



CLINICAL PASTORAL EDUCATION INTERNATIONAL

ACADEMIC CATALOG

www.cpei.edu

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General Information

A Word from the Chief Executive Officer

Thanks for your interest in Clinical Pastoral Education International (CPEI). Significant changes have occurred in the few short years that CPEI has existed. The number of CPEI affiliate organizations for training, supervisors-educators, and supervisory candidates has increased in recent months. In addition, in 2020, CPEI was accredited as an approved Continuing Education Unit (CEUs) provider by the International Accreditors for Continuing Education and Training (IACET) and is now working toward additional accreditation. I am pleased to announce that CPEI has received accreditation from the Distance Education and Accrediting Commission (DEAC).

The future is bright as we continue reviewing and improving the credentialing process, course offerings, and additional resources for our students, supervisors-educators, and members. In reviewing this catalog, remember that CPEI is here to serve you and, as our vision states, "to provide an unparalleled experience as the most trusted partner for clinical pastoral education." Please let us know how we can serve you more effectively. We also appreciate your support and prayers as we continue to train others in clinical pastoral education.

Blessings,

Dallas E. Speight, Ed.D., D. Min., BCC, CPEI-TSE, LPC, LMHC
Chief Executive Officer
Chaplain (COL-Ret.), USA

History of CPEI

Early 20th Century: Theological Education during the early 1900s focused primarily on classroom learning with little emphasis on experiential learning. With the influence of Rev. Anton T. Boisen and others, things changed, and a new way of learning and ministry formed. The Presbyterian/Congregational minister, Rev. Boisen, emphasized listening, observing, and reading "living human documents." As a former mental patient, he was convinced that some mental illnesses were related to religious experiences. Thus, he concluded that persons experiencing mental health problems related to religious concerns versus medical problems could be successfully treated. As a result, Rev. Boisen was hired by Dr. William A. Bryan, Superintendent of the Worcester State Hospital, as the hospital's chaplain. Shortly after that, theological students under the direction of Rev. Boisen began serving as attendants during the day. They attended staff meetings and, during the evenings, participated in seminars with Rev. Boisen and professional staff members.

1925: Dr. Richard Cabot, M.D., also known as the father of social work, began supervising seminarians in a hospital setting using an internship/case model study. Although Rev. Boisen and Dr. Cabot agreed on the basic concept of clinical training for theological students, they differed in other areas. Dr. Cabot proposed a sophisticated professional training model in which students learned to carefully record their observations in history, diagnosis, treatment plan, and goal formulation. However, Rev. Boisen was interested in exploring the relationship between mental disorders and religion within this context.

1930: Dr. Cabot, Henry Wise Hobson, Episcopal Bishop, Samuel Eliot of the Arlington Street Unitarian Church of Boston, William A. Healy of the Judge Baker Foundation, and Ashely Day Leavitt of the Harvard Congregational Church met to form the Council for Clinical Training.

1932: Dr. Helen Flanders Dunbar moved the Council for Clinical Training to New York, and a split developed involving Dr. Cabot and Guiles in New England on the one hand and Rev. Boisen and Dunbar in New York on the other. The division grew larger before a significant break occurred.

1944: Dr. Cabot and Guiles from Boston separated from the New York group and formed the Institute for Pastoral Care. Over the next several years, other groups were established, the Lutheran Advisory Council and the Southern Baptist Association of Clinical Pastoral Education, which focused on the importance of pastoral theology. At a Boston conference, representatives of the Lutheran Advisory Council, the Institute for Pastoral Care, the Council for Clinical Training, and the Association of Seminary Professors in the Practical Field sowed the first seeds for the formation of the Committee of Twelve, which developed a process that eventually emerged into a new organization.

1967: The Association for Clinical Pastoral Education (ACPE) was formed, and although ACPE has remained the most prominent organization offering CPE, a multitude of groups have formed since its formation, which include the College of Pastoral Supervision and Psychotherapy (CPSP), Center for Spiritual Care and Pastoral Formation (CSCPF), and the Spiritual Care Association (S.C.A.).

2018: Clinical Pastoral Education International (CPEI), Inc., a 501(c)(3) organization, was formed in December 2018; however, its history as a distance education provider dates back much earlier. In 2007, Dallas E. Speight was serving pastors in Colorado as the Director of Pastoral Care and Counseling for the Colorado Baptist General Convention. As part of his vision, he aimed to train as many pastors and lay persons as possible in Clinical Pastoral Education (CPE). However, due to the various weather patterns during the winter months, he and a few of his students began discussing options for supporting them during this period. As a result of this need, Dallas envisioned the possibility of providing CPE via distance education. He received approval from the Executive Director of the pastoral cognate group he was involved with at the time and initiated the first use of providing CPE through this format. Although his vision was met with skepticism by many others in the field of pastoral education, it has since become the norm.

Thus, in 2018, CPEI was formed. Part of the goals were (1) to ensure that students of all faiths were welcome, (2) to ensure our students received quality and life-transforming clinical pastoral education, (3) to ensure the educational programs were achievable in a timely manner, and (4) to provide a distance education option that provided opportunities to training to individuals in geographically dispersed areas and those who desire to function in a variety of ministry settings.

2020: To ensure CPEI fulfilled its initial goals, the Board of Directors approved the process to affiliate with the International Accreditors for Continuing Education and Training (IACET). Approval was received in December 2020, and although this was a significant milestone, the leadership felt that additional oversight and accreditation would benefit graduates and began identifying an accrediting agency recognized by the U.S. Department of Education. As a result, CPEI began the process of seeking accreditation with an accrediting body affiliated with the U.S. Department of Education.

2024: Clinical Pastoral Education International received accreditation approval from the Distance Education Accrediting Commission.

Foundational Standards

CPEI's Mission

To provide quality, inclusive, and life-transforming clinical pastoral education internationally through online and hybrid modalities to develop competent pastoral clinicians and supervisory educators.

CPEI's Vision

To provide an unparalleled experience as the most trusted partner for clinical pastoral education.

Institutional Outcomes

- Provide educational programs that enable self-motivated, independent learners to acquire core competencies.
- Prepare students to function as competent pastoral clinicians and supervisors-educators in the marketplace and qualify for credentialing.
- Assess student learning and institutional effectiveness to improve student and educator performance.
- Provide professional development opportunities to enhance life-long learning.
- Conduct fiscally responsible planning that balances the institution's commitment to academic excellence.

Core Values

- **Commitment:** CPEI will remain neutral regarding political and social views, and members of CPEI will not use CPEI as a platform for any political views in writing, on social media, online forums, or any other means of communication. Differing opinions are acceptable, but not to the point that they seek to create division.
- **Respect:** CPEI recognizes the importance of treating all credentialed members and students with respect, dignity, and kindness, regardless of race, religion, culture, or socioeconomic background. As a theological community, we encourage our supervisors-educators, certified members, and students to speak and act in ways that honor the dignity and value of every individual.
- **Service:** CPEI is honored and privileged to give of ourselves, creating one-on-one connections and relationships, and responding to the most profound human needs of everyone we serve. It is our commitment to train, act, and respond theologically.
- **Sustainability:** We value an institutional culture committed to our organization's financial, academic, and professional aspects.
- **Transparency:** CPEI values an environment in which honesty and openness are present.

Accreditation

CPEI is accredited by the Distance Education Accrediting Commission (DEAC), which is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA).

Contact Information for DEAC

1101 17th Street N.W., Suite 808
Washington, DC 20035
202.234.5100
Email: info@deac.org
<https://www.deac.org/>

CPEI Office Information

Tel: 701-578-1150
Website: <https://www.cpei.edu>
Office Hours: Monday-Friday, 9 a.m.- 5 p.m. Eastern Time
Office Address: 2105 Park Avenue, Suite 1, Orange Park, FL 32073

Administrative Points of Contact

Chief Executive Officer	Dr. Dallas E. Speight	ceo@cpei.edu
Chief Academic Officer	Dr. Gregory Delort	academic@cpei.edu
Finance Chair/Treasurer	Ray Sansom	finance@cpei.edu
Registrar	Elizabeth Jedziniak	registrar@cpei.edu
Director of Technology	Jason Schmitz	technology@cpei.edu
Volunteer Librarian	Emily Hall	librarystaff@cpei.edu
Director of Marketing	Krista Argiropolis	marketing@cpei.edu
IACET Coordinator	Dr. Kay Myers	core@cpei.edu

Governance

CPEI is incorporated in the State of Florida as a tax-exempt, not-for-profit organization with 501(c)3 recognition by the Internal Revenue Service (IRS) received in February 2019. CPEI is governed by a Board of Directors and the Executive Committee and is supported by the Strategic Operations Team, which consists of the CEO, CAO, Director of Marketing/Communication, Director of Technology, Director of Ethics, Registrar, Librarian, and Committee Chairs handles day-to-day strategic operations for CPEI's success.

Student Services

Students and supervisors-educators can access support via [Clinical Pastoral Education \(CPEI\)](#)

Academic or Career Advising

CPEI supervisors-educators are qualified to address questions regarding the CPE and Supervisory educational process. However, CPEI's Administrative staff (Dr. Speight, Chief Executive Officer, or Dr. Greg Delort, Chief Academic Officer) is available to respond to inquiries should you have questions not addressed by the supervisors-educators. These include, but are not limited to:

- Questions regarding a course, grade appeal, transfer of CPE credit, etc.
- Disability questions

- Chaplaincy as a career
- Credentialing requirements
- Military deployment

Online Videoconferencing

CPEI uses Zoom as its primary web-based video conferencing platform. Students are provided with the following course requirements and will receive an email from the supervisor-educator before the course begins to ensure everything is working correctly.

