



*ACPE*  
**STANDARDS &  
MANUALS**

**2010  
Certification**

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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* ([www.acpe.edu](http://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***

# **CERTIFICATION MANUAL**

## **of the**

### **Association for Clinical Pastoral Education, Inc.**

## **Part One Introduction**

### **I Mission of the Association for Clinical Pastoral Education, Inc. (ACPE)**

ACPE is a professional association committed to advancing experience-based theological education for seminarians, clergy and lay persons of diverse cultures, ethnic groups and faith traditions. ACPE establishes standards, certifies supervisors and accredits centers to provide programs of clinical pastoral education (CPE) in varied settings. ACPE approved programs promote the integration of personal history, faith tradition and the behavioral sciences in the practice of spiritual care.

### **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**

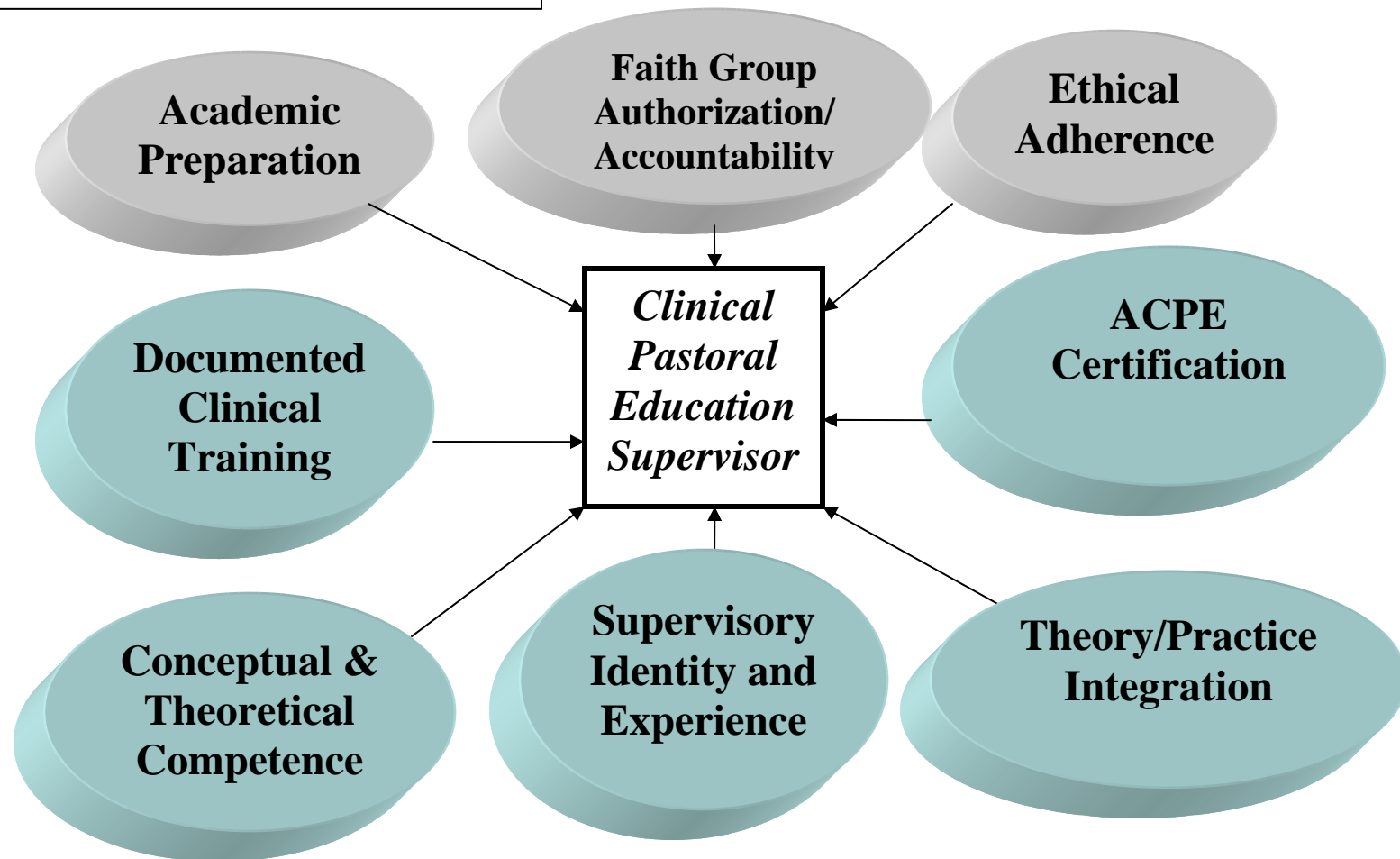
#### **A. Function and Authority**

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.

**Qualifications of a Clinical  
Pastoral Education Supervisor**



**A clinical pastoral education supervisor is an academically prepared person who is authorized by/accountable to a recognized faith group and ACPE to combine perspectives from theology and the behavioral sciences in conducting accredited programs of clinically supervised ministry education.**

## Part Two ACPE Certification Process

### I. General Certification Policies

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

- 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.

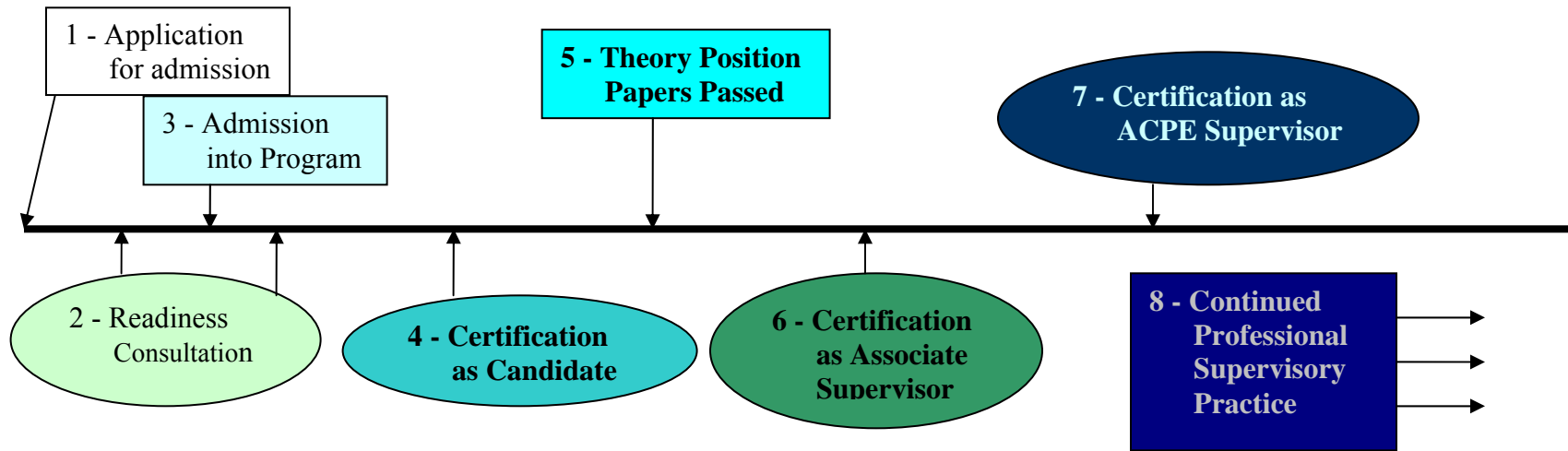
Supervisory CPE students are expected to engage in the practice of supervision of each of the following modalities of clinical pastoral education: small group clinical seminars, individual supervision, didactic instruction, and small group work for maintaining open peer relationships necessary for ministry 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 -- Persons seeking certification are not to use personally identifiable material about CPE students without written permission of each student (Appendix 5, *Consent Form*); if permission is not possible, anonymity must be assured or the material cannot be used. Also note carefully *Guide for Student Records*, Appendix 7 B, *ACPE Accreditation Manual 2010*, p. 93.  
**Note:** only Appendix 5 *Consent Form* (p. 51) is acceptable for obtaining students’ written permission to use personally identifiable material. Students are to sign the consent form at the beginning of the program unit.

