

1 *The Accreditation Commission has continued to fine-tune the accreditation process in*
2 *order to make it clearer and more transparent. The changes proposed for the revision of*
3 *the manual attend to these two areas, based on feedback from individual supervisors,*
4 *Accreditation Process Evaluation forms, conflicts, notations, and called reviews. We*
5 *have merged Appendix 11 “Requirements for Student Handbook” and Appendix 19*
6 *“Accreditation Review Criteria” into a new Appendix 5 Part I and Part II. Material in*
7 *Appendix 11 was duplicated in Appendix 19 and some of the examples in Appendix 19*
8 *tended to be taken as requirements or standards. **Changes are noted in red.***

9
10 **DRAFT**

11
12 Appendix 5

13
14 Accreditation Review Criteria:

15
16 **Part I**

17 Assessment of Student Handbooks & Curriculum

18
19 **This appendix is intended to be used by ACPE Centers and reviewers during five- and ten-year**
20 **reviews, so that the Center may ascertain its student handbook(s)’s compliance with ACPE**
21 **Standards.** To use these review criteria, the Center will review its student handbook(s) and insert
22 page numbers on which compliance with the Standard is found in the blank of the phrase “(page
23 _____)” on this index. The completed index will be included in materials for review. The
24 reviewers will complete the “Findings” sections as part of the review process.
25

26 **STANDARDS 300 FOR AN ACPE ACCREDITED CENTER**

27 **ACPE 301 The center has a written plan which:**

28 **301.1 describes the administrative structure and lines of authority within the center.**

29
30 **Finding: ___ Yes ___ Partial ___ No**

31 **Evaluation Criteria:**

- 32 ♦ Administrative plan (page _____) and/or Organizational chart (page _____)
- 33 ♦ Letter of administrative support (page _____)
- 34 ♦ History of CPE center (page _____)

35
36 **301.2 provides for compliance with ACPE Standards.**

37
38 **Finding: ___ Yes ___ Partial ___ No**

39 **Evaluation criteria**

- 40 ♦ Student handbook is primary source of documentation for the majority of ACPE
- 41 standards.

42
43 **301.3 describes how commitment to students will be carried out in event of a substantial change in**
44 **the institution or center.**

45
46 **Finding: ___ Yes ___ Partial ___ No**

47 **Evaluation criteria**

- 48 ♦ Written plan for honoring commitment to students in event of the loss of a program
49 component
50

51 **ACPE 303 The center provides the following educational resources:**
52

53 **303.6 access to library and educational facilities adequate to meet the ACPE standards¹ :**

54 **Finding: ___ Yes ___ Partial ___ No**
55

56 **Evaluation Criteria:**
57

- 58 ♦ Demonstration on-site, to be assessed during site visit. See Part II, below.
59

60 **303.7 current ACPE standards and manuals available and students informed of their location:**

61 **Finding: ___ Yes ___ Partial ___ No**
62

63 **Evaluation Criteria:**
64

- 65 ♦ Demonstration on-site, to be assessed during site visit. See Part II, below.
66

67 **303.8 student support services including, but not limited to, orientation, a process for educational**
68 **guidance and recommendations for counseling resources, resume preparation and employment**
69 **search.**

70 **Finding: ___ Yes ___ Partial ___ No**
71

72 **Evaluation Criteria:**
73

- 74 ♦ Demonstration on-site, to be assessed during site visit. See Part II below.
75
76

77 **ACPE 304 The center maintains and routinely informs its students and staff of all written policies and**
78 **procedures required by this section.**
79

80 **Criteria for Evaluating Individual Policies and Procedures**
81

82 **304.1 The center has an admission policy that does not discriminate against persons because of race,**
83 **gender, age, faith group, national origin, sexual orientation, or disability:**

84 **Finding: ___ Yes ___ Partial ___ No**
85

86 **Evaluation criteria**

- 87 ♦ The student handbook has a clear statement of non-discrimination. (page _____)
88 ♦ The procedure for admitting students to specific programs complies with the
89 requirements of ACPE Standard 307.
90

91 **304.2 The center has a financial policy that clearly states fees, payment schedules, refunds, stipends,**
92 **and benefits:**

93 **Finding: ___ Yes ___ Partial ___ No**
94

95 **Evaluation criteria**

- 96 ♦ The center has a written policy by which it manages its financial transactions, including
97 refunds, and fulfills financial obligations to students. (page _____)

¹ This standard does not require a center to maintain an on-site library. It does require centers to specify how students access library resources both on-site (if provided) and off.

- 98 ♦ The policy includes a current schedule of fees and tuition charged for each type of
- 99 program offered and provisions made for hardship, if any.
- 100 ♦ Stipends, benefits, and or salaries are clarified in the policy, or the policy contains
- 101 information about referrals regarding these issues.
- 102 ♦ The policy specifies how students are informed of incidental costs, over and above fees
- 103 and tuition, when the center does not provide office supplies, access to copiers, and/or
- 104 requires students to purchase books, video tapes, or other instructional aids.
- 105

106 **304.3 The center has a complaint procedure consistent with ACPE Standard 200:**

107 **Finding: ___ Yes ___ Partial ___ No**

108 **Evaluation criteria**

- 109 ♦ The center has three written complaint procedures, one for ethics standards ,one for
- 110 educational standards complaints, and one for Accreditation Commission complaints; the
- 111 ethics complaint procedure is consistent with the requirements of ACPE Standard 200,
- 112 and the educational complaint procedure is consistent with the requirements of ACPE
- 113 Standard 300 (page _____)
- 114 ♦ The procedure:
- 115 ➤ includes time frames for filing a written ethics complaint consistent with ACPE
- 116 Standard 200 and Processing Complaints of Ethics Code Violations manual;
- 117 ➤ includes time lines for filing a written educational complaint consistent with ACPE
- 118 Standard 200 and ACPE Educational Standards Accountability Review Process;
- 119 *Accreditation Commission Manual for Processing Allegations of ACPE Education*
- 120 *Standards Violations.*
- 121 ➤ *Includes time lines for filing a written Accreditation Commission complaint consistent*
- 122 *with ACPE Standard 300 and the Accreditation Commission Manual for Processing*
- 123 *Allegations of ACPE Education Standards Violations.*
- 124 ➤ provides mechanisms in each procedure (ethics and educational) by which students
- 125 may exercise the right of appeal including review at the regional and national level
- 126 of ACPE;
- 127 ➤ lists the names and contact information of the person(s) to whom a complaint (ethics
- 128 or educational) may be directed within the organization; and
- 129 ➤ lists the name and contact information of the regional director.
- 130
- 131
- 132
- 133

134 **304.4 The center has a procedure for maintaining student records for ten years which addresses**

135 **confidentiality, access, content, and custody of student records should the center be without a**

136 **supervisor and/or accreditation.**

137 **Finding: ___ Yes ___ Partial ___ No**

138 **Evaluation criteria**

- 139 ♦ The center has a written procedure for maintaining student records consistent with the
- 140 legal provisions specified in *Guidelines for Student Records*, Appendix 7B (page _____)
- 141 ♦ Demonstration on-site, to be assessed during site visit. See Part II, below.
- 142
- 143
- 144
- 145

146 **304.5 The center has a procedure for providing consultation for CPE students:**

147 **Finding: ___ Yes ___ Partial ___ No**

148 **Evaluation criteria**

149

150

151

152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200
201
202
203
204
205
206

- ◆ The center has a written procedure by which it organizes, administers, informs students of, and conducts educational consultations. (page _____)
- ◆ **If the center requires students to participate in consultation at specified points in a program, these requirements are detailed in the written procedure.**
- ◆ The procedure requires that a report of the consultation is either described in the supervisor’s final evaluation or in a summary report made available to the student.

