5. documented with footnotes for materials cited directly or paraphrased and page numbers.
- B. The papers will be evaluated on the degree to which they are congruent with the person of the applicant as experienced by the subcommittee in the face-to-face meeting.
- C. Required materials are submitted to the presenter (II E, p.6) and committee at least **five** weeks (postmarked) before meetings. The presenter will inform the student if the materials are not complete and will not write a report until all materials are complete and meet the stated requirements.

IV Workbook for Certification Processes

The following pages detail specific requirements for each step in the certification process and for maintaining ACPE Supervisor status.

Each process is organized under the headings:

- Policies
- Procedures
- Guidelines and requirements, including checklists to guide preparation and submission of materials
- Committee review.

A. Pre-certification: Preparation for Candidacy (Readiness Consultation)

Learning the art of clinical pastoral supervision demands considerable investment of personal energy and time for theoretical study, theory and theology articulation, peer processing of supervisory work, personal growth, and supervised practice of individual and group supervision. ACPE values a collegial, consultative assessment of a person's readiness to make that commitment before embarking on the process.

This consultation focuses on one's readiness to enter into the supervisory learning process, demonstrated by adequate pastoral formation, capacity to self-supervise, and personal and professional integration related to pastoral function and theological understanding inherent in providing spiritual/pastoral care. The readiness consultation requires the applicant and the applicant's initial supervisor to be open to peer recommendations about the learning partnership and proposed educational path.

Upon admission to an accredited supervisory education program the Supervisory Education Student (SES) begins the conceptual and historical study of clinical supervision. The period between readiness consultation and appearance for candidacy certification will normally be three to six months.

1. Policies

- a. Prerequisites to enter the certification process are (Standard 402):
 - i. current ACPE clinical membership;
 - ii. satisfactory completion of four units of CPE (Level I/Level II);
 - iii. acceptance into an ACPE accredited program of Supervisory CPE; and
 - iv. pre-certification consultation with a committee of consultants which includes at least one member of the regional certification committee about readiness for Supervisory CPE. A second regional certification committee member can sit on the committee as a distance member, e.g., through phone conferencing or use of technology. This should be done within six months of being accepted into an ACPE accredited program of Supervisory CPE.
- b. The Supervisor responsible for Supervisory CPE must be a certified ACPE Supervisor.
- c. The function of an SES is limited to levels of student engagement as progressively authorized by a primary supervisor from learning observer and lecturer to course assistant to supervising defined program activities under direct observation by an ACPE authorized certified supervisor.

2. Procedures

- a. Application for Pre-certification Consultation – The applicant makes a written request to the regional certification chair for the pre-certification consultation. This consultation can occur at the regional certification committee annual meeting, or the regional chairperson can set up a committee who will assist in this consultation. At least **one** member of the regional certification committee must be on this committee of three to

five members. A second regional certification committee member can sit on the committee as a distance member, e.g., through phone conferencing or use of technology. This consultation addresses the student's readiness to enter supervisory CPE, plans for the educational program, and theological foundation for providing pastoral care. No vote is taken as no decision is made. There will be a written presenter's report that raises questions and concerns about the written materials submitted by the applicant.

- b. Consultation Summary – The committee provides a written summary in the form of a Committee Action Report/Request for Pre-certification Consultation to the student, with a copy to the regional certification committee chairperson and applicant's supervisor within 30 days of the consultation.
- c. Primary Supervisor Consultation – After each appearance of a supervisory student for pre-certification consultation the primary supervisor for the student will consult with the committee. (See item #5 below.)

3. Guidelines and requirements

- a. Submission of written materials (See also Written Materials, Part Two. III.)
- b. Materials are to be postmarked at least five weeks prior to the meeting.
- c. Use the checklist and submit all the following materials to each member of the committee:
 - i. ___ Certification Commission Face Sheet (Appendix 2).
 - ii. ___ Documentation of current ACPE Clinical Membership.
 - iii. ___ student's and supervisors' evaluations of all previous CPE sent only to the presenter.
 - iv. ___ current statement about personal/cultural development, family background, educational and vocational history, religious/spiritual development and CPE experience, with particular articulation of strengths and weaknesses as a potential supervisor and motivation for entering supervisory education;
 - v. ___ paper articulating student's theological position that undergirds the student's practice of spiritual care;
 - vi. ___ description of anticipated program of supervisory CPE; include the current learning contract and proposed curriculum and timetable moving toward certification, prepared jointly with supervisory;
 - vii. ___ a verbatim which demonstrates pastoral competence and congruence with the student's theology of spiritual care (refer to Standard 101.5 Confidentiality).
 - viii. ___ Level II consultation report and any previous presenters' and committee action reports on any prior committee appearance.
 - ix. ___ Appendix 8. Note: Students should confirm during the consultation they will be able to complete all requirements for Candidacy within the next 3-6 months, including the ordination/commission requirements.
- d. Preservation of records -- The student is responsible for preserving the materials prepared for the readiness consultation, including the consultation summary.

4. The consultation meeting with the student and supervisor focuses on:
 - a. demonstration of competence in each of CPE (Level I/Level II) outcomes,
 - b. pastoral competence as demonstrated by adequate pastoral formation and self-supervision of the pastoral practice,
 - c. potential for certification as evidenced by motivation and capacity to meet formal requirements for Supervisory Candidate,
 - d. ability to articulate a theological framework for ministry and clinical pastoral education, and
 - e. demonstration of familiarity with the Spiritual Care Collaborative *Common Standards for Professional Chaplaincy* (See *ACPE Standards 2010*, Appendix 2).

5. The primary supervisor submits a one page paper, postmarked at least five weeks prior to the meeting, addressing the supervisor's plans for supervisory education, an assessment of the student's learning issues, a theoretical basis for working with the student, strengths and weaknesses of the theory, and any identified areas requiring consultation. This consultation is for the CPE supervisor and is conducted immediately after the readiness consultation.

B. Supervisory Candidate Certification

A student in supervisory education should have demonstrated competence as a pastoral caregiver and be motivated to assist others in acquiring competence in clinical pastoral care. This first stage of the certification process authorizes a supervisory student to conduct programs of CPE (Level I/Level II) under the supervision of an ACPE Supervisor as a Supervisory Candidate. A subcommittee of a regional certification committee evaluates whether the applicant possesses the level of professional motivation, personal integration, emotional and spiritual maturity, pastoral competence, and conceptual depth and diversity required to learn the art of clinical supervision. The sub-committee assesses the applicant's writing and conducts a face to face meeting with the applicant.

1. Policies

- a. Application for status – After at least one unit of supervisory CPE, a student may apply for certification as a Supervisory Candidate.
- b. Accountability for ethical conduct and attestation of good standing -- Applicants for Supervisory Candidate must sign and return to the ACPE Program Manager or designee the Accountability for Ethical Conduct Policy Report Form (Appendix 1) and receive a letter of good standing (Attestation of Good Standing Form Appendix 8) from ACPE prior to meeting a committee for Candidate status.
- c. Expiration of status – Supervisory Candidate certification is temporary, expiring in two years. See Extension of Supervisory Candidate Status, IV.C.
- d. Limitations of status – Supervisory Candidates:
 - i. supervise CPE (Level I/II) under supervision; and
 - ii. continue to learn the art of clinical supervision in a supervisory CPE program.
- e. Denial of status does not necessarily affect the student's educational contract with the center. The student may reapply for Supervisory Candidate status.
- f. Change of region – Within 60 days of moving to a new region, Candidates:
 - i. notify the regional certification committee chair in the new region who notifies the Commission chair; and
 - ii. request that the regional certification chair in the former region transfer their certification files to the regional certification chair in the new region.
 - iii. must automatically meet the regional certification committee in the new region to retain Candidate certification if they do not inform the Regional Certification Committee Chair of their move into the region within 60 days.

2. Procedures

- a. Application to meet committee – The applicant sends a written request for an appearance before the regional certification committee to the regional certification chair, with a copy to the ACPE Program Manager or designee. Note: Applicants should check with the regional certification chair about payment of the application fee.
- b. Regional certification committee chair role – The regional certification committee chair responds in writing to the applicant, sets deadlines,

- schedules meetings, sets the docket, and manages the process for the region.
- c. Documentation from ACPE – The applicant submits the signed Accountability for Ethical Conduct Policy Report Form (Appendix 1) and other required documentation (Appendix 8) to the ACPE Program Manager or designee. The applicant must receive Attestation of Good Standing (Appendix 8) from ACPE before meeting the committee for Supervisory Candidacy status.
- d. Primary Supervisor Consultation – After each committee appearance of a supervisory student for candidacy the primary supervisor for the student, or a student-approved supervisor’s designee, will consult with the committee (see Primary Supervisor Consultation, Part Two. I. C.).

3. Guidelines and Requirements

- a. Formal requirements (ACPE Standard 403)
 - i. Current ACPE clinical membership.
 - ii. College graduation.
 - iii. Submission of *Accountability for Ethical Conduct Policy Report Form*, p. 46.
 - iv. Receipt of a signed *Attestation of Good Standing* form (Appendix 8) from ACPE to include the following:
 - (a) Graduate Theological Degree or equivalent.
The regional certification committee makes the equivalency determination based on ACPE guidelines and materials the applicant submits. The regional certification committee must consult with the ACPE national office for consistency. Equivalency determination is required before meeting the committee for Supervisory Candidate status. The applicant must request equivalency determination from the regional certification chair at least 30 days prior to declaration for Supervisory Candidate review.
 - (b) ordination or commission to function in ministry by an appropriate religious authority.
 - (c) faith group endorsement/accountability or equivalent.
 - v. Pastoral experience.
 - vi. Completion of at least one unit of Supervisory CPE.
- b. Demonstration of engagement of ACPE Standards 403-406. Refer also to objectives and outcomes of Supervisory CPE found in ACPE Standards 313-319.
- c. Written requirements (See also Written Materials, p.8)
- d. Materials are to be postmarked at least five weeks prior to the meeting. **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students’ written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**

Use the checklist and submit the following materials to the presenter and committee members as indicated.

Submit to all Committee Members and Presenter:

- a. ___ *Certification Face Sheet* (Appendix 2) and required attachments.
- b. ___ personal history paper showing awareness of how: student's: personal/cultural history shapes the practice of ministry; strengths and weaknesses will impact the process of supervision; and religious development has been integrated with self understanding. What venues of personal growth and personal integration have been helpful to you?
- c. ___ paper reflecting student's pilgrimage in CPE, demonstrating the evolution of personal and professional integration. Address self-understanding, awareness of learning issues, and process of professional development. Illustrate specific learning experiences that inform current professional pastoral functioning and potential as a pastoral educator.
- d. ___ clinical presentation (Appendix 3) demonstrating ability to provide effective pastoral/spiritual care and to articulate pastoral and conceptual competence as indicated in Standards 404 and 405. Refer also to Standard 101.5 Confidentiality.
- e. ___ Theology/Spiritual Perspective Theory Position Paper - Student must submit the Theology/Spiritual Perspective Theory Position Paper to the Candidacy Committee for consultation at this time. (See p.D.3.b.i. following).
- f. ___ copy of the customized learning contract signed by the student and supervisor, outlining learning objectives and curriculum items that comprise Supervisory CPE.

Additionally submit to Presenter only:

- g. ___ documentation of good standing from ACPE (See 2.c. above.) with attached documentation of formal requirements (See 3.a above and Appendix 8);
- h. ___ summary reports and presenter's and committee action reports from readiness consultation and any previous appearances for Candidate status; and
- i. ___ all previous student and supervisor evaluations of CPE. The SES and Supervisor are to submit a set of evaluations for the unit being presented, even if the 45 day limit (Standard 308.8.1) has not yet been reached. If the SES's supervisory education unit has not yet ended, submit a "mid-term" evaluation to reflect the SES's and supervisor's evaluation of the SES's supervisory competence in all areas.

4. Regional Subcommittee Review

- a. Subcommittee meeting
 - i. The applicant meets with a subcommittee of the regional certification committee.
 - ii. The applicant's supervisor may be present as an observer, at the applicant's invitation.

- b. Subcommittee review – focuses on the applicant’s:
 - i. understanding of CPE and its history and ethical expectations of ACPE members.
 - ii. demonstration of pastoral competence through presentation of verbatim material (see Appendix 3, p. 48) and the degree of personal congruence in meeting the committee.
 - iii. articulation of a mature perspective on the student’s spiritual experience and religious heritage.
 - iv. ability to accurately use theological language that brings useful perspective to the student’s pastoral relationships.
 - v. understanding of one’s strengths and weaknesses, how these are related to major events of personal history, and how they may affect supervisory functioning.
 - vi. creativity, flexibility and imagination in pastoral ministry functioning.

- c. Subcommittee action – determines, based on committee members’ professional opinion and experience, whether the applicant meets the requirements and may begin the certification process. Neither the applicant nor supervisor is present for the vote, but the supervisor is to be present with the applicant for the committee action report after the vote.

C. Extension of Supervisory Candidate Status

1. Policies
 - a. Supervisory Candidate status is granted for two years.
 - b. Extensions may be granted by the regional certification committee. Each extension **may be granted for up to two years.**
 - Candidate status is limited to six years from the date of certification as a Candidate.
 - Each extension requires meeting with the regional committee as detailed in items 2 and 3 below.
 - Certification Commission denial of Associate Supervisor status results in automatic extension of Candidate status up to one year, unless it would exceed the six-year limit.
 - Candidates whose Candidate status has expired shall have the opportunity up to three years after the expiration to apply to meet with an extension committee to request reinstatement of their candidacy.
 - c. If extension is denied, the Supervisory Candidate must make a successful appearance for extension at the next regional committee meeting to retain Candidate status.
 - Extension **may be for up to two years.**
 - Supervisory Candidates denied extension by the regional certification committee may not meet the Commission until status has been resolved favorably at the regional level.
 - d. A candidate's request for an extension will receive an automatic denial, at the discretion of the regional certification chair and in consultation with the chair of the Certification Commission, if the Candidate fails to meet the standards and/or requirements for meeting the committee for the extension request.
 - e. A negative decision from two successive subcommittee appearances for extension results in automatic reversion to pre-candidacy status.
2. Procedure
 - a. Application to meet committee – The Candidate contacts the regional certification committee chair in writing to arrange a meeting with a regional certification committee subcommittee and sends a copy to the ACPE Program Manager or designee.
 - b. Six month extension – Regional certification chairs have the discretion to grant an extension up to six months to accommodate the regional certification committee meeting schedule.
 - c. Primary Supervisor Consultation – After each committee appearance of a Supervisory Candidate for extension the primary supervisor for the student, or a student-approved supervisor's designee, will consult with the committee.
3. Guidelines and requirements

- a. Written requirements (see also Written Materials, p.8): Materials are to be postmarked at least five weeks prior to the meeting. **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**
- b. Complete and submit updated Appendix 8; include in materials when signed and returned by ACPE Program Manager or designee.
- c. Use the checklist and submit the following materials to the presenter and committee members as indicated.