Course Requirements

Students must have a computer with a web camera, speakers/microphone, and a high-speed internet connection. In most situations, Zoom or Microsoft Teams are used, allowing access via video, audio, and screen sharing. Students are required to be visible on the screen. Also, a confidential setting is not required.

Computer Requirements

- Minimum of 250GB of HDD or 128 GB S.S.D.
- Minimum 4GB DDR4 RAM
- At least an Intel Core i3 Processor (Generation 10th onwards) or AMD's ryzen series.
- Working internet connection
- Working internet browser
- At least 720p (H.D.) webcam for streaming purposes
- Computer microphone/ external microphone
- Preferred O.S.: Windows 10 or MAC OS 10.10

Populi Guidance

Once students are enrolled, they will receive information from the Registrar as to how to login into Populi. Specific instructions are provided in CPEI's handbooks, which are included in Populi.

Library Access

Students have access to the Library and Information Resources Network (LIRN) resources and Open Access Digital Theological Library, a nonprofit library service providing educational resources to students and Supervisors-Educators to enhance their learning experiences.

- For Assistance Email: librarystaff@cpei.edu
- Clinical Pastoral Education International Login (lirn.net)
- Open Access Digital Theological Library | a digital library for theology, religious studies, and related disciplines (Home - Open Access Digital Theological Library - LibGuides at Digital Theological Library (thedtl.org))

Writing and Research Resources

- Purdue Writing Lab is a general resource center addressing basic research and academic writing.
 - https://owl.purdue.edu/owl/general_writing/grammar/index.html
- Tyndale University - the link provides valuable tips and rules for good writing.
 - <https://www.tyndale.ca/seminary/biblical-studies/home/produce/>
- Library and Research Skills - this resource provides information for conducting research.

- <https://guides.dtwd.wa.gov.au/nmtafe-assignments/researchskills>
- Grammarly is a resource for accessing grammar and writing assistance.
 - <https://www.grammarly.com/>
- Citation Generator- free citation checker
 - <https://www.citethisforme.com>

Professional Liability Insurance

- CPEI provides Professional Liability Insurance to students and supervisor-educators who are actively enrolled and abiding by CPEI standards at no additional cost.
- Provides students and supervisor-educators with professional liability insurance coverage up to \$5,000,000 annual aggregate/ \$1,000,000 per occurrence.

Background Check Requirements

- Students within the United States must submit a current background check from [Active Screening](#)
- Students outside the United States are not required to provide a background check but are encouraged to do so.

Student Transcript

Students who have completed a course in Clinical Pastoral Education or Supervisory Education can obtain an unofficial transcript.

- Login to Populi to the student profile page.
- Click on "Student" Tab
- Click on the "Transcript" Tab, and then "Transcript Action" to obtain a PDF of an unofficial transcript.

Alumni Service

Students who completed studies with CPEI are honored alumni and encouraged to continue supporting the institution through referrals, donations, and feedback. To update contact information, log into Populi or contact the Registrar (registrar@cpei.edu) for assistance.

Tuition

The total amount due for each course is \$1375.00 or \$5,500.00 for the Certificate in CPE (1600 Hours) or the Certificate in Supervisory Education (1600 Hours).

Scholarships and Financing Alternatives

1. Veterans Educational Benefits
 - a. CPEI is approved by the VA Educational Benefits to offer students the option to enroll in Preparatory courses that can lead to certification (CPE and SEC).
 - b. Students are responsible for ensuring they qualify for reimbursement. Students are required to receive their certificate of eligibility from the VA. Check this link: <https://www.va.gov/education/about-gi-bill-benefits/montgomery-active-duty/>
 - c. Students are responsible for covering the cost of tuition and any related fees and are required to seek reimbursement from the VA. This website will provide guidance for reimbursement. <https://www.va.gov/education/about-gi-bill-benefits/how-to-use-benefits/licensing-and-certification-tests/>

- d. Students must **obtain verification of course completion from the CPEI Registrar** and attach it to the form prior to submission (See Line #13 on the form).
- 2. Faith Group Endorsers
 - a. Endorsement by one's faith group is a requirement for those individuals who desire to pursue credentialing/certification as a chaplain.
 - b. In some cases, faith group endorsers will endorse students enrolled in CPE and may offer limited financial assistance.
 - c. It is the responsibility of the students to inquire as to whether this option is available.
- 3. Employer Tuition Reimbursement
 - a. Many employers offer tuition reimbursement as a benefit to their employees for continuing education.
 - b. It is the responsibility of the students to inquire as to whether this option is available.
- 4. Financing options are available through several sources such as financial Institutions, PayPal, etc.

CPEI Educational Programs

CPEI offers two certificate programs for students: a certificate in clinical pastoral education and a certificate in supervisory education. A list of approved states is provided at the end of the academic catalog.

Disclaimer

Clinical Pastoral Education International's programs are designed to provide a reflective and relational learning environment in which students are expected to increase self-awareness, be self-directed, and explore theological understanding as it applies and is integrated into their abilities to practice competent pastoral care and pastoral supervision.

Completing a course(s) or one of the Certificate Programs **does not guarantee employment or credentialing/certification** as a Board-Certified Associate Chaplain (BCAC), Board-Certified Chaplain (BCC), CPEI Supervisor-Educator (CPEI SE), or CPEI Training Supervisor-Educator (CPEI TSE). Additional requirements are included in CPEI's Credentialing Manual, which is available on CPEI's website (www.cpei.edu).

Credentialing/Certification

Although completing CPEI Certificate Programs does not guarantee credentialing or certification, the following organizations recognize CPEI's training.

- CPEI's Division of Credentialing/Certification
- Association of Professional Chaplains (APC) / BCCi
- National Association of Catholic Chaplains (NACC).
- National Association of Veterans Affairs Chaplains (NAVAC)
- Veterans' Health Administration (VHA)

Certificate in Clinical Pastoral Education

The **Certificate of Achievement** is granted upon completion of four courses (CPE 100-400) or 1600 hours. CPE courses include participation in small groups, individual supervision, completing online lessons, and an internship. The completion time is 24 months or less.

Certificate in CPE Supervisory Education

The **Certificate of Achievement** is granted upon completion of four courses (SEC 600-900) or 1600 hours. Supervisory education provides opportunities for supervisory candidates to practice the art of pastoral supervision by co-leading or leading small groups, providing individual supervision, and completing online lessons, which aid in developing their theory and theology of pastoral supervision and their ability to teach CPE courses. The time for completion is 24 months or less.

Internships

Students identify internship sites that offer opportunities to practice the art of pastoral care. CPEI approves the internship site, and students must submit a Memorandum of Understanding (MOU) to the site coordinator, which details information about CPEI and the responsibilities of the CPE Faculty (Supervisor-Educator), the student, and the site coordinator. Based on the students' needs, more than one site may be used at the time; however, each site must have a site coordinator, and a separate MOU is required. Also, students are required to submit a weekly log of hours, which becomes part of their record in Populi, with a copy provided to the Site Coordinator. At the end of the course, the Site Coordinator also submits an assessment of the students' work and affirms the students' hours.

Affiliate Organizations

Affiliate organizations are for-profit, nonprofit, limited liability corporations, or other legal entities that partner with CPEI in the accomplishment of its mission by signing a Memorandum of Understanding (MOU). Only CPEI credentialed/certified Supervisor-Educators (SEs) or Training Supervisor-Educators (TSEs), also referred to as faculty, are eligible to host an Affiliate Organization.

Calendar (Course Schedule)

Intensive Terms (Courses) - 12 Weeks

Term	Start Date	End Date	Application Deadline	Student Payment Deadline
Fall 2026	August 31, 2026	November 22, 2026	August 3, 2026	August 24, 2026
Winter 2026	November 30, 2026	February 21, 2027	November 2, 2026	November 23, 2026
Spring 2027	March 1, 2027	May 23, 2027	February 1, 2027	February 22, 2027
Summer 2027	June 7, 2027	August 22, 2027	May 10, 2027	May 31, 2027
Fall 2027	August 30, 2027	December 19, 2027	August 2, 2027	August 23, 2027
Winter 2027	November 29, 2027	February 2, 2028	November 1, 2027	November 22, 2027

Extended Terms (Courses) - 16 Weeks

Term	Start Date	End Date	Application Deadline	Student Payment Deadline
Fall 2026	August 31, 2026	December 20, 2026	August 3, 2026	August 24, 2026
Spring 2027	January 4, 2027	April 18, 2027	December 7, 2026	December 28, 2026
Summer 2027	May 3, 2027	August 22, 2027	April 5, 2027	April 26, 2027
Fall 2027	August 30, 2027	November 21, 2027	August 2, 2027	August 31, 2027

Legal Holidays Observed by CPEI (Dates Vary)

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
- Christmas Day

Strategic Relationships & Partnerships

CPEI is accredited by the **Distance Education Accrediting Commission (DEAC)**, which is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).



CPEI is accredited by the **International Accreditors for Continuing Education and Training (IACET)** and is authorized to issue the IACET CEU.



CPEI is an active member of **COMISS Network** - the network on ministries in specialized settings. (comissnetwork.org.)



In accordance with Florida Statute 1005.06 (1)(f), Religious Institutions must submit annually a request for approval to be exempt from governmental oversight. CPEI was authorized by **Florida's Commission for Independent Education** to conduct training.



CPEI is approved by the **Veterans Administration Educational Benefits** to offer students the option of enrolling in Preparatory courses (CPE and SEC). Students are responsible for ensuring they meet the qualification requirements for reimbursement.