304.6 The center has a procedure for discipline, dismissal and withdrawal of students:

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria

- ◆ The center has a written procedure for the discipline and/or dismissal of a student(s). (page _____)
- ◆ The procedure:
 - defines the conditions under which a student may be subject to discipline and/or dismissal.
 - defines due process for progressive discipline and dismissal and a mechanism for the exercise of a student’s right of appeal.
 - specifies the terms, conditions and notification requirements for students who voluntarily withdraw from the program.

304.7 The center has a policy for ethical conduct of students and program staff consistent with the ACPE Code of Ethics (Standard 100).

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria

- ◆ The center has a written policy that defines a code of ethical conduct for students based on the sponsoring agency or institution’s code of conduct that does not conflict with ACPE Standard 100. (page _____)
- ◆ The center’s written policy makes compliance with the ACPE Code of Ethics Standard 100 binding on ACPE supervisors employed by or under contract with the center.
- ◆ The center’s written policy does not hold a student(s) to the ACPE Code of Ethics, unless the student(s) is a member of ACPE.

304.8 The center has a statement of students’ rights and responsibilities.

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria

- ◆ The center may elect to include this statement in its policy on ethical conduct.
- ◆ The center has a formal written statement of CPE student rights and responsibilities that includes the following minimum requirements of a student’s right to: (page _____)
 - An orientation that includes a review of all required ACPE policies and procedures.
 - A handbook that meets ACPE requirements
 - Receive supervisory evaluation within 45 days of the end of the unit.
 - Clarification of duties and responsibilities.
 - Minimum course requirements for earning credit for each program offered.

304.9 The center has an agreement for training at the ministry site which includes, but is not limited to: authorization for visits to patients, parishioners, or clients; access to appropriate clinical records

207 **and informed consent with regard to use of student materials; and agreement by the student to abide**
208 **by center policies protecting confidentiality and the rights of clients/patients/parishioners.**

209
210 **Finding: ___ Yes ___ Partial ___ No**

211
212 **Evaluation criteria**

- 213
214 ♦ the center uses a formal, signed agreement for training which includes the following
215 minimum requirements: (found on page _____)
216 ➤ authorizes students to visit patients, parishioners, or clients.
217 ➤ grants students access to appropriate clinical records.
218 ➤ establishes students' consent to use of materials, including verbatim, case reports,
219 video or audio tapes of student work, or video or audio tapes of student groups or
220 individual sessions, in settings other than the students' group.
221 ➤ establishes students' agreements to abide by the center's policies, including those
222 involving confidentiality and the rights of clients, patients, or parishioners.

223
224 **Documentation on-site:**

- 225 ♦ ♦ Students can relate that they have signed such agreements.
226 ♦ ♦ Copies of such agreements may be found in center files, according to the Center's
227 policy on center files.
228

229
230 **304.10 The center has a policy and procedure that describes how the accredited center will provide**
231 **for the completion of a unit or program in process if the supervisor is unable to continue.**

232
233 **Finding: ___ Yes ___ Partial ___ No**

234
235 **Evaluation criteria**

- 236
237 ♦ The center has a written policy that states its commitment to provide for the completion
238 of units or programs in process should its supervisor be unable to continue, or when other
239 substantive changes place completion of a unit or program in jeopardy. (page _____)
240 ♦ The policy specifies a procedure for securing a qualified substitute supervisor authorized
241 by ACPE or otherwise assuring completion of a unit or program in process by placing
242 students in comparable programs in the area.
243 ♦ If the center's procedure provides for placing students in other ACPE accredited centers,
244 all of the following are specified:
245 ➤ Students will be placed in a comparable program(s).
246

247 **Documentation on-Site**

- 248 ♦ The center files include written agreements with the centers in which students have been
249 placed in events related to this Standard.
250

251 **304.12 supervision and program management by a person authorized by ACPE.**

252
253 **Finding: ___ Yes ___ Partial ___ No**

254
255 **Evaluation criteria**

- 256
257 ♦ The student handbook clearly states that the ACPE CPE program employs or has under
258 contract an ACPE Supervisor or Associate Supervisor to supervise units of CPE and to
259 manage the CPE program.
260

261 **ACPE 306 An ACPE center shall accurately describe the center, its pastoral services and educational**
262 **programs. All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be**
263 **accurate at the time of publication. Publications that advertise a center’s programs shall include the type(s)**
264 **and level(s) of education offered, and the ACPE name, address, telephone number and website address (Refer**
265 **to ACPE Code of Ethics Standard 105.4).**

Finding: ___ Yes ___ Partial ___ No

266 **Evaluation Criteria:**

- 268 ♦ All material reviewed accurately describes the center, its pastoral services and ACPE
269 accredited program offerings.
- 270 ♦ All center publications including student handbooks, advertising, brochures and
271 recruiting materials either in paper or electronic form include:
 - 272 ➤ The center’s scope of accreditation -- CPE (Level I/Level II) or Supervisory CPE
 - 273 ➤ The ACPE name, address, phone number and website address
- 274 ♦ Handbooks, brochures and other promotional materials published by a satellite center
275 clearly identify its affiliation with the accredited center and list the accredited center
276 and its name, address, phone number and accredited status with ACPE.
- 277 ♦ All center publications including student handbooks, advertising, brochures and
278 recruiting materials either in paper or electronic form include descriptions of expectations
279 of time, financial cost and level of involvement.

280
281 **308 Program Standards include:**

282 **Note: The student handbook documents the curriculum for the specific programs offered by the center**
283 **(ACPE standards 309-319)**

284
285 **308.1 A specific time period for a program unit of clinical pastoral education. (page ___)**

286
287 **Finding: ___ Yes ___ Partial ___ No**

288 **Evaluation criteria:**

- 289 ♦ Descriptions of scheduled group hours and clinical practice requirements in student
290 handbook demonstrate that CPE units and half units offered by the center meet minimum
291 time requirements of this standard (see Standard 308.1 descriptions). (page _____)
- 292 ♦ Description of how half-units of CPE are granted is included.

293
294
295
296 **Documentation on site:**

- 297 ♦ Student and administrator interviews demonstrate that this standard has been met.

298
299
300 **308.2 Supervised clinical practice of ministry to persons and the detailed reporting and evaluation of**
301 **that ministry. (page _____)**

302
303 **Finding: ___ Yes ___ Partial ___ No**

304 **Evaluation criteria:**

- 305 ♦ Each type of CPE program offered requires students’ involvement in a ministry to
306 persons appropriate to the type of program offered. Requirements are outlined in the
307 student handbook (page _____).
- 308 ♦ Each type of CPE program requires detailed reporting and evaluation of the student’s
309 ministry appropriate to the type of program offered, e.g. verbatim reports, process
310 notes, reflection papers, and learning journals. Reporting and evaluation tools are
311 provided in the student handbook. (page _____)

314
315
316
317
318
319
320
321
322
323
324
325
326
327
328
329
330
331
332
333
334
335
336
337
338
339
340
341
342
343
344
345
346
347
348
349
350
351
352
353
354
355
356
357
358
359
360
361
362
363
364
365
366
367
368

Documentation on site:

- ◆ Demonstration of students’ involvement in ministry appropriate to the type of program is apparent.