Submit to all committee members and Presenter:

- i. ___ Certification Commission Face Sheet (Appendix 2).
- ii. ___ current or updated personal history paper.
- iii. ___ all previous Presenters' Reports and Committee Action Reports from Candidacy onward.
- iv. ___ full account of how recommendations from previous appearance before certification committees are being addressed.
- v. ___ brief document demonstrating progress toward certification at the next level and stating a rationale for the request for extension. Include a statement of the status of position papers. If papers have passed, include a one page summary of theories

Additionally submit to Presenter only:

- vi. ___ up to a five page paper describing the practice of supervision. The paper should be a current paper, not the same paper used in a previous extension committee appearance, describing two vignettes from supervisor practice and include: a description of the Candidate's pastoral identity and an explicit description of how the Candidate's learning theory informed supervisory practice within each vignette.
- vii. ___ all CPE Program Evaluation forms (Appendix 4) since becoming a Candidate.
- viii. ___ signed (student and supervisor) copy of the customized learning contract.
- ix. ___ Candidate's most recent self-evaluations and Candidate's and supervisor's evaluations of the most recent units, up to the last four units of Supervisory CPE since Candidacy status..
- x. ___ list and discuss impact on supervisory practice of all supervisory and supervisory related activities since the last appearance: dates, type of activity, including all ACPE local, regional and national activities.
- xi. ___ signed Attestation of Good Standing Form and required documentation (Appendix 8)
- xii. ___ Appendix 5 Consent Form for unit from which using student material.

Note: Only the Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.

4. Subcommittee/Commission Review

- a. Subcommittee review focuses on the Supervisory Candidate's continuing competence as defined above in B. Supervisory Candidate Certification 4.i.-vi. (corrected i.v to vi.) b. Subcommittee action, based on committee members' professional opinion and experience, is one of the following:
 - i. grant the request for Supervisory Candidate extension.
 - ii. deny the request for Supervisory Candidate extension.
 - iii. revoke Supervisory Candidate status if Candidate-level competencies are clearly unmet and/or if students are being harmed. If such action is considered, the committee must confer with the regional certification chair prior to making the decision
- b. The subcommittee votes to grant or deny the request for extension
- c. If the extension is denied, the Candidate must make a successful appearance for extension at the next regional committee meeting to retain Candidate status. Candidates denied extension by the regional certification committee may not meet the Commission until the status has been resolved favorably at the regional level.

D. Theory Position Papers– Conceptual and Theoretical Competence

Clinical pastoral supervision is a relational activity grounded in theology and in theories of personality and education. The student and supervisor meet each other as living human documents, acknowledging the complexities of relationships while at the same time valuing the learning that emerges from faithful engagement with one another.

As a Supervisory Candidate moves toward competency as clinical pastoral supervisor, a solid theoretical foundation is essential for the Candidate's practice of supervision. The ability to articulate with clarity the conceptual frameworks that inspire, motivate and inform supervision is one of the qualifications for a supervisor to function independently. Writing position papers in the areas of theology/spiritual perspective, personality theory and educational theory provides the Candidate the opportunity to demonstrate 1) competent knowledge of theory in the three areas, 2) agility in application of that theory, and 3) creativity in accessing alternatives to theoretical positions. Demonstration of conceptual and theoretical competence is acknowledged with the passing of the three position papers by certification readers.

1. Policies
 - a. Content – The papers, directed to the theoretical “why” of supervision, include:
 - i. a theological/spiritual perspective position paper
 - ii. a personality theory position paper, and
 - iii. an educational theory position paper.
 - b. Writing and submission – The Candidate can begin writing the papers at any point in the Supervisory CPE experience. However, the papers cannot be submitted for review until Supervisory Candidate status is conferred. **Note:** the Theology/Spiritual Perspective Theory Position Paper must be submitted to the Candidacy Committee for consultation.
 - c. A paper passes if two of three readers grade it satisfactory. Any or all of the papers may be passed by the readers.
 - d. Supervisory Candidates' theory position papers must be approved by qualified ACPE readers before Candidates can request to appear for Associate Supervisor certification. (ACPE Standard 407.4)
2. Procedures
 - a. Time line – Using the Letter of Intent (Appendix 10), the Candidate notifies ACPE Certification certification@acpe.edu his/her intent to submit theory position papers five week (postmarked) prior to their submission. **Note:** Submit Appendix 8 when re-submitting Theory Position Papers as well.
 - b. Submission – The Candidate submits his/her papers in an electronic “read-only” format to ACPE Certification.
 - c. After the Candidate submits the papers, ACPE Certification staff assigns the papers to a group of three readers, one of whom serves as convener,

and sends the readers the Candidate's papers and Letter of Intent.

d. Readers use the *Readers' Composite Report on Position Papers* (Appendix 9) to record their own comments and evaluations. Then as a group, they complete the team's composite evaluation (satisfactory/unsatisfactory), including narrative and comments, which the convener sends in electronic read-only format to the Candidate, with a copy to ACPE Certification staff certification@acpe.edu.

e. Contact between Candidate and readers -- The convener may contact the Candidate for clarification, if needed, and the Candidate may contact any or all of the readers for clarification after the ratings and critiques are received.

f. Readers have 45 days from the date of receiving the papers and sending their feedback to the writer. During vacation and holiday times, the time may be longer, to a maximum of 60 days.

g. Len Cedarleaf Award -- Conveners notify the ACPE Certification staff about theological/spiritual perspective position papers judged excellent and worthy of consideration for the award, granted annually by the ACPE Pacific Region in honor of Len Cedarleaf, a pioneer ACPE Supervisor from the region.

3. Guidelines and requirements

a. Format of papers (See also Written Materials, Part Two. III.):

- i. one page preface stating main thesis of each paper; state congruence of the three positions clearly and concisely;
- ii. one page personal introduction with demographic data pertinent to positions, i.e., faith group, gender, social location, anything else pertinent to one's formation;
- iii. bibliography for each paper indicating key literature read for the paper; and
- iv. a clear, logical development of each position in each paper.

b. Content – Each paper should describe a position, illustrating mastery and critical use of relevant literature. See Appendix 9 *Readers' Composite Report on Position Papers*.

i. **Theology/Spiritual Perspective Position Paper** – demonstrates theological/spiritual acumen with the teachings and practices of one's faith tradition as it relates to the supervisory task.

(a) How do you understand persons as creatures of God or how do you understand persons in relationship with ultimate reality as defined in your faith tradition? How does that understanding inform supervision?

(b) How do you critically reflect upon your own religious/spiritual heritage and current beliefs/theological practice in relationship to ACPE's culture and mission?

(c) How do you think theoretically, based on your faith tradition, about interpersonal relationships, human suffering, and relationship with the transcendent or ultimate reality?

(d) What theologians, teachers, and/or spiritual resources inform your theoretical stance?

(e) How do you understand the interplay between your cultural context and theological/spiritual perspective formation or development, as it is understood in your faith tradition, and how spiritual care is offered in a multicultural, multifaith environment?

ii. **Personality Theory Position Paper** – demonstrates understanding of a personality theory as it informs supervisory practice.

(a) Which primary theories/theorists inform your understanding of human personality and development (e.g. psychodynamic, narrative, cognitive behavioral, dialectical-behavioral, etc.)?

(b) How do these theories inform your supervisory assessment, goals, strategies, and interventions?

(c) How is one's cultural identity development an integral part of understanding personality development, e.g., age, gender and sexual orientation?

iii. **Education Theory Position Paper** – demonstrates theoretical understanding of the teaching/learning process inherent in supervision.

(a) What educational theory guides your goals and decision making in supervisory practice?

- How do people learn individually, dialogically and in groups?
- What is the clinical method of learning, and how do people learn by it/why is it essential?

(b) How does culture influence the educational process?

(c) What theory of group dynamics informs your supervision/education? Why use a group model of education?

(d) How and why does the supervisor evaluate students and their work? How does one's theory inform writing evaluations.

iv. Candidates might also find it helpful to ask themselves the following questions about the depth and organization of their papers.

- Are your major points consistent with one another? Do they follow logically?
- Are you able to both claim and challenge your traditions and theological/religious/spiritual roots?

- Will this theology be a good “fit” for your future work of pastoral education in the clinical pastoral education model?

4. Evaluation of Papers

- a. Readers focus on the Candidate’s:
 - i. ability to articulate a theoretical stance with respect to pastoral theology, personality theory and educational theory as it applies to supervision.
 - ii. acquaintance with relevant literature; describes a position, illustrating mastery and critical use of relevant literature in the field.
 - iii. congruence among the three positions; taken as a whole, the papers enhance and inform each other.
 - iv. answering basic questions for each paper (see 3.b. Content, above).
 - v. mastery of materials used:
 - theorists and resources represented accurately and in context;
 - clear evidence of working familiarity with relevant literature; and
 - materials assimilated into understanding vs. awkward splicing of quotations in text.
 - vi. “critical purchase” of the approaches of theorists:
 - critical examination of implications of theorist’s views; and
 - exploration of the theoretical match of the primary assumptions of those views, i.e. if drawing on theological position of Reinhold Niebuhr (with belief in limited and sinful nature of humanity) and Carl Rogers (for psychological understanding), address discrepancies between those views.
 - vii. explanation of theoretical position:
 - clinical examples are appropriate only to illustrate theoretical underpinnings of supervisory practice; and
 - articulation of “why” (e.g., constructing a theoretical case for a narrative theology/spiritual perspective approach to supervision) rather than elaboration of the “what” (i.e., narrating a student’s spiritual journey in a CPE unit).
- b. Rewriting papers
 - i. Submit cover letter, revised papers and a copy of the critique(s), along with papers passed on first reading, to original readers, with copy of cover letter and revised papers to the ACPE Program Manager or designee.
 - ii. The convener sends the readers’ critiques to the Candidate who may contact the readers for clarification if needed. Copies of the critiques are also sent to the ACPE Program Manager or designee.
 - iii. Rewriting papers a second time: If a second rewriting is required for any or all of the papers, Candidates have two options:

(a) third written review -- Consult with ACPE Program Manager. Current readers may be able to read a third time; if not: submit to ACPE Program Manager or designee:

- cover letter with identifying information, daytime telephone number and address to which evaluation should be sent.
- four sets of each revised paper, along with a copy of any papers already passed and all evaluations.

Program Manager or designee assigns a new set of readers.

(b) face to face evaluation of theory – Contact the ACPE Program Manager or designee who contacts the regional certification committee chair to request a team of readers. Usually at least 30 days will be required to arrange and coordinate this meeting.

- The chair appoints three readers and arranges for the reading and meeting in accordance with the region's procedures. The chair may designate certain times during the year for reading.
- The Candidate submits:
 - √ a cover letter,
 - √ current revised paper(s) that addresses critiques from previous readers,
 - √ the critiques from previous readers, and
 - √ any papers already passedto the designated readers, with a copy of the cover letter and revised papers to the ACPE Program Manager or designee.
- The readers meet face to face with the Candidate after reading the rewritten papers and previous evaluations, allowing the Candidate to defend and explain the Candidate's positions.
- The convener of the reader team sends the report, with names of all the readers, to the Candidate, with a copy to the regional chair and the ACPE Program Manager or designee.

E. Associate Supervisor Certification

Associate Supervisors are temporarily authorized by ACPE to conduct programs of CPE (Level I/Level II) in autonomous and collegial professional practice. A subcommittee of the Commission conducts this level of the certification process and evaluates the strength of the applying Supervisory Candidate's supervisory identity, fluidity in articulating theory/practice integration and ability to conduct time-limited programs of clinical peer supervision.

1. Policies

- a. Associate Supervisor status is granted by a subcommittee of the Certification Commission for two years.
- b. Time limitation –
 - i. Within two years of being granted Associate Supervisor status, the Associate Supervisor must meet with the regional certification committee for extension of Associate Supervisor status or with the Commission to apply for ACPE Supervisor certification.
 - ii. Extension of Associate Supervisor status may be renewed for up to two years by the regional certification committee. Associate Supervisors not certified as ACPE Supervisor within six years revert automatically to Candidate status.
- c. Authorization – Associate Supervisors are authorized to conduct CPE (Level I/ Level II) programs.
- d. Change of region – Within 60 days of moving to a new region, Associate Supervisors:
 - i. notify the regional certification committee chair in the new region who notifies the Commission chair; and
 - ii. request that the regional certification chair in the former region transfer their certification files to the regional certification chair in the new region.
 - iii. must automatically meet the regional certification committee in the new region to retain Associate certification if they do not inform the Regional Certification Committee Chair of their move into the region within 60 days.

2. Procedures

- a. Application – The Candidate sends a written request to the ACPE Program Manager or designee (Appendix 10), with a copy to the Commission Chair, stating intent to meet the Commission. The required fee must accompany the written request. The Program Manager or designee responds in writing and, in collaboration with the Certification Commission Chair, sets deadlines, schedules meetings, and manages the process. The Commission Chair determines the docket.
- b. CPE unit presented – The Supervisory Candidate chooses a specific unit of CPE to present for review.

3. Guidelines and requirements

- a. Formal requirements (ACPE Standard 407)
 - i. Supervisory Candidate certification;
 - ii. ACPE membership as a Supervisory Candidate;

- iii. Appendix 8 (include in materials when signed and returned by ACPE Program Manager or designee) updated and submitted;
 - iv. completion of at least two units of supervised supervision of CPE as a Supervisory Candidate (**the unit presented cannot be co-supervised**);
 - v. approval of all required supervisory theory position papers (ACPE Standard 407.4).
 - vi. enrollment and in good standing in an ACPE Center that is accredited for the Supervisory CPE program whenever supervising CPE (Level I/Level II) students (Standard 407.5).
- b. Completion of expected outcomes of Supervisory CPE (ACPE Standards 404, 408-410). Refer also to objectives and outcomes of Supervisory CPE, ACPE Standards 313-319.
- c. Written requirements (See also Written Materials, Part Two. III) Materials are to be postmarked at least **five** weeks prior to the meeting. **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**

Use the checklist and submit the following materials to the presenter and committee members as indicated

Submit to all Committee Members and Presenter:

- i. ___ *Certification Commission Face Sheet* (Appendix 2, p. 47).
- ii. ___ personal history paper showing awareness of how: student's: personal/cultural history shapes the practice of ministry and supervision; strengths and weaknesses will impact the process of supervision; and spiritual/religious development has been integrated with self understanding.
- iii. ___ theory position papers, including the **Personal Introduction**, preface and **Appendix 9 Readers' Composite Report of Theory Position Papers** on passed papers.
- iv. ___ a paper using clinical vignettes from the unit presented to describe the supervisory process and illustrate the congruence of theory and practice.
- v. ___ two page summaries of the supervisory relationship with each student, with emphasis on the Candidate's supervisory practice.
- vi. ___ one page summary of the Candidate's perceived strengths and weaknesses as a pastoral educator.