The **Veterans Affairs Chaplains** approved CPEI as a provider of CPE.



The **National Association of Catholic Chaplains (NACC)** recognizes CPEI's CPE units towards NACC certification, thereby expanding professional opportunities for NACC's students and individuals discerning chaplaincy.



The **Association of Professional Chaplains (APC)** and its **Board of Chaplaincy Certification, Inc. (BCCI)** have officially approved CPEI as a provider of CPE toward BCCI chaplain certification.



The **National Association for Veterans Affairs Chaplains** approved CPEI as a provider of CPE toward chaplain certification.



The **Evangelical Board of Certified Chaplains (EBCC)** have approved CPEI as a provider of CPE toward chaplain certification. Membership in the Evangelical Board of Certified Chaplains is open to anyone who aligns with their statement of faith and meets the required competencies.



The **Marsh Institute** works collaboratively to equip, support, and advocate for chaplains in diverse and global settings, thereby enhancing the competency and effectiveness of chaplains worldwide. The Marsh Institute for Chaplains is a religious nonprofit 501(c)(3) organization building on the five and a half years of the Marsh Center for Chaplain Studies.



Baton Rouge General's Development Institute offers comprehensive CPR training, transformative leadership development, and unparalleled performance improvement solutions. We are dedicated to equipping individuals and organizations with the essential skills and knowledge needed to save lives, inspire teams, and achieve remarkable results.



Chaplain Resource Network is a collaborative effort to provide practical, field-ready training materials to equip chaplains, pastoral educators, pastoral counselors, as well as institutions, seminaries, denominations, and community organizations.



General Admission Information

Based on the admissions criteria, students may apply for one of the following programs or as special students. Special students are students who are not interested in pursuing the Certificate program.

CPEI Target Audience

Although not limited to this group, the target audience for CPEI includes seminarians, ordained clergy, elders, deacons, licensed clergy, and eucharistic ministers.

Application form Special Interest Student

Students may apply for one Course of CPE or Supervisory Education. Typically, these applicants fulfill the educational requirements for a theological degree or for a faith group.

Application for the Certificate in Clinical Pastoral Education and Supervisory Education.

The specific guidelines for admission to either Certificate Program are available on our website (www.cpei.edu) under the Education Tab.

Acceptance and Enrollment

Students approved for the Certificate Programs in CPE or Supervisory CPE will receive a letter of acceptance and an enrollment form outlining student declarations and disclosures.

Once accepted, students will be enrolled in the appropriate course. For example, if the student has completed CPE 100 or SEC 600, they will enroll in CPE 200 or SEC 700, respectively.

Acceptance and Enrollment

Students approved for the Certificate Programs in CPE or Supervisory CPE will receive a letter of acceptance and an enrollment form outlining student declarations and disclosures.

Once accepted, students will be enrolled in the appropriate course. For example, if the student has completed CPE 100 or SEC 600, they will enroll in CPE 200 or SEC 700, respectively.

Affiliate Organizations (AO)

Affiliate organizations are for-profit, nonprofit, limited liability corporations, or other legal entities that partner with CPEI in the accomplishment of its mission by signing a Memorandum of Understanding (MOU). Only CPEI credentialed/certified Supervisor-Educators or Training Supervisor-Educators, also referred to as faculty, are eligible to host an Affiliate Organization.

CPEI Policies and Processes

Admissions and Enrollment Policy

Although not limited to this group, the target audience for CPEI includes seminarians, ordained clergy, elders, deacons, licensed clergy, eucharistic ministers, nurses, social workers, and counselors.

General Admission Requirements

1. Completion of the CPEI Application (100%) is required before further actions can occur.
2. Photo identification is required. Acceptable sources include a school photo, a driver's license, or a government-issued photo.
3. Ability to speak, read, and write English. Prospective students whose native language is not English must demonstrate proficiency in English or submit a TOEFL score of at least 57.
4. **Spanish-speaking students** may enroll in the approved Spanish courses. Students who wish to enroll in the Spanish courses must demonstrate proficiency in Spanish or submit DELE (Diplomas de Español como Lengua Extranjera) score of at least B1-B2.
5. Academic transcripts are required. Failure to provide it in the application or during the time of enrollment will result in the inability to enroll until it has been received. Applicants who have completed high school but may not have access to a diploma may submit the self-certification form: [CPEI Self-Certification School Verification Form.pdf](#)
6. Applicants who submit a non-English transcript will be required to have a NACES member complete these evaluations. Applicants are responsible for any fees associated with this requirement. The website is <https://www.naces.org/>

Program Specific Requirements

1. CPE Students
 - a. Possess a minimum of a high school diploma or equivalent. Students without formal theological training are eligible and are encouraged to review the requirements for credentialing.
 - b. Acknowledge the requirements to fulfill financial requirements, participate in weekly meetings with peers and supervisor-educator, complete assignments outside class, and meet the required internship hours.
 - c. The applicant:
 - 1) Demonstrates spiritual and emotional maturity.
 - 2) Articulates the ability to respond to individuals in crisis or other ministry needs.
 - 3) Demonstrates self-motivation and engages in an action/reflection mode of learning.
 - 4) Demonstrates the ability to engage the supervisor-educator and peer group for learning.
 - 5) Articulates the willingness to minister to individuals of all faith groups and cultural backgrounds.
 - 6) Demonstrate the ability to reflect on their theological heritage and current faith development.

2. Supervisory Education Students
 - a. Possess a graduate degree of 72 hours in theology or a related discipline. Individuals who do not meet the minimum requirements may submit for a review of educational equivalencies.
 - b. Completion of a minimum of 4 courses of CPE (1600 hours).
 - c. Board Certified Chaplain (BCC) Certification from a member of *The Network on Ministry in Specialized Settings (The COMISS Network)* or an organization that aligns with the *Common Qualifications & Competencies for Professional Chaplaincy*.
 - d. The applicant:
 - 1) Demonstrates spiritual and emotional maturity
 - 2) Articulates one's educational goals.
 - 3) Demonstrates the ability to be self-directed and highly motivated,
 - 4) Demonstrates the ability to do research and write in an academic style.
 - 5) Articulates the ability to supervise and educate students from all faith groups and cultural backgrounds.
 - 6) Discuss their theological heritage and current faith development

Admissions Process

1. Each Affiliate organization has its own Populi Application for CPEI. The application includes questions about the source of contact with CPEI (Certificate Program or course selection: CPE 100-400 or SEC 600-900), student demographics, educational background, references, a photo (government I.D. preferred), required essays, etc.
2. After the student completes and submits the CPEI application (100% complete), the supervisor-educator for the specific Affiliate Organizations receives it, as well as the accept/decline form. The supervisor-educator will review, interview, and accept or decline the student. Applicants who have completed high school but may not have access to a diploma may submit the self-certification form: [CPEI Self-Certification of High School Verification Form.pdf](#)
3. Once the accept/decline form has been received, the Registrar emails the student of the acceptance or non-acceptance within 10 days, and if accepted, an enrollment form. Applicants who were declined for acceptance may appeal the decision by using the following form: [CPEI General Appeals Form](#)
4. Once the enrollment form is received, the Registrar enrolls the student in the course, a student I.D. # is automatically assigned, and the student receives information on how to log in to the course.

Re-enrollment Process

1. Students desiring to continue with the next CPE/SEC Course will notify their supervisor-educator.
2. Students desiring to enroll after an absence of 12 Months or more must submit a new CPEI Application.

Transfer of Credit, Transcripts, and Evaluation Policy

Guidelines for Transfer of CPE or Supervisory Credit

1. Official Transcripts: Students may submit official transcripts (preferably) or a certificate of completion from another Clinical Pastoral Education organization or educational

institution indicating the completion of previous CPE courses or units. The transcript or certificate must be from a pastoral care cognate organization recognized by the U.S. Department of Education or an active Commission on Ministry in Specialized Settings (COMISS) member.

2. Transfer of Credit: Students may apply for credit to be awarded for the Certificate in CPE or Supervisory CPE by completing the attached form. [Request to Transfer of Credit for CPE or Supervisory Education Coursework or Unit](#)
3. Approval Process:
 - a. The Chief Academic Officer is authorized to review, approve, or disapprove the credit transfer request.
 - b. The applicant will be notified of the decision within 30 days of the decision.
 - c. If approved, the Registrar enters a "P" for a pass in the student's Populi Profile, and the student will be enrolled in the subsequent CPEI Course.
 - c. A record of the student's transfer request and approval is added to the student's record.
4. Transferring of CPEI Coursework to another educational or training organization: There is no guarantee that coursework completed with CPEI will automatically be approved by another CPE or Educational institution. The receiving institution will determine the outcome of any transfer requests.

Satisfactory Academic Progress and Attendance Policy

Students are expected to move progressively through the courses leading to a Certificate in Clinical Pastoral Education or a Certificate in Supervisory Education. Students who leave the training program after a period of one or more years must resubmit an application with updated information.

1. Required Attendance

Regular engagement in the learning process is essential to the successful completion of the course. No more than *two unexcused absences* for small group or individual supervision are allowed in order to receive credit for the course.

Regular participation includes but is not limited to:

- a. participation in small groups,
- b. individual supervision,
- c. the completion of lessons and other required assignments,
- d. the completion of the required hours for an internship.