308.3 Supervision and program management by a person authorized by ACPE.

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria:

- ◆ Each type of CPE program offered is under the direction of a person authorized by ACPE with experience and credentials appropriate to the type of program offered. Supervisor(s) credentials are published in the student handbook. (page _____)
- ◆ If the center is accredited to offer programs of Supervisory CPE, an ACPE Supervisor conducts those programs.

308.4 An individual contract for learning developed collaboratively by the student and supervisor.

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria:

- ◆ Each type of CPE program offered requires students to develop, in collaboration with their supervisor, a contract or covenant for learning that states the students’ learning goals and means to be used to attain them. (found on page _____)

308.5 A relational learning environment that fosters growth in pastoral formation, reflection and competence; such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation.

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria:

- ◆ Student Handbook gives evidence of relational learning process and environment for learning that emphasizes human growth and dignity.

Documentation On-Site:

- ◆ Students can discuss the relational environment as upholding human growth and dignity.

308.6 An instructional plan that employs a process model of education and clinical method of learning, including:

308.6.1 delineation and use of students’ goals.

308.6.2 core curriculum appropriate to the CPE setting.

308.6.3 clearly written syllabus.

308.6.4 evidence of congruence between program goals and mission of the institution.

308.6.5 program evaluation by the students.

Finding: ___ Yes ___ Partial ___ No

Evaluation Criteria: (for each type of program offered)

- ◆ The center maintains curriculum for each type of program offered (found in student handbook(s) that meets these requirements: (pages _____))
- ◆ Instructional plans employ a process model of education based on a clinical method of learning.
- ◆ Instructional plans include goals developed by individual students.

369
370
371
372
373
374
375
376
377
378
379
380
381
382
383
384
385
386
387
388
389
390
391
392
393
394
395
396
397
398
399
400
401
402
403
404
405
406
407
408
409
410
411
412
413
414
415
416

- ◆ The curriculum for the type of CPE program offered:
 - addresses the CPE objectives and outcomes for the type of program offered. (ACPE Standards 309-319)
 - uses educational methods appropriate to experience based learning to explore the required content areas for the type of program offered. (Standards 311 - 312, 314 - 319 following)
 - plans a sequence of learning activities. (e.g. seminars, supervisory conferences, lectures).
- ◆ Student handbook(s) contains a clearly written syllabus for each unit of CPE, informing students of program schedules, seminar descriptions, expectations for attendance and participation, written requirements, reading requirements, and due dates. (page _____)

Documentation on-site

- ◆ The site visit team can ascertain that the goals of the type of program(s) offered are congruent with the mission of the sponsoring institution, agency, or center.

308.7 Presentation and use of literature and instruction appropriate to the students' learning goals and needs:

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria:

- ◆ Description or outline of instruction options and literature available for use is included in Student Handbook. (page _____)
- ◆ Suggested bibliography and/or required reading is either contained or referenced in Student Handbook (page _____) or is made available on-site.

308.8 Final evaluations written by the student and by the supervisor:

308.8.1 Supervisor's evaluation will be available to the student within 45 calendar days of the completion of the unit. In unusual circumstances, the supervisor may negotiate with the regional accreditation chair to extend this deadline. The revised deadline must be agreeable with the student. Such negotiations must be reported to the Accreditation Commission.

308.8.2 Supervisor's assessment reflects professional judgment about student's work, abilities, strengths, weaknesses.

308.8.3 Supervisor certifies completion of a unit or half unit of CPE (Level I/II).

308.8.4 Student may attach a written response to the supervisor's evaluation, which then becomes part of the student's record.

Finding: ___ Yes ___ Partial ___ No

Evaluation Criteria:

- Student Handbooks contain a description of the evaluation process (page _____), including:
 - requirement of student to complete a self-evaluation,
 - responsibility of supervisor to complete a supervisory evaluation that documents satisfactory achievement of Competency Outcomes for the program type in which the student is enrolled,

- 423
424
425
426
427
428
429
- supervisor’s evaluation will be made available to student within 45 days of the end of the unit, and
 - the right of the student to attach a response to the supervisor’s final evaluation.
 - Guidelines for writing of student evaluation for each type of program offered are provided in the Student Handbook. (page _____)

430 **Documentation on-site:**

- 431
432
433
- Copies of students’ evaluations and supervisors’ evaluations are included in the student records.

434 **309 The CPE center designs its CPE (Level I/Level II) curriculum to facilitate achievement of the following objectives:**

Finding: ____ Yes ____ Partial ____ No

435
436
437 ***Pastoral Formation***

438
439 309.1 to develop students’ awareness of themselves as ministers and of the ways their ministry affects persons.

440
441 309.2 to develop students’ awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their pastoral care.

442
443 309.3 to develop students’ ability to engage and apply the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning.

444
445
446 ***Pastoral Competence***

447 309.4 to develop students’ awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and how to address effectively these issues through their ministry.

448
449 309.5 to develop students’ skills in providing intensive and extensive pastoral care and counseling to persons.

450
451 309.6 to develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and knowledge of the behavioral sciences in their pastoral care of persons and groups.

452
453 309.7 to teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.

454
455 309.8 to develop students’ capacity to use pastoral and prophetic perspectives in preaching, teaching, leadership, management, pastoral care, and pastoral counseling.

456
457
458
459
460 ***Pastoral Reflection***

461 309.9 to develop students’ understanding and ability to apply the clinical method of learning;

462 309.10 to develop students’ abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one’s ministry.

463
464
465 **Evaluation Criteria:**

- 466
467
468
469
470
471
472
473
474
- ◆ Student handbook describes a student-focused, group-oriented, clinically based educational methodology, grounded in the dialogue between theology and the behavioral sciences and designed to help students achieve these objectives.
 - ◆ The center has established minimum criteria for admission to its CPE program. (page _____)
 - ◆ The center states its criteria for initial admission to CPE and for advance placement if the center elects to admit a student to the CPE Level II component of its curriculum when a student has not completed a CPE Level I component.

475 **310 Where a pastoral care specialty is offered, the CPE center designs its CPE Level II curriculum to facilitate achievement of the following additional objectives:**

Finding: ____ Yes ____ Partial ____ No

479 *Note: ACPE accredited centers may design an additional curriculum component focusing on pastoral*
480 *specialization. These programs may constitute a single unit or comprise the second year of a residency program.*
481

482 **310.1 afford students opportunities to become familiar with and apply relevant theories**
483 **and methodologies to one’s ministry specialty.**
484

485 **310.2 provide students opportunities to formulate and apply their philosophy and**
486 **methodology for the ministry specialty.**
487

488 **310.3 provide students opportunities to demonstrate pastoral competence in the practice of**
489 **the specialty.**
490

491 **Evaluation Criteria:**

- Course content is specific and appropriate to the area of specialization.

