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CREDENTIALING MANUAL

CLINICAL PASTORAL EDUCATION INTERNATIONAL

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01/05/2026

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Credentialing Guidance

CPEI Mission

CPEI's mission is to provide quality, inclusive, and life-transforming clinical pastoral education internationally through online and hybrid modalities to develop competent pastoral clinicians and Supervisor-Educators.

CPEI Vision

CPEI's vision is to provide an unparalleled experience as the most trusted partner for clinical pastoral education.

Purpose of Credentialing/Certification

Credentialing/Certification accomplishes several purposes:

1. Demonstrates the high standards of CPEI education and credentialing for prospective students and hiring professionals.
2. Enhances one's professional credibility and personal accomplishment.
3. Communicates a commitment to an enforceable Code of Ethics.

Credentialing Committee

Purpose

To ensure the competencies assessed during an applicant's credentialing process are congruent with the standards of professional chaplains and supervisor-educators.

Composition

- The CPEI Credentialing Committee consists of a minimum of two (2) Co-Chairs, who are experienced in certification/credentialing, a credentialing coordinator for logistic support and additional members as needed.
- The CPEI Credentialing Committee works closely with the Chief Academic Officer (CAO) to ensure the competencies assessed align with the CPE/SEC training requirements.
- The CPEI Credentialing Committee Reviewers are credentialed at or above the level of the individual being reviewed. The typical process includes four individuals (Reviewer and three-panel interviewers).

Review Process

- When ready, the applicant meets for a video meeting with their Reviewer and the Credentialing Panel Interviewers.
- All members of the interview Panel will have already provided a preliminary assessment of the applicant's written materials. By the close of the interview, all members will submit their individual assessments.

Avoiding Conflict of Interest

- To avoid conflict of interest, past CPE Supervisors-Educators (SEs) or Training Supervisor-Educators (TSEs) and CPE/SEC peers will not sit on a candidate's review board.
- The Credentialing database, candidate information, and alumni are managed separately;

the CPEI Executive Council and CPEI Board of Directors are not a part of the credentialing process.

- All candidate information is maintained independently of the CPEI Executive Council.

Requirements for Credentialed Members

Due to the increased demand for credentialing, CPEI has established a process for credentialed members:

- Credentialed Members are required to participate in at least one credentialing review annually.
- Benefits of Participating in the Credentialing Process:
 - 1) Reviewers are reminded of the core competencies of their own work.
 - 2) Supervisor-Educators (SEs) and Training Supervisor-Educators (TSEs) benefit from being immersed in the competencies, creating a springboard for reflecting on their own teaching and identifying strengths and growing edges.
 - 3) Reviewers create new collegial relationships with CPEI members throughout CPEI and individuals internationally.
 - 4) Candidates have the right to appeal the decision of the credentialing committee. The process includes completing this [form](#):

Disclaimers

Persons applying for credentialing/certification as a chaplain, or a Supervisor-Educator should not assume that credentialing/certification is automatic.

Chaplain competencies and rubrics, and reciprocity have been updated as of May 6, 2025. Applications received prior to May 6, 2025, follow requirements of the previous credentialing manual.

CPEI Credentialing Standards (CS)

CPEI aligns our credentialing standards and learning outcomes with the Common Qualification and Competencies for Professional Chaplains to ensure candidates meet or exceed the standards for excellence in the workplace.

Ecclesiastical or Religious Endorsing Agency

CPEI recognizes the difference between an endorsement and a recommendation letter. An Ecclesiastical or Religious Endorsement is a written statement from a designated endorsing or approving organization affirming an individual is in good standing and accountable to one's denomination or faith group endorser. A list of possible endorsing agencies may be found: [HERE](#).

Other agencies will be considered; please email the Credentialing Committee (credentialing@cpei.edu). Please note: Endorsing agencies outside of the approved list may not be accepted by potential employers.

Educational Institutions

Undergraduate and graduate institutions must be accredited by the Council for Higher Education Accreditation (CHEA) [Council for Higher Education Accreditation \(chea.org\)](http://chea.org). Other accredited and non-accredited schools will be considered.

Educational Equivalences

Persons seeking equivalency should email the Credentialing Committee (credentialing@cpei.edu) for further instructions.