Additionally submit to Presenter only:

- vii. ___ program materials from the unit being presented:
 - ___ (a) final evaluations written by the Candidate and by the students.
 - ___ (b) **Good quality DVD of an open-agenda group seminar (Interpersonal Relationship [IPR] / Interpersonal Group [IPG] Seminar), and a self-evaluation of the seminar based on the Candidate's theoretical position. (DVD will not be reviewed if technical quality is not acceptable.) Note: Signed Appendix 5 Consent Forms from all group members are required.**
 - ___ (c) brief description (2 to 3 pages) of the program and the center in which conducted.

____(d) signed Appendix 5 Consent Forms from all students used in the presentations. **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**

- viii. ____ Supervisory Candidate's and supervisors' evaluations of the most recent units, up to the last four units of Supervisory CPE since Candidacy status **
- ix. ____ all CPE Program Evaluation Forms (Appendix 4) since Candidacy
- x. ____ **Committee Action Reports and Presenter's Report from Candidacy onward.**
- xi. ____ documentation of satisfaction of formal requirements (See 3.a. above)
- xii. ____ Signed *Attestation of Good Standing Form* (Appendix 8)

4. Subcommittee/Commission Review

- a. Focus of the subcommittee of the Commission, which is composed of members from within and outside the region where the candidate is in training, is on the Candidate's:
 - i. supervisory competence demonstrated by ability to plan and implement a program of CPE and effectively assist students in meeting the objectives and expected outcomes of CPE (Level I/Level II).
 - ii. conceptual competence demonstrated by the ability to articulate one's supervisory work with specificity, bringing theoretical perspectives to supervisory events and exemplifying one's preferred theory through references to supervisory functioning.
 - iii. collegial competence (Standards 408.6) defined as collaborating with colleagues, respecting their dignity, gifts and personhood while honoring one's own and demonstrated by: the capacity and motivation to regularly use peer relationships for consultation, support, clarification, and challenge in practice and development of the art of supervision.
 - iv. **pastoral competence defined as the discovery and use of skills necessary for the intensive and extensive practice of ministry.**
- b. Subcommittee actions, based on committee members' professional opinion and experience – one of the following:
 - i. Grant Associate Supervisor certification.
 - ii. Grant Associate Supervisor certification **with recommendations for further professional development (limit two). Note: Effective May 2014, notations are no longer assigned at the appearance for Associate Supervisor Certification.**
 - iii. Deny Associate Supervisor certification.
 - If denied, the Candidate can apply again later. Denial equals an automatic one-year extension unless otherwise stated by the Commission subcommittee.
 - Rewrite of position papers is required only if the Candidate makes substantive change in the theoretical position. **Rewritten papers are to be submitted to an ACPE Theory Position Papers reading team for review and must be approved before seeking Associate Supervisor status.**

iv. Suspend Candidate status if Candidate-level competencies are clearly unmet and/or if students are being harmed. If such action is considered, the committee must confer with the Commission chair prior to making a decision. If the committee action is to suspend the Candidate credentials, the individual will be remanded to the regional level for potential removal of Candidate credentials.

The regional certification committee would then decide whether to revoke the Candidate's Candidacy status or remove the suspension thereof.

****Note: A set of evaluations from the Candidate and his/her supervisor are to be submitted from the unit being presented as well. If the unit has not yet ended, a mid-term evaluation is to be submitted from both the Candidate and supervisor. This applies regardless of whether the unit has officially ended or the forty-five (45) day limit has been reached**

F. Extension of Associate Supervisor Certification

1. **Policies**-See time limitations (E. Associate Supervisor, 1.b).
2. **Procedures**
 - a. Application –_The Associate Supervisor contacts the regional certification committee chair in writing to request a meeting with a regional certification subcommittee and sends a copy to the ACPE Associate Director or designee. The meeting will be at the convenience of the region.
 - b. Extension may be for up to two years.
 - c. If extension is denied, the Associate Supervisor must make a successful appearance for extension at the next regional certification committee meeting to retain Associate status. Associate Supervisors denied extension by the regional certification committee may not meet the Commission until status has been resolved favorably at the regional level.
 - d. An Associate Supervisor’s request for an extension will receive an automatic denial, at the discretion of the regional certification chair and in consultation with the chair of the Certification Commission, if the Candidate fails to meet the standards and/or requirements for meeting the committee for the extension request.
 - e. A negative decision from two successive subcommittee appearances for extension results in automatic reversion to Candidate status.
 - f. Associate Supervisor status may be withdrawn as noted above. Upon notification of the withdrawal, one must receive weekly supervisory consultation on any current CPE unit being supervised and may not conduct a new unit of CPE, except under the supervision of an ACPE Supervisor, until any appeal is resolved.
3. **Guidelines and Requirements:**
 - a. Demonstrate the competencies of Associate Supervisor in the sub-committee meeting. See Associate Supervisor, E. 3.b. and 4.a. (Refer also to Standards ACPE Standards 404, 408-410 and objectives and outcomes of Supervisory CPE, ACPE Standards 313-319).
 - b. Update and submit Appendix 8; include in materials when signed and returned by ACPE Program Manager or designee.
 - d. c. Written materials (See also Written Materials, Part Two. III.) Materials are to be postmarked at least five weeks prior to the meeting. **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students’ written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**

Use the checklist and submit the following materials to the presenter and committee members as indicated

Submit to all Committee Members and Presenter:

- i. ___ *Certification Commission Face Sheet* (Appendix 2, p. 47). personal
- ii. ___ history paper showing awareness of how: student’s: personal/cultural history shapes the practice of ministry **and supervision**; strengths and

- weaknesses will impact the process of supervision; and religious development has been integrated with self understanding.
- iii. ___ full account of how recommendations, notation or recommendations for further professional development received in previous appearances before regional and Certification Commission sub committees are being addressed.
 - iv. ___ up to a 2 page paper: (1) indicating the rationale for extension request and progress toward certification; and (2) demonstrating the use of consultation and collegiality for certification at the next level.

Additionally submit to Presenter only:

- v. ___ copies of *CPE Program Evaluation* forms (Appendix 4) from all students supervised since certification as Associate Supervisor.
- vi. ___ documentation of continuing to meet formal requirements (ACPE Standard 407).
- vii. ___ all committee action reports and most recent Presenter's Report since (and including) certification as Associate Supervisor.
- viii ___ list of supervisory and supervisory related activities since last appearance (give dates, type of activity, including all ACPE local, regional and national activities).
- ix. ___ Signed *Attestation of Good Standing Form* and required documentation (Appendix 8).

4. Subcommittee review

- a. Subcommittee review focuses on the Associate Supervisor's continuing competence as defined in E. Associate Supervisor Certification 4.a.i.-iv.
- b. The subcommittee votes to grant or deny the request. If the extension is denied, the Associate Supervisor must make a successful appearance for extension at the next regional committee meeting to retain Associate Supervisor status. An Associate Supervisor denied extension by the regional certification committee may not meet the Commission until the status has been resolved favorably at the regional level.

5. Associate Supervisor returning to home country

Associate Supervisors returning from the U.S. to supervise CPE in their home countries have the following options for maintaining certification:

- a. Affiliate the Associate Supervisor's center as a satellite program or clinical placement of an accredited member center (refer to *ACPE Accreditation Manual 2010 Interim Revisions 2015*) in the U.S. using the curriculum and structure of the accredited center as feasible.
 - Supervise a minimum of two units as indicated in the *ACPE Certification Manual 2010 Interim Revisions 2015* and present one unit to the ACPE Certification Commission for ACPE Supervisor.
 - Paper extensions for Associate credentials are required every year after the first two years following Associate Supervisor certification.
 - Associate Supervisor submits materials for extension to the regional accreditation committee in the region in which supervisory education was received.
 - Status is limited to six years from date of certification as Associate Supervisor.
- b. Supervise independently in one's own center and return to an accredited member center in the U.S. and supervise one full unit of CPE to present to the Certification Commission for CPE Supervisor status.
 - Paper extensions for Associate credentials are required every year after the first two years following Associate Supervisor certification.
 - Associate Supervisor submits materials for extension (see # 3 above) to the regional certification committee in the region in which supervisory education was received.
 - Status is limited to six years from date of certification as Associate Supervisor.
- c. Associate Supervisors maintain Associate Supervisor status as long as they supervise in their home country. If the Associate Supervisor returns to practice in the U.S. at a later date, the certification clock for the ACPE certification process resumes and the Associate status becomes temporary. To return to the ACPE certification process, the Associate Supervisor must document:
 - supervision of CPE in the past three years; and
 - participation in any local CPE association, if one exists.

G. ACPE Supervisor Certification

An ACPE Supervisor is authorized to conduct all levels of CPE programs while maintaining supervisory competence and ethical practice. At this level of the certification process, a subcommittee of the Commission **consults** with the applying Associate Supervisor's **regarding** use of self in supervisory work and assures that all notations given by the Certification Commission at the Associate Supervisor level have been addressed successfully. **Note: notations are no longer assigned, effective May 2014.**

1. Policies

- a. The Associate Supervisor meets for consultation with a subcommittee of the Certification Commission. At the conclusion of the consultation the Associate Supervisor becomes an ACPE Supervisor. However, if the Associate Supervisor has notations (no longer assigned, effective May 2014), see 4.b.iii. below.
- b. Notations received by an Associate Supervisor before May 2014 must be removed by the Commission before ACPE Supervisor status is achieved.

2. Procedures

- a. Application – The Associate Supervisor writes the ACPE Program Manager or designee using *Letter of Intent to Meet ACPE Certification Commission* (Appendix 10), with a copy to the Commission Chair, and regional certification chair if the option of meeting at the region is chosen, stating intent to meet the Commission for ACPE Supervisor certification and stating which option for meeting a committee is desired. The options are:
 - to meet the Commission at one of its regularly scheduled national meetings; or
 - to meet a subcommittee of the Commission in one's own region, adhering to the regional schedule.Payment of the required fee must accompany the written request.
- b. The Program Manager or designee responds in writing to the Associate Supervisor, with a copy to the Commission Chair, and notifies the regional certification chair if the applicant chooses to meet a subcommittee of the Commission in the applicant's region.
- c. The Associate Supervisor chooses a specific unit of CPE for review.

3. Guidelines and requirements

- a. Formal requirements (ACPE Standard 411)
 - i. certification as an Associate Supervisor.
 - ii. current ACPE membership.
 - iii. updated Appendix 8; include in materials when signed and returned by ACPE Program Manager or designee.
 - iv. conduct at least two complete, independent units (**not co-supervised**) of CPE (Level I/II) as Associate Supervisor.

- b. Completion of expected outcomes of Supervisory CPE (ACPE Standard 412). Refer also to objectives and outcomes of Supervisory CPE found in ACPE Standards 313-319.
- c. Written requirements (See also Written Materials III.) Materials are to be postmarked at least five weeks prior to the meeting. **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**

Use the checklist and submit the following materials to the presenter and committee members as indicated.

Submit to all Committee Members:

- i. ___ *Certification Commission Face Sheet* (Appendix 2, p. 47). personal
- ii. ___ history paper showing awareness of how student's: personal/cultural history shapes the practice of ministry; strengths and weaknesses will impact the process of supervision; and religious development has been integrated with self understanding.
- iii. ___ paper demonstrating use of the self as a primary teaching/learning resource, using vignettes from the experience in supervising students from the unit presented.
- iv. ___ Paper/materials/DVD summarizing how the Associate Supervisor has addressed any notations or recommendations for further professional development given by the Commission at that review.
- v. ___ a two or three page paper describing how the Associate Supervisor's thinking has evolved in relation to the approved supervisory theories. Attach the original preface of those papers.

Submit to Presenter only:

- vi. ___ Signed *Attestation of Good Standing Form* and required documentation (Appendix 9, p. 59).
- vii. ___ *CPE Program Evaluation* forms (Appendix 4) completed by all students supervised individually or in the group from Associate status.
- viii. ___ documentation of satisfying the formal requirements. See.3.a. above and Standard 411.
- ix. ___ previous presenters' reports and committee actions reports from Associate status.
- x. ___ All evaluations completed by the students and the Associate Supervisor for the unit being presented (including required *CPE Program Evaluations* Appendix 4).
- xi. ___ paper outlining the structure and describing the CPE program, including a statement of the educational rationale for the primary elements of the program.
- xii. ___ signed *Consent Forms* (Appendix 5) from all students used in item *iii*. **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**

4. Subcommittee/Commission review

- a. Subcommittee review focuses on the Associate Supervisor's competence as a pastoral educator and evaluates:
 - i. continued autonomous and collegial professional functioning;
 - ii. continued integration of theory and practice as a pastoral educator, together with congruence of person and function;
 - iii. effective use of self as a primary teaching/learning resource;
 - iv. effectiveness in group facilitation;
 - v. satisfaction of any notations or satisfactory engagement of recommendations for further professional development;
 - vi. consumer evaluations (Appendix 4).

b. Commission Actions

- i. If the Associate Supervisor does not have any notations from the Associate Supervisor appearance, the subcommittee of the Commission does not vote. The subcommittee appearance is a consultation. The Associate Supervisor is an ACPE Supervisor at the appearance's conclusion.
- ii. If the Associate Supervisor has no notations and becomes an ACPE Supervisor at the appearance's conclusion, but the subcommittee determines that ACPE Supervisor-level competencies are clearly being unmet and/or if the students are being harmed, the subcommittee can request a Review of Supervisory Competence. If such action is being considered, the committee must confer with the Certification Commission Chair prior to making a decision. This review must occur within 120 days of the date of the subcommittee request.
- iii. If the Associate Supervisor has a notation(s) from his/her Associate Supervisor committee appearance, the subcommittee of the Commission has the following options:
 - a. The subcommittee of the Commission votes to remove each of the notations. Both must be removed for the Associate Supervisor to become an ACPE Supervisor at the appearance's conclusion. No new notations may be added to the Associate Supervisor's process.
 - b. If the Associate Supervisor has his/her notation(s) removed and becomes an ACPE Supervisor at the appearance's conclusion, but the subcommittee determines that ACPE Supervisor-level competencies are clearly being unmet and/or if the students are being harmed, the subcommittee can request a Review of Supervisory Competence. If such action is being considered, the committee must confer with the Certification Commission Chair prior to making a decision. This review must occur within 120 days of the date of the subcommittee request.