492
493
494 **311 Outcomes of CPE Level I Programs: At the conclusion of CPE Level I students are able to:**
495

496 **Finding: ___ Yes ___ Partial ___ No**
497

498 ***Pastoral Formation***

499 311.1 articulate the central themes of their religious heritage and the theological understanding
500 that informs their ministry.

501 311.2 identify and discuss major life events, relationships and community and cultural
502 contexts that influence personal identity as expressed in pastoral functioning.

503 311.3 initiate peer group and supervisory consultation and receive critique about one’s ministry
504 practice.
505

506 ***Pastoral Competence***

507 311.4 risk offering appropriate and timely critique.

508 311.5 recognize relational dynamics within group contexts.

509 311.6 demonstrate integration of conceptual understandings presented in the curriculum into
510 pastoral practice.

511 311.7 initiate helping relationships within and across diverse populations.
512

513 ***Pastoral Reflection***

514 311.8 use the clinical methods of learning to achieve their educational goals.

515 311.9 formulate clear and specific goals for continuing pastoral formation with reference to
516 personal strengths and weaknesses.
517

518 **Evaluation Criteria:**

- Curriculum content is designed to help students achieve the outcomes:

521 ***Pastoral Formation***

- Theories of pastoral care and counseling
- Frameworks for pastoral theology
- Theories of grief and loss

527 ***Pastoral Competence***

- Pastoral care skills
 - accurate empathy
 - listening and responding
 - spiritual assessment
 - consultation and referral

- 534 • Management of learning
- 535 ➤ establishing learning goals
- 536 ➤ prioritization strategies
- 537 ➤ clinical method of learning
- 538
- 539 *Pastoral Reflection*
- 540 • Self awareness
- 541 ➤ personal and theological reflection
- 542 ➤ effect of a minister's values attitudes and assumptions on care of persons
- 543 ➤ formation of pastoral identity
- 544
- 545 • Interpersonal awareness
- 546 ➤ group dynamics
- 547 ➤ understanding conflict
- 548 ➤ communication skills
- 549 ➤ religious and cultural diversity

550

551 **312 Outcomes of CPE Level II: At the conclusion of CPE Level II students are able to:**

552

553 **Finding: ____ Yes ____ Partial ____ No**

554 ***Pastoral Formation***

555 312.1 articulate an understanding of the pastoral role that is congruent with their personal **and**

556 **cultural** values, basic assumptions and personhood.

557

558 ***Pastoral Competence***

559 312.2 provide pastoral ministry to diverse people, taking into consideration multiple

560 elements of cultural and ethnic differences, social conditions, systems and justice

561 issues without imposing their own perspectives.

562 312.3 demonstrate a range of pastoral skills, including listening/attending, empathic reflection,

563 conflict resolution/confrontation, crisis management, and appropriate use of

564 religious/spiritual resources.

565 312.4 assess the strengths and needs of those served, grounded in theology and using an

566 understanding of the behavioral sciences.

567 312.5 manage ministry and administrative function in terms of accountability, productivity, self-

568 direction and clear, accurate professional communication.

569 312.6 demonstrate competent use of self in ministry and administrative function which includes:

570 emotional availability, cultural humility, appropriate self-disclosure, positive use of power

571 and authority, a non-anxious and non-judgmental presence, and clear and responsible

572 boundaries.

573

574 ***Pastoral Reflection***

575

576 312.7 establish collaboration and dialogue with peers, authorities and other professionals.

577 312.8 demonstrate self-supervision through realistic self-evaluation of pastoral functioning.

578

579 **Evaluation Criteria:**

580 Curriculum content is designed to help students achieve the outcomes:

581 ***Pastoral Formation***

- 582 • Theories of pastoral care and counseling as applied to specialty interests
- 583 • Theories of human development (personal, moral, faith)
- 584 • Theories of change (personal, organizational)
- 585 • Applied theology (social justice, interfaith dialogue)
- 586 • Theories of spirituality and spiritual assessment
- 587

588
589
590
591
592
593
594
595
596
597
598
599
600
601
602
603
604
605
606
607
608
609
610
611
612
613
614
615
616
617
618
619
620
621
622
623
624
625
626
627
628
629
630
631
632
633
634
635
636
637
638
639
640
641
642

Pastoral Competence

- Pastoral care skills
 - short term strategic counseling
 - crisis care
 - planning care based on spiritual assessment
 - goal setting and prioritizing regarding spiritual program development
 - ministry with diverse populations
- Management of learning
 - professional certification organizations and requirements
 - use of consultation for learning and professional growth

Pastoral Reflection

- Self awareness
 - in-depth personal and theological reflection
 - use of self in the ministry encounter
 - formation of pastoral/professional identity
- Interpersonal awareness
 - group leadership
 - conflict resolution
 - building interdisciplinary relationships

Standard 313 Objectives for Supervisory CPE: The Supervisory CPE center designs its Supervisory CPE curriculum to facilitate achievement of the following objectives::

Finding: ___ Yes ___ Partial ___ No

313.1 to develop supervisory students’ knowledge in theories and methodologies related to CPE supervision drawn from theology, professional and organizational ethics, the behavioral sciences, and adult education.

313.2 to provide students practice in supervision of CPE under the supervision of an ACPE Supervisor.

313.3 to facilitate students’ integration of the theory and practice of CPE supervision in their identity as a person, pastor and educator.

Evaluation criteria

- ◆ Student handbook describes a student-focused, group-oriented, clinically based educational methodology, grounded in the dialogue between theology and the behavioral sciences designed to help students achieve these objectives.

ACPE 314-319 Outcomes achieved by Supervisory CPE students accrue in six areas of competency derived from the Supervisory CPE objectives. A successful candidate for certification as ACPE Associate Supervisor demonstrates the following:

Finding: ___ Yes ___ Partial ___ No

315 Competence as a pastoral supervisor:

- 315.1 maintains personal integrity and a deepening pastoral identity.
- 315.2 demonstrates emotional and spiritual maturity.
- 315.3 forms meaningful pastoral relationships.
- 315.4 self-supervises own on-going pastoral practice.