- 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 sub-committees 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, the review committee chair will document the issue(s) and convey the information to the center and
  - i. to the regional certification chair if it is at a regional review meeting. The regional certification chair conveys the information to the Certification Commission chair who, in consultation with the ACPE Associate Director, conveys the information to the appropriate commission. or
  - ii. to the Certification Commission Chair if it is at a national review meeting. In consultation with the ACPE Associate Director, the Commission Chair conveys the information to the appropriate commission.

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 may be informed of the work of the commission to which the referral was made.

## Certification as ACPE Supervisor



1. Application for admission into an ACPE accredited program of Supervisory CPE
2. Group consultation on readiness for Supervisory CPE with a pre-certification committee requested by the applicant and arranged for by the regional certification chair should occur before or within six months of acceptance into an ACPE accredited program of Supervisory CPE.
3. Acceptance into the Supervisory CPE program
4. Certification of provisional supervisory practice through meeting with the regional certification committee for certification as Supervisory Candidate
5. Certification of supervisory theories through submission of theory position papers to ACPE readers
6. Certification of integration of theory and practice and supervisory competence through meeting with the ACPE Certification Commission for certification as Associate Supervisor
7. Certification of professional practice through meeting with the Certification Commission for certification as ACPE Supervisor

## II Review for Certification

- 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, p 9ff; 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 sub-committee.
- D. Commission/sub-committees – Certification at each level is determined by the Commission directly or through its ratification of decisions made by sub-committees of the Commission or sub-committees of regional certification committees authorized to function on the Commission’s behalf as follows:
- certification as Associate Supervisor or ACPE Supervisor – sub-committees of the Commission.
  - certification as Supervisory Candidate and extensions of Supervisory Candidate and Associate Supervisor status – sub-committees 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 sub-committee 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. 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).

### **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 sub-committee in the face-to-face meeting.
- C. Required materials are submitted to the presenter (II E, p.6) and committee at least four 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 regional certification committee about readiness for Supervisory CPE. 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 two members of the regional certification committee must be on this committee of three to

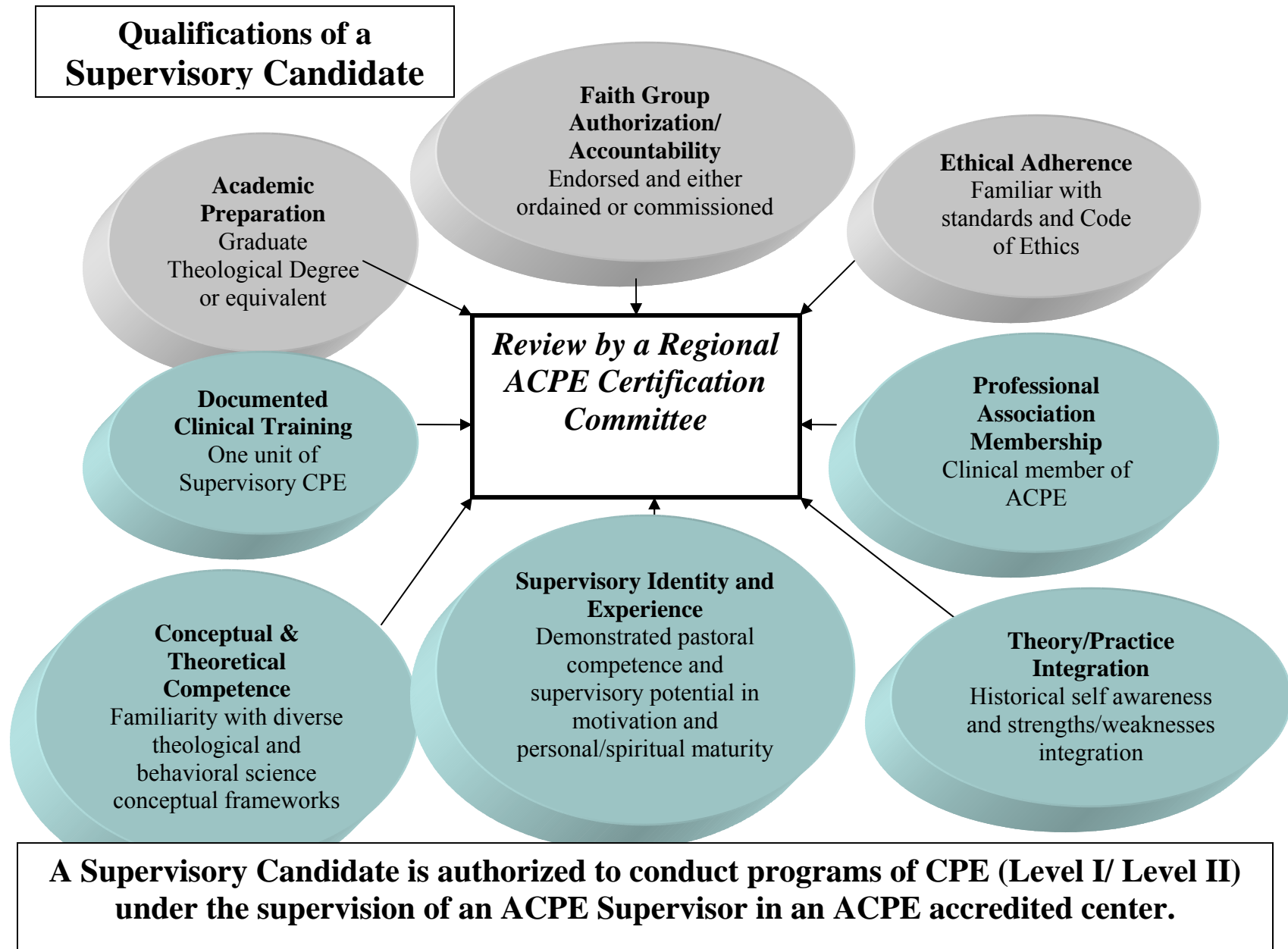
five members. This consultation addresses the student's readiness to enter supervisory CPE, plans for the educational program, and theological foundation for providing pastoral care. No vote is taken as no decision is made. There will be a written presenter's report that raises questions and concerns 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, p.8)
  - b. Materials are to be postmarked at least four weeks prior to the meeting. Use the checklist and submit all the following materials to each member of the committee:
    - i. \_\_\_ *Certification Commission Face Sheet* (Appendix 2, p. 47);
    - ii. \_\_\_ student's and supervisors' evaluations of all previous CPE;
    - iii. \_\_\_ 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;
    - iv. \_\_\_ paper articulating student's theological position that undergirds the student's practice of spiritual care;
    - v. \_\_\_ description of anticipated program of supervisory CPE; include the learning contract and proposed timetable moving toward certification, prepared jointly with supervisor;
    - vi. \_\_\_ a paper which demonstrates, through clinical material, pastoral competence and congruence with the student's theology of spiritual care (refer to Standard 101.5 Confidentiality); and
    - vii. \_\_\_ consultation summaries and presenters' and committee action reports on any prior committee appearances.
  - c. 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. completion 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 four 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 subcommittee 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 Associate Director the *Accountability for Ethical Conduct Policy Report Form* (Appendix 1, p. 46) and receive a letter of good standing (*Attestation of Good Standing Form* Appendix 9, p.59) 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*, p. 18.
- 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 regions – Within 60 days of becoming a student in a region different from the one that granted the status, a Supervisory Candidate must request the regional certification committee chair to transfer the certification file to the regional certification chair in the new region.