2. Failure to Meet the Academic Requirements Results in:

- a. Discussion: The Supervisor-educator will meet with the student to discuss areas of concern and a process for improvement. If this does not address the problem, move to step 2.
- b. Probation: The student is placed on probation for the remainder of the course. This includes providing students with a written letter, which becomes part of their written record in Populi. Address specific areas that need to be addressed. If the student does not meet the requirements as outlined, move to step 3.
- c. Administratively Withdrawn: Students who fail to meet the course requirements

for at least two weeks without a legitimate explanation that the supervisor-educator has approved may be administratively withdrawn. The refund policy will be reflected in the number of completed assignments. For example, if a student has completed five written assignments, the student would be refunded 50% of the Tuition paid, minus the enrollment fee and a registration fee per program of no more than 20 percent of the Tuition, which cannot exceed \$200 maximum.

NOTE: In Nebraska, the refund shall be made of all Tuition paid except a registration fee not to exceed one hundred fifty (\$150.00) (005.02F2)

3. Readmission Process

Students who have been administratively withdrawn may resume enrollment in CPEI upon official readmission approved by the Chief Academic Officer. The student must submit a written email to the Chief Academic Officer stating the reasons that the student should be readmitted and the course of action the student plans to take if readmitted. Readmission is subject to any changes made to the curriculum, tuition, or admission policies.

Academic Grading Scale Policy

Students are graded on the following scale.

Letter Grade	Points	Category	Evaluation
A	91-100	Exemplary	Exceeded Learning Outcomes
B	81-90	Competent	Met Learning Outcomes
C	71-80	Developing	Making Progress Toward Learning Outcomes
D	61-70	Minimal	Minimally Addressed Learning Outcomes
F	0-60	Failure	Failure to Address Learning Outcomes

Assessments and Evaluations Policy

Supervisors-Educators use a variety of instruments to assess and assist students in reaching their goals. CPEI uses grading rubrics in the Populi courses.

- *Final Evaluation:* Students will receive a final evaluation from their CPE supervisor-educator at the end of the course.
- *Internship Coordinator's Assessment:* The internship coordinator's assessment complements the Supervisor-Educator's evaluation and will assist in providing a more comprehensive review of the internship site.
- *End-of-Course Survey:* Each student is requested to complete an online end-of-course survey.

Artificial Intelligence Policy

Artificial Intelligence (AI) technology has provided access to language-processing aids and generative AI tools (ChatGPT, Grammarly, browser chatbots, etc.). CPEI views AI tools like we view collaboration with other people and resources. Discussing ideas and working with other people is appropriate as long as the work that the student submits is their own. CPEI expects AI tools to be used in alignment with our values, and that a student's work is original. Work that is not original and does not meet the following guidelines will be treated as academic dishonesty.

Awarding Certificates and Transcripts Policy

Students have access to an unofficial transcript through Populi.

1. Final Evaluations: Students will complete a final evaluation by the last day of the course

and receive a final evaluation from the CPE Supervisor-Educator (faculty) member within 14 days of the completion of the course.

2. *A Certificate of Completion* will be awarded to recognize completion of one course/unit of CPE or SEC (400 hours).
3. *A Certificate of Achievement* will be awarded to students upon completion of the Certificate in CPE or SEC. (1600 hours).
4. Transcripts: Students may access a copy of an unofficial transcript through their Populi account.

Anti-Discrimination and Harassment Policy

CPEI will not discriminate based on race, color, creed, religion, ancestry, national or ethnic origin, political affiliation, sex/gender, sexual orientation, age, or disability, and will provide an environment free from harassment. CPEI will not tolerate harassment of any nature, including but not limited to sexual harassment, unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.

Complaints, Grievances, and General Appeals Policy

Complaints and general appeals are encouraged to be handled at the lowest level. However, the incident cannot be resolved, students have 10 days after the incident to file a grievance. The report must describe the grievance with relevant information and efforts taken to resolve the issue. Students enrolled in CPEI from Nebraska: "The student may contact the Program Director of Private Postsecondary Career Schools at the Nebraska Department of Education."

[General Appeals Form](#)

Confidentiality Policy

Students and supervisor-educators are expected to maintain confidential information that is shared in groups and individual supervision and any information related to a patient, client, or other sensitive information, while functioning in an internship or ministry setting.

Guidelines for sharing confidential information include:

1. Students are expected to follow the guidelines and policies set forth by the institution where the internship occurs.
2. Supervisor educators and supervisory education candidates are expected to share information as part of their supervisory work. Every effort should be made to protect any specific or confidential information.
3. Advise of potentially high-risk situations that one becomes aware of, which includes but is not limited to being aware of suicidal thoughts, gestures, or attempts, or a significant history of attempts, or clients who present with a history of, propensity for, or threats of violence, and ensure the client is immediately referred for medical treatment.
4. NOTE: Students enrolled from Nebraska: "The student may contact the Program Director of Private Postsecondary Career Schools at the Nebraska Department of Education." (004.09Q)

Distance Education and Internship Policy

Clinical Pastoral Education (CPE) programs require an internship of 300 hours per course. The purpose of the training is to foster and improve pastoral care and counseling skills as well as to enhance personal and pastoral awareness and identity. Successful completion of this program is designed to result in an improved understanding of the complex needs of human beings in spiritual crisis and improved skills and competency in responding to people in need.

Internships can occur in many sites, including one's current ministry setting, hospitals, hospices, law enforcement, corrections, nursing homes, and fire and rescue departments. Students are responsible for identifying their internship sites.

One of these reports is required if an incident occurs at an Internship site.

1. [Self-Reporting Internship Site Incident Report](#) - This form is to be submitted when any clinician associated with CPEI encounters an incident that may result in potential risk, misinterpretation, or a claim of breaching ethics. It is important that the clinician submit this to CPEI personnel (if a SE/TSE) or a CPEI SE/TSE (if a student) as soon as possible to get ahead of the situation with integrity. Reference: Policy Distance Education and Internship Requirements
2. [Clinical Internship Incident Report Management](#) - This form is designed to report the management and plan for the resolution of a specific incident identified in an internship (clinical) setting, whether reported formally or not. Reference: Policy; Distance Education and Internship Requirements

Enrolling and Verifying Students Policy

Students will be required to submit a copy of their driver's license or a government-issued photo identification.

Supervisor-Educators and Internship Site Coordinators will confirm that the individual participating in the course and internship is the same person in the photo.

Student and Faculty Rights and Responsibilities Policy

Students have the right to be respected, receive quality clinical and educational experiences, participate in an environment conducive to learning, be free from any form of harassment, file a grievance or appeal, and receive due process.

CPEI expects students to participate in and take responsibility for their learning, maintain confidentiality related to peer and supervisory group sessions and patient/client encounters and records, maintain active in their internship site, abide by the CPEI Code of Professional Ethics, be punctual and present for all sessions, and maintain copies of personal evaluations and records.

Student Extension, Incompletes, Leave of Absence, and Withdrawals Policy

Students are required to complete 100 hours of engagement and preparation learning and 300 hours of internship (distance education). These hours are expected to be completed within the specified term in which students are enrolled. However, options are provided should students encounter circumstances beyond their control. In these situations, students must request approval from their supervisor-educator.

Student Withdrawal From Course/Term

CPEI's policy for withdrawal is as follows:

1. Withdrawal from a 12-week course/term
 - a. Withdrawal in Weeks 1-2 results in no transcript entry.
 - b. Withdrawal in Weeks 2-8 results in a "W" in transcript entry.
 - c. Withdrawal in Weeks 9-12 results in the grade earned on the student's transcript. (Final Evaluation by the Faculty member is required)
2. Withdrawal from a 16-week course/term
 - a. Withdrawal in Weeks 1-3 results in no transcript entry.
 - b. Withdrawal in Weeks 4-11 results in a "W" in transcript entry.
 - c. Withdrawal in Weeks 12-16 results in the grade earned on the student's transcript (Final Evaluation by the Faculty member is required)

Student Academic Appeals Policy

Students are expected to conduct themselves with professional, personal, and ethical integrity in every aspect of training. If students feel their academic work needs adequate attention, an appeal process has been established. [Academic Appeal Form](#)

Student Failure to Meet Academic Requirements

Faculty may submit a form to indicate the student's failure to meet the CPE and SEC Requirements. [Failure to Meet CPE/SEC Requirements Form](#)

Student Records Policies

Students are encouraged to maintain personal copies of their administrative, financial, and training records, which include but are not limited to CPEI Course Certificates, CPEI Course Evaluations (Student and Supervisor-Educator Evaluations), CPEI CPE Application Materials, CPEI Credentialing Application Materials.

Maintaining Student Records

1. CPEI shall maintain all records required above within the state of Florida.
2. Student transcripts are retained permanently.
3. For other student records described above, CPEI shall maintain them for a period of 7 years from the student's date of completion or withdrawal.
4. A student record is considered *current* for three years following a student's completion or withdrawal.

Release of Student Training Records

Student records and transcripts will only be released with signed consent from the student and fees paid. The request form can be accessed via [Consent to Release Confidential Information](#).

Security of Student Records and Auditing of Records.

Clinical Pastoral Education International does not receive federal aid or participate in the federal student loan program and thus is not required to follow The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. Part 99). FERPA is a Federal law that

protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

However, CPEI has based its Student Records Policy on the standards contained in The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. Part 99).

All student records are considered confidential and are open only to CPEI administrative staff. The administrative staff is defined as someone employed by CPEI, support staff (volunteers and adjunct supervisor-educators), a person or company with whom CPEI has contracted, or a student serving on an official committee.

Student Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the CPEI receives a request for access.

Students should submit written requests to the Registrar identifying the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time in which the records may be inspected. The right to request the amendment of the student's education records that the student believes to be inaccurate or misleading.

Students may ask CPEI to amend a record that they believe is inaccurate or misleading. They should write the Registrar (registrar@cpei.edu) responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

FERPA was not intended to provide a process to be used to question substantive judgments that are correctly recorded. The rights of challenge are not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned.