643 315.5 refines one’s professional identity as a clinical pastoral educator.
644 315.6 demonstrates awareness of how culture affects professional and personal identity,
645 pastoral practice, the supervisory relationship, and student learning.
646

647 **316 Competence in the theories of supervision:**
648

- 649 316.1 articulates understanding of and methodology for clinical pastoral supervision based on a
650 critical grasp of the professional literature relating to the field of clinical supervision.
- 651 316.2 articulates and implements a philosophy of CPE based on an educational model integrating
652 the theory and practice of CPE, which is based on and congruent with one’s theology
- 653 316.3 articulates rationale for multicultural competence, integrating the theory and practice of CPE,
654 which is based on and congruent with one’s theology.
655

656 **317 Competence in the practice of CPE supervision including:**
657

658 317.1 individual supervision

- 659 317.1.1 assesses an individual student’s learning patterns, personality and religious
660 history and cultural values as a basis for supervisory strategies.
- 661 317.1.2 supervises students’ pastoral work, giving attention to unique patterns of
662 personal and professional development, including the ability assist students’
663 movement toward pastoral identity.
- 664 317.1.3 defines and evaluates students’ pastoral and personal resources, and uses
665 supervisory strategies and interventions to facilitate students’ learning and
666 development in pastoral care.
- 667 317.1.4 assists students in taking responsibility for formulating a learning process and
668 evaluating the results of the learning experience.
- 669 317.1.5 uses one’s personality and personal, religious and cultural history as a teaching
670 resource in shaping a personal supervisory style.
671

672 317.2 group CPE supervision

- 673 317.2.1 facilitates development of group interpersonal interaction.
- 674 317.2.2 enables students to use their responses to the program as a learning experience.
675

676 **318 Competence in CPE program design and implementation:**
677

- 678 318.1 develops and organizes programs of CPE based on program educational principles
679 appropriate to experiential learning.
- 680 318.2 manages CPE programs effectively.
- 681 318.3 develops a variety of CPE program resources.
- 682 318.4 uses diverse clinical educational methods.
- 683 318.5 works with the theological implications of the ministry context.
- 684 318.6 understands and applies professional organizational ethics as they relate to CPE and pastoral
685 practice.
- 686 318.7 uses appropriate clinical skills and teaching methods that integrate the role of context and
687 culture in pastoral practice and education.
- 688 318.8 advocates for students based on an awareness of how persons’ social locations, systems and
689 structures affect one’s ministry, learning and the educational context.
- 690 318.9 considers cultural factors in the use of learning assessments, educational
691 strategies, curriculum resources, and evaluation procedures.
692

693 **319 Competence in pastoral education**
694

- 695 319.1 integrates educational theory, cultural sensitivity, knowledge of behavioral science,
696 professional and organizational ethics, theology, and pastoral identity into supervisory
697 function.
- 698 319.2 demonstrates awareness of the cultural contexts of diverse student groups and clinical

699 populations that integrates and articulates ethnic identity development and its
700 implications for pastoral practice and supervisory relationships.

701
702

Evaluation Criteria for Standards 314-319

703 ♦ Curriculum content is designed to help students achieve the outcomes:

704

705 *Competence as a pastoral supervisor*

- 706 • Deepening pastoral identity
- 707 • Development of pastoral integrity
- 708 • Qualities of emotional and spiritual maturity
- 709 • Forming pastoral relationships
- 710 • Recognizing strengths and limitations

711

712 *Theories of Supervision*

- 713 • Educational theories
- 714 • Supervisory theories
- 715 • Personality theories
- 716 • Management theories
- 717 • Use of clinical method
- 718 • Use of theological methods appropriate to clinical setting
- 719 • Use of self
- 720 • Learning styles within racial, ethnic and cultural groups

721

722 *Individual CPE supervision*

- 723 • Assessment of student learning needs
- 724 • Development of the learning alliance
- 725 • Working through learning impasses
- 726 • Evaluating student learning
- 727 • Cross cultural supervision

728

729 *Group supervision*

- 730 • Theories of group development
- 731 • Supervising group based education
- 732 • Theories of change (personal, organizational)
- 733 • Applied theology (social justice, interfaith dialogue)
- 734 • Theories of spirituality and spiritual assessment

735

736 *CPE program design and implementation*

- 737 • Program development, management and evaluation
- 738 • Resources for curriculum development and implementation
- 739 • Student selection and admission
- 740 • Student/program assessment and evaluation
- 741 • Selection and use of consultation resources
- 742 • Using various teaching/learning strategies appropriate to CPE
- 743 • Assessing compliance with ACPE standards, state/federal regulations

744

745 *Pastoral education*

- 746 • History of pastoral care
- 747 • History of clinical pastoral education
- 748 • Requirements of professional certification organizations
- 749 • Accreditation of clinical pastoral education programs

750
751
752
753
754
755
756
757
758
759
760
761
762
763
764
765
766

767
768
769
770
771
772
773
774
775
776
777
778
779
780
781
782
783
784
785
786
787
788
789
790
791
792
793
794
795
796
797
798
799

DRAFT

Appendix 5

Accreditation Review Criteria:

Part II

Assessment of CPE Program Infrastructure

This appendix is intended to be used by ACPE Centers and reviewers during five- and ten-year reviews, so that the Center may ascertain its infrastructure's compliance with ACPE Standards. To use this review criteria, the Center will review its infrastructure using this index. The index will be included in materials for review. The reviewers will complete the "Findings" sections as part of the review process.

STANDARDS 300 FOR AN ACPE ACCREDITED CENTER

ACPE 302 The center provides at least the following components:

302.1 (a) financial resources to support the specified scale of its operations:

Finding: ___ Yes ___ Partial ___ No

Evaluation Criteria:

- ◆ Statements from ACPE and the region that the center is in good financial standing (page ___).
- ◆ The center budget (for last four years) demonstrates that sufficient resources are available to support its operating costs (administration, facilities, educational resources required to support its programs, resident stipends and benefits, if offered).

Documentation on site:

- ◆ Auditor's report letter for the last two years is available.

302.1 (b) human resources appropriately scaled to the type(s) and number of programs offered:

Finding: ___ Yes ___ Partial ___ No

Evaluation Criteria:

- ◆ The center has allocated funds through its personnel budget sufficient to employ or contract supervisory faculty of a size appropriate to the scale of its programs. (Standards 303.1 and following); maximum student to supervisor ratio is 13 full time equivalent students to one supervisor.
- ◆ The center has allocated funds through its personnel budget to employ or contract for a level of support staff appropriate to the scale of its operations.

Documentation on site:

- ◆ Copies of registration of student units

851
852
853
854
855
856
857
858
859
860
861
862
863
864
865
866
867
868
869
870
871
872
873
874
875
876
877
878
879
880
881
882
883
884
885
886
887
888
889
890
891
892
893
894
895
896
897
898
899
900
901
902
903
904
905

Evaluation Criteria:

- ◆ The center has employed or has under contract at least one ACPE Supervisor or Associate Supervisor who conducts programs of CPE and is responsible for program management.
- ◆ The supervisor-to-student ratio does not exceed 13 students to one supervisor at any one time. (NOTE: In supervisory education programs, CPE students under the supervision of a pre-candidate supervisory student are counted in the primary supervisor’s ratio. For example, a primary supervisor with three supervisory students who are each supervising three students produces a ratio of 12:1 for the primary supervisor. A Supervisory Candidate’s students do not count in the primary supervisor’s ratio.)
- ◆ The center’s supervisor(s) participates in interdepartmental meetings and has access to administrative personnel on an on-going basis.
- ◆ When a center has one or more CPE (Level I/Level II) students in placements off-site, supervisory faculty visits the student’s placement site during a 400 hour program unit.
- ◆ When a center has placed a Supervisor Education Student (SES) in a satellite center for the purpose of supervisory education, a qualified primary supervisor is on site at the satellite during program hours in order that CPE (Level I/Level II) students do not meet with the SES alone for supervision.
- ◆ When a center has placed a Supervisory Candidate in a satellite for the purpose of supervisory education, the primary supervisor visits the satellite during program hours in order to provide sufficient supervision of the Supervisory Candidate.

Additional Criteria for a Freestanding Center:

- ◆ All persons authorized by ACPE to supervise employed by the center or under contract with the center participate in the decision-making process about CPE policy and program development.