### 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 Associate Director. 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, p. 46) and other required documentation (Appendix 9, p. 59) to the ACPE Associate Director. The applicant must receive *Attestation of Good Standing* (Appendix 9, p. 59) 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 C. Primary Supervisor Consultation, p. 3).

### 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 9, p. 59) 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: 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)  
Materials are to be postmarked at least four weeks prior to the meeting.

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, p. 47) 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, p. 48) 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. 20).
- f. \_\_\_ copy of the learning contract between 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 9);
- 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.

4. Regional Sub-committee Review

- a. Sub-committee meeting
  - i. The applicant meets with a sub-committee of the regional certification committee.
  - ii. The applicant's supervisor may be present as an observer, at the applicant's invitation.
- b. Sub-committee 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. Sub-committee 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 sub-committee 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 sub-committee and sends a copy to the ACPE Associate Director.
  - 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 four weeks prior to the meeting.  
**Note: only Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students are to sign the consent form at the beginning of the program unit.**
- b. Complete and submit updated Appendix 9 (p.59); include in materials when signed and returned by ACPE Associate Director.
- 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, p. 47).
- ii. \_\_\_ current or updated autobiographical statement.
- iii. \_\_\_ the most recent presenter's report and all committee action reports.
- iv. \_\_\_ full account of how recommendations from previous appearances 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 5 page paper describing the practice of supervision. The paper should include two vignettes from supervisory 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, p. 49) since becoming a Candidate.
  - viii. \_\_\_ copy of the current learning contract.
  - ix. \_\_\_ Candidate's most recent self evaluations and supervisors' final evaluations since Candidacy status or last extension granted.
  - x. \_\_\_ list of supervisory and supervisory related activities since the last appearance: dates, type of activity, including all ACPE area, regional and national activities.
  - xi. \_\_\_ Signed *Attestation of Good Standing Form* and required documentation (Appendix 9, p. 59).
4. Sub-committee/Commission Review
- a. The sub-committee votes to grant or deny the request for extension.
  - b. If 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

1. Policies
  - a. 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)
  - b. 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.
  - 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. 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.
2. Procedures
  - a. Time line – The Candidate notifies the ACPE Associate Director in writing of intent to submit theory position papers four weeks (postmarked) prior to submission.
  - b. Submission – The Candidate submits four sets of each paper (See item 3 below) and a cover letter with identifying information, daytime telephone number and address to which the evaluation should be sent to the ACPE Associate Director. Candidates may also choose to submit papers in an electronic “read-only” format to ACPE Associate Director.
  - c. After the Candidate submits the papers, the Associate Director assigns the papers to a group of three readers, one of whom acts as convener. The Associate Director gives the Candidate the names and addresses of the readers.
  - d. The Convener sends the team's evaluations, including one composite narrative (satisfactory or unsatisfactory) and three ratings sheets and comments (see Appendix 10 *Readers' Composite Report on Position Papers*, p. 60) to the Candidate, with a copy to the ACPE Associate Director.
  - 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. The time frame from submission to receipt of feedback may be 45 days, longer during vacation and holiday times, to a maximum 60 days.
  - g. Len Cedarleaf Award -- Conveners notify the Associate Director 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, p. 8):
    - 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 10 *Readers' Composite Report on Position Papers*, p. 60.
    - 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 the 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 Associate Director.
  - 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 Associate Director.
  - 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 Associate Director. Current readers may be able to read a third time; if not: submit to ACPE Associate Director:
      - cover letter with identifying information, daytime telephone number and address to which evaluation should be sent.

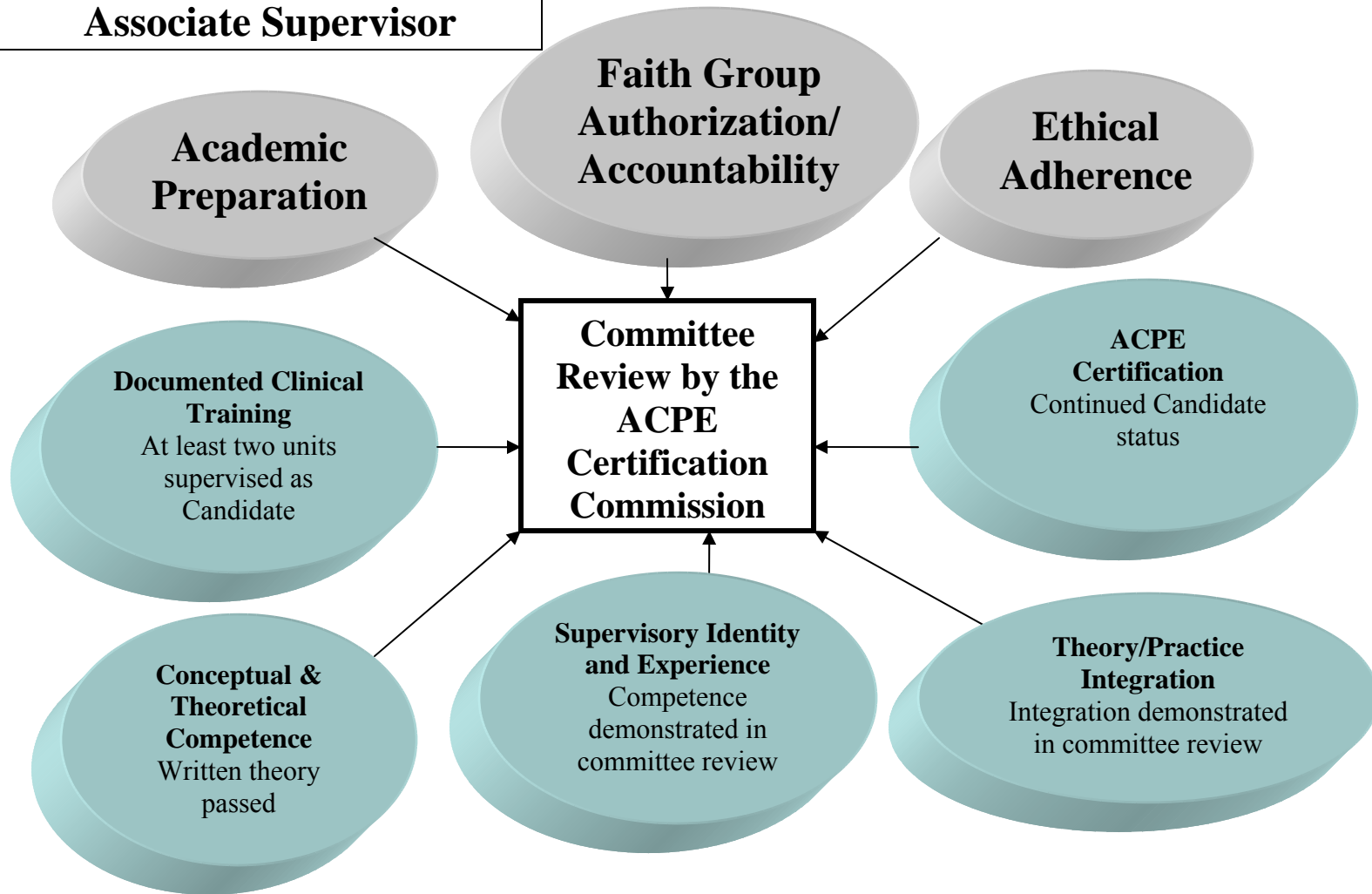
- four sets of each revised paper, along with a copy of any papers already passed and all evaluations.

Associate Director assigns a new set of readers.

(b) face to face evaluation of theory – Contact the ACPE Associate Director 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 Associate Director.
- 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 Associate Director.

**Qualifications of an Associate Supervisor**



**An Associate Supervisor is authorized to conduct programs of CPE (Level I/ Level II) in an ACPE accredited center.**

## 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 to retain Associate certification if timely notification does not occur.