- c. If one or both notations are not removed, the subcommittee must choose from one of the two following actions:

- i. Invite the Associate Supervisor to seek a return review after fulfilling the notations of the Certification Commission. The Associate will: select a Consultant Supervisor from a list provided by the Certification Commission; contact that person within the first 30 days after receiving the letter from the Certification commission regarding the CAR report; and then notify the Chair of the Certification Commission the name of the Consultant Supervisor. The Associate Supervisor is responsible for providing remuneration, if any, to the Consultant Supervisor. During this time the individual remains an Associate Supervisor until return to meet a subcommittee for ACPE Supervisor. The Associate Supervisor **must meet a subcommittee of the Certification Commission nationally for CPE Supervisor by November 2015**. See *Certification Policy and Procedure Manual Interim Revisions 2015* Appendix 12 Associate Supervisor Consultant Form and Appendix 13 Consultant Supervisor Letter.

The subcommittee of the Certification Commission is authorized to create a professional development plan, meeting the needs of the Associate Supervisor. Options include but are not limited to the following:

- a. If supervising a **full time** group, once a month the Associate Supervisor shall submit to a Consultant CPE Supervisor a DVD of his/her group work with CPE students, with an accompanying document analyzing his/her work as it pertains to the notation. This shall be followed by a monthly conference call or videoconference or in-person meeting.
- b. If supervising an extended program, the Associate Supervisor shall submit once a month to a Consultant CPE Supervisor a DVD of his/her group work with CPE students, with an accompanying document analyzing his/her work as it pertains to the notation(s). This is to be followed every other month by a conference call, or videoconference, or in-person meeting.
- c. If not supervising a group, the Associate Supervisor shall submit a paper every other month to a Consultant CPE Supervisor, followed by a quarterly conference call or videoconference or in-person meeting. When the Associate Supervisor begins supervising a group, the monitoring would switch to the appropriate full time or extended category.
- d. If notation pertains to Use of Self-paper, the Associate Supervisor shall submit every other month to a Consultant CPE Supervisor a DVD of his/her group work, verbatim seminar and/or individual supervision, with an accompanying document analyzing his/her work as it pertains to Use of Self and the specific notation.

- e. If the notation pertains to collegial competency, the Associate Supervisor shall meet monthly with a peer group and present his/her work for consultation as it pertains to his/her notation. He/she shall also meet quarterly either by conference call or videoconference or in-person with a Consultant Supervisor to discuss learning and share written materials.
 - f. General option separate from the above: During the time between November 2014 and November 2015, the Associate Supervisor shall meet with his/her consultant supervisor four times. The Associate Supervisor will set the agenda and decide how to process his/her notation(s) in consultation with his/her consultant supervisor. One suggestion is that at least once during those four sessions there will be a review of his/her group work via a DVD submission, with an accompanying document processing his/her supervision.
 - g. The Certification Subcommittee creates a version of the consultant supervisory work based upon the above suggestions that fits the situation.
- ii. Remove** the Associate Supervisor credentials and grant reversion to Supervisory Candidate status if Associate-level competencies are clearly being unmet and/or if the students are being harmed. If such action is being considered, the committee *must* confer with the Commission Chair prior to making a decision

H. Continuation of ACPE Supervisor status

As a professional practitioner, an ACPE Supervisor takes responsibility to maintain supervisory competence in a rapidly changing field of personal care giving. ACPE has established standards for the level of ongoing professional development and ethical behavior required of its members to maintain supervisory credentials.

1. Policies

- a. Continuation of ACPE Supervisor status requires continued functioning in a professional manner, as specified in ACPE Standards 411 - 413. This includes engaging in at least 50 hours of continuing education annually (See 2010 Accreditation Manual Interim Revisions 2015, Appendix 6 D) and participating in peer review every five years.
- b. When there is compelling evidence that a CPE student(s) is in immediate danger because of the functioning of any person authorized by ACPE to supervise, the Executive Director shall enjoin the person from supervisory practice for 72 hours and initiate the steps outlined in the ACPE policy Emergency Suspension of Credentials (Refer to ACPE *Processing Complaints of Ethics Code Violations 2015*)
- c. ACPE Supervisors who have a complaint for unethical or felonious conduct lodged against them in a civil, criminal, ecclesiastical, employment, or another professional organization's forum must immediately notify the ACPE Executive Director. The issue will be handled as specified in the ACPE *Accountability for Ethical Conduct Policy Form* (Appendix 1).
- d. A Supervisor who has not engaged in supervision for three years, and has not had a consultation within 4 years with the regional certification committee, will be listed as inactive and cannot supervise CPE students. Return to active status requires consultation with the Commission or designated regional certification subcommittee.
- e. A Supervisor not attached to a center, but fulfilling the requirements of Standard 413 may supervise CPE students in an ACPE accredited center.
- f. A retired Supervisor fulfilling the requirements of Standard 413 may retain active certification status or may request inactive status.
- g. Emeritus Supervisor is an honorary status granted by the Board of Representatives. Emeritus Supervisors:
 - i. must have supervised at least 10 years prior to retirement.
 - ii. may supervise students in an ACPE accredited center if fulfilling the requirements of Standard 413.

2. Procedures

- a. If not engaged in supervision for three years, consultation with the Commission or designated regional certification subcommittee is required to determine if the Supervisor remains current in supervisory and conceptual competence to practice supervision.

- i. The committee may recommend inactive status if it finds the Supervisor has not remained current.
- b. A Supervisor may request inactive status through the regional certification committee.
- c. Supervisors must report any change in ordination/commissioning status, faith group, or endorsement status to ACPE using *Attestation of Good Standing Form* (Appendix 8).

I. Restoration to Active Status

1. Policy

- a. Commission action – The **Certification Commission Chair** or designated regional certification subcommittee determines whether the person meets the requirements for restoration of active status.
- b. Applicant responsibility – The person seeking restoration bears the burden of demonstrating that the requirements are met.

2. Procedures

- a. Submit *Letter of Intent to Meet the ACPE Certification Commission* (Appendix 10).
- b. Specific requirements are negotiated with the Commission Chair and/or regional chair by the person seeking restoration. After successful appearance, the **Certification Commission Chair** will send information to the Program Manager who will invoice the applicant for the appropriate **membership dues**.

3. Guidelines and requirements

Written materials – Some or all of the following will be required. (See also Written Materials): **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**

- a. ___ *Letter of Intent to Meet the ACPE Certification Commission* (Appendix 11, p. 71).
- b. ___ *Certification Commission Face Sheet* (Appendix 2). completed
- c. ___ *Attestation of Good Standing Form* (Appendix 8) signed by ACPE Program Manager or designee (includes current endorsement).
- d. ___ completed *Accountability for Ethical Conduct Policy Report Form* (Appendix 1).
- e. ___ brief history of applicant's certification process and practice of supervision, including dates and places. Include: reason for having become inactive; a review of applicant's personal, spiritual, and educational pilgrimage; and comment on desire to resume active status.
- f. ___ paper articulating applicant's current theory of group process.
- g. ___ paper on current use of self as a primary teaching/learning resource.
- h. ___ paper on how theology/spiritual perspective informs the applicant's supervision.
- i. ___ if applicant has current or recent experience assisting a supervisor in a unit of CPE, submit a brief description of the program and participation in it, including:
 - i. insights gained about current students.
 - ii. assessment of what might have been done differently if applicant were supervising the unit.
 - iii. students' and supervisor's evaluations.
 - iv. evaluative paper written by the supervisor who was assisted.
- j. ___ permission to use students' materials (Appendix 5), **if submitting materials for i. above**

- k. ___ description of participation in CPE events, student formation, regional and/or national ACPE activities, and other relevant continuing education.
- l. ___ copy of last peer review report.
- m. ___ If no recent CPE participation, consult with the Certification Commission chair and submit materials that will help the Commission assess readiness to resume active supervision. This may include: current readings in supervisory, group and educational theory; workshops and seminars attended; and applicant's own evolving theories.

J. Review of Supervisory Competence

The collegial nature of the clinical pastoral education profession requires that practitioners mutually monitor each other's professional competence and take action when it appears the level of a peer's practice deteriorates such that a student's safety or justice is compromised. While informal, collegial consultation is encouraged, ACPE has established the following policies and procedures when it is felt a more formal process is required.

1. Policy

Determination of supervisory competence – ACPE members take collegial and responsible action when concern about incompetence, impairment or misconduct arise (Standard 104.2). When the quality of a supervisor's professional practice is questioned, the Commission determines if the supervisor satisfies the required standards and maintains the required competencies for the certification status.

If the Associate Supervisor has no notations, or has the notations removed, and becomes an ACPE Supervisor at the appearance's conclusion, but the sub-committee determines that ACPE Supervisor-level competencies are clearly being unmet and/or if the students are being harmed, the sub-committee can request a Review of Supervisory Competence. If such action is being considered, the committee *must* confer with the Certification Commission Chair prior to making a decision. This review must occur within 120 days of the date of the sub-committee request.

2. Procedures

- a. Request for review – A source in a relationship of professional responsibility to a supervisor sends a written request for review of supervisory competence to the Commission chair, clearly stating why the source believes the supervisor currently fails to meet applicable standards or competencies and referencing the specific standard(s).
- b. Contact with person lodging request – The Commission chair, in consultation with the Professional Ethics Commission Chair, ACPE Executive Director, and legal counsel if appropriate, decides whether to direct the supervisor in question not to have contact with the person(s) lodging the request and if a review is warranted.
- c. Review time frame – If a review is warranted, the Commission Chair appoints a review committee of the Commission and designates the time and place for a meeting with the supervisor in question to occur within 120 days of receiving the request for review of competency.
- d. Review committee – Five members of the Commission, one serving as presenter and a sixth member who records meeting process notes but has neither voice nor vote, compose the review committee. The Commission may authorize convening a regional committee for this purpose.
- e. The supervisor can appeal a negative decision of the review committee to the Commission. See Appendix 7 *Appeal of Negative Certification Decisions*, p.53.

3. Guidelines and requirements

- a. Written materials – The Commission chair, in consultation with review committee members and the supervisor in question, requests written materials for the review committee. **Note: Only the Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students being accepted into a unit of CPE are to review and sign the Appendix 5 Consent Form prior to formal admission to a Clinical Pastoral Education Program supervised by a Supervisory Candidate or Associate Supervisor.**

Submit:

- i. required materials (See also Written Materials, Part Two. III.).
 - ii. completed *Attestation of Good Standing* form (Appendix 8) and *Accountability for Ethical Conduct Report Form* (Appendix 1); include in materials with required documentation when signed and returned by Program Manager or designee.
 - iii. a statement addressing supervisor's understanding of the reasons for the competency review, how those reasons do or do not impact supervision, and any actions being taken to remediate the concerns raised.
4. Review – The review is conducted in a manner similar to the review of a candidate for Associate Supervisor or ACPE Supervisor.
 - a. Action report –
 - i. The review committee action report is sent to the supervisor in question no later than ten business days after the meeting, with copies to the Commission Chair, Professional Ethics Commission Chair and ACPE Executive Director.
 - ii. The action report specifies the means for determining that the requirements of the ruling have been satisfied and defines further action should the supervisor fail to satisfy the requirements imposed.
 - b. Rulings – The review committee adopts one of the following rulings:
 - i. confirms pastoral, supervisory, conceptual, and collegial competence; the review is ended.
 - ii. expresses concerns, with specific recommendations for enhancing with specific recommendations for enhancing pastoral, supervisory, conceptual, and/or collegial competence for a designated period of time. Failure to comply with specific recommendations could result in the suspension of certification.
 - iii. counsels and gives specific instructions for remediation to be followed under the direction of the Certification Commission for a designated period of time. This may include a return to meet a sub-committee of the Certification Commission for review. Failure to comply with specific instructions for remediation could result in the suspension or revocation of certification.
 - iv. suspends the right to practice CPE supervision for a specified period of time with specific instructions for remediation to be followed under the direction of the Certification Commission for a designated period of time. The person must return to a sub-committee of the Certification Commission for review. The length of time will be set at the review. Failure to comply with remediation instructions could result in the revocation of certification.

- v. Revokes ACPE Supervisor certification; revert to Supervisory Candidate status and follow procedures in the Certification manual for the certification process.
- c. Notifications – The Commission informs all directly involved parties of the disposition.

K. Reciprocity (ACPE Standard 414)

1. **Policies** – Individuals must meet the requirements for certification specified in Standard 414.
 - a. **Criteria** – ACPE honors certification of specifically identified associations whose standards and ethical values are equivalent to those of ACPE.
 - b. **Required credentials** – Individuals holding similar credentials in an association with which ACPE has declared reciprocity can seek recognition as Associate Supervisor or ACPE Supervisor.

2. **Procedures**
 - a. Applicants should contact the ACPE **Program Manager** or designee certification@acpe.edu for information about organizations with which ACPE has reciprocity and for specific procedures to be followed and required documentation to be submitted for reciprocity.
 - b. Upon receipt of required documents and verification that the applicant meets the specified requirements, the ACPE **Program Manager** or designee sends an invoice for fees and appropriate forms.
 - c. Upon receipt of payment and completed forms, the ACPE Program Manager or designee:
 - i. enters the individual in the ACPE database as an Associate Supervisor or ACPE Supervisor.
 - ii. lists the individual as a new supervisor in the ACPE newsletter and on the ACPE website.
 - iii. forwards required materials (manuals, standards, forms, etc.) to the individual.

L. International Guest Supervisor

ACPE provides for international guest supervisors (IGS) to supervise students in ACPE Accredited Member centers in the U.S. for a defined period of time. The guest supervisor is responsible for working out Visa requirements with the hiring center.

1. Policies

- a. International Guest Supervisor:
 - meets the minimal requirements for ACPE Associate Supervisor;
 - has a contract with an ACPE accredited member center specifying a clear, time bound length of stay;
 - holds International Guest Member status in ACPE; and
 - seeks consultation with the regional certification committee within the first program unit to assist with understanding of ACPE requirements for accredited programs, current ACPE culture, outcomes, strategic initiatives, etc.
- b. Hiring Center:
 - establishes a contract with the IGS for a time limited period, up to one year;
 - reimburses for services at rate commensurate with norm for region in which located;
 - ensures that documentation is submitted to the Certification Commission;
 - ensures that IGS ACPE membership dues are paid (either by the guest supervisor or hiring center); and
 - ACPE supervisor must co-sign all evaluations and submit the student unit reports.