303.2 plans for and supports involvement of supervisory faculty in continuing education events and activities:

Finding: ___ Yes ___ Partial ___ No

Evaluation Criteria:

- ◆ The consultation group and administration supports supervisors in continuing education goals and plans.
- ◆ The center’s budget provides for reimbursement of educational expenses sufficient to support attendance at selected educational events.

Documentation on site:

- ◆ Center files documenting the annual involvement of each supervisor in the minimum 50 contact hours requirement for the last four years. Note: participation in a professional peer supervisory group organized for continuing education and consultation may account for no more than 20 of the required hours.
- ◆

303.3 uses adjunct faculty and/or guest lecturers who provide interdisciplinary consultation and teaching:

Finding: ___ Yes ___ Partial ___ No

Evaluation Criteria:

- ◆ Student can identify the difference between adjunct faculty and ACPE Supervisors and Associate Supervisors.

303.4 uses persons authorized by ACPE to supervise students in group and individual formats:

906 **Finding:** ___ Yes ___ Partial ___ No

907
908 **Evaluation Criteria:**

- 909 • Group and individual supervision is conducted by ACPE Supervisors, Associate
910 Supervisors, or Supervisory Candidates, or by Supervisory Education Students (SES)
911 under supervision.³
- 912 • All persons in Supervisory CPE are directly supervised by an ACPE Supervisor.
- 913 • If the center’s practice is to use group supervision as its primary mode of supervision,
914 students are informed of the limitation of individual access to the supervisor in advance
915 and under what circumstances the student may request an individual conference. (page
916 _____ or demonstrated on-site).

917
918 **303.5 a peer group of at least three CPE (Level I/Level II) students engaged in small group process**
919 **and committed to fulfill the requirements of the program:**

920 **Finding:** ___ Yes ___ Partial ___ No

921
922 **Evaluation Criteria:**

- 923 • The center has a policy that a program must have at least three (3) students enrolled for
924 the duration of the unit. (page _____)
- 925 • The Center has a procedure in place to insure continuation of a program if enrollment in a
926 program falls below three. (page _____)

927
928 **303.6 access to library and educational facilities adequate to meet the ACPE standards⁴ :**

929 **Finding:** ___ Yes ___ Partial ___ No

930
931 **Evaluation Criteria:**

- 932 • Students have access to copiers, computers, and study space (either on-site or off).
- 933 • Students and alumni interviewed knew how to access library resources using the center’s
934 plan and center’s resources (if provided).

935
936
937 **303.7 current ACPE standards and manuals available and students informed of their location:**

938 **Finding:** ___ Yes ___ Partial ___ No

939
940
941 **Evaluation Criteria:**

- 942 • The required materials were found in the location specified in the Student Handbook.
- 943 • The materials were current.
- 944 • The students interviewed were aware that the required ACPE documents were available.

945
946
947 **303.8 student support services appropriate to the type of programs offered and meeting minimum**
948 **requirements of the standard:**

949 **Finding:** ___ Yes ___ Partial ___ No

950
951 **Evaluation Criteria:**

- 952 • The student handbook contains information about support services (page _____).

953
954

³ See definition for “authorized” in glossary of ACPE Standards.

⁴ This standard does not require a center to maintain an on-site library. It does require centers to specify how students access library resources both on-site (if provided) and off.

955
956
957
958
959
960
961
962
963
964
965
966
967
968
969
970
971
972
973
974
975
976
977
978
979
980
981
982
983
984
985
986
987
988
989
990
991
992
993
994
995
996
997
998
999
1000

1001
1002
1003
1004
1005
1006
1007
1008

304.4 The center has a procedure for maintaining student records for ten years which addresses confidentiality, access, content, and custody of student records should the center be without a supervisor and/or accreditation.

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria:

Documentation On-Site

- ◆ The on-site inspection of student record files found a sample of records maintained in accordance with the requirements of this section.

304.9 The center has an agreement for training at the ministry site which includes, but is not limited to: authorization for visits to patients, parishioners, or clients; access to appropriate clinical records and informed consent with regard to use of student materials; and agreement by the student to abide by center policies protecting confidentiality and the rights of clients/patients/parishioners.

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria

Documentation On-Site

- ◆ Signed training agreements were available to the site visit team during the visit.

304.10 The center has a policy and procedure that provides for the completion of a unit or program in process if the supervisor is unable to continue.

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria

- ◆ The center's written policy in the student handbook has been followed.

Documentation on-Site

- ◆ The center files include written agreements with the centers in which students have been placed.
- ◆ Interviews with administrative personnel responsible for the center and its programs verify their understanding of this policy.

ACPE 305 The center uses a process of on-going consultation and program evaluation that complies with the requirements of this section.

305.1 The center has an on-going process of consultation with a designated professional advisory group.

Finding: ___ Yes ___ Partial ___ No

Evaluation Criteria:

- ◆ The center has a designated professional advisory group that provides consultation (gives feedback and non-binding advice on center operations, goals and program development) appropriate to the level of programs offered, which may include meetings, participation in program evaluation, and/or participation in the center's self study and accreditation preparations. The size and use of this group should be appropriate to the size and extent of the program.

Documentation on-site:

- 1009
1010
1011
1012
1013
1014
- ◆ Description of meetings (may include agendas/minutes or relevant excerpts if a standing committee is used) and/or interviews with group members that demonstrate connection with the programs offered, appropriate to the type(s) of programs for which the Center is accredited.

1015 **305.2 The center has on-going program evaluation sufficient to promote the continuous quality**
1016 **improvement of the educational program(s), including: (1) course content and materials; (2) success**
1017 **with respect to student achievement, including course completion, certification rate, and job**
1018 **placement; (3) educational methods and supervisory relationships; (4) student to supervisor ratio; (5)**
1019 **appropriate level of challenge in individual learning contracts, and (6) assessment of students' use of**
1020 **CPE;⁵ (7) determination and reporting of satisfactory achievement of CPE program outcomes by**
1021 **students enrolled in CPE Level I or Level II; (8) determination and reporting of satisfactory**
1022 **achievement of CPE supervisory program outcomes by students enrolled in supervisory CPE.**

1023
1024
1025 Finding: ___ Yes ___ Partial ___ No
1026

1027 **Evaluation Criteria:**

- 1028
1029
1030
1031
1032
1033
1034
1035
1036
1037
1038
1039
1040
1041
1042
1043
1044
1045
1046
1047
1048
- ◆ The center describes in the self study document a program evaluation process that includes all the elements required by this standard, as follows:
 - evaluation of course content and materials.
 - tracking student achievement in course completion, certification and job placement (*Accreditation Manual Appendix XX Sample Report of Student Completion Rates and Achievements*)
 - evaluation of educational methods.
 - evaluation of student to supervisor ratio.
 - assessment of the appropriateness of individual student learning contracts in terms of educational challenge.
 - assessment of students' use of CPE.
 - ◆ The self study document contains an analysis of program evaluation and improvement findings.
 - ◆ The self study document contains an evaluation of the center's efforts to use **program** evaluation findings to improve the quality of its **programs** and operations.
 - ◆ The Center demonstrates through annual reports in the self-study document that it is monitoring this threshold.
 - ◆ When the completion rates fall below 75%, the Center demonstrates that it has taken action and has a plan in place to improve its completion rates. This should be reported in the Annual Report.