### 2. Procedures

- a. Application – The Candidate sends a written request to the ACPE Associate Director or designee (Appendix 11), with a copy to the Commission Chair, stating intent to meet the Commission. The required fee must accompany the written request to the Associate Director. The Associate Director 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 9 (include in materials when signed and returned by ACPE Associate Director) updated and submitted;
  - iv. completion of at least two units of supervised supervision of CPE as a Supervisory Candidate;
  - v. approval of all required supervisory theory position papers (ACPE Standard 407.4).
  - vi. enrollment 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 408-410). Refer also to objectives and outcomes of Supervisory CPE, ACPE Standards 313-319.
  - c. Written requirements (See also Written Materials, p.8) Materials are to be postmarked at least four weeks prior to the meeting. **Note: only Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students are to sign the consent form at the beginning of the program unit.**

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; strengths and weaknesses will impact the process of supervision; and religious development has been integrated with self understanding.
- iii. \_\_\_ theory position papers, including introductory page, preface and summation of evaluators' comments 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 video recording (DVD strongly encouraged) of an individual or group supervisory session and self-evaluation of the recording based on the Candidate's theoretical position. (Will not be reviewed if technical quality is not acceptable; signed consent from all group members required). **Note: Submission of a recording of an individual session increases the likelihood that the sub-committee will devote additional attention during the committee appearance to the Candidate's theory and practice of group supervision.**
  - \_\_\_ (c) brief description (2 to 3 pages) of the program and the center in which conducted. (Note: Candidates involved in co-supervision of

- students must still demonstrate capacity for autonomous supervision.)
- \_\_\_ (d) signed consent forms from all students used in the presentations. If unable to obtain, may use pseudonyms in written materials.
- viii. \_\_\_ Supervisory Candidate's and supervisors' evaluations of the most recent units, up to the last four units of Supervisory CPE, since Candidate's last appearance.
- ix. \_\_\_ all *CPE Program Evaluation Forms* (Appendix 4, p. 49) since Candidate's last appearance.
- x. \_\_\_ Committee Action Report and Presenter's Report from Candidate's last appearance
- xi. \_\_\_ documentation of satisfaction of formal requirements (See.3.a. above).
- xii. \_\_\_ Signed *Attestation of Good Standing Form* and required documentation (Appendix 9, p. 59).
4. Sub-committee/Commission Review
- a. Focus of the sub-committee 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.
- b. Sub-committee actions, based on committee members' professional opinion and experience – one of the following:
- i. Grant Associate Supervisor certification.
  - ii. Grant Associate Supervisor certification with notations (limit two notations). Specific deficiencies are noted; notations can be removed only by the Commission.
  - 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. In this case, rewritten papers are sent to the presenter at the time of the next review.
  - iv. Revoke Candidacy status.

## F. Extension of Associate Supervisor Certification

1. **Policies**-See time limitations (1.b., p. 26).
2. **Procedures**
  - a. Application – The Associate Supervisor contacts the regional certification committee chair in writing to request a meeting with a regional certification sub-committee 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 sub-committee appearances for extension results in automatic reversion to Candidate status.
  - f. Associate Supervisor status may be withdrawn as noted above or during a request for ACPE Supervisor certification. 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, 3.b, p. 27 and 4.a, p. 28.
  - b. Update and submit Appendix 9; include in materials when signed and returned by ACPE Associate Director.
  - c. Written materials (See also Written Materials, p. 8) Materials are to be postmarked at least four weeks prior to the meeting. **Note: only Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students are to sign the consent form at the beginning of the program unit.**

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; strengths and

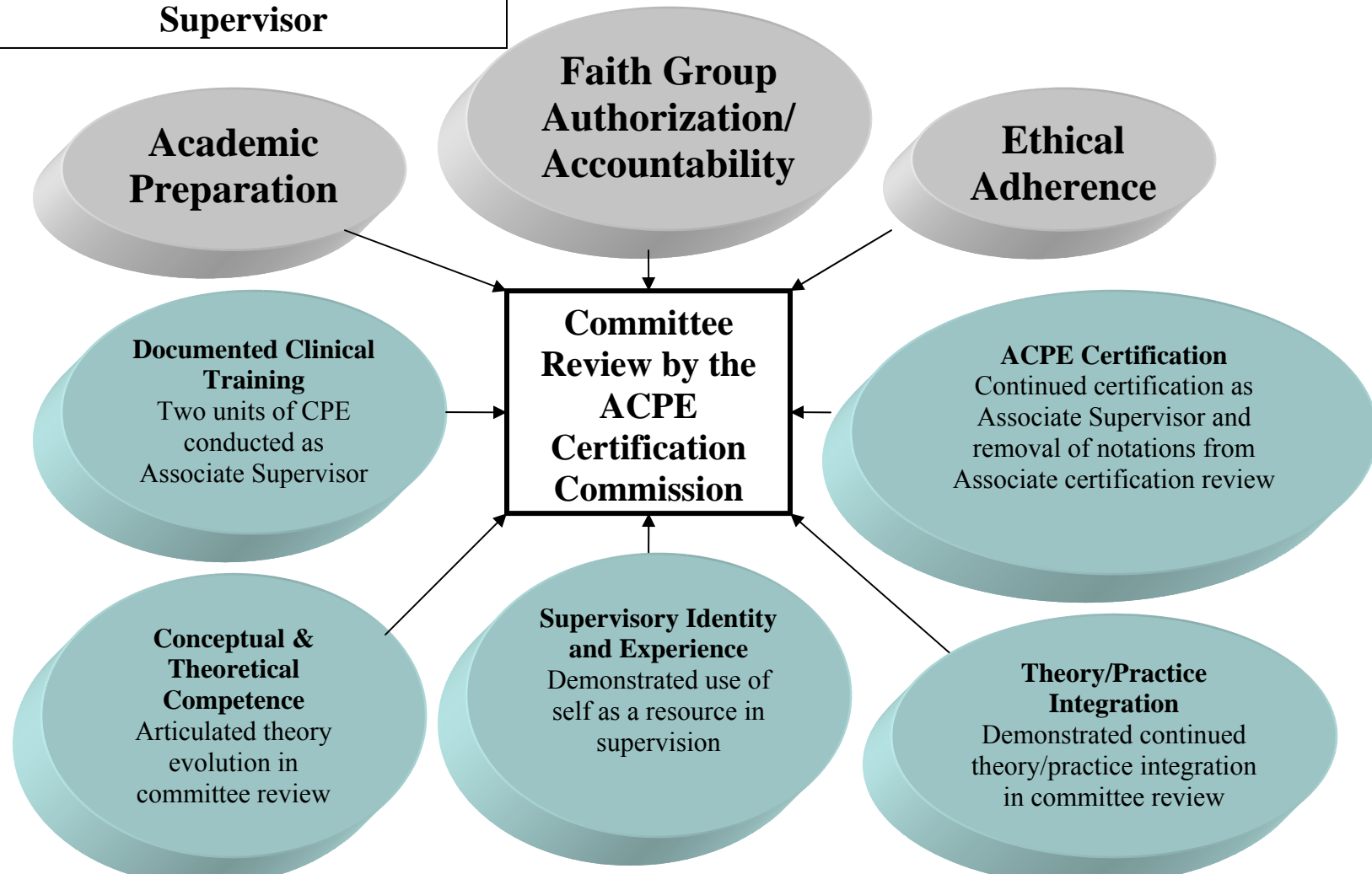
- weaknesses will impact the process of supervision; and religious development has been integrated with self understanding.
- iii. \_\_\_ full account of how recommendations and/or notations received in previous appearances before regional and Certification Commission sub-committees are being addressed.
  - 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, p. 49) 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 9, p.59).
4. 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*) 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*, presenting 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.