If CPEI decides not to amend the record as requested by the student, CPEI will notify the student of the decision and advise the student of his or her right to file a grievance utilizing CPEI's formal grievance process regarding the request for amendment.

2. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception that permits disclosure without consent is disclosure to CPEI with legitimate educational interests. CPEI Administrative staff is defined as someone employed or volunteers in a leadership capacity, support staff (volunteers and supervisor-educators), a person or company with whom CPEI has contracted, or a student serving on an official committee.
 - b. A second exception that permits disclosure without consent is information identified as "Directory Information." Directory information contains personally

identifiable information from a student's record that does not reveal or compromise the student's educational records.

A student may prevent disclosure of directory information by opting out. A student may opt-out by emailing the Registrar's Office at Registrar@cpei.edu.

Students residing in countries that might consider their studies a violation of said country's censorship laws will automatically be excluded from the Directory Information.

Information available to the public includes the name, country of residence, email address, program(s) of study, current and past, start date(s) of all programs attempted, projected end-date of studies, and student status

3. Generally, educational institutions must have written permission from the student before releasing any information from a student's educational record. However, the law allows educational institutions to disclose records, without consent of the student, to the following parties: CPEI Administrative Staff, Supervisors-Educators and Supervisor Candidates who have a legitimate need to know; persons who need to know in cases of health and safety emergencies; accrediting organizations to carry out accrediting functions; Federal, State, and local governmental officials for purposes authorized by law; individuals who have lawfully obtained court orders or subpoenas; schools or institutions to which a student is applying or transferring, and courts during litigation between CPEI and the student;
4. Because CPEI does not utilize or otherwise receive federal monies or participate in the federal student loan program, students are not qualified to file a complaint with the U.S. Department of Education regarding FERPA.

In most situations, complaints related to CPEI's Student Records Policy can be resolved within CPEI on an informal basis. Any student who wishes to discuss a Student Records Policy complaint may contact the Registrar or CPEI's compliance officer. However, a student may at any time contact any state, municipal, or federal agency, legal counsel, or another outside agency as they deem necessary.

Tuition, Fees, Cancellation, and Refund Policy

Tuition and Fees

1. The total amount due for each course is \$1375.00 or \$5500.00 for the Certificate in CPE (1600 Hours) or the Certificate in Supervisory Education (1600 Hours).
2. All student tuition and fees will be submitted through CPEI's payment site within our learning management system, Populi.
3. Tuition is due a minimum of seven days prior to the beginning of the term. Exceptions must be approved by the Chief Academic Officer.
4. Failure to pay Tuition and other fees in full is considered a drop in the course.
5. Students may keep any textbooks, notebooks, handouts, or other material given to them during their time enrolled for personal use. Students are not expected to return or pay for them.

6. CPEI will deduct a one-time registration fee per course or program of no more than 20 percent of the Tuition, which cannot exceed \$200 maximum for any student who withdraws after five days of signing the enrollment form. NOTE: In Nebraska, the refund shall be made of all Tuition paid except a registration fee not to exceed one hundred fifty (\$150.00) (005.02F2)

Cancellation and Tuition Refunds

1. Students must submit in writing or email to request to withdraw to the CPEI Supervisor-Educator.
2. A student withdrawing within five (5) days of signing the enrollment form is eligible for a full refund of the monies paid.
3. A student withdrawing after five (5) days of signing the enrollment form but before the course or program begins is entitled to a refund of all monies paid to the institution minus a one-time registration fee per course or program of no more than 20 percent of the Tuition, which cannot exceed \$200 maximum. NOTE: In Nebraska, the refund shall be made of all Tuition paid except a registration fee not to exceed one hundred fifty (\$150.00) (005.02F2)
4. Students canceling or withdrawing after the course begins are subject to refunds based on the guidance below.

Length of Term		Percentage of Tuition Returned to the Student Minus the Application and/or Registration Fee AFTER
11-16 Weeks	After 1 st Week	80%
	After 2 nd Week	70%
	After 3 rd Week	60%
	After 4 th Week	50%
	After 5 th Week	40%
	After 6 th Week	30%
	After 7 th Week	20%
	After 8 th Week	10%
	After 9 th Week	0%

5. Students may keep any textbooks, notebooks, handouts, or other material given to them during their time enrolled for personal use. Students are not expected to return or pay for them.
6. Upon learning of the students' desire to withdraw, the Supervisor-Educator will immediately submit the cancellation and withdrawal form.
7. The Registrar will cancel or withdraw the student immediately upon receiving the request and submit any refund the student is due within 30 days of request.

CPEI uses the Time-Based Refund Schedule. Refunds are calculated as outlined below.

**Per Nebraska Policy 005.02FE-The maximum amount to be withheld for the registration fee is \$150.00.*

1. *Refund Example (Student withdrawing and the one-time administrative (registration) fee deduction):* A student who withdraws from a CPEI program after completing Week 5 is

entitled to the following tuition reimbursement minus the applicable *administrative* (registration) fee. Total Tuition paid- \$1375. The Administrative (Registration) fee deducted for a program or first Course withdrawal-\$200 (**See Exception for Nebraska Students*), tuition less administrative (registration) fee- \$1175. Refund to the student: 40% of \$1175 = \$470.00. NOTE: In Nebraska, the refund shall be made of all Tuition paid except a registration fee not to exceed one hundred fifty (\$150.00) (005.02F2)

2. *Refund Example (Student withdrawing and no registration fee):* A student who withdraws from CPEI more than once will not be charged the one-time administrative (registration) fee. For example, a student who withdraws from a CPEI program after completing Week 5 is entitled to the following tuition reimbursement. Total Tuition paid- \$1375. Refund to the student: 40% of \$1375 = \$550.00.

**** Per California BPPE Regulation 5 CCR §76215.**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program." (b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog: "It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following: 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau. 2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued. 3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure. 4. The institution has been ordered to pay a refund by the Bureau but has failed to do so. 5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs. 6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution. 7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice

for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number."

Scholarships and Financing Alternatives

1. Veterans Educational Benefits
 - a. CPEI is approved by the VA Educational Benefits to offer students the option of enrolling in Preparatory courses (CPE and SEC).
 - b. Students are responsible for ensuring they qualify for reimbursement. Students are required to receive their certificate of eligibility from the VA. Check this link: <https://www.va.gov/education/about-gi-bill-benefits/montgomery-active-duty/>
 - c. Students are responsible for covering the cost of tuition and any related fees and are required to seek reimbursement from the VA. This website will provide guidance for reimbursement. <https://www.va.gov/education/about-gi-bill-benefits/how-to-use-benefits/licensing-and-certification-tests/>
 - d. Students must **obtain verification of course completion from the CPEI Registrar** and attach it to VA Form 22-10272, January 2025, before submission.
2. Faith Group Endorsers
 - a. Endorsement by one's faith group is a requirement for those individuals who desire to pursue credentialing/certification as a chaplain.
 - b. In some cases, faith group endorsers will endorse students enrolled in CPE and may offer limited financial assistance.
 - c. It is the student's responsibility to inquire whether this option is available.
3. Employer Tuition Reimbursement
 - a. Many employers offer tuition reimbursement as a benefit to their employees for continuing education.
 - b. It is the student's responsibility to inquire whether this option is available.
4. Financing options are available through sources such as financial institutions, PayPal, etc.

Financial Aid and Tax Deductions

1. CPEI does not participate in Federal Financial Aid Programs (Title IV Pell Grants, Perkins Loans, etc.). Therefore, CPEI is not eligible to support a student's request for a delay or deferment of repayment.
2. CPEI is not eligible to issue a 1098-T since we do not participate in a U.S. Department of Education student aid program. Furthermore, CPEI is not allowed to discuss tax implications or give tax advice. Please consult your tax preparer with questions related to deductions.

CPEI Certificate Programs

CPEI offers Certificate Programs in Clinical Pastoral Education and Supervisory Clinical Pastoral Education.

Certificate in Clinical Pastoral Education - 1600 Hours

The Certificate in Clinical Pastoral Education requires completion of four courses (CPE 100-400). CPE courses include participation in small groups and individual supervision, completion of learning modules, and an internship.

<i>CPE 100-400 Program Learning Outcomes</i>	
PLO 1	Demonstrate the ability to use self as the primary resource in pastoral care.
PLO 2	Construct a theology of pastoral care that embraces the ability to provide pastoral care to individuals from a broad range of theological, cultural, and ethnic backgrounds.
PLO 3	Demonstrate personal and professional skills in ethical, interdisciplinary, and consultative relationships, the promotion of pastoral care institutionally, and the ability to develop relationships with community clergy and faith leaders.
PLO 4	Integrate current and relevant insights from the field of behavioral/social sciences into one's pastoral practice.