1049 **ACPE 306 An ACPE center shall accurately describe the center, its pastoral services and educational**
1050 **programs. All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be**
1051 **accurate at the time of publication. Publications that advertise a center's programs shall include the type(s)**
1052 **and level(s) of education offered, and the ACPE name, address, telephone number and website address (Refer**
1053 **to ACPE Code of Ethics Standard 105.4).**

1054 Finding: ___ Yes ___ Partial ___ No
1055

Evaluation Criteria:

- 1056
1057
- ◆ All material reviewed accurately describes the center, its pastoral services and ACPE accredited program offerings.

⁵ The intention of the Accreditation Commission is that centers come to see the results of their on-going program evaluation processes as the core source of data for periodic self study.

- 1058 ♦ All center publications including student handbooks, advertising, brochures and
- 1059 recruiting materials either in paper or electronic form include:
- 1060 ➤ The center’s scope of accreditation -- CPE (Level I/Level II) or Supervisory CPE
- 1061 ➤ The ACPE name, address, phone number and website address
- 1062 ♦ Handbooks, brochures and other promotional materials published by a satellite center
- 1063 clearly identify its affiliation with the accredited center and list the accredited center
- 1064 and its name, address, phone number and accredited status with ACPE..
- 1065 ♦ All center publications including student handbooks, advertising, brochures and
- 1066 recruiting materials either in paper or electronic form include descriptions of the
- 1067 expectations of time, financial cost and level of involvement.
- 1068
- 1069

Standards for ACPE Accredited Programs

1070 **307 An applicant’s suitability for admission to any ACPE program is a matter of judgment by the ACPE**
 1071 **accredited center in accordance with its admission policies. Requirements for admission to CPE programs**
 1072 **include, but are not limited to:** ⁶

Finding: ___ Yes ___ Partial ___ No

307.1 A completed ACPE application.

Documentation on site:

- ♦ Review of student records files.

307.2 An admission interview with a qualified interviewer for persons applying for an initial unit of CPE to determine readiness for clinical learning.

Evaluation criteria:

- If center requires or uses admissions interviews from qualified persons not employed or contracted by the center, copies of those interviews are kept in the student record or in another file accessible to the site team.
- If center conducts its own screening interview, a written report is not required.

Documentation on site:

- Demonstration that an admissions interview has occurred.

307.3 Either graduation from high school/GED or ordination by a faith community or commission to function in ministry by an appropriate religious authority as determined by ACPE.

Evaluation criteria:

- Requirements included in all the center’s recruitment and admissions materials.

307.4 The fulfillment of education or experience requirements established by the ACPE center.

Evaluation criteria:

- Requirements are included in all the center’s recruitment and admissions materials.

307.5 Acceptance by an ACPE center accredited for the appropriate program type.

⁶ This section of Standards sets specific requirements for admission to programs of CPE. The center’s policy on admissions (ACPE 304.1) should be developed in such a way that it reflects and complies with the requirements of this section.

1107
1108
1109
1110
1111
1112
1113
1114
1115
1116
1117
1118
1119
1120
1121
1122
1123
1124
1125
1126
1127
1128
1129
1130
1131
1132
1133
1134
1135
1136
1137
1138
1139
1140
1141
1142
1143
1144
1145
1146
1147
1148
1149
1150
1151
1152
1153
1154
1155
1156
1157
1158
1159
1160

Evaluation criteria:

- ◆ Students accepted only for **programs** for which the center is accredited by ACPE, Inc.

307.6 The additional requirements for admission to the Supervisory CPE (if offered) include, but are not limited to:

307.6.1 Previous ministry experience in which the applicant demonstrated ability to function pastorally.

Evaluation criteria:

- The scope and nature of the required experience is included in recruitment and admissions materials.

307.6.2 completion of at least four units of CPE (Level I/Level II)

Documentation on site:

- Files of Supervisory Education Students (SES) will be reviewed to discover compliance with this standard

307.6.3 successfully meeting CPE Level II outcomes as documented in the supervisor’s evaluation

Documentation on site:

- Files of Supervisory Education Students (SES) will be reviewed to discover compliance with this standard

307.6.4 adequately addressing the Spiritual Care Collaborative Common Standards for Chaplains. (Note: Certification as Board Certified Chaplain by the Association of Professional Chaplains, National Association of Catholic Chaplains or National Association of Jewish Chaplains will satisfy this requirement.)

Documentation on site:

- Files of Supervisory Education Students (SES) will be reviewed to discover compliance with this standard

307.6.5 Consultation for the student and ACPE Supervisor with a professional committee as specified in the ACPE *Certification Manual*.

Documentation on site:

- Reports of consultation committees are included in student records; may be deleted upon certification as Candidate or withdrawal of student from Supervisory CPE.

307.6.4 Current membership in ACPE.

Documentation criteria:

1216
1217
1218
1219
1220
1221
1222
1223
1224
1225
1226
1227
1228
1229
1230
1231
1232
1233
1234
1235
1236
1237
1238
1239
1240
1241
1242
1243
1244
1245
1246
1247
1248
1249
1250
1251
1252
1253
1254
1255
1256
1257
1258
1259
1260
1261
1262
1263
1264
1265
1266
1267
1268
1269
1270

- ◆ Observation and interviews with students and staff to determine if environment of learning is one that fosters mutual trust, respect, openness, challenge, confrontation, and resolution of conflict.

308.6 An instructional plan that employs a process model of education and clinical method of learning, including:

308.6.1 delineation and use of students' goals.

308.6.2 core curriculum appropriate to the CPE setting.

308.6.3 clearly written syllabus.

308.6.4 evidence of congruence between program goals and the mission of the institution.

308.6.5 program evaluation by the students.

Finding: ___ Yes ___ Partial ___ No

Evaluation Criteria: (for each type of program offered)

The center maintains a curriculum for each type of program offered that meets these requirements:

- ◆ Instructional plans employ a process model of education based on a clinical method of learning.
- ◆ Instructional plans include goals developed by individual students.
- ◆ The curriculum for the type of CPE program offered:
 - Addresses the CPE objectives and outcomes for the type of program offered. (ACPE Standards 309-319)
 - Uses educational methods appropriate to experience-based learning to explore the required content areas for the type of program offered. (Standards 311 - 312, 314 - 319 following)
 - Plans a sequence of learning activities with examples such as seminars, supervisory conferences, lectures, etc., as described in the curriculum and/or syllabus.
 - Student handbook(s) contains a clearly written syllabus for each unit of CPE, informing students of program schedules, seminar descriptions, expectations for attendance and participation, written requirements, reading requirements, and due dates.
 - The goals of the type of program(s) offered are congruent with the mission of the sponsoring institution, agency, or center.

308.7 Presentation and use of literature and instruction appropriate to the students' learning goals and needs:

Finding: ___ Yes ___ Partial ___ No

Evaluation criteria:

- ◆ Student goals and needs are taken into account in the instructional plan.