**Qualifications of an ACPE Supervisor**



**An ACPE Supervisor is authorized to conduct programs of CPE (Level I/Level II) and Supervisory CPE in an ACPE accredited center.**

## **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 evaluates the maturity of the applying Associate Supervisor's 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.

### **1. Policies**

- a. Certification as ACPE Supervisor is granted by a subcommittee of the Certification Commission, which has determined, based on committee members' professional opinion and experience, the Associate Supervisor meets the requirements and has successfully addressed any notations.
- b. Notations received by an Associate Supervisor must be removed by the Commission before ACPE Supervisor status is granted.

### **2. Procedures**

- a. Application – The Associate Supervisor writes the ACPE Associate Director or designee using *Letter of Intent to Meet ACPE Certification Commission* (Appendix 11, p. 71), 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 sub-committee 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 Associate Director 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 sub-committee 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 9 (p. 59); include in materials when signed and returned by ACPE Associate Director.
  - iv. conduct at least two complete, independent units 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, p. 8) Materials are to be postmarked at least four weeks prior to the meeting. **Note: only Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students are to sign the consent form at the beginning of the program unit.**

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).
- ii. \_\_\_ 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.
- 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 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, p.49) completed by all students supervised individually or in the group from Associate status.
- viii. \_\_\_ documentation of satisfying the formal requirements. See.3.a, p. 33 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, p. 49).
- 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, p. 51) from all students used in item *iii*. If unable to obtain, use pseudonyms.

4. Sub-committee/Commission review

- a. Sub-committee 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. consumer evaluations (Appendix 4); and
  - v. satisfaction of any notations.
  
- b. Commission actions
  - i. grant status.
  - ii. deny status; Commission has two options:
    - (a) invite the Associate Supervisor for a return review after fulfilling the notation(s) of the Commission, provisional on having an annual consultation with the regional certification committee and receipt of one year extensions. Denial equals an automatic one year extension.  
or
    - (b) withdraw Associate Supervisor certification and grant reversion to Supervisory Candidate status.

## 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, meeting the requirements of ACPE Standard 411 - 413, including at least 50 hours of continuing education annually (See *Accreditation Manual 2010*, Appendix 6D, *Sample Annual Summary Of Continuing Education Hours: Supervisors' Continuing Education Report Form*, p. 84) 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 2010*, XVI, p. 14)
- 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, p. 46).
- 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 sub-committee.
- 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 sub-committee 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 9, p. 59).

## I. Restoration to Active Status

### 1. Policy

- a. Commission action – The Commission or designated regional certification sub-committee 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 11, p. 71).
- b. Specific requirements are negotiated with the Commission Chair and/or regional chair by the person seeking restoration. After successful appearance, the Chair will send information to the Associate Director who will invoice the applicant for the appropriate fee.

### 3. Guidelines and requirements

Written materials – Some or all of the following will be required. (See also Written Materials, p. 8): **Note: only Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students are to sign the consent form at the beginning of the program unit.**

- a. \_\_\_ *Letter of Intent to Meet the ACPE Certification Commission* (Appendix 11, p. 71).
- b. \_\_\_ *Certification Commission Face Sheet* (Appendix 2, p.47).
- c. \_\_\_ completed *Attestation of Good Standing Form* (Appendix 9, p. 59) signed by ACPE Associate Director (includes current endorsement).
- d. \_\_\_ completed *Accountability for Ethical Conduct Policy Report Form* (Appendix 1, p. 46).
- 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, if needed; if consent cannot be obtained, use pseudonyms (Appendix 5, p. 51).

- 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 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.

### 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 Appendix 5 Consent Form is acceptable for obtaining students' written permission to use personally identifiable material. Students are to sign the consent form at the beginning of the program unit.**

Submit:

- i. required materials (See also Written Materials, p. 8).
  - ii. completed *Attestation of Good Standing* form (Appendix 9, p. 59) and *Accountability for Ethical Conduct Report Form* (Appendix 1, p. 46); include in materials with required documentation when signed and returned by Associate Director.
  - 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 (p. 26ff) or ACPE Supervisor (p. 33ff)
- 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 and conceptual competence; the review is ended.
    - ii. admonishes, with specific recommendations for enhancing supervisory competence.
    - iii. reprimands and gives specific instructions for remediation to be followed under the direction of the regional certification committee for a designated period of time.
    - iv. denies the right to practice CPE supervision for a specified period of time.
    - v. reverts to Supervisory Candidate or Associate status.
    - vi. withdraws certification.
  - 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. Organizations with which reciprocity exists are published on the ACPE website at <http://acpe.edu/WhoWeAreRR.html>. Applicants should contact the ACPE Associate Director or designee 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 Associate Director or designee sends an invoice for fees and the following forms: *Clinical Pastoral Education Supervisor Record* (and *Accountability for Ethical Conduct Policy Report Form* (Appendix 1, p. 46).
  - c. Upon receipt of payment and completed forms, the ACPE Associate Director 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, p. 46);
  - letter of good standing from home association;
  - copy of contract with hiring center; and
  - other documentation specified by Certification Commission.

## **Part Three Appendices**

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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 \_\_\_\_\_

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 9**

**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*, p. 14ff.

#### **Instructions for preparing the clinical presentation:**

Limit five pages. Verbatim is required. Five page limit does not include verbatim content. (Refer to Written Materials, p. 8)

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 5**

**CONSENT FORM**

I, \_\_\_\_\_, understand that  
Student

\_\_\_\_\_ will use my written  
Supervisory Candidate or Associate Supervisor

evaluation, this supervisor's written evaluation of me, video or audio tapes/DVDs, and other clinical material (which may identify me) that are pertinent to this supervisor's process toward certification as an ACPE Supervisor. I understand that this use is solely for purposes of this supervisor's professional development and certification. I understand that my materials may be read, heard or viewed, and discussed by this supervisor's professional colleagues as they assess this supervisor's professional development and competence as a CPE supervisor.

I **GRANT** permission (check all below that apply):

- written materials with names removed.
- video and audio tapes/DVDs.
- to have these materials retained in the ACPE archives for use by qualified researchers.

I **DO NOT GRANT** permission (check all below that apply):

- written materials with names removed.
- video and audio tapes/DVDs.
- to have these materials retained in the ACPE archives for use by qualified researchers.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Note this form is to be signed at the beginning of the program unit.**

**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, 1549 Clairmont, Suite 103, Atlanta, GA 30033.

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 sub-committee 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 are not effective or published until time for appeal has lapsed or until the appeal process is concluded, whichever 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. An appeal must be based on the grounds that such decision was:
- arbitrary, capricious, or otherwise in violation of *ACPE Standards 2010* or the *ACPE Certification Manual 2010*; or
  - not supported by substantial evidence in the record on which the negative decision was based.
- D. Scope of appeal panel consideration – The appeal panel may only consider material from the record on which the negative decision is based; the panel has no authority over validity or appropriateness of ACPE standards or procedures implementing the standards.
- E. Appearance at hearing – If an appeal panel hearing is convened:
- appellants may bring a support person who may advise them, but not address the panel directly.
  - at the discretion of the entity or at the request of the panel, a representative of the entity that rendered the negative decision may also appear. That representative may be the process recorder, who is able to interpret the notes from the meeting at which the committee/subcommittee rendered the decision.
  - 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. See Section II, I. and K. following.
- G. Responsibility for costs of appeals
1. The appellant(s) is responsible for all costs for expenses related to initiating/presenting the appeal, including travel for consultation and/or hearing. See also Section I, 2.c. following.

**APPENDIX 7 (cont'd)**

## 2. ACPE/region

- a. Costs for consultant, panel, and Commission/committee representative:
  - ACPE is responsible for costs associated with decisions made originally by the Commission.
  - The region is responsible for costs associated with decisions made originally by a regional committee.
- b. Consultation related to a national appeal and incurring expense for ACPE may be initiated by the Commission chair in consultation with the ACPE Executive or Associate Director; consultation related to a regional appeal must be authorized by the ACPE Executive or Associate Director or regional director.
- c. Costs for necessary legal consultation to ACPE with ACPE designated attorneys are born by the entity whose decision is being appealed.
- d. ACPE is not responsible for unauthorized consultation services.