2. Procedures

- a. International Guest Supervisor:
 - submits required documentation to the Certification Commission for review; and
 - upon approval, becomes an International Guest Supervisor Member and pays required fee to ACPE.
- b. Hiring center:
 - establishes a written contract with the IGS; and
 - ACPE supervisor co-signs student evaluations and submits student unit reports.
- c. Certification Commission:
 - reviews and approves or rejects International Guest Supervisor status; and

- if status is approved, assigns an ACPE supervisor as mentor.
- d. Regional certification committee meets with the International Guest Supervisor within first program unit to assist the guest supervisor in understanding current ACPE culture, outcomes, strategic initiatives, etc and to engage in mutual learning.
3. Submit to Certification Commission:
- certification documentation;
 - U.S. Visa;
 - *Accountability for Ethical Conduct Policy Report Form* (Appendix 1);
 - letter of good standing from home association;
 - copy of contract with hiring center; and
 - other documentation specified by Certification Commission.

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APPENDIX 1

ACCOUNTABILITY FOR ETHICAL CONDUCT POLICY REPORT FORM

For the purposes of this Policy, "member" refers to: ACPE Supervisors, Associate Supervisors, Active Retired Supervisors, Supervisory Candidates, and Clinical Members.

I certify that (a) no discipline or corrective action arising from a complaint of unethical or felonious conduct has been imposed on me, and no complaint against me for unethical or felonious conduct is pending in a civil, criminal, ecclesiastical, employment, or another professional organization's forum; and, (b) I have never resigned, been transferred or terminated, nor negotiated a settlement from a position for reasons related to unethical or felonious conduct.

Date ____/____/____

Signature _____

If the above cannot be certified, please provide an account of the complaint including the forum, the charges, and the final outcome. Provide the names of people involved in the process whom you authorize to provide full information to ACPE representatives. **Prior actions are not an automatic bar to ACPE membership. Each situation will be evaluated on its own merits by an Accountability Review Committee composed of the Executive Director, the Chair of the Professional Ethics Commission (PEC), the Chair of the Certification Commission, the PEC legal consultant, and a designated Board member.** ACPE has the right to extend or deny candidacy status or membership regardless of previous complaints, other forum's findings or subsequent remedial actions according to the judgment of the named representatives to the Accountability Review Committee on behalf of the Association. If denied, the applicant may resubmit an application at a later time. Decisions are final and binding on ACPE. (*Attach pages if necessary.*)

I understand that as a condition of membership in the Association for Clinical Pastoral Education I will provide to the Association timely notice of any complaint of unethical or felonious conduct filed against me. I agree to provide to the ACPE Professional Ethics Commission in a timely fashion the information it requests regarding the investigation, adjudication, dismissal, or settlement of such complaint. Failure to report or provide accurate, full and truthful information may be grounds for discipline including removal of membership in the Association for Clinical Pastoral Education, Inc.

Date ____/____/____

Signature _____

Printed Name _____

Current Membership Category _____

APPENDIX 2

CERTIFICATION COMMISSION FACE SHEET

Name _____

Requesting _____ Meeting time/place _____

Address _____

Telephone _____ email _____

Present position _____

Present CPE center _____

Date Supervisory Candidate/Associate Supervisor Status expires _____

Citizenship _____

Faith group endorsement/accountability * _____

Faith group ordination/commissioning *(Attach documents) _____

College degree* date _____

Graduate theological degree/equivalency*, date _____

Other professional certifications _____

Professional occupational background, starting from most recent position (dates, positions, descriptions):

CPE history [date(s), location, type of training, supervisor, number of students supervised] as Candidate and Associate:

Record of certification committee/Commission meetings/decisions [date(s), request, presenter, decision(s)]:

*** See Attestation of Good Standing Form, Appendix 8**

Note: Attach additional pages as needed; do not write on the back of this face sheet.

APPENDIX 3

CLINICAL PRESENTATION FOR SUPERVISORY CANDIDATE STATUS

The purpose of the clinical presentation is for the student to demonstrate ability to provide effective pastoral care and to articulate conceptual and pastoral competence as indicated in Standards 404-406. See *Certification Manual 2010 Interim Revisions 2015*.

Instructions for preparing the clinical presentation:

Limit five pages. Verbatim is required. Five page limit does not include verbatim content. (Refer to Written Materials, Part Two. III.)

Present work with a patient, family member, parishioner, staff member, client, etc., not work with anyone with whom one is in a supervisor/student relationship.

Refer also to Standard 101.5 Confidentiality.

Content of presentation:

Demonstrate the ability to:

- deliver pastoral care, knowing who one is and why one does what one does;
- evaluate the pastoral care provided;
- potentially teach those skills to others; and
- integrate theological tradition, personal experience and spirituality, understanding of persons, and skill and practice in meaningful pastoral encounters.

APPENDIX 4

CPE PROGRAM EVALUATION*

This evaluation provides your supervisor, the CPE Center and ACPE a way to know about your experience in CPE and it assists them in their on-going quality assurance and improvement processes. Please complete and give this form to your supervisor or designated individual *after you have received your supervisor's evaluation*. Thank you for responding.

Dates of CPE Unit _____

Primary supervisor's name _____

If you were supervised by a person in supervisory education, please give that person's name _____

Number of units of ACPE accredited CPE now completed ___1 ___2 ___3 ___4 ___5 or more

Did you take this unit for academic credit? ___Yes ___No

Did you take this unit as required for ordination? ___Yes ___No

1 - very negative; 2 - somewhat negative; 3 - positive; 4 - very positive; N/A - not applicable

PERSONAL LEARNING/MINISTRY DEVELOPMENT

This unit of CPE provided me opportunity to:

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Further develop my personal and pastoral identity. | 1 | 2 | 3 | 4 | N/A |
| 2. Develop self knowledge that improved my pastoral function. | 1 | 2 | 3 | 4 | N/A |
| 3. Increase my awareness of how my ministry impacts persons. | 1 | 2 | 3 | 4 | N/A |
| 4. Develop my ability to use my theology in pastoral ministry. | 1 | 2 | 3 | 4 | N/A |
| 5. Develop the ability to think theologically about my experience. | 1 | 2 | 3 | 4 | N/A |
| 6. Develop pastoral skills in crisis intervention. | 1 | 2 | 3 | 4 | N/A |
| 7. Develop pastoral skills in initial pastoral visitation. | 1 | 2 | 3 | 4 | N/A |
| 8. Develop pastoral skills with diverse faith groups. | 1 | 2 | 3 | 4 | N/A |
| 9. Develop my capacity to minister professionally in a variety of functions, e.g., preaching, teaching, administration, and brief counseling. | 1 | 2 | 3 | 4 | N/A |
| 10. Learn to use the clinical method of learning. | 1 | 2 | 3 | 4 | N/A |
| 11. Foster my ability to evaluate my own ministry. | 1 | 2 | 3 | 4 | N/A |
| 12. Make pastoral use of my religious heritage. | 1 | 2 | 3 | 4 | N/A |
| 13. Make use of the behavioral sciences in my ministry. | 1 | 2 | 3 | 4 | N/A |
| 14. Become more aware of how organizational structure and social | | | | | |

APPENDIX 4 (cont'd)

conditions affect the lives of others and myself. 1 2 3 4 N/A

THE CPE PROGRAM:

15. Orientation to CPE was helpful. 1 2 3 4 N/A
16. Orientation to my pastoral care responsibilities was sufficient. 1 2 3 4 N/A
17. Student handbook was an effective guide to the CPE program. 1 2 3 4 N/A
18. Provided sufficient access to library resources. 1 2 3 4 N/A
19. Dealt with sufficient didactic material to contribute to my conceptual framework for the practice of ministry. 1 2 3 4 N/A
20. Was open to diversity. 1 2 3 4 N/A
21. Was accepted within the institution and integrated with services. 1 2 3 4 N/A
22. Provided opportunities for interdisciplinary team functioning. 1 2 3 4 N/A
23. Used interdisciplinary instructional resources. 1 2 3 4 N/A
24. Adequately mixed the practice of ministry with didactic/other learning opportunities. 1 2 3 4 N/A
25. Provided peer group experiences that helped me learn about myself in ministry. 1 2 3 4 N/A
26. Influenced the direction of my ministry. 1 2 3 4 N/A
27. Offered opportunities to pursue theory and practice of a pastoral specialty. 1 2 3 4 N/A

QUALITY OF SUPERVISION

28. Individual supervision was effective for me in this unit of CPE. 1 2 3 4 N/A
29. Group supervision was effective for me in this unit of CPE. 1 2 3 4 N/A
30. My supervisor assisted my pastoral function and reflection. 1 2 3 4 N/A
31. My supervisor helped me use the teaching/learning contract effectively. 1 2 3 4 N/A
32. My supervisor's behavior was professional at all times. 1 2 3 4 N/A
33. Using a separate sheet, comment about your supervisor's strengths and weaknesses as a pastoral educator, based on your experience in this program. Add any additional comments about your supervisor, the program unit and/or your experience in the program

Name (optional) _____ Date _____

*** This form is required to be completed by all students supervised by a Supervisory Candidate or Associate Supervisor.**

APPENDIX 6

CANDIDATE FEEDBACK TO CERTIFICATION COMMISSION

As part of its on-going evaluation of the certification process, the Commission requests feedback from candidates about their experience meeting with review committees. Following the meeting with a review committee or the Commission, please complete and submit this form to: Certification Commission Chair, c/o ACPE, One West Court Square, Suite 325, Decatur, GA 30030, certification@acpe.edu.

1. How did you feel about the interaction between you and the committee, e.g. how you engaged the committee and their response to you?
2. What was your reaction to the presenter's report?
3. What was your reaction to how the presenter's report was used in the meeting?
4. How was preparing your materials useful to you?
5. How effectively did the subcommittee use your materials in the meeting?
6. How do you view the committee/Commission decision/recommendations?
7. Please give feedback on the committee/Commission process and interaction.

Name (optional)

Presenter (optional)

Date Met Committee (optional)

Attach additional comments on a separate sheet of paper.

APPENDIX 7

APPEAL OF NEGATIVE CERTIFICATION DECISIONS

Note: all time frames are calendar days.

I. Policy

- A. Publication of decisions – Decisions to deny certification or revoke supervisory status are not effective or published until time for appeal has lapsed or until the appeal process is concluded, which ever applies.
- B. Records maintenance – When a negative certification decision is rendered, the reviewing committee or Commission retains all materials submitted by the appellant until time for appeal has lapsed.
- C. Burden of proof – The appellant bears the burden of proof to establish the basis of the appeal to the satisfaction of the Appeal Panel. An appeal must be based on the grounds that such decision was:
- arbitrary, capricious, or otherwise in violation of *ACPE Standards 2010 Interim Revisions 2015* or the *ACPE 2010 Certification Manual Interim Revisions 2015* that could have substantially altered the outcome.
 - not supported by substantial evidence in the record on which the negative decision was based that could have substantially altered the outcome.
- D. Scope of appeal panel consideration – If grounds are established per I.C. (above), the question before the Appeal Panel is: does the record on which the negative decision was based support the decision? The veracity of the record content or process of collection is not for the Appeal Panel to assess. The appeal panel will consider only material from the record on which the negative decision is based.
- E. Appearance at hearing – If an appeal panel hearing is convened:
- Appellants may bring legal counsel or a support person to advise them. Only the appellant will be permitted to speak at the hearing.
 - A representative of the entity that rendered the negative decision may also appear and speak at the discretion of the entity or the panel.
 - At the discretion of the panel, the appellant and entity representative may be heard at separate times.
- F. Final ruling – The ruling of the appeal panel is final and binding for ACPE.
- G. Responsibility for costs of appeals
1. The appellant(s) is responsible for all expenses related to initiating/presenting the appeal, including travel for hearing and support persons.

APPENDIX 7 (cont'd)

2. ACPE/region

Costs for consultant, panel, and Commission/committee representative:

- ACPE is responsible for costs associated with decisions made originally by the Commission, i.e. Appeal Panel, Commission representative, legal consultation to ACPE with ACPE designated attorney(s). The ACPE Executive Director authorizes all ACPE related expenses. ACPE is not responsible for unauthorized legal services or other consultations.
- The region is responsible for costs associated with decisions made originally by a regional committee. The ACPE Executive Director or regional director authorizes all region related expenses.

H Appeal pool

1. The appeal pool is composed of five members from each ACPE region and others at the discretion of the ACPE Executive Director. The appeal panel is selected from this pool.
2. Criteria
 - a. ACPE Supervisors, cognate group members and representatives of other disciplines;
 - b. expertise in certification;
 - c. knowledge of ACPE standards; and
 - d. free of any conflict of interest, including: ACPE Board, officer or Executive Director; regional director or officer; participant in national or regional certification activities at the time of the decision being appealed.
3. Selection
 - a. Each region annually selects five qualified persons, attentive to multi-cultural and gender representation, from the region for the pool.
 - b. Regional directors submit names of these persons by December 15 for the following year.

I. Recording hearings

No audio or audiovisual recording of a hearing is allowed.

II Procedure/Time Lines

The time line begins with the Commission's mailing by certified mail and secure email of notice of certification action.

- A. Within 30 days, the appellant must notify the ACPE Executive Director or Program Manager in writing at

ACPE
One West Court Square
Suite 325
Decatur, GA 30030
confidential@acpe.edu

stating ground upon which the appeal is based.

APPENDIX 7 (cont'd)

- B. Within 21 days of receipt of notice from the appellant, the ACPE Executive Director or Program Manager acknowledges receipt of the appeal and
- notifies the appropriate regional director;
 - notifies the Commission chair, and
 - provides the appellant the appeal pool roster.
- C. Within 15 days of sending by secure email and certified mail, the appeal pool roster, the appellant may identify without cause up to three members of the pool who may not be impaneled.
- D. Within 30 days following the mailing of the appeal roster, or no response from the appellant, the ACPE Executive Director, in consultation with the regional director:
1. appoints a three member appeal panel who have no personal or professional conflict of interest in the particular appeal.
 2. designates one member as panel chair.
 3. sends appeal materials to the Panel:
 - a. statement of the appellant of grounds for appeal;
 - b. the record of the decision;
 - c. written materials submitted to the committee or Commission by the person seeking certification;
 - d. the presenter's report;
 - e. the committee/Commission action report of negative decision; and
 - f. additional documentation as needed to clarify the appeal grounds (ACPE Executive Director or Program Manager also supplies these to the appellant.)
- E. Panel Chair convenes Panel by video conference or telephonic means to determine if 1.C. criteria for an Appeal Hearing have been met.
1. If in the judgment of the Panel the criteria are not met, the appeal is dismissed and the decision stands.
 2. The Panel Chair informs the Executive Director in writing and the Executive Director informs the appellant, regional director and Certification Commission Chair.
 3. There is no appeal of the Panel's decision.
 4. If the Panel determines one or more criteria are met, the Panel Chair:
 - a. establishes date and place of Hearing
 - b. notifies the Executive Director who notifies the appellant, regional director and Certification Commission Chair and
 - c. Executive Director or Program Manager sends the appellant any of the above materials (D.4.) he/she does not have.