Certification Dates

Applications Received by:	Credentialing Interview Dates:
May 1	July 1- 15 th
September 1	November 1-15th
January 1	March 1-15th

Chaplain Certification

Chaplain Credentialing/Certification Competencies (CC) and Common Qualification Codes (CQ)

CC	CQ	CPEI Competencies
1.0	PIC1	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.
1.1	IPT1	Articulate an awareness of one's faith development (embedded and deliberate theology) is integrated into a theory of pastoral care.
1.2	PIC2 PPS2 PPS3 PPS6 PPS8 ITP2	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.).
1.3	PIC6 PIC7 OL4 IPT3 ITP4	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.
1.4	PIC4	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.
2.0	PIC5	Demonstrate the ability to center self and engage others by setting aside personal and religious agendas and utilize personal and professional authority as appropriate.
2.1	PPS10	Adequately demonstrate an appropriate spiritual assessment and pastoral intervention(s) for one or more patients/clients and, as appropriate, chart the intervention.
2.2	PPS1 OL5	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.
2.3	PPS4	Apply appropriate emotional and pastoral responses to persons experiencing crisis or trauma.
2.4	IPT5 PPS9	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.
2.5	IPT3 PPS5	Apply insights from the behavioral/social sciences to provide pastoral care to persons experiencing loss and grief.
3.0	OL1 OL3	Evaluate how one plans to facilitate and/or expand the role of pastoral/spiritual care throughout institutional life in one's ministry setting.

3.1	IPT6	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.
3.2	PPS7 ITP1	Describe the ability to develop, coordinate, and facilitate worship services and/or spiritual practices/rituals appropriate to the setting.
3.3	OL2	Document the ability to establish and maintain intradisciplinary and interdisciplinary relationships.
4.0		Demonstrate competency in oral and written communication. Written materials must be clearly presented, well organized and thoroughly edited. (APA, Turabian or Chicago suggested.)
4.1		Present oneself in a professional manner which includes non-defensive behavior, an awareness of self, and appropriate attire and confidential setting for the review.

Chaplain Educational Requirements

Board Certified Associate Chaplain (BCAC)

- A bachelor's degree, or equivalent, and
- Four courses/units of CPE (1600 hours)

Board Certified Chaplain (BCC)

- A 36-hour graduate theological degree (or equivalent) from a CHEA accredited school (others may be considered),
- Four courses/units of CPE (1600 hours)

Chaplain Application Requirements

1. A letter of recommendation from a professional colleague attesting to personal and professional competencies as a pastoral care clinician.
2. A letter of ecclesiastical or religious agency endorsement. A list of possible endorsing agencies may be found: [HERE](#). Other agencies will be considered; please email the Credentialing Committee (credentialing@cpei.edu). Please note: Endorsing agencies outside of the approved list may not be accepted by potential employers.
3. Background checks are required for candidates without previous CPEI training. "[Active Screening](#)" is required. When prompted, check the box to "Send a copy of the report to 'your email address'". Upload a pdf copy of the report. You are welcome to use a different background check report provider.
4. Resume/CV
5. Transcripts of undergraduate and graduate education (or equivalency)
6. CPE 400/Unit 4 Student Final Evaluation
7. CPE 400/Unit 4 Supervisor-Educator Final Evaluation
8. Complete Competency Essays addressing Credentialing Competencies 1.0 – 3.3. This series of one-page essays should be double spaced with 12-point font. See the essay prompts below. Suggested formats: Turabian, Chicago, APA, or similar style.
9. Case Study: including formal spiritual assessment and identifying one or more core

- competencies addressed in the analysis (within last 90 days).
10. Integrated Autobiography identifying one's family of origin, significant life turning points, influences, religious/spiritual journey and how one's story impacts their pastoral care. (Not to exceed 5 double-spaced pages.)
 11. Application fee \$249 (in application)
 12. Complete the appropriate application on CPEI website:
 - BCAC: [Application](#)
 - BCC: [Application](#)

Essay Prompts

(Each to be one page, double spaced)

Essay 1 - CC 1.1

Articulate your awareness of your faith development as it relates to embedded and deliberate theology. Describe how this spiritual journey has helped develop your theory of spiritual (pastoral) care, giving at least one example from your chaplaincy practice.

Essay 2 - CC 1.2

Describe how you utilize various academic disciplines to glean insight into the human condition and how you use that knowledge with your recipients of care. Include examples of how your practice of spiritual (pastoral) care respects the diversity of human experience and identity.

Essay 3 - CC 1.3

Identify an ethical issue in spiritual (pastoral) care and how you advocated for a person/person as a chaplain. Include the ethical theory/framework or institutional/professional code of ethics you used to guide your advocacy.

Essay 4 - CC 1.4

Discuss how you ensure you benefit from self-care measures for spiritual, emotional, and physical well-being.