## 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 or Associate Director. The appeal consultant and appeal panel are 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 or Associate 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

1. No audio or audiovisual recording of a hearing is allowed.
2. Appellants may obtain a stenographic recording of their or their representative's appearance before the panel:
  - a. The request must be made in writing to the ACPE Executive or Associate Director at least 15 days prior to the date of the scheduled hearing.

## **APPENDIX 7 (cont'd)**

- b. The appeal panel selects the stenographer and notifies the appellant of the estimated cost.
- c. The appellant is responsible to the stenographer directly for all costs of such service, including payment for a copy of the transcript for the appeal panel.

## **II Procedure/Time Lines**

The time line begins with the Commission's mailing of notice of certification action.

- A. Within 30 days, the appellant notifies the ACPE Executive or Associate Director in writing, stating ground upon which the appeal is based.
- B. Within 21 days of receipt of the intent to appeal notice, the ACPE Executive or Associate Director:
  - acknowledges receipt of the appeal;
  - notifies the appropriate regional director;
  - appoints the appeal consultant; and
  - notifies the Commission chair.
- C. Within seven days of appointment, the appeal consultant contacts the appellant.
  1. The consultant and the appellant have access to all formal documents, including formal records of the deliberation in which the decision was made.
  2. The consultant, as objective advisor, assists the appellant in exploring appeal/clarifying issues, i.e. appropriate grounds for appeal, appeal process, relevant ACPE standards and/or procedures, documentation for basis for appeal and implications of pursuing the appeal.
  3. The appellant has the right to continue the appeal, regardless of consultation; no record of the consultation can be used in the appeal process.
  4. Neither the consultant nor ACPE is responsible for the appellant's decision.
  5. The consultant submits the completed *Appeal Consultation Process Form* (Appendix 8) to the ACPE Executive or Associate Director and appropriate regional director.
- D. Within 15 days of the conclusion of the consultation, the appellant who decides to continue the appeal process submits written notice to the ACPE Executive or Associate Director. The appellant also submits a revised statement if grounds for appeal have been clarified or revised during consultation.

**APPENDIX 7 (cont'd)**

- E. Within 15 days of receipt, the ACPE Executive or Associate Director acknowledges receipt of the request for continuation of appeal and provides the appellant the appeal pool roster.
- F. Within 15 days, the appellant may identify without cause up to three members of the pool who may not be impaneled.
- G. Within 45 days following the mailing of the appeal roster, the ACPE Executive or Associate 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. establishes the date and place of hearing.
  - 4. submits to the appeal panel the statement of the appellant about the grounds of appeal and
    - a. the record of the decision;
    - b. written materials submitted to the committee or Commission by the person seeking certification;
    - c. the presenter's report;
    - d. the committee/Commission action report; and
    - e. all formal records/documents pertaining to the certification decision in question. (ACPE Executive or Associate Director also supplies these to the appellant.)
- H. Within 15 days of receiving the record, the appellant may submit to the appeal panel documentation citing additional grounds for the appeal based on evidence documented in the process. Content is limited to commentary on the written record and may not include new evidence, materials or information developed after the certification decision.
- I. Within 14 days the appeal panel makes a decision:
  - 1. no basis for the appeal in ACPE standards, or
  - 2. to vacate the decision (See II. M following), or
  - 3. to remand the decision to the Commission for reconsideration, or
  - 4. to conduct a hearing, which is an inquiry rather than adversarial proceeding.
- J. Within 30 days, if there is to be a hearing, the panel holds a hearing.

## **APPENDIX 7 (cont'd)**

- K. Within 21 days following the hearing, the panel submits its finding to the ACPE Executive or Associate Director, appropriate committee or the Commission, appropriate regional director, and appellant. The panel may:
1. sustain the decision, or
  2. vacate the decision (See II. M), or
  3. remand the decision to the respective committee or the Commission for further action. The panel may provide specific instruction to the appellant or committee/Commission, including waiver of fees, submission of new materials and other matters as befits a just and equitable outcome.

*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.*

- L. Within 30 days following the hearing, the chair of the appeal panel consults with the chair of the regional certification committee or the Commission to address any procedural issues found not in compliance with *ACPE Standards 2010* or the *ACPE Certification Manual 2010*.

- M. Within 30 days of a decision being vacated:
1. A five person review panel is convened and 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 or Associate Director.
  2. Review panel members must not have personal or professional conflict or interest (as in I, H.2.d, p. 54) and must be unbiased.
  3. The appellant has the right to peremptorily challenge one member of the review panel.
  4. The review panel is authorized to act on behalf of the Commission, including creating reports.
  5. The decision of the review panel is binding on ACPE.

- N. Within 45 days of formation, the review panel reviews all relevant documents, examines the appellant and makes a decision.

- O. Within seven days, the review panel submits its decision in writing to the ACPE Executive or Associate Director, Commission chair and appellant.

**APPENDIX 8**

**APPEAL OF NEGATIVE CERTIFICATION DECISIONS  
CONSULTATION PROCESS FORM**

Instructions

1. Consultant and appealing party sign and date form, indicating completion of the consultation process.
2. Return form with original signatures to:  
  
Executive or Associate Director  
Association for Clinical Pastoral Education, Inc.  
1549 Clairmont Road, Suite 103  
Atlanta, GA 30033
3. Send a copy of the signed form to the regional director.

Our signatures below confirm we have completed the appeal consultation process.

Consultant \_\_\_\_\_

Date signed \_\_\_\_\_

Appealing Party \_\_\_\_\_

Date signed \_\_\_\_\_

**APPENDIX 9**

**ATTESTATION OF GOOD STANDING**

In preparation for review for **Supervisory Candidacy**, the following formal requirements for applicants are checked by the ACPE national office for completeness: ACPE clinical membership, graduate theological degree or its equivalency, ordination or commission by a faith group, endorsement by a faith group endorser, and submission of ACPE ethical accountability form. Submit this form and required documentation\* to ACPE Associate Director. These documents and this **signed** form (Appendix 9) must be submitted with materials sent to the presenter.

**ACPE expects those in the certification process and thereafter as Supervisors, to report any changes that impact meeting any of these requirements:** For each new committee review in the certification process, an updated version of this form should be used. It should be filled in (attach documentation only for any changes) and sent to the Associate Director for signature before including in committee materials. Any changes to endorsement or ordination should be reported on this form (with attached documentation) until the Supervisor retires or ceases supervising.

**Name of Applicant in Certification Process/Supervisor:**

\_\_\_\_\_

**Current paid-up ACPE membership status:** \_\_\_\_\_

**\*Current ordination/commissioning status:** \_\_\_\_\_

**\*Faith Group:** \_\_\_\_\_

**\*Current Endorsement/Accountability Status:** \_\_\_\_\_

**\*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 Associate Director will work with the student/supervisor to comply.