APPENDIX 7 (cont'd)

- F. Within 15 days of ACPE sending by certified mail and secure email the E.4.b notification, appellant may submit to Appeal Panel documentation citing additional 1.C. grounds for the Appeal; comment is limited to commentary on the written record. Documentation may not include new evidence, materials or information developed after the decision.
- G. Within 30 days of E.4. (Panel determines one or more criteria are met), the Panel holds a hearing. It will:
1. uphold the decision, or
 2. remand the decision to the respective committee or the Commission for further action. The panel must:
 - a. Identify specific issues to be addressed by the Certification Commission
 - b. provide specify instruction to the appellant and committee/Commission including but not limited to:
 - waiver of fees,
 - submission of new materials and
 - other matters as befits a just and equitable outcome in the opinion of the Appeal Panel.
 3. vacate the decision (See H. following).

In a decision implemented by or remanded to the original decision-making body, that body must act in a manner consistent with the Appeal Panel's decision or instruction.

Note: if more than one decision is involved in the appeal, the panel may sustain, vacate or remand one or more decisions and take other action on the remainder.

- H. Within 30 days of a decision being vacated a five person Review Panel is convened that includes:
- a. two members of the appeal panel,
 - b. two Commission members, who cannot have been on the original regional certification committee/subcommittee, appointed by the Commission chair, and
 - c. one person appointed by the ACPE Executive Director.
1. The appellant has the right to preemptorily challenge one member of the Review Panel within five days of notification by email.
 2. Review Panel members must not have personal or professional conflict or interest.
 3. The Review Panel is authorized to act on behalf of the Commission.
 4. Within 45 days of formation, the Review Panel reviews all relevant documents, examines the appellant and makes a decision.
 5. Within seven days, the Review Panel submits its decision in writing to the ACPE Executive Director who sends it to the Commission chair and appellant.

6. The decision of the Review Panel is binding on ACPE and its members and affiliates.
- I. The Review Panel accepts the original determination of jurisdiction for Appeal. The Review Panel considers afresh those portions of the Certification decision that the Appeal Panel vacated and makes its own decision and gives direction, as necessary regarding those portions. If the entire decision was vacated, the Review Panel acts accordingly. It may use the materials available to the Commission/regional committee or subcommittee in its original decision and those available to the Appeal Panel. It may seek testimony (oral and/or written) and request additional materials from anyone or source it believes will help it reach a just and fair decision on the issue of certification for the appellant.
- J. After receipt of the Appeal or Review Panel's findings by all parties, disposition of the appeal may be published.
- K. Within 30 days following the Hearing, Appeal or Review Panel, whichever last occurs, the Panel Chair(s) consults with the Certification Commission Chair to address any procedural issues found not in compliance with ACPE Standards or Certification Manual.

APPENDIX 8

ATTESTATION OF GOOD STANDING

Note: all documentation must be submitted at the same time. Incomplete submissions will not be considered.

In preparation for a **Readiness Consultation**, documentation of the following formal requirements must be submitted for Appendix 8 to be signed by the ACPE Program Manager or designee:

- Supervisory Education Center letter of good standing,
- Current ACPE Clinical membership, and
- Ethics section at bottom of this form updated.

In preparation for review for certification as a **Supervisory Candidate**, documentation of the following formal requirements must be submitted for the Appendix 8 to be signed by the ACPE **Program Manager or designee**:

- Supervisory Education Center letter of good standing,
- Current ACPE clinical membership,
- College graduation and graduate theological degrees (or equivalent),
- Ordination or commission to function in ministry by an appropriate religious authority, and
- Faith group endorsement/accountability (or equivalent).

In preparation for review for certification as **Associate Supervisor and for Extensions of Supervisory Candidate and Associate Supervisor status**, documentation of the following formal requirements must be submitted for the Appendix 8 to be signed by the ACPE **Program Manager or designee**:

- Supervisory Education Center letter of good standing. No other documentation is required unless there are changes.

In preparation for a Competency Review as an **ACPE Supervisor**, the only documentation required is submission of this Appendix 8 form, to be signed by the **ACPE Program Manager or designee**.

Submit this form and required documentation to certification@acpe.edu. Only the signed Appendix 8 must be submitted with materials sent to the Presenter. For each new committee review in the certification process, an updated Appendix 9 must be submitted.

ACPE expects those in the certification process, and thereafter as Supervisors, to report any changes that impact meeting any of these requirements.

APPENDIX 8 cont'd

Name of applicant and supervisor (if applicable): _____
Letter of Good Standing in current ACPE Sup. Ed. Program from current ACPE Sup. sent to ACPE Yes (____) No (____)
Current paid-up ACPE level of membership: Clinical Member (____) Sup. Cand (____) Assoc Sup (____) ACPE Supervisor (____)
Expiration Date of Supervisory Candidate/Associate Supervisor Status: _____
Current faith group ordination/commissioning by: _____
Current faith group endorsement for Sup. Ed by: _____
Faith group endorser name and contact information: _____

Accountability for Ethical Conduct Policy Report Form:

(This form should be submitted only **once**, when applying for clinical membership)

Is there anything required by the form to report since the form was submitted? Yes ____ No ____
If yes, please explain:

If the information provided on this Attestation of Good Standing form is validated, the form will be signed and returned to the student/supervisor for use as needed. If not, the Program Manager will work with the student/supervisor to comply.

I attest that this applicant/supervisor is in good standing with ACPE, his/her Supervisory Education Center (if applicable), and his/her faith group:

ACPE Program Manager or designee Signature _____ Date _____

Supervisory Candidate:

APPENDIX 9

**Association for Clinical Pastoral Education
Supervisory Certification Process: Theoretical and Conceptual Competence
Readers' Composite Report on Theory Position Papers**

Name of Candidate:

ACPE Region of Candidate:

Names of Readers:

Name of Convener:

ACPE Region of Readers:

Date of Readers' Report:

Report is for _____ **First submission of papers**

_____ **1st Rewritten paper(s)**

_____ **2nd Rewritten paper(s)**

_____ **Face to face review of paper(s) not passed after 2nd rewriting**

Name of Paper	Overall Assessment: Please indicate beside each paper whether it is Satisfactory, Unsatisfactory, Already Passed, or Not Submitted at this time
Theological/Spiritual Perspective	
Personality Theory	
Education Theory	

Supervisory Candidate:

Instructions: The Convener will prepare the Composite Report based on a consensus of the readers.

1. The report is divided into three (3) sections, one for each of the position papers—theological/spiritual perspective, personality, and education.
2. The grid for each Position Paper has three (3) sections that are used to evaluate the paper:
 - a. Content
 - b. Integration
 - c. Mastery of Materials
3. Rate each numbered item on the grid for each position paper as:

S = Satisfactory or U = Unsatisfactory
4. A “Satisfactory” receives one (1) point. An “Unsatisfactory” receives zero (0) points.
5. Total the points for each section of each Position Paper. An overall percentage of 80% or higher on each paper is required for it to be assessed as “Satisfactory.”
6. If only one or two paper(s) are being considered upon submission, the other grid section(s) for the other paper(s) may be omitted.
7. Open the header at the top of the page and insert the name of the Candidate so that it will appear on each page.

*Do you wish to nominate the Theological/Spiritual Perspective Paper for the Len Cedarleaf Award? ____

Note: Theological/Spiritual Perspective Position Papers which are deemed excellent may be nominated for the Len Cedarleaf award, given annually by the ACPE Pacific Region in honor of Len Cedarleaf, a pioneer ACPE Supervisor from that region.

Supervisory Candidate:

THEOLOGICAL/SPIRITUAL PERSPECTIVE POSITION PAPER		
Content		
	The writer satisfactorily answers the questions for the paper (<i>ACPE Certification Manual, 3b.i</i>)	
	Writer demonstrates theological/spiritual acumen as it relates to the supervisory task by explicating:	
	<ul style="list-style-type: none"> • 1 How he/she understands persons as creatures of God or understands persons in relationship to ultimate reality as defined in his/her spiritual tradition; and 	
	<ul style="list-style-type: none"> • 2 How that understanding informs his/her practice of supervision. 	
3	Writer reflects critically upon his/her religious/spiritual heritage and current beliefs/theological practice in relationship to ACPE's culture and mission.	
	Writer develops how she/he thinks theoretically, based on his/her faith tradition, about:	
	<ul style="list-style-type: none"> • 4 Interpersonal relationships; 	
	<ul style="list-style-type: none"> • 5 Human suffering; and 	
	<ul style="list-style-type: none"> • 6 Relationship with God or ultimate reality 	
7	Writer reflects critically upon which theologians, teachers and/or spiritual resources inform his/her theological stance.	
	Writer demonstrates an understanding of:	
	<ul style="list-style-type: none"> • 8 The interplay between his/her cultural context and theological/spiritual perspective, formation, or development as it is understood in his/her faith tradition; and 	
	<ul style="list-style-type: none"> • 9 How spiritual care is offered in a multicultural, multifaith environment. 	
	Total points for "Content" section	/9
Integration		
1	Writer demonstrates an integration of related disciplines and pastoral education.	
2	Writer gives evidence of substantial knowledge of major concepts and references in the field.	
3	Writer describes a position, illustrating mastery, by demonstrating in-depth knowledge and critical use of the concepts being presented.	
4	Writer gives evidence of a working familiarity with, and critical use of, relevant literature in the field by demonstrating awareness of primary sources critical of the theory being espoused.	

	Writer demonstrates “critical purchase” by:	
	<ul style="list-style-type: none"> • 5 Critically examining the implications of and the strengths and weaknesses of his/her theorists’ views; and 	
	<ul style="list-style-type: none"> • 6 Critically examining the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views. 	
7	The writer’s theoretical position in his/her Theological/Spiritual Perspective Position Paper is congruent with, enhances, and informs the position in his/her Personality Theory Position Paper.	
8	The writer’s theoretical position in the Theological/Spiritual Perspective Position Paper is congruent with, enhances, and informs the position in his/her Education Theory Position Paper.	
	Total points for “Integration” section	/8
Mastery of Materials		
1	Writer represents theorists and resources accurately and in context.	
2	Writer develops a theoretical position, illustrating mastery and critical use of relevant literature in the field.	
3	Writer assimilates materials into a coherent whole vs. awkwardly splicing quotations in the text.	
4	Writer articulates the theoretical “why” informing his/her supervision rather than elaborating on the methodological “what” or “how” of supervision. (For example, the writer uses theory to develop a theoretical case for a narrative theology/spiritual perspective approach to supervision [the “why”] vs. narrating a student’s spiritual journey in a CPE unit [the “what/how”]).	
5	Clinical examples illustrate the theoretical underpinnings of supervisory practice.	
6	Writer uses clinical examples to illustrate how the theory has been or can be applied in a realistic way in the real world setting of CPE.	
7	Writer uses footnotes, endnotes, and bibliography to document competent knowledge of his/her theory.	
8	Writer’s development of the paper and its syntax, spelling, format, punctuation, etc., are of graduate level quality.	
	Total points for “Mastery of Materials”	/8
	Total points overall for Theological/Spiritual Perspective Position Paper	/25
Overall Assessment: Satisfactory / Unsatisfactory		
Satisfactory ≥ 20 points (80%)		

Readers' Comments on Theological/Spiritual Perspective Position Paper		

PERSONALITY THEORY POSITION PAPER		
Content		
	The writer satisfactorily answers the questions for the paper (<i>ACPE Certification Manual, 3b.ii</i>):	
	Writer demonstrates understanding of a personality theory as it informs supervisory practice by:	
	Explicating which personality theory/theorists inform his/her understanding of:	
	<ul style="list-style-type: none"> • 1 human nature; and 	
	<ul style="list-style-type: none"> • 2 personality development (e.g., psychodynamic, narrative, cognitive-behavioral, dialectical-behavioral, etc.) 	
3	Demonstrating how one's personality theory informs his/her supervisory assessment.	
4	Demonstrating how one's personality theory informs his/her supervisory goals.	
5	Demonstrating how one's personality theory informs his/her supervisory strategies.	
6	Demonstrating how one's personality theory informs his/her supervisory interventions.	

7	Demonstrating a clear understanding of how cultural/ethnic identity development is integral to understanding personality development, (e.g., age, gender, and sexual orientation).	
	Total points for "Content" Section	/7
Integration		
1	Writer demonstrates an integration of related disciplines and pastoral education.	
2	Writer gives evidence of substantial knowledge of major concepts and references in the field.	
3	Writer describes a position, illustrating mastery, by demonstrating in-depth knowledge and critical use of the concepts being presented.	
4	Writer gives evidence of a working familiarity with, and critical use of, relevant literature in the field by demonstrating awareness of primary sources critical of the theory being espoused.	
	Writer demonstrates "critical purchase" by:	
	<ul style="list-style-type: none"> • 5 Critically examining the implications of and the strengths and weaknesses of his/her theorists' views; and • 6 Critically examining the theoretical match and discrepancies between the primary assumptions of his/her theorists' views. 	
7	The writer's theoretical position in his/her Personality Theory Position Paper is congruent with, enhances, and informs the position in his/her Theological/Spiritual Perspective Position Paper.	
8	The writer's theoretical position in the Personality Theory Position Paper is congruent with, enhances, and informs the position in his/her Education Theory Position Paper.	
	Total points for "Integration" section	/8
Mastery of Materials		
1	Writer represents theorists and resources accurately and in context.	
2	Writer develops a theoretical position, illustrating mastery and critical use of relevant literature in the field.	
3	Writer assimilates materials into a coherent whole vs. awkwardly splicing quotations in the text.	
4	Writer articulates the theoretical "why" informing his/her supervision rather than elaborating on the "what" or "how" of supervision. (For example, the writer uses theory to develop a theoretical case for a narrative theology/spiritual perspective approach to supervision [the "why"] vs. narrating a student's spiritual journey in a CPE unit [the "what/how"]).	