Essay 5 - CC 2.0

Describe how you center self and engage others by setting aside personal and religious agenda, with at least one example of offering care to another/others with a theology or life philosophy different from your own. Discuss how you have exercised professional or personal authority to meaningfully support another/others with a world-view different than your own.

Essay 6- CC 2.1

Explain the spiritual assessment model you use during patient visits. What about this model appeals to you as compared to other models? Give an example of a spiritual assessment that you have used to document a spiritual (pastoral) care encounter.

Essay 7 - CC 2.2

Describe how you utilize mentors, peer learning groups, individual supervision, accountability groups, counselors/therapists, or other collegial relationships for personal and professional consultation and support?

Essay 8 - CC 2.3

Discuss emotional and spiritual (pastoral) care responses you use with persons experiencing crisis and trauma, with attention to both your own reactions and the reactions of those in your care. How do your interventions draw from the insights of trauma-informed care?

Essay 9 - CC 2.4

How do insights into group/systems theory and your awareness of group dynamics assist you in understanding and positively influencing organizational behavior?

Essay 10 - CC 2.5

Discuss how you have applied insights from behavioral/social sciences to support your spiritual (pastoral) care to persons experiencing loss and grief.

Essay 11 - CC 3.0

How does chaplaincy currently impact the culture of your ministry setting? Describe how you would facilitate and/or expand the role of spiritual (pastoral) care in your institution?

Essay 12 - CC 3.1

Describe how current professional research and research literature informs your chaplaincy. Give examples of how you integrate insights from spiritual (pastoral) care research into your clinical practice.

Essay 13 - CC 3.2

Reflect on at least two specific examples from your experience where you led a ceremony or service within your institution, with at least one example of a service offered to a larger group of individuals. These could include, but are not limited to, a memorial service, worship service, or weekly meditation session. In your reflection describe the setting, format, organization, publicity, and your leadership as service officiant. What lessons did you learn about balancing the diverse needs of different groups?

Essay 14 - CC 3.3

Discuss your efforts in developing collaborative professional relationships within the discipline of spiritual (pastoral) care and in the wider context of your ministry setting.

Chaplain Certification Approval Process

1. Candidates receive a receipt of application confirmation
2. A reviewer reads the candidate's application materials
3. Reviewer provides feedback to the candidate
4. Board certification interview via online platform
5. Candidates receive notification of passing or areas to improve upon at the conclusion of the board certification meeting.

Chaplain Assessment Process & Rubric

Applicants' papers and oral interviews are assessed based on a 4-point Likert scale
(Exceeds standard – Does not meet standard)

Likert Scale

- 1 – Does Not Meet Standard
- 2 – Somewhat Meets Standard
- 3 – Meets Standard
- 4 – Exceeds Standard

The Assessment Scale

45-60: Passed

44-30: Action required: Committee requests candidate to make improvements and resubmit for next certification date.

29 and below: Did not pass with requested requirements. Candidates must complete the credentialing committee's requirements before presenting to committee again.

Repeat Credentialing/Certification Reviews

See page 30.

Credentialing Assessment Rubric

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not describe significant life events ☐ Does not describe impact on pastoral care ☐ Does not reference strengths and weaknesses	☐ Describes life events at surface level ☐ Provides surface level explanation of how life events impact one's theory of pastoral care ☐ Briefly mentions strengths and weaknesses	☐ Describes life events at deep level ☐ Describes one specific example of how one's life events deeply impacts one's pastoral care ☐ Describes one specific example of how a life event impacts strengths and weakness as a pastoral provider	Meets standard and ☐ Describes multiple examples of how life events deeply impact one's pastoral care ☐ Describes multiple examples of how life events provide basis of strengths and weaknesses in one's pastoral care

CC 1.1: Articulates an awareness of one's faith development (embedded to deliberate theology) and illustrates integration into a theory of pastoral care.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not describe one's faith/spiritual heritage ☐ Does not connect one's personal faith/spiritual journey to a theory of pastoral care	☐ Describes one's faith/spiritual journey ☐ Does not describe a process connecting one's faith/spiritual journey to a theory of pastoral care ☐ Does not articulate deliberate theology	☐ Describes one's faith/spiritual journey ☐ Articulates transition from embedded to deliberate theology ☐ Connects one's faith/spiritual journey to a theory of pastoral care ☐ Provides one example of caregiving showing evidence of demonstrating pastoral care theory	Meets standards and ☐ Provides multiple examples in a variety of encounters ☐ Chaplain created a personal approach to a known pastoral care theory

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.).