**I attest that this applicant/supervisor is in good standing with ACPE and his/her faith group:**

\_\_\_\_\_ ACPE Associate Director Signature

\_\_\_\_\_ Date

Candidate:

**APPENDIX 10**

**Readers' Composite Report on Theory Position Papers**

<b>Name of Candidate</b>	
<b>Names of Readers</b>	
<b>Name of Convener</b>	
<b>Region of Readers</b>	
<b>Date of Readers' Report</b>	
<b>Report is for:</b>	_____ First submission paper(s) _____ 1 <sup>st</sup> Rewritten paper(s)      _____ 2 <sup>nd</sup> Rewritten paper(s) _____ Face to face review of paper(s) not passed after rewriting

<b>Name of Paper</b>	<b><i>Overall Assessment: Please indicate beside each paper whether it is Satisfactory, Unsatisfactory or Not Submitted at this time.</i></b>
<b>Theological/Spiritual Perspective*</b>	
<b>Personality</b>	
<b>Educational</b>	

**Instructions:** The Convener will prepare this composite report based on a consensus of the readers.

- The report is divided into four sections, one for each of the papers – theological/spiritual perspective, personality, educational – and a concluding section that gives overall ratings for the three papers considered as a whole.
- If only one or two papers are being considered at this time, the final section may be omitted.
- Please open the header and insert the name of the Candidate so 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.]**

<b>THEOLOGICAL/SPIRITUAL PERSPECIVE THEORY</b>					
<b>POSITION PAPER</b> <i>The Content of the Theological/Spiritual Perspective Paper. Please rate the items below</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Demonstrates theological/spiritual acumen as it relates to the supervisory task:					
a) Describes how the Candidate understands persons as creatures of God or understands persons in relationship with ultimate reality as defined in the person's faith tradition and	1	2	3	4	5
b) how that that understanding informs supervision.	1	2	3	4	5
2. Develops how the Candidate thinks theoretically:					
a) about interpersonal relationships,	1	2	3	4	5
b) human suffering, and	1	2	3	4	5
c) relationship with the transcendent or ultimate reality.	1	2	3	4	5
3. Documents what theologians, teachers and/or spiritual resources inform the Candidate's theological stance.	1	2	3	4	5
4. States how the Candidate understands the interplay between the Candidate's cultural context and theological/spiritual formation or development as it is understood in the Candidate' faith tradition and how spiritual care is offered in a multicultural, multifaith environment	1	2	3	4	5

<b>THEOLOGICAL/SPIRITUAL PERSPECIVE THEORY</b>					
<b>POSITION PAPER</b> <i>Assessment of Candidate's (1) integration of related disciplines and pastoral education and (2) substance, that is, evidence of knowledge of major concepts and references in the field. Please rate the items below.</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Acquaintance with relevant literature	1	2	3	4	5
2. Evidence of substantial knowledge of major concepts and references in the field.	1	2	3	4	5
3. Integration of related disciplines and pastoral education	1	2	3	4	5
4. Use of footnotes and bibliography in a way to document competent knowledge of the theory	1	2	3	4	5
5. Describes a position, illustrating mastery, by demonstrating a deep knowledge of the concepts being presented	1	2	3	4	5

Candidate:

<b>THEOLOGICAL/SPIRITUAL PERSPECIVE THEORY POSITION PAPER</b>					
<i>Assessment of Candidate's (1) integration of related disciplines and pastoral education and (2) substance, that is, evidence of knowledge of major concepts and references in the field. Please rate the items below.</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
6. Critical use of relevant literature in the field, (Is there a demonstration of awareness of primary sources critical of the theory being espoused? Is critical purchase of the theory demonstrated?)	1	2	3	4	5

<b>THEOLOGICAL/SPIRITUAL PERSPECIVE THEORY POSITION PAPER</b>					
<i>Overall mastery of materials used in the Theological/Spiritual Perspective Paper. Please rate the items below.</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Theorists and resources represented accurately and in context	1	2	3	4	5
2. Clear evidence of having a working familiarity with relevant literature.	1	2	3	4	5
3. Materials assimilated into a coherent understanding vs. awkward splicing of quotations in text.	1	2	3	4	5
4. "Critical purchase" is demonstrated through a lucid examination of implications of and the strengths and weaknesses of the theorists' views.	1	2	3	4	5
5. Clinical examples, when provided, are used to illustrate the theoretical underpinnings of supervisory practice.	1	2	3	4	5
6. The clinical examples show how the theory has been or can be applied in a realistic way in the real world setting of CPE.	1	2	3	4	5
7. The paper articulates the "why" (e.g., constructing a theoretical case for narrative theology/spiritual perspective approach to supervision) rather than "what" (i.e., narrating a students spiritual journey in a CPE unit) or "how." That is, <i>does the writer answer the "why?" of supervision instead of describing the "how" of supervision?</i>	1	2	3	4	5
8. Content – Paper describes a position, illustrating mastery and critical use of relevant literature.	1	2	3	4	5

**READERS' COMMENTS ON THEOLOGICAL/SPIRITUAL PERSPECIVE THEORY  
POSITION PAPER**

Candidate:

<b>PERSONALITY THEORY POSITION PAPER</b>					
<i>The Content of the Personality Theory Position Paper. Please rate the items below.</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Demonstrates an understanding of personality theory as it informs supervisory practice:	1	2	3	4	5
a. Do the central themes of the paper resonate logically?	1	2	3	4	5
b. How well does the author demonstrate an awareness of the interrelationships of various disciplines?	1	2	3	4	5
c. How well do the papers show an awareness of the larger arena of the behavioral sciences?	1	2	3	4	5
2. Documents which personality theories/theorists enhance the Candidates understanding of					
a) human nature and	1	2	3	4	5
b) development.	1	2	3	4	5
3. Has a central personality theory or theorist that enhances the understanding of human nature and development?	1	2	3	4	5
4. Describes how these theories inform supervisory practices. That is, the candidate describes how the theory informs their supervisory process, assessments, goals, and interventions:					
a) assessment,	1	2	3	4	5
b) goals, and	1	2	3	4	5
c) interventions and supervisory process.	1	2	3	4	5
5. Describes how the Candidate's personality theory is consistent with the Candidate's theological understanding of persons. (Is the personality theory consistent with the theological position?)	1	2	3	4	5
6. Describes how ethnic identity development informs the candidate's supervisory practice. (How well is an understanding of ethnicity in the development of the person demonstrated?)	1	2	3	4	5

<b>PERSONALITY THEORY POSITION PAPER</b>					
<i>Assessment of Candidate's (1) Integration of related discipline and pastoral education and on (2) Substance, that is, evidence of knowledge of major concepts and references in the field. Please rate the items below.</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Acquaintance with relevant literature	1	2	3	4	5
2. Evidence of substantial knowledge of major concepts and references in the field	1	2	3	4	5

<b>PERSONALITY THEORY POSITION PAPER</b>					
<i>Assessment of Candidate's (1) Integration of related discipline and pastoral education and on (2) Substance, that is, evidence of knowledge of major concepts and references in the field. Please rate the items below.</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
3. Integration of related disciplines and pastoral education	1	2	3	4	5
4. Use of footnotes and bibliography in a way to document competent knowledge of the theory	1	2	3	4	5
5. Describes a position, illustrating mastery by demonstrating a deep knowledge of the concepts being presented	1	2	3	4	5
6. Critical use of relevant literature in the field, (Is there a demonstration of awareness of primary sources critical of the theory being espoused? Is critical purchase of the theory demonstrated?)	1	2	3	4	5

<b>PERSONALITY THEORY POSITION PAPER</b>					
<i>Overall mastery of materials used in the Personality Paper. Please rate the items below</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Theorists and resources represented accurately and in context	1	2	3	4	5
2. Clear evidence of having a working familiarity with relevant literature.	1	2	3	4	5
3. Materials are assimilated into a coherent understanding vs. awkward splicing of quotations in text.	1	2	3	4	5
4. "Critical purchase" is demonstrated through a lucid examination of implications of and the strengths and weaknesses of the theorists' views.	1	2	3	4	5
5. Clinical examples, when provided, are used to illustrate the theoretical underpinnings of supervisory practice.	1	2	3	4	5
6. The clinical examples show how the theory has been or can be applied in a realistic way in the real world setting of CPE.	1	2	3	4	5
7. The paper articulates the issue of "why" (e.g., constructing a theoretical case for narrative theology/spiritual perspective approach to supervision) rather than elaborates the "what" (i.e., narrating a student's spiritual journey in CPE) or "how". That is, <i>does the writer answer the "why?" of supervision instead of describing the "how" of supervision?</i>	1	2	3	4	5
8. Content – Paper describes a position, illustrating mastery and critical use of relevant literature.	1	2	3	4	5