5	Clinical examples illustrate the theoretical underpinnings of supervisory practice.	
6	Writer uses clinical examples to illustrate how the theory has been or can be applied in a realistic way in the real world setting of CPE.	
7	Writer uses footnotes, endnotes, and bibliography to document competent knowledge of his/her theory.	
8	Writer's development of the paper and its syntax, spelling, format, punctuation, etc., are of graduate level quality.	
	Total points for "Mastery" section	/8
	Total points overall for Personality Theory Position Paper	/23
	Overall Assessment: Satisfactory / Unsatisfactory	
	Satisfactory ≥ 19 points (80%)	
Readers' Comments on Personality Theory Position Paper		

EDUCATION THEORY POSITION PAPER		
Content		
	The writer satisfactorily answers the questions for the paper (ACPE Certification Manual, 3b.iii)	
	Writer demonstrates his/her theoretical understanding of the teaching/learning process inherent in supervision by:	
	Articulating a theoretical understanding of how persons learn:	
	<ul style="list-style-type: none"> • 1 Individually; 	
	<ul style="list-style-type: none"> • 2 Dialogically; and 	
	<ul style="list-style-type: none"> • 3 In groups. 	
	Demonstrating a clear understanding of:	
	<ul style="list-style-type: none"> • 4 The clinical method of learning; 	
	<ul style="list-style-type: none"> • 5 How people learn by the clinical method; and 	
	<ul style="list-style-type: none"> • 6 Why it is essential. 	
7	Explicating which theory of group dynamics informs his/her supervision/education.	
	Explicating how his/her educational theory guides the goals and decision-making in his/her supervisory process with:	
	<ul style="list-style-type: none"> • 8 Individuals; and 	
	<ul style="list-style-type: none"> • 9 Groups. 	
	Demonstrating a clear understanding of:	
	<ul style="list-style-type: none"> • 10 Why and how he/she evaluates students and their work; and 	
	<ul style="list-style-type: none"> • 11 How his/her educational theory informs the writing of student evaluations. 	
12	Examining critically how culture influences the educational process.	
	Total points for "Content" section	/12
Integration		
1	Writer demonstrates an integration of related disciplines and pastoral education.	
2	Writer gives evidence of substantial knowledge of major concepts and references in the field.	

3	Writer describes a position, illustrating mastery, by demonstrating in-depth knowledge and critical use of the concepts being presented.	
4	Writer gives evidence of a working familiarity with, and critical use of, relevant literature in the field by demonstrating awareness of primary sources critical of the theory being espoused.	
	Writer demonstrates “critical purchase” by:	
	<ul style="list-style-type: none"> 5 Critically examining the implications of and the strengths and weaknesses of his/her theorists’ views; and 	
	<ul style="list-style-type: none"> 6 Critically examining the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views. 	
7	The writer’s theoretical position in his/her Education Theory Position Paper is congruent with, enhances, and informs the position in his/her Theological/Spiritual Perspective Position Paper.	
8	The writer’s theoretical position in the Education Theory Position Paper is congruent with, enhances, and informs the position in his/her Personality Theory Position Paper.	
	Total points for “Integration” section	/8
Mastery of Materials		
1	Writer represents theorists and resources accurately and in context.	
2	Writer develops a theoretical position, illustrating mastery and critical use of relevant literature in the field.	
3	Writer assimilates materials into a coherent whole vs. awkwardly splicing quotations in the text.	
4	Writer articulates the theoretical “why” informing his/her supervision rather than elaborating on the “what” or “how” of supervision. (For example, the writer uses theory to develop a theoretical case for a narrative theology/spiritual perspective approach to supervision [the “why”] vs. narrating a student’s spiritual journey in a CPE unit [the “what/how”]).	
5	Clinical examples illustrate the theoretical underpinnings of supervisory practice.	
6	Writer uses clinical examples to illustrate how the theory has been or can be applied in a realistic way in the real world setting of CPE.	
7	Writer uses footnotes, endnotes, and bibliography to document competent knowledge of his/her theory.	
8	Writer’s development of the paper and its syntax, spelling, format, punctuation, etc., are of graduate level quality.	
	Total points for “Mastery” section	/8
	Total points overall for Education Theory Position Paper	/28
	Overall Assessment: Satisfactory / Unsatisfactory	
	Satisfactory ≥ 23 points (80%)	

Readers' Comments on Educational Theory Paper		

THE PAPERS COMBINED	
Feedback on the entire packet of papers, including the Introduction and Preface	

APPENDIX 10

LETTER OF INTENT

I, _____ (print name), am declaring my intent to:

1. _____ Submit theory papers by _____ (postmarked five weeks from today's date); go to #4.
2. _____ Meet the National Certification Commission in: Spring or Fall
Year _____
3. Request (check one):
 - a. ___ Associate Supervisor
 - b. ___ CPE Supervisor
 - i. ___ Check here if requesting to meet Committee in your Region
 - ii. ___ Date and location of regional meeting _____
 - c. ___ Review
 - d. ___ Inactive to Active Status
4. Date Supervisory Candidate/Associate Supervisor Status expires _____
5. Your ACPE Region _____
6. Name of your supervisor if applicable: _____
7. CPE Center Name: _____
Center Address: _____
Center Phone: _____
8. Your preferred email address: _____
9. Your preferred mailing address: _____

10. Your telephone numbers: (H) _____ (W) _____ (C) _____
11. Religious Faith Group and Endorser: _____
12. Cultural Heritage (optional): _____
13. **(Optional) You may request one (1) person of a certain demographic to be on your committee, e.g., African American member, GLBT member, etc. Do not list a particular person. These requests will be honored as is feasible and based on availability of current commission members and/or regional theory paper readers. Your request:** _____

Mail/email this form to persons listed below. Include fee to national office. No fee for theory papers.

Certification Staff
ACPE National Office
One West Court Square
Suite 325
Decatur GA 30033
Certification@acpe.edu

Osofo Atta
ACPE National Certification Chair
Advocate Health Care System
3075 Highland Parkway, Ste. 600
Downers Grove, IL 60515
CertificationChair@acpe.edu

APPENDIX 11

Academic Qualification and Equivalency Standards for ACPE Supervisory Education.

- I. An undergraduate degree from a CHEA-member organization *accredited college or university. ** If the undergraduate degree is unaccredited, a CHEA-accredited school must attest to the acceptance of the degree as a prerequisite for graduate studies or the application cannot be considered.

- II. A master's degree from a CHEA member organization,¹ accredited college or university² in religious or spiritual studies of 72 semester-hours minimum or 72 graduate theological semester credits that include the following:
 - A. Twenty four graduate semester credits in theological, religious, or spiritual studies and at least one in each of the following categories:
 1. History of the faith
 2. Teaching and tenets of the faith
 3. Sacred texts
 4. Moral tenets or faith-based ethics
 - B. Twenty four graduate semester credits in chaplaincy, religious or spiritual care, counseling, and/or practice with one (1) course from at least six (6) of the following areas:
 1. World religions
 2. Ethnic and cultural diversity
 3. Chaplaincy, religious or spiritual care of persons
 4. Practice of religious or spiritual counseling
 5. Practice of communication
 6. Religious or spiritual education
 7. Ethics of professional practice
 8. Religious or spiritual leadership in organizations including
 - a. Leadership in a local faith community (church, synagogue, temple, mosque, intentional spiritual communal living, etc.)
 - b. Spiritual care of institutions including education, consultation and employee development in the areas of organizational mission, vision and values, spiritual dimension of workplace environments, and spiritual dimensions of service.
 - c. Spiritual dimensions of lay or "secular" leadership
 9. Faith-based internships supervised by master or doctorate prepared faith-based supervisors

C. The additional 24 graduate semester credits may be from any area listed in A. or B. above or any CHEA-accredited graduate level study or degree program appropriate to chaplaincy or supervisory clinical pastoral education (e.g., education, counseling, etc.)

III. **Faith groups that use mentored education** (e.g., Buddhists and Hindus) will have their education evaluated using the outline of the Buddhist White Paper found on the Association of Professional Chaplains (APC website).

IV. **Degrees from foreign schools** will be evaluated by an educational credential evaluation agency that is a member of the National Association of Credential Evaluation Services (www.NACES.org).

V. **Equivalencies** --Applicants who do not meet the standards above will be required to apply for an equivalency from the ACPE or APC. The areas of study to meet the standards related to education to be qualified to appear before a certification committee include the following:

- Undergraduate degree from a CHEA-member organization accredited college or university. If the undergraduate degree is unaccredited, a CHEA accredited school must attest to the acceptance of the degree as a prerequisite for graduate studies or the application cannot be considered.
- A second undergraduate degree in theological, religious or spiritual studies assessed at a ratio of 2:1 for undergraduate to graduate semester credits up to 15 credits.
- Degrees in other fields based on their efficacy in the work of professional chaplaincy and/or supervisory clinical pastoral education to fulfill the academic qualification standards for certification.
- Chaplaincy, religious, or spiritual professional experience will be assessed up to 15 semester credits (45 hours of experience documented in such a way that it shows educational learning will be equal to one semester hour; e.g., 200 hrs of sacred text study in preparation of 20 sermons or books read in preparation of teaching at professional level will equal 4.4 semester hours, not just preached 20 sermons or conducted a Sunday school class.) This requirement will not apply to those currently employed as professional chaplains as of January 1, 2012.
- Professional continuing education will be assessed at a ratio of 100 contact hours equaling one semester hour (100:1) of credit up to 15 semester credits.
- Three units of CPE beyond the four required by APC for certification will be granted five semester credits each up to 15 semester credits.

- Professional publication and teaching of chaplaincy, religious, and spiritual care and education hours at ratio 100:1 up to 15 semester credits
- Professional attestation by an ACPE Supervisor or Board Certified Chaplain who has served on certification committees and has known the applicant professionally for at least two years will be assessed as a qualifier for educational equivalency for up to 15 semester hours.

Forms for submission of academic requirements must be completed and sent to the appropriate association. Forms are located on the ACPE and APC websites.

* Other faith related accrediting bodies with which ACPE and the APC have longstanding relationships ought to be acknowledged and consulted on an ongoing basis. They include but may not be limited to The Association of Theological Schools in the United States and Canada (ATS); Association of Advanced Rabbinical and Talmudic Schools (AARTS); Association for Biblical Higher Education (ABHE).

**Degrees and educational coursework from schools not accredited by CHEA member organization agencies will be examined and clarified through the application process.

APPENDIX 12

ACPE INTER COMMISSION/ENTITY REFERRAL AND RESPONSE FORM

Referring Commission/Entity (RFCE): _____ RFCE Chair: _____

Receiving Commission/Entity (RCCE): _____ RCCE Chair: _____

Referral Date: _____

RFCE REFERRAL FORM

1. List Standard(s) about which RFCE is making referral. _____

2. Date RFCE discovered above Standard(s) concern(s). _____

3. Date(s) of event(s) giving rise to above Standard(s) concern(s). _____

4. List Standards RFCE is/has processed. _____

5. Does the ACPE member or entity named in this referral know that it is being made? _____

6. State what phase the RFCE process is in with this matter.

7. State what the RFCE believes the RCCE can do through its process that the RFCE has not or cannot do.

8. List documents or other materials the RFCE has that could assist the RCCE.

9. Provide contact information for person authorized to send above items to RCCE upon its request.

10. Provide any additional information of which RCCE should be aware when reviewing this referral.

11. RCCE REMINDER: Retain this form and use the reverse to report back to the RFCE the steps taken regarding this referral.

APPENDIX 12 Cont'd

RCCE REPORT TO RFCE

1. The RCCE met according to its procedures and considered this referral on _____(date).
2. The decision was made to _____

3. RCCE follow-up is complete _____ date _____
4. Information from the follow-up available to the RFCE upon their request is as follows:
5. For further information, please contact:
6. Other observations:

APPENDIX 13

POLICY FOR COMPLAINTS AGAINST THE ACPE CERTIFICATION COMMISSION

***CONSENT:** Persons participating in an ACPE accreditation, certification, ethics, or appeal process consent to that process as described in relevant ACPE materials and give permission for the disclosure of information and materials from one ACPE process to another ACPE process if, in the determination of ACPE representatives, that should be necessary for ensuring compliance with ACPE standards. When one process makes referral to another, the referring body may be asked for additional information and will be informed of the work of the commission to which the referral was made. The Inter Commission Referral Form is an Appendix in each Commission's current manual.*

The Certification Commission ("Commission") is committed to fair and impartial administration of the Certification Standards (400's) ("standards") of the Association for Clinical Pastoral Education (ACPE). The Commission follows these standards in its established certification practices and administrative functions.

Allegations that the Commission or its representatives have failed to follow its processes or misapplied the standards will receive prompt, unbiased attention. "The Commission" refers to the Commission Chair and Commission members at the time the complaint is filed. If former Commission members held roles referenced in the complaint, the present Commission will consult with them as part of its response. "Representatives" refers to those persons appointed by the Commission (at the time of their appointment) and approved by the ACPE Board of Directors to function as regional certification chairs, the persons selected by the regional certification chair serving on certification review committees functioning at the site of the action giving rise to the complaints, and other persons delegated (or appointed) by the Commission to perform specific functions.

No source making a good-faith complaint will be retaliated against, harassed or jeopardized in certification decisions on the basis of having filed a complaint. ACPE works diligently to respect all parties to a complaint, their reasonable privacy and professional standing.

This complaint process does not apply to charges relating to negative certification actions. Those must follow the *Appeal of Negative Certification Decision(s) ACPE Standard 415* process set forth in Appendix 7 of the *ACPE 2010 Certification Manual Interim Revisions 2015*.

Complaint Review Process for Allegations of Commission Violations

APPENDIX 13 cont'd

I. General Information

- A. A complaint is a grievance presented in writing and signed, involving an alleged violation by the Commission or its representatives of the ACPE Certification Standards 2010 (400's) and/or ACPE Ethics Standards (100s) or Commission processes enumerated in the *ACPE Certification Manual 2010 Interim Revisions 2015*. The complaint must identify the specific standard(s) or process alleged violated and state specifically how it was violated. Complaints may be registered by those who consider themselves harmed by an alleged violation or by any person(s) having substantive knowledge of a violation.

The complaint to the Commission must specify the particular role of the Commission representative(s) alleged to have violated each Standard. It must link the role to the alleged violation. The person filing the complaint consents to this complaint process and gives permission for the disclosure of all information to the Commission, its representatives, representatives of ACPE, and the respondent.

- B. ACPE Standard 103.4 states: In relation to ACPE, members do not make intentionally false, misleading or incomplete statements about their work or ethical behavior. This is binding on members.

II. Inquiries and Filing of Complaints

- A. Complaints, or inquiries about filing them, are directed to the Program Manager:

ACPE
One West Court Square
Suite 325
Decatur, GA 30030
confidential@acpe.edu

If the complaint is not on an [ACPE Complaint Form](#), the Program Manager will contact the complainant and request this be done if reasonably possible. For those without web access, a copy of the *ACPE Complaint Form*, the *ACPE Certification Standards* (400) and the *Policy for Complaints Against the ACPE Certification Commission* will be mailed within a week of receipt of the inquiry. These materials are available at www.acpe.edu.

- B. When the Program Manager receives the above material, it is sent to an Initial Review Panel (IRP) to confirm jurisdiction. The IRP consists of the ACPE Executive Director, ACPE Chairs of the Accreditation and Professional Ethics Commissions and the Standards Committee and appropriate consultant as the IRP determines. They will designate which will function as Chair throughout the process under this section.