Course	Description	Hours
CPE 100	The introductory course is designed to assist students in becoming dynamically aware of self as they provide pastoral care to individuals. Additionally, students become knowledgeable of spiritual assessments, cultural and ethical dynamics, the use of supervision, etc.	400
CPE 200	This course expands the student's knowledge and use of self, one's pastoral authority, how to integrate spiritual assessments, develop appropriate pastoral and spiritual interventions, further engage in awareness of cultural and ethical dynamics, use one's peer group and supervisor for growth, etc.	400
CPE 300	This course enables the student to analyze self as a pastoral provider critically, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, and demonstrate the ability to make use of an ethical decision-making process, initiate consultative relationships with one's peers and supervisor, etc.	400
CPE 400	This course is a capstone in which students critically analyze self as pastoral providers, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, and initiate consultative relationships with one's peers and supervisor, articulate a pastoral model that guides one's pastoral care.	400
<i>Total Program Hours</i>		1600

CPE CORE COMPETENCIES	
CC 1.0	Identify significant turning points, hurts, disappointments, and successes in life and how the events impact one's theory of pastoral care, personal and professional identity, and strengths and weaknesses.
CC 1.1	Articulate an awareness of one's faith development (embedded and deliberate theology) is integrated into a theory of pastoral care.
CC 1.2	Articulate the ability to engage knowledge from academic disciplines which provides insights into the human condition of recipients of care (i.e., psychology, sociology, anthropology, etc.) while providing meaningful pastoral care that respects diversity (racial, cultural, gender, sexual orientation, etc.).
CC 1.3	Identify potential ethical issues in pastoral care and the role of an advocate for clients/patients/families/staff, and the ability to formulate an ethical/medical case while applying an appropriate ethical decision- making model and engaging ethical codes from CPEI and other professional pastoral care cognate organizations.
CC 1.4	Discuss one's self-care plan for spiritual, emotional, and physical well-being and the ability to establish and maintain healthy relational boundaries in pastoral/spiritual care settings.
CC 2.0	Demonstrate the ability to center self and engage others by setting aside personal and religious agendas and utilize personal and professional authority as appropriate.
CC 2.1	Adequately demonstrate an appropriate spiritual assessment and pastoral intervention(s) for one or more patients/clients and, as appropriate, chart the intervention.
CC 2.2	Evaluate the ability to utilize the peer group, Supervisor-Educator, and other collegial relationships for personal and professional consultation. support, and relationship, i.e., faith group leaders and community clergy.
CC 2.3	Apply appropriate emotional and pastoral responses to persons experiencing crisis or trauma.
CC 2.4	Evaluate the ability to effectively use individuals and groups in various personal and professional settings for clarification, consultation, and contribution and to influence organizational behavior.
CC 2.5	Apply insights from the behavioral/social sciences to provide pastoral care to persons experiencing loss and grief.
CC 3.0	Evaluate how one plans to facilitate and/or expand the role of pastoral/spiritual care throughout institutional life in one's ministry setting.
CC 3.1	Discuss how primary research and research literature inform the profession of chaplaincy and one's spiritual care practice and is integrated into one's pastoral care model.
CC 3.2	Describe the ability to develop, coordinate, and facilitate worship services and/or spiritual practices/rituals appropriate to the setting.
CC 3.3	Document the ability to establish and maintain intradisciplinary and interdisciplinary relationships.

Certificate in CPE Supervisory Education - 1600 Hours

The Certificate in CPE Supervisory Education requires the completion of courses (SEC 600-900) or 1600 hours. Supervisory students will be engaged in the practice of observation and supervision in small groups, individual sessions, and the completion of learning modules.

<i>SEC 600-900 Program Learning Outcomes</i>	
PLO 1	Construct theories and theology of pastoral supervision that guide one's supervisory practice.
PLO 2	Demonstrate ethical and self-care practices in supervision.
PLO 3	Integrate current and relevant insights from the field of supervision into one's practice.
PLO 4	Demonstrate the ability to establish and use consultative relationships to enhance supervisory practice.

Course	Description	Hours
SEC 600	The initial supervisory education course provides the supervisory candidate the opportunity to observe and practice the art of supervision while developing an awareness of the supervisory process, developing basic supervisory skills, and researching a variety of human development theorists, etc. Supervisory candidates are allowed to provide individual supervision for a maximum of two (2) CPE Students.	400
SEC 700	The second supervisory education course provides the supervisory candidate with the opportunity to practice the art of supervision while supervising and evaluating students, increasing in one's knowledge and skills in supervision, multiculturalism, adult learning theories, group dynamics, and increasingly demonstrating the ability to manage a CPE course and practice healthy self-care. Supervisory candidates are allowed to provide individual supervision for a maximum of three (3) CPE Students.	400
SEC 800	The third supervisory education course provides the supervisory candidate with the opportunity to continue practicing the art of supervision while <u>co-supervising a group</u> of CPE students with the Training Supervisor-Educator (TSE). The candidate continues to increase their knowledge and skills in supervision, address ethical issues, integrate a theory of pastoral supervision, submit their Model of Pastoral Supervision, PowerPoint Review, and an Integrated Autobiography. Additionally, the Supervisory Candidate begins planning their solo course in SEC 900, including identifying, interviewing, and selecting a group of CPE students in accordance with CPEI's Policies and Processes, developing a course syllabus, etc. Supervisory candidates are allowed to provide individual supervision for a maximum of five (4) CPE Students.	400
SEC 900	The fourth supervisory education course provides the supervisory candidate with the opportunity to demonstrate their ability to organize and supervise a <u>solo group of CPE students</u> while remaining under the supervision of the Training Supervisor-Educator (TSE). As a minimum, the Supervisory Candidate is responsible for identifying, interviewing, and accepting students in accordance with CPEI's policy, developing a course syllabus, setting up the course, demonstrating the ability to practice the art of pastoral supervision by integrating their theories and theology of pastoral supervision, and evaluating students. Additionally, the	400

	supervisory candidate must review the credentialing/certification requirements for supervisor-educators and submit the required videos and written narratives that demonstrate their ability to integrate theory and theology into the Practice of pastoral supervision. Supervisory candidates are allowed to supervise a minimum of (3) and a maximum of nine (9) CPE Students.	
TOTAL PROGRAM HOURS		1600

Supervisory Education Core Competencies	
SC:1.1	Demonstrate an awareness of one's identity as a Supervisor-Educator (SE), including strengths and weaknesses.
SC:1.2	Articulate knowledge of key resources used in pastoral supervision, i.e., supervisory literature, ethical issues, etc.
SC:1.3	Demonstrate knowledge of a theory of human development (personality) and the ability to integrate insights of the theory into the practice of pastoral supervision.
SC:1.4	Demonstrate knowledge of an adult learning theory and the ability to integrate insights into the practice of pastoral supervision.
SC:1.5	Demonstrate knowledge of group dynamics and the ability to integrate insights into the practice of pastoral supervision.
SC:1.6	Articulate an awareness of multicultural issues and the ability to integrate insights into the practice of pastoral supervision.
SC:1.7:	Articulate one's theology and the ability to integrate insights into the practice of pastoral supervision.
SC:1.8	Demonstrate knowledge of ethical issues and the ability to address these in pastoral supervision.
SC: 1.9	Describe the ability to use critical relationships for consultation and support.
SC: 1.10	Demonstrate an awareness of student learning needs and the ability to evaluate their learning effectively.

SC: 1.11	Articulate self-care practices.
SC: 1.12	Articulate the ability to effectively use CPEI's Learning Management System (LMS) and an awareness of CPEI's CPE program management and administration.

Clinical Pastoral Education Courses (CPE 100-400)

CPE 100-Introducing CPE and Pastoral Care: (Prerequisite to CPE 200)

CPE 101: Identifying Self-Concept Elements: This module introduces the learner to concepts that influence one's pastoral care within module 101 and reinforces these concepts to the learner within module 107.

CPE 102: Identifying Insights from Research: This module provides the learner with some of the introductory thoughts and tools necessary to read research in the behavioral and social sciences in order to integrate evidence-based findings into theory and practice.

CPE 103: Identifying Bias and Recognizing Diversity: This module helps the learner develop an increased awareness and understanding of our cultural values, biases, assumptions about culture, race, ethnicity, sexual orientation, and various forms of faith traditions/spirituality and how these may influence one's interactions with diverse patients/clients, recognizing unique psychosocial and spiritual needs of diverse populations.

CPE 104: Knowing Elements for Meaningful Pastoral Encounters: This module introduces the learner to the critical elements for meaningful pastoral encounters.

CPE 105: Reviewing Spiritual Assessments: This module familiarizes the learner with various spiritual assessments available to chaplains and differentiates between spiritual screening instruments and spiritual assessments.

CPE 106: Delineating Embedded and Deliberate Theology: This module assists in defining and delineating the topics of embedded and deliberative theology in chaplaincy.

CPE 107: Defining Personal and Pastoral Authority: This module assists the learner in differentiating between personal and pastoral authority, recognizing elements of each, and encouraging an initial understanding of the learner's own authority in both areas.

CPE 108: Identifying Ethical Issues: This module familiarizes the learner with fundamental concepts of medical ethics and the spiritual care provider's essential role in helping patients and families make informed decisions about their healthcare.

CPE 109: Recognizing Challenges in Group Learning: This module introduces the learner to group dynamics and stages of development.

CPE 110: Identifying Current Research: This module provides the learner with an awareness of the scope of current research in related fields.

CPE 111: Connecting with Grief and Loss: This module helps the learner recognize spiritual and emotional needs that emerge from grief experiences.

CPE 112: Identifying Self-Care Themes: This module provides the learner with an introduction to the practice of self-care.

CPE 113: Identifying Pastoral Care in Institutional Life: This module acquaints the learner with the current scope of pastoral care throughout an institution/practitioner site.

CPE 114: Identifying and Establishing Boundaries: This module provides the learner with a framework in which to establish reasonable boundaries as a chaplain.

CPE 115: Identifying Key Relationships for Consultation and Support: This module promotes the drafting of an initial list of current and potential key support relationships.

CPE 200-Interpreting and Describing Self in Pastoral Care (Prerequisite to CPE 300)

CPE 201: Explaining Self-Concept and Pastoral Care: This module explains how an awareness of self can positively impact your pastoral identity and care.

CPE 202: Engaging Purposeful Reading of Behavioral and Social Science Resources: This module provides the learner with additional information through a professional journal reporting a case review, by which to establish reasonable boundaries as a chaplain.