Candidate:

**READERS' COMMENTS ON PERSONALITY THEORY POSITION PAPER**

<b>EDUCATIONAL THEORY POSITION PAPER</b>					
<i>The content of the Educational Theory Position Paper. Please rate the items below.</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Documents what educational theory guides the Candidate's goals and decision-making in supervisory practice. What makes it educational?	1	2	3	4	5
2. Demonstrates theoretical understanding of the teaching/learning situation inherent in supervision, including a theory of group process:					
a) Documents what educational theory guides the Candidate's goals and decision-making in supervisory practice. What makes it educational?	1	2	3	4	5
b) with individuals	1	2	3	4	5
c) and groups	1	2	3	4	5
3. Documents the Candidate's understanding of how persons learn. (How does a person learn?)	1	2	3	4	5
4. Documents how the Candidate's educational theory affects evaluation of:					
a) students and	1	2	3	4	5
b) their work. (How does the theory inform the process of evaluation?)	1	2	3	4	5
5. Describes the Candidate's understanding of how culture influences the educational process.	1	2	3	4	5

<b>EDUCATIONAL THEORY POSITION PAPER</b>					
<i>Assessment of Candidate's (1) Integration of related disciplines and pastoral education, and (2) Substance, that is, evidence of knowledge of major concepts and references in the field. Please rate the items below</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Acquaintance with relevant literature	1	2	3	4	5
2. Evidence of substantial knowledge of major concepts and references in the field.	1	2	3	4	5
3. Integration of related disciplines and pastoral education	1	2	3	4	5
4. Use of footnotes and bibliography in a way to document competent knowledge of the theory	1	2	3	4	5
5. Describes a position, illustrating mastery by demonstrating a deep knowledge of the concepts being presented.	1	2	3	4	5
6. Critical use of relevant literature in the field, (Is there a demonstration of awareness of primary sources critical of the theory being espoused? Is critical purchase of the theory demonstrated?)	1	2	3	4	5

<b>EDUCATIONAL THEORY POSITION PAPER</b>					
<i>Overall mastery of materials used in the Educational Paper. Please rate the items below.</i>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. Theorists and resources represented accurately and in context	1	2	3	4	5
2. Clear evidence of having a working familiarity with relevant literature.	1	2	3	4	5
3. Materials assimilated into a coherent understanding vs. awkward splicing of quotations in text.	1	2	3	4	5
4. "Critical purchase" is demonstrated through a lucid examination of implications of and the strengths and weaknesses of the theorists' views.	1	2	3	4	5
5. Clinical examples, when provided, are used to illustrate the theoretical underpinnings of supervisory practice.	1	2	3	4	5



<b>THREE PAPERS COMBINED: Integration and Substance</b>					
<ul style="list-style-type: none"> <li>• <b>Integration of related disciplines and pastoral education</b></li> <li>• <b>Substance: evidence of knowledge of major concepts and references in the field</b></li> </ul>					
	Excellent 1	Good 2	Adequate 3	Marginal 4	Inadequate 5
1. articulates a theoretical stance with respect to pastoral theology, personality theory and educational theory as it applies to supervision.					
a) acquaintance with relevant literature: (Are footnotes and bibliography used in a way to demonstrate competent knowledge of the theory?)	1	2	3	4	5
b) describes a position, illustrating mastery. (Do the papers demonstrate a deep knowledge of the concepts being presented?)	1	2	3	4	5
c) critical use of relevant literature in the field, (Is there a demonstration of awareness of critical primary sources for the theory being espoused? Is critical purchase of the theory demonstrated?)	1	2	3	4	5
d) congruence among the three positions; taken as a whole, the papers enhance and inform each other. (Coherence of theological, educational, personality theories)	1	2	3	4	5
2. answers basic questions for each paper. See # 3.b. Content, page 21, Certification Manual.					
	1	2	3	4	5

<b>THREE PAPERS COMBINED: Mastery of Materials Used</b>					
1. theorists and resources represented accurately and in context	1	2	3	4	5
2. clear evidence of working familiarity with relevant literature.	1	2	3	4	5
3. materials assimilated into understanding vs. awkward splicing of quotations in text.	1	2	3	4	5
4. "critical purchase" of the approaches of theorists:					
a) critical examination of implications of theorists' views.	1	2	3	4	5
b) exploration of the theoretical match of the primary assumptions of those views. [For example, if drawing on theological position of Reinhold Niebuhr (with belief in limited and sinful nature of humanity) and Carl Rogers (for psychological understanding), addresses discrepancies between those views.]	1	2	3	4	5
5. Are the theories at odds with each other? Do the papers enhance and inform each other? Do the theories draw from radically different theoretical positions as understood in the field?	1	2	3	4	5
6. explanation of theoretical position:					
a) Clinical examples are appropriate only to illustrate theoretical underpinnings of supervisory practice.	1	2	3	4	5

Candidate:

<b>THREE PAPERS COMBINED: Mastery of Materials Used</b>					
b) Practical application: Can the theory be applied in the real world setting of CPE? Does this seem realistic in the context of your experience with CPE Students?	1	2	3	4	5
c) articulation of "why (e.g., constructing a theoretical case for narrative theology approach to supervision) rather than elaboration of the "what (i.e., narrating a students spiritual journey in a CPE unit) ( <i>Does the writer answer the "why?" of supervision instead of describing the "how" of supervision.</i> )?	1	2	3	4	5
d) Content – Each paper should describe a position, illustrating mastery and critical use of relevant literature.	1	2	3	4	5

**Reactions to the entire package of papers including introductory materials:**

**Suggestions for the writer: any hunches, intuitions, or guidance to develop papers further:**

**APPENDIX 11**

**LETTER OF INTENT TO MEET THE ACPE CERTIFICATION COMMISSION**

I, \_\_\_\_\_

(print name), am declaring my intent to meet the ACPE Certification Commission.

**Please complete the following information.**

1. Meeting: \_\_\_\_\_ Spring \_\_\_\_\_ Fall \_\_\_\_\_ Year
2. Place of meeting for your requested appearance: \_\_\_\_\_
3. Request (check one):  
\_\_\_\_\_ ACPE Supervisor  
 - Check if requesting to meet ACPE Supervisor Committee in your region\*  
Date of Regional Meeting \_\_\_\_\_  
\_\_\_\_\_ Associate \_\_\_\_\_ Review \_\_\_\_\_ Inactive to Active Status
4. Your Region: \_\_\_\_\_
5. Your supervisor's name (if applicable): \_\_\_\_\_
6. Center: \_\_\_\_\_  
Center Address: \_\_\_\_\_  
Center Telephone: \_\_\_\_\_
7. Your preferred email address: \_\_\_\_\_
8. Your preferred mailing address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Your telephone numbers: (H) \_\_\_\_\_ (W) \_\_\_\_\_  
(C) \_\_\_\_\_
10. Religious Faith Group and Endorser: \_\_\_\_\_
11. Cultural Heritage (optional): \_\_\_\_\_
12. Please state your ethnic/racial identity, for statistical purposes only (optional): \_\_\_\_\_
13. Optional: You may request one person of a certain demographic, i.e. African American member, GLBT member, etc. **Do not list a particular person.** These requests will be honored as feasible and based on availability of current commission members. Your request:  
\_\_\_\_\_

Mail Letter of Intent and fee to:  
Associate Director\*  
ACPE  
1549Clairmont Road, Suite 103  
Decatur, GA 30033-4611

Copy:  
Chair, Certification Commission  
c/o ACPE  
Regional Certification Chair

\* copy regional certification chair

**Note: may email letter of intent and call ACPE office (404) 320-1472 to pay by credit card**