APPENDIX 13 cont'd

III. Initial Review Panel (IRP)

- A. As soon as reasonably possible, the IRP convenes by videoconference or telephonic means to determine whether or not ACPE has jurisdiction over the person/entity named and allegations. Jurisdiction requires:
1. the complaint alleges a violation which if it occurred would violate the certification standards (400s) or Commission process and/or ethics standards(100s).
 2. the alleged violation occurred in a context and during a time the person/entity was subject to the Commission's processes or standards, and
 3. the complaint is filed within three months of the alleged event occasioning it or within three months of the completion of the Certification Commission/Certification process during which the alleged event occurred. In unusual circumstances, at the discretion of the IRP, these limits may be extended.

If any of these criteria are not met, the complaint is dismissed for lack of jurisdiction. The complainant is notified by the Executive Director or Program Manager.

If jurisdiction is established, the ACPE Executive Director sends the complaint and response form to the respondent(s) and requests a reply to him or her within 30 calendar days from the notification by certified mail and email.

- B. After the response is received, the IRP reconvenes to determine the status of the process. More than one option may be chosen:
1. Dismiss the complaint without prejudice if it appears the situation is one that could be reasonably addressed by the parties and insufficient attempt has been made to seek resolution. Their materials may be resubmitted if resolution fails. The IRP may suggest approaches to resolution and/or make recommendations to either or both parties regarding practice, perspective or other matters associated with the concerns raised.
 2. If #1. (above) has been engaged and not successful, or is inappropriate to engage, or issues remain over which the IRP has concern, the IRP may do one or more of the following:
 - a. suggest mediation to the parties if the IRP feels it is appropriate.
 - b. name additional standards to be considered.
 - c. conclude there is cause for an investigation to commence.
 - d. conclude there is not cause for an investigation and dismiss the complaint. (may suggest other avenues for addressing the situation alleged).

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- e. conclude there is no cause for an investigation; based on the data at hand, refer for final Case Review and/or remediation and/or other resolution (Section 6).
- f. implement the determined options.

If an investigation will commence an investigator(s) is appointed by the Executive Director in consultation with the IRP.

C. Notification: The Executive Director will send notification within seven days by certified mail and email to the complainant(s) and respondent(s) of the action(s) (See B. above).

1. If there will be mediation, the ED makes the arrangements as set forth in Section IV.
2. If there will be an investigation, the notification will include the specific allegations, the standards alleged violated and the name and contact information of the investigator(s). If the IRP has implicated additional standards, the respondent is informed. *Henceforth, all associational contact with the parties is only through the investigator(s) until the investigation is complete.*
3. Section V. governs cases proceeding directly to the Investigative Phase; Section VI., those cases proceeding directly to remediation/resolution.

IV. Processing Complaints Through Mediation

- A. Mediation generally precedes the commencement of the investigative process, if it is used. Occasionally, it may occur during or after the investigative process if both parties and the IRP and/or investigator concur. Time lines toll during the period in which mediation is being arranged and engaged. If it does not produce resolution, the process continues at the stage it stopped.
- B. If mediation is recommended and if the parties agree, the ED and IRP shall appoint a mediator and the process for mediation outlined in this section shall commence.
- C. Information heard in mediation cannot be used in any other part of the process unless the information is available and also obtained outside the mediation process.
- D. If mediation is used and the complaint is resolved to the satisfaction of the parties, the resolution process is complete.
- E. If mediation is unsuccessful, the complainant may request the process commence or re-commence where it has been halted. The request must be made in writing to the Executive Director within seven days following the completion of the mediation attempt. Time lines for this process recommence with receipt of the request by the Executive Director.

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- F. Mediation shall commence and be completed within 60 days of the acceptance by both parties of the recommendation.
- G. If the complaint is resolved, the mediator and all parties involved in the complaint sign a memorandum of understanding (MOU). The mediator forwards the original MOU to the ED and copies to all those who signed the MOU. The MOU shall be retained by national ACPE office with copy in file of each party.
- H. Mediation fees will be paid, in most situations, by ACPE.

V. The Investigative Phase:

When an investigation is warranted, the IRP Chair and ACPE Executive Director will appoint an investigator(s). If there are Ethics Standards violations alleged, one investigator will be a present or former member of the Ethics Commission. The investigator(s) must have training in processing complaints. Any investigator(s) appointed on behalf of the Certification Standards must be a former Certification Commission member not connected to the complaint. The investigator(s) must have training in processing complaints. The investigative phase will proceed as follows:

- A. The investigator(s) will contact the complainant and respondent as soon as reasonably possible after receiving appointment.
- B. Each party will be asked to provide a list of people whom the investigator(s) might contact, a means of contact, and a brief statement of what the party expects the person to contribute to knowledge of the allegations.
- C. Interviews will be held with each party before any witnesses are interviewed. Interviews can occur in person or by telephonic or videoconferencing means.
- D. If one party is interviewed in person, the other will be also.
- E. The process seeks to be conversational rather than confrontational. Cooperation and courtesy are expected from the investigator(s) and the parties. Phone calls are to be returned and requested information produced within reasonable times.
- F. The investigator(s) and/or her or his designees will function as information gathers. Information is assembled to allow the Case Review Remediation Panel to determine the facts on which a decision will be made as to whether a violation of the certification standards or ethics standards if implicated or Commission procedures occurred as alleged. The investigator(s) may allege standards violations additional to those named in the complaint.
- G. Neither party has a burden of proof. Rather, the investigator's task is to assemble information so that the Case Review Remediation Panel in its fact-finding can construct the proofs from the evidence it is given. The task of each party is to supply the investigator(s) with accurate and timely evidence throughout the investigation and to state clearly how the evidence relates to the allegations.

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- H. The investigator(s) will spend as much time as they determine reasonably necessary to gather enough information for the Case Review Remediation Panel to make an informed decision. The investigator(s) may contact as many people as they deem necessary -- these may be people suggested by the parties, by other sources or originate with the investigator(s). Some people may be interviewed more than once.
- I. The investigator(s) are not required to inform either party of people with whom they have spoken or materials collected except as used in the investigator's report.
- J. At the close of the investigation, the investigator(s) will provide the IRP Chair their report. It will include: a copy of the original complaint form, any written response, a chronological summary of the investigation that includes a summary of each interview, relevant information, correspondence and any exhibits submitted. The investigator(s) may elaborate the above items and include the investigator(s)' observations of affect and conditions not obvious in the collected data.
- K. The above report will usually be sent by the IRP Chair to the parties within three days of his/her receipt. At the Chair's and investigator(s)' discretion, some information may be withheld from the parties if to do otherwise might seriously jeopardize justice or the physical safety of a party or other witness. Any information sent to one party will be sent to the other.

VI. The Case Review Remediation Panel

- A. The President of the ACPE Board in consultation with the IRP will appoint a four person Case Review Remediation Panel. If there are 100's Standards, two members of the Case Review Remediation Panel will be present or former members of the Professional Ethics Commission. Otherwise all panel members will be four former members of the Certification Commission. All Panel members will be trained in processing complaints. The IRP Chair will chair the Panel but have no vote unless to break a tie. This is the designated fact-finding body.
- B. The investigator(s) and association ethics or legal consultant may be present during the Review but will not participate in the vote on final actions
- C. The Case Review Remediation Panel receives the investigative report. The case review will proceed as follows:
 - 1. Each party may submit to the Case Review Remediation Panel a written response to the materials it receives from the investigator(s). The response must be sent to the IRP Chair, who chairs the Case Review Remediation Panel, within fourteen calendar days from when the material is certified mailed and emailed to the party.

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The Case Review Remediation Panel may solicit additional information from a party or any other source but will not accept information provided at the party's initiative after the fourteen-day period unless the Chair determines exceptional circumstances.

2. New information obtained from a party (a. above) will be shared with the other party at least ten days prior to the Final Case Review if time permits. The party receiving the information will have the opportunity to respond to it during the Final Case Review.
3. The Panel may implicate additional violations of standards previously not cited based on new information or reasonable interpretation of existing information. The respondent will be given notice not less than ten days prior to the Final Case Review.
4. The Final Case Review may occur in person or by videoconference or telephonic means.
5. Parties will receive at least four weeks written notification of the meeting date, time and place if the Final Case Review occurs in person.
6. Parties will be invited to meet for up to an hour with an in-person Review Panel. Attendance will be at the party's own expense. A party may appear even if the other elects not to appear. Telephonic or videoconference appearance for either party may be arranged at the discretion of the Review Panel.
7. Parties will receive at least two week's written notification of a telephonic or videoconference Final Case Review.
8. If the Final Review is telephonic or videoconference, the Panel will invite the parties to participate for up to one half hour each. If one party declines, the other may still be heard. ACPE bears the cost of the telephonic or videoconference interview.
9. The Panel meets or speaks first with the complainant if he or she elects to participate.
10. At its discretion, the Panel may invite written information, telephonic or videoconference testimony, or appearance at the Final Case Review by non-party witnesses. These witnesses are not required to comply, may be responsible for their own expenses, and should receive at least two week's written notice of the review.
11. The parties will not be present or heard at the same time before the Panel and will not be present for any portion of the Final Case Review other than their own testimony.

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12. Each party may be accompanied by a support person who will not be permitted to speak to the Panel but is free to consult with the party. The party will bear any costs associated with the support person.
 13. The Panel Chair will explain its process to each party and give each an opportunity to make a brief opening and closing statement. The Panel will devote the remainder of the time to asking questions to clarify the written materials, witness testimony or any other relevant issues it elects to address. The party may not offer new evidence at this time.
 14. The Panel may question the party about discrepancies in the information and invite the party's explanation.
 15. The Panel may ask the party what he or she feels would be a reasonable outcome.
 16. The Panel will make its decision based on a preponderance of the evidence. This is a qualitative not a quantitative standard of proof and means: "whether it is more likely than not that a violation occurred."
 17. When reviewing cases of racial or sexual harassment, the Panel will apply the "reasonable person" standard. The evidence will be reviewed from the perspective of a reasonable person similarly situated to the complainant in terms of gender, race, sexual orientation, age, disability, religious preference and national origin.
 18. The Panel will issue its findings in writing within 14 calendar days of its review. No new evidence may be submitted or solicited at the parties' initiative after this review. The Review Panel at its discretion may seek clarification from any source.
- D. .After reviewing the evidence and deliberating, the Panel shall reach one of two decisions:
1. No violation of standards or process occurred.
 2. A violation of standards or process did occur and they may recommend what follow up actions ACPE should take to rectify the violation and guard against future violations.
 3. The ACPE President, President-Elect, Secretary, Treasurer, and Executive Director receive the Case Review Remediation Panel's recommendations and accept or modify them. If any of these people are parties to the complaint process, the remaining four will appoint a member of the Board to fill the position. They may designate the present Certification Commission, some of its members or former members, none of whom have been involved in the case, to oversee and implement the Case Review Remediation Panel recommendations as approved or modified by the Board Officers.

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- E. The recommendations may include:
1. **Admonishment:** The Case Review Remediation Panel finds that the respondent(s) did violate the 400 standards and/or Certification Commission processes, acknowledges the violation, and that education regarding the standards and processes is proportionally sufficient to the violation and will insure future compliance with the 400 standards and processes.
 2. **Reprimand:** This is a serious rebuke of the respondent(s). It is based upon an assessment that the respondent(s) has accepted full responsibility for the violation, articulates and understands the consequences of the violation; that the Reprimand is proportionally sufficient to the violation and is adequate to ensure future compliance with the 400 standards and certification processes. It may include increased supervision or other stipulations for continued participation in accreditation processes as recommended by the Case Review Remediation Panel.
 3. **Suspension:** The Case Review Remediation Panel finds that the respondent(s) does not understand and/or accept responsibility nor appreciate the serious nature and/or consequences of the violation. Removal from participation in certification processes is not disproportionate to the violation. The suspension is in effect until a specifically identified problem or condition is addressed to the satisfaction of the Case Review Remediation Panel. The respondent(s) will meet with the Panel to demonstrate compliance to their satisfaction before the suspension is lifted. During this time the respondent(s) may not serve on regional or national committees, commissions, the Board and/or in other ACPE leadership roles.
 4. **Removal permanently of the respondent(s) from participation in certification processes at the regional or national level.** In the Case Review Remediation Panel's judgment, the respondent(s) demonstrates an essential lack of professional knowledge or procedures consistent with participation in certification processes.
- F. The complainant, respondent and any other parties will be notified by certified mail and secure email of the decision and outcome within 14 days of "D." (above).
- G. The decision is final and binding on the Certification Commission/PEC if applicable and the Association for Clinical Pastoral Education, Inc. and its members and affiliates.

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VII. Appeal Process

- A. Appeals of Panel decisions and actions are sent to the Executive Director who with the Board President will appoint three members of the Board not otherwise involved in the case to serve as the Appeal Panel. If possible, the appointed board members will have served on the Certification Commission. If 100's Ethics Standards are being appealed, at least one of the three appointees will have served on the Ethics Commission if possible. Appointees will be trained in complaint processes.
- B. Findings and/or remediation can be appealed by the respondent on the grounds stated below at "E".
- C. The complainant may appeal the finding but not the remediation.
- D. Each party has thirty days from the sending of the Panel actions by certified mail and email to register an appeal with the Executive Director. The written appeal must include a statement of the grounds (E. below) for the appeal and the evidence supporting them.
- E. An appeal is limited to one or more of the following grounds: (a) the party was refused reasonable opportunity to obtain and present evidence within these guidelines that could have substantially altered the outcome; (b) gross irregularity in the proceedings as established by these guidelines that could have substantially altered the outcome.
- F. The Case Review Remediation Panel Chair will provide to the Appeal Panel the report received from the investigator as well as the minutes and summary of the Case Review Remediation Panel deliberations and any additional materials the Case Review Remediation Panel determines relevant to the Appeal Panel's decision to accept or deny the appeal.
- G. Whether the criteria for appeal have been met will be decided by the Appeal Panel on the basis of the written material submitted by the appellant and Case Review Remediation Panel. If grounds are not substantiated in the opinion of the Appeal Panel, the appeal is dismissed.
- H. If grounds are substantiated the Appeal Panel may take one of the following actions:
 - 1. Dismiss the original complaint and findings and set aside the action taken.
 - 2. Reinstate the complaint, reverse or modify the findings and impose sanctions.

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3. Re-open the investigation (with the original investigators) and request additional information.
 4. Uphold the original findings but modify the requirements of the remediation.
 5. Uphold the original findings and remediation.
- I. Substantial deference will be given to the recommendations of the Case Review Remediation Panel. Parties or Case Review Remediation Panel members may be contacted by phone, email, or mail for additional information to assist the Appeal Panel in reaching its decision.
- J. Decisions by the Appeal Panel are final and binding on the Association, its members, programs and affiliates.