CPE 203: Building Inclusive Pastoral Care for a Diverse Community: This module provides the learner with a process for improving their ability to provide inclusive, nonjudgmental care when planning, engaging in, and reflecting on patient interactions. In addition, it describes verbal and nonverbal communication techniques to facilitate inclusive care.

CPE 204: Knowing Emotional and Spiritual Needs: This module provides the learner with crisis classifications and ways to identify the occurrence of crisis/trauma and potential needs.

CPE 205: Applying Spiritual Assessments and Pastoral Care: This module describes a specific assessment model and its components while demonstrating how the assessment is used as a tool for diagnosis of unmet spiritual needs and aids the chaplain in determining interventions and treatment plan development.

CPE 206: Comprehending Theology's Influence on Pastoral Care: This module guides the learner through key concepts in discerning, developing, and framing a personal theology (true to self and faith heritage) and how to engage others with both integrity and sensitivity to differences.

CPE 207: Personal Strengths and Limitations and Pastoral Authority: This module explores the subject of identifying the learner's strengths and weaknesses through the lens of personal vulnerability to increase pastoral effectiveness.

CPE 208: Reviewing Ethical Decision-Making Variables: This module familiarizes students with ethical decision-making within the clinical environment while collaborating with an interdisciplinary team.

CPE 209: Engaging Innovation in Group and Individual Supervision Contexts: This module identifies the healing cycle for transformation in a small group process and introduces the concept and skill of therapeutic confrontation.

CPE 210: Building a Chaplaincy Research Base: This module provides the learner with an opportunity to identify and discuss findings from current research in related fields.

CPE 211.1: Surveying Grief and Grieving in Chaplaincy: This module develops increased awareness and understanding of grief by identifying grief during the pastoral care visit.

CPE 211.2: Pastoral Care to Hospice Patients and Families: This module provides insight into the ministry of hospice chaplaincy.

CPE 212: Explaining Self-Care Practice: This module provides the learner with an opportunity to identify and discuss self-care improvement.

CPE 213: Classifying the Role of Pastoral/Spiritual Care Throughout an Institution: This module introduces the learner to opportunities that may enhance institutional life through increasingly integrated pastoral/spiritual care.

CPE 214: Connecting Boundaries and Reflexive Self: This module provides the learner with additional information through a professional journal reporting a case review by which to establish reasonable boundaries as a chaplain.

CPE 215: Developing Key Collegial Relationships: This module provides the learner with an opportunity to discuss key consultation and support relationships already developed and those sought.

CPE 300-Evaluating Self and Pastoral Care: (Prerequisite to CPE 300)

CPE 301: Understanding Transference and Countertransference: This module familiarizes the learner with the concepts of transference and countertransference as sources of knowledge in developing self-concept and pastoral relationships

CPE 302.1: Gaining Perspective on Personality Disorders and Pastoral Care: This module introduces the learner to clinically defined personality disorders, symptoms, and interventions.

CPE 302.2: Trauma-Informed Approach for Pastoral Care Professionals: This module increases awareness of the impact of trauma, trauma-related stress reactions, and common mental health and substance use disorders associated with trauma. Gaining knowledge of a trauma-informed approach as related to pastoral care is emphasized.

CPE 302.3: Pastoral Care and Anxiety: This module develops an increased awareness and understanding of the learner's own anxiety and how this may impact pastoral care with different patients or clients.

CPE 303: Articulating and Addressing Bias and Cultural Learning Opportunities: This module invites the learner to more fully investigate their own implicit biases, the self they bring to pastoral care, and the similarities and differences they may have with diverse populations.

CPE 304: Articulating Meaningful Crisis and Trauma Support: This module provides the learner precise defining characteristics of a crisis and an additional method for crisis intervention and trauma-informed care.

CPE 305: Spiritual Assessments, Interventions, and Charting: This module informs and provides a review of pastoral care assessments, necessary interventions, and the appropriate charting of interventions for patients in various settings.

CPE 306: Facilitating Worship Services, Practices, and Rituals: This module introduces the learner to resources containing varied worship service templates and ideas which may be utilized to draft one worship service, practice, or ritual for a multi-faith audience and one for a specific theme (e.g., donation of body, infant death, celebration of birth, etc.).

CPE 307: Exercising Pastoral Authority within an Institution: This module examines the learner's strengths and weaknesses in exercising pastoral authority with several distinct departments, patients, members of a congregation, leaders, etc.

CPE 308: Analyzing Ethics Case Studies for Chaplains: This module familiarizes learners with how to utilize clinical case studies in the context of medical ethics.

CPE 309: Prioritizing Individual and Group Supervision: This module guides the learner in prioritizing supervisory relationships as a means of scaffolding toward increased leadership.

CPE 310: Improving Pastoral Care through Current Research: This module provides the learner with an opportunity to identify and note findings on a specific pastoral care theme (e.g., type of care, care for a population, care for a certain condition, etc.) from current research in related fields.

CPE 311: Supporting People Experiencing Anticipatory Grief: This module introduces the concept of anticipatory grief and promotes the generation of a care plan for individuals experiencing this.

CPE 312: Prioritizing Self-Care: This module guides the learner in constructing a specific self-care strategy involving multiple domains.

CPE 313: Measuring the Influence of Pastoral Care on Institutional Life: This module constructs a strategy for the learner to increase the influence of pastoral care in at least one other department, service, etc., in an institution.

CPE 314: Organizing Relational Boundaries: This module delineates, for the learner, areas in which boundaries are needed and how to navigate different boundaries in different domains (cognitive, emotional, spiritual, behavioral, relational, etc.).

CPE 315: Prioritizing Key Relationships for Consultation and Support: This module moves the learner from identifying support needs to seeking specific people to meet specific needs in a safe and effective way.

CPE 400: Articulating and Assessing Self in Pastoral Care

CPE 401: Assessing Self and Pastoral Care: This provides the learner with an opportunity to adequately assess self by describing how one's beliefs, strengths, limitations, values, assumptions as well as personal and pastoral history affect one's pastoral ministry.

CPE 402: Intervening with Insights from the Behavioral/Social Sciences and Pastoral Care: This module provides the learner with an opportunity to articulate insights from the behavioral and social sciences and ethical issues as a tool in pastoral care and the ability to apply those to a diverse population.

CPE 403: Applying Academic Disciplines to Pastoral Care: This module increases the learner's cultural competence through the investigation and integration of academic literature.

CPE 404: Revising Pastoral Approaches to Crisis and Trauma: This module verifies and refines the learner's use of crisis and trauma care models in practice.

CPE 405: Maximizing Spiritual Assessment: This module applies a specific spiritual assessment (either chosen by the learner or required by the institution) consistently to all pastoral care visits.

CPE 406: Utilizing One's Theology and Pastoral Care: This module provides the learner with an opportunity to discuss and assess one's embedded/deliberate theology and how it impacts one's pastoral care.

CPE 407: Leading in Spiritual Care Initiatives: This module requires the learner to engage the tension of working with people holding significantly different beliefs, articulate the specific differences, and strategize how to affirm and validate the person receiving care as a unique human being.

CPE 408: Interpreting Ethics in Practice: This module prepares the learner to serve on an ethics committee addressing current ethical issues.

CPE 409: Influencing Peer Groups as a Leader: This module sets the learner in the position of a leader of those less experienced (in the role, in a given area, etc.) in a cohort or other group of peers in the field.

CPE 410: Developing Topical Expertise: This module enhances the learner's expertise in a specific area of interest.

CPE 411: Supporting People Experiencing Unresolved Grief: This module introduces the concept of unresolved grief and promotes the generation of a care plan for individuals experiencing this.

CPE 412: Self-Care and Effective Use of Consultation and Supervision: This module allows the learner to develop a plan for practicing healthy self-care and consultation or supervision for personal and professional growth and development.

CPE 413: Expanding the Role of Pastoral Care in an Institution: This module applies the learner's strategy for increasing the influence of pastoral care across an institution.

CPE 414: Validating Boundaries: This module verifies the learner's existing specific boundaries in specific domains, encouraging a reassessment of reasonable boundaries within which to move forward.

CPE 415: Articulating an Integrative Approach to Pastoral Care: This module expands on the learner's existing supportive relationships, encouraging the addition of new ones, and increasing depth and breadth.

Supervisory Education Courses (SEC 600-900)

SEC 600- Articulating Concepts in Pastoral Supervision

SEC 601(A): Fundamentals of Supervision: This module familiarizes supervisory candidates with fundamental supervision concepts.

SEC 601(B): Credentialing/Certification Interviewer: This module provides supervisory candidates with the opportunity to participate in the credentialing/certification interview process for applicants seeking certification as a Board Certified Chaplain (BCC) or a Board Certified Associate Chaplain (BCAC).

SEC 602: Dynamics in Pastoral Supervision: This module introduces supervisory candidates to key concepts in the supervisory process.

SEC 603: Psychodynamic Theories of Supervision and Human Development: This module is designed to assist the supervisory candidate with a basic knowledge of psychodynamic theories of human development (personality) theories as they specifically relate to models of supervision.

SEC 604: Lifespan (Developmental) Theories of Supervision and Human Development: This module is designed to assist the supervisory candidate with a basic knowledge of the lifespan (developmental) theories of human development (personality) theories as they specifically relate to models of supervision.

SEC 605: Humanistic and Systems Theories of Supervision and Human Development: This module is designed to assist the supervisory candidate with a basic knowledge of humanistic or systems theories of human development (personality) theories as they specifically relate to models of supervision.