Documentation on site:

- ◆ Bibliography of required reading that is integrated into the curriculum and a suggested bibliography that is integrated with students' learning goals for each program of CPE.
- ◆ Students demonstrate knowledge of bibliography and its location.

1271
1272
1273
1274
1275
1276
1277
1278
1279
1280
1281
1282
1283
1284
1285
1286
1287
1288
1289

308.8 Final evaluations written by the student and by the supervisor:

308.8.1 Supervisor’s evaluation will be available to the student within 45 calendar days of the completion of the unit. . In unusual circumstances, the supervisor may negotiate with the regional accreditation chair to extend this deadline. The revised deadline must be agreeable with the student. Such negations must be reported to the Accreditation Commission

308.8.2 Supervisor’s assessment reflects professional judgment about student’s work, abilities, strengths, weaknesses.

308.8.3 Supervisor certifies completion of a unit or half unit of CPE (Level I/II).

308.8.4 Student may attach a written response to the supervisor’s evaluation, which then becomes part of the student’s record.

Finding: ____ Yes ____ Partial ____ No

Evaluation Criteria:

Documentation on site:

- ◆ Both student and supervisor prepare signed and dated final evaluations, kept according to the center’s policies on student files.
- ◆ The supervisor’s evaluation documents satisfactory achievement of CPE (Level I/ Level II) outcomes (ACPE Standard 311-312) or Supervisory CPE outcomes (ACPE Standards 314-319).
- ◆ The supervisor’s evaluation includes the dates of the CPE unit and the date the evaluation is made available to the student.
- ◆ Students’ evaluations contain documentation of satisfactory achievement of CPE (Level I and Level II) outcomes or Supervisory CPE outcomes (ACPE Standards 314-319).
- ◆ If the supervisor has not been able to locate the student, demonstration of the supervisor’s attempts to make the evaluation available within 45 calendar days of the completion of the unit will be available to the site reviewers.
- ◆ If unusual circumstances have arisen, documentation exists of the negotiations between the supervisor(s) and the regional accreditation chair to extend the 45-day timeframe, of agreements created for a timeframe in which to complete the evaluations, of successfully completed and delivered evaluations, and of reports made to the Accreditation Commission through the Annual Report about such circumstances.

308.9 Additional program standards for Supervisory CPE include, but are not limited to:

308.9.1 A unit of Supervisory CPE is at least 100 hours of structured group and individual education. Each unit will be accompanied by a clinical supervisory practicum. The combined time will be no less than 400 hours. The curriculum will include supervision of the student’s work, active participation in a supervisory student peer group, and any individual or independent study related to the curriculum. Active participation in a consortium or in regionally sponsored educational events may contribute to structured group education.

Evaluation criteria:

- Site team can discern that scheduled group hours and clinical practice requirements demonstrate that CPE supervisory units and half units offered by

1290
1291
1292
1293
1294
1295
1296
1297
1298
1299
1300
1301
1302
1303
1304
1305
1306
1307
1308
1309
1310
1311
1312
1313
1314
1315
1316
1317
1318
1319
1320
1321
1322
1323
1324

1325 the center meet minimum time requirements of the descriptions included in
1326 Standard 308.1

1327
1328 **Documentation on site:**

- 1329 • Documentation of the number of hours of structured group and individual
1330 education and number of hours of clinical practice of ministry for a unit of each
1331 of its programs.

1332
1333 308.9.2 A half-unit of Supervisory CPE is at least 60 hours of structured group and
1334 individual education. Each unit will be accompanied by a clinical supervisory
1335 practicum. The combined time will be no less than 240 hours. The curriculum
1336 will include supervision of the student's work, active participation in a
1337 supervisory student peer group, and any individual or independent study related
1338 to the curriculum. Active participation in a consortium or in regionally
1339 sponsored educational events may contribute to structured group education.

1340
1341 **Evaluation criteria:**

- 1342
1343 • Site team can discern that scheduled group hours and clinical practice
1344 requirements demonstrate that CPE supervisory units and half units offered by
1345 the center meet minimum time requirements of the descriptions included in
1346 Standard 308.1

1347
1348 **Documentation on site:**

- 1349 • Documentation of the number of hours of structured group and individual
1350 education and number of hours of clinical practice of ministry for a unit of each
1351 of its programs.

1352
1353 308.9.3 An educational plan that enables a supervisory student to complete a minimum of
1354 one and a maximum of four units of Supervisory CPE in one year and that
1355 describes a two to three year curriculum plan for a student in full time
1356 Supervisory CPE.

1357
1358
1359 308.9.4 Units of Supervisory CPE will be contiguous with the length of the Level I or
1360 Level II unit in which the supervisory student is working. No more than two
1361 units credit per year will be given when not directly working with CPE Level I
1362 or CPE Level II students.

1363
1364
1365 308.9.5 A two to three year curriculum plan that fosters the development of supervisory
1366 theories, concepts and methodologies.

1367
1368 308.9.6 A supervisory education curriculum will include a history of ACPE, a
1369 bibliography and resource guide sufficient to acquaint the supervisory student
1370 with broad perspectives on the theoretical underpinnings of Clinical Pastoral
1371 Supervision through the lens of theology and educational psychology, human
1372 personality, group theory and supervisory theory.

1373
1374 **Evaluation Criteria:** (for each type of program offered)
1375 If accredited to do so, the center maintains a curriculum for Supervisory CPE that meets
1376 these requirements:

- 1377 ♦ Instructional plans employ a process model of education based on a clinical
1378 method of learning.
- 1379 ♦ Instructional plans include goals developed by individual supervisory students.

1380
1381
1382
1383
1384
1385
1386
1387
1388
1389
1390
1391
1392
1393
1394
1395
1396
1397
1398
1399
1400
1401
1402
1403
1404
1405
1406
1407
1408
1409
1410
1411
1412
1413
1414
1415
1416
1417
1418

- ◆ The curriculum for Supervisory CPE:
 - Addresses the CPE objectives and outcomes for the type of program offered. (ACPE Standards 314-319)
 - Uses educational methods appropriate to experience-based learning to explore the required content areas for the type of program offered. (Standards 314 - 319)
 - Plans a sequence of learning activities as described in the curriculum and/or syllabus.
 - Student handbook(s) contains a clearly written syllabus for each unit of Supervisory CPE, informing students of program schedules, seminar descriptions, expectations for attendance and participation, written requirements, reading requirements, and due dates.
 - The goals of the type of program(s) offered are congruent with the mission of the sponsoring institution, agency, or center.

308.9.7 A relational learning environment that fosters growth in competence as a clinical pastoral supervisor, theories of supervision, the practice of CPE supervision, CPE program design and implementation.

Evaluation criteria:

Documentation on site:

- ◆ Observation and interviews with supervisory students and staff to determine if environment of learning is one that fosters mutual trust, respect, openness, challenge, confrontation, and resolution of conflict.

308.10 over a ten year accreditation period, 75% of students entering units of CPE or Supervisory CPE receive credit for those units.

Evaluation Criteria:

- The Center demonstrates through annual reports in the self-study document that it is monitoring this threshold.
- When the completion rates fall below 75%, the Center demonstrates that it has taken action and has a plan in place to improve its completion rates. This should be reported in the Annual Report.

Documentation On-Site:

- The site team will have access to student unit reports to verify Center's completion rates.