SEC 606: Draft Theory of Human Development: This module enables the supervisory candidate to select a theorist and submit a draft on the theory of human development.

SEC 607: Self-Care Practices and Pastoral Supervision: This module addresses the supervisory candidate's ability to assess their self-care practices.

SEC 608: Supervisory Candidate Self-Evaluation: T This module is designed to assist the supervisory candidate's ability to evaluate their strengths and areas for further development.

SEC 609: Training-Supervisor's Evaluation: This module provides the Training Supervisory-Education the opportunity to assess the supervisory candidate's strengths and areas for further development.

SEC 700-Identifying Concepts of Pastoral Supervision

SEC 701(A): Adult Learning Issues in Pastoral Supervision: This module is designed to familiarize supervisory candidates with issues related to course development, learning theories, and supervisory interventions.

SEC 701(B): Credentialing/Certification Interviewer: This module provides supervisory candidates with the opportunity to be involved in the credentialing/certification interview process for applicants seeking certification as a Board Certified Chaplain (BCC) or Board Certified Associate Chaplain (BCAC).

SEC 702: Multicultural Issues in Pastoral Supervision: This module is designed to introduce key concepts related to pastoral supervision and multiculturalism.

SEC 703: Group Dynamics and Pastoral Supervision: This module is designed to introduce pastoral supervision and group dynamics.

SEC 704: Revised: Theory of Human Development and Pastoral Supervision: This module provides the opportunity for the supervisory candidate to submit a revised theory of human development and pastoral supervision.

SEC 705: Draft Theory of Adult Learning, Group Dynamics, and Multiculturalism in Pastoral Supervision: This module provides the opportunity for the supervisory candidate to present a draft theory of adult learning, group dynamics, and multiculturalism.

SEC 706: Self-Care Practices: This module is designed to assist the supervisory candidates' self-care practices.

SEC 707: Supervisory Education Candidate Self-Evaluation: This module is designed to assist the supervisory candidate's ability to evaluate their strengths and areas for further development.

SEC 708: Training-Supervisor-Educator's Final Evaluation: This module provides the Training Supervisory-Education the opportunity to assess the supervisory candidate's strengths and areas for further development.

SEC 800-Integrating Concepts of Pastoral Supervision

SEC 801(A): Integrating Ethical Issues in Pastoral Supervision: This module is designed to help the supervisory candidate identify key ethical issues that arise in pastoral supervision.

SEC 801(B): Credentialing/Certification Reviewer: This module provides supervisory candidates the opportunity to lead the credentialing/certification interview process for applicants seeking certification as a Board Certified Chaplain (BCC) or Board Certified Associate Chaplain (BCAC).

SEC 802: Interviewing, Supervising, and Evaluating CPE Students: This module will review key issues for interviewing, approving, supervising, and evaluating CPE Students.

SEC 803: Theory of Adult Learning, Group Dynamics and Multiculturalism in Pastoral Supervision: In this module, the supervisory candidate will submit a draft theory of adult learning, group dynamics, and multiculturalism.

SEC 804: Integrating Theology into Pastoral Supervision: This module is designed to assist the supervisory candidate in the integration of theology in pastoral supervision.

SEC 805: Reflective Review as a Developing Pastoral Educator: This module enables the candidate to demonstrate their continued development as a pastoral educator by addressing issues of self-awareness, integrating ethical practices in pastoral supervision, and developing critical relationships for consultation and support.

SEC 806: PowerPoint Overview: This module is designed to assist the supervisory students in being able to encapsulate key elements from their model of pastoral supervision.

SEC 807: Supervisory Education Candidate Self-Evaluation: This module is designed to assist the supervisory candidate's ability to evaluate their strengths and areas for further development.

SEC 808: Submission of Pastoral Model of Supervision: This module is designed for the supervisory candidate to submit a final copy of their model of pastoral supervision.

SEC 809: Training-Supervisor-Educator's Final Evaluation: This module provides the Training Supervisory-Education the opportunity to assess the supervisory candidate's strengths and areas for further development.

SEC 900-Applying Concepts of Pastoral Supervision

SEC 901(A): Review the Process of Interviewing and Selecting CPE Students: This module is designed for supervisory candidates to review issues related to interviewing and selecting CPE students.

SEC 901(B): Credentialing/Certification Reviewer: This module provides supervisory candidates the opportunity to lead the credentialing/certification interview process for applicants seeking certification as a Board Certified Chaplain (BCC) or Board Certified Associate Chaplain (BCAC).

SEC 902: Preparation for Supervising a Solo Course of CPE: This module is designed for the supervisory candidate to review in preparation for conducting a solo course of CPE.

SEC 903: Self-Care Strategies: This module is designed for the supervisory candidate to address self-care strategies.

SEC 904: CPEI Management and Administrative Issues: This module is designed for the supervisory candidate to review key elements necessary for managing and administering an effective CPE Program.

SEC 905: Supervisory Candidate Final Evaluations of CPE Students: This module is designed for the supervisory candidate to write a thorough review of the students in their solo unit of CPE.

SEC 906: Supervisory Education Candidate Self-Evaluation: This module is designed to assist the supervisory candidate's ability to evaluate their strengths and areas for further development.

SEC 907: Training Supervisor-Educator's Evaluation: This module provides the Training Supervisory-Education the opportunity to assess the supervisory candidate's strengths and areas for further development.

SEC 908: Credentialing Requirements: This module is designed for students to review the Credentialing Requirements for CPEI Supervisor-Educators.

CPEI Staff, Board of Directors, and Faculty

CPEI Administrative Staff

Chief Executive Officer (CEO): Dallas E. Speight, Ed.D., D. Min., M.S., M.Div., LPC, LMHC.

Doctor of Education, Counseling Psychology, Argosy University

Doctor of Ministry, Pastoral Care and Counseling, Columbia Theological Seminary

Master of Science, Human Development and Counseling, Troy State University

Master of Divinity, Pastoral Ministry, New Orleans Baptist Theological Seminary

Bachelor of Arts, Christian Education, Bob Jones University

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Vice-Chair: Todd, Mary, Ph.D.

Doctor of Philosophy, The University of Illinois at Chicago,

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Bachelor of Arts degree, Valparaiso University.

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Bachelor of Science in Nursing, West Chester University

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Bachelor of Science, Education, Tennessee Technological University, Cookeville, TN

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Master of Arts – Strategic Planning, U.S. Army War College, Carlisle,
Master of Arts - Management, Webster University, Saint Louis,
Bachelor of Arts – Government, Norwich University, Northfield, VT

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Bachelor of Science in Nursing, West Chester University

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Pacific Christian College (Hope International University), Fullerton, CA – BS
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Certificate in Addiction Medicine, University of Florida, 2022
Doctor of Philosophy, University of Essex, 2016
Doctor of Ministry, Pittsburgh Theological Seminary, 2009
Master of Theology, St. Vladimir Theological Seminary, 2011

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Master's in Health Administration, Phoenix University, 2015
Doctor of Psychology, Graduate Theological Foundation Schools, 2011
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Master of Divinity, Westminster Theological Seminary, Escondido, CA
Master of Arts, Communication Studies, California State University, CA
Bachelor of Arts, Humanities, California State University, CA

Schwammelein, Brian, MA, BA, CPEI Supervisor-Educator

Master of Arts in Christian Thought, Trinity International University
Bachelor of Arts in Religious Education, Missouri Baptist University

Schweitzer, Mark, M.Div., D.Min., CPEI Supervisor-Educator

Doctor of Ministry, Gateway Seminary, CA
Master of Divinity, The Master's Seminary, Santa Clarita, CA

Speight, Scott D., M.Div., CPEI Training Supervisor-Educator

Doctor of Philosophy, Practical Theology, Columbia International Seminary (Current student)
Master of Science in Marriage in Family Therapy, Texas A&M (Central)
Master of Divinity in Chaplaincy, Liberty University
Bachelor of Science, Troy State University

Spletstoser, Nick, M.Div., M.S., CPEI Supervisor-Educator

Master of Science, Community Counseling, Columbus State University

Master of Divinity, Pastoral Leadership, New Orleans Baptist Theological Seminary

Bachelor of Arts, North Georgia College/State University

Steward, James, D.Min., M.Div., CPEI Training Supervisor-Educator

Doctor of Ministry, Graduate Institute of CPSP

Master of Divinity, New Brunswick Theological Seminary

Bachelor of Science, CUNY Brooklyn College

Taylor, Ted, M.Div., CPEI Training Supervisor-Educator

Master of Divinity, Baptist Theological Seminary, VA

Bachelor of Arts, College of William & Mary

Union Graduate College & Mt. Sinai School of Medicine, Graduate Certificate in Bioethics

Wright, Rick, Ph.D., M. Div., CPEI Training Supervisor-Educator

Doctor of Philosophy, Counseling and Educational Psychology, Kansas State University

Master of Science, Counseling and Educational Psychology, Kansas State University

Master of Divinity, Fuller Theological Seminary

List of Approved States

CPEI is approved to offer training to students in these states.

Approved States	
Alabama	Nebraska
Alaska	Nevada
Arizona	New Jersey
Arkansas	New Mexico
California	New York
Colorado	North Carolina
Florida	North Dakota
Georgia	Ohio
Hawaii	Oklahoma
Idaho	Oregon
Illinois	Pennsylvania
Indiana	Puerto Rico
Iowa	South Carolina
Kansas	South Dakota
Kentucky	Tennessee
Louisiana	Texas
Maine	Utah
Maryland	Vermont
Massachusetts	Virginia
Michigan	Washington
Minnesota	West Virginia
Mississippi	Wisconsin
Missouri	Wyoming
Montana	