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not provide example of exploring meaning/needs/ of someone of different race/life experience/ faith/culture/gender/ orientation, etc. ☐ Discusses chaplain's moral/philosophical/ theological view only ☐ Does not reference any sources from academic disciplines	☐ Describes academic disciplines without an illustration working with someone of different race/life experience/ gender/orientation/ culture, etc. ☐ Provides surface level example of providing care to an individual of different spirituality/ gender/orientation/ culture, etc. without empowering values/ needs of the individual	☐ Provides illustration of chaplain using academic disciplines, pastoral care skills, while empowering values/ needs of someone of different race/life experience/gender/ orientation/culture, etc.	Meets standard and ☐ Provides multiple examples of utilizing academic disciplines to empower needs/values of various racial/life experience/gender/ orientation/culture, etc. ☐ Describes ongoing education of human condition through philosophy, psychology, anthropology or sociology

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Addresses one's own commitment/conduct/code of ethics without naming an ethical theory guiding care from CPEI, ethical theory, or institutional code of ethics.	☐ Describes an ethical dilemma but does not apply ethical theory or institution's code of ethics.	☐ Describes at least one ethical dilemma and gives at least one specific example of applying an ethical theory or institution's code of ethics.	Meets standards and ☐ Applies more than one ethical framework to a situation within one's place of service

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not reference or practice self-care	☐ Describes a practice, relationship or boundary but does not describe impact on personal well-being ☐ Describes importance of self-care without examples of practice ☐ Current self-care is agenda/performance driven vs. emotionally, physically and spiritually filling	☐ Provides one example of caring for spiritual, emotional, and physical well-being ☐ Practices are emotionally, physically, and spiritually filling vs performance driven	Meets standards and ☐ Describes numerous self-care practices and how practices are each emotionally, physically and spiritually filling ☐ Demonstrates self-care within work setting

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Explains need or defines competency without example with individual(s) ☐ Conveys personal agenda in example with individual(s) ☐ Provides example with one's own personal and religious agenda driving pastoral encounter ☐ Does not explore an individual(s) personal or religious/spiritual belief	☐ Does not provide example of setting aside personal and religious agenda to explore another's beliefs/needs ☐ Provides example without including pastoral authority	☐ Provides an example of meaningful pastoral care to individuals of different religious backgrounds, demonstrating openness, and respect for other's beliefs ☐ Explores individual(s) personal and religious beliefs ☐ Illustrates use of pastoral authority to respectfully advocate for individual(s) needs.	Meets standards and ☐ Provides theological reflection of serving others with different faith/needs. ☐ Discusses the ethical/personal/spiritual dilemma/challenge when meaningfully serving another individual and how one overcomes personal/religious agenda

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not ascribe to using a published spiritual assessment model ☐ Does not present charting of assessment.	☐ Discusses the importance of spiritual assessment without using a published spiritual assessment model ☐ Provides example(s) of interventions only	☐ Describes the use of a published spiritual assessment model, charting, with associated intervention	Meets standards and ☐ Describes more than one assessment model ☐ Describes evaluating use of multiple assessment models

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not demonstrate interest or desire to consult others for professional and personal support	☐ Describes the importance of consultation and collaboration in theoretical terms only	☐ Provides example of building and maintaining relationships of consultation and collaboration	Meets standards and ☐ Provides example of teamwork with others who have different spiritual beliefs

CC 2.3: Apply appropriate emotional and pastoral responses to persons experiencing crisis or trauma.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not identify one's feelings (opposed to thoughts) in crisis event ☐ Does not identify one's attitudes or values (opposed to others) in crisis event ☐ Does not identify assumptions (as opposed to universal truths) in crisis event	☐ Identifies a value, feeling, attitude, assumption, generically, without a specific crisis example ☐ Interventions appear largely ineffective or inappropriate to the needs	☐ Name at least some of one's feelings, attitudes, values, assumptions within a crisis event(s) ☐ Name at least some of others feelings, attitudes, values, assumptions within a crisis event(s) ☐ Illustrated navigating differing feelings, attitudes, values, assumptions, while demonstrating appropriate interventions	Meets standards and ☐ Gives additional examples, and/or ☐ Provides multiple feelings, values, assumptions, attitudes, of self and others with numerous appropriate interventions during crisis event

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not address group dynamics	☐ Example provides participation of chaplain only, not assessment and explanation of pastoral care within the group setting	☐ Provides understanding group dynamics and example of assessment and participation within the group setting	Meets standards and ☐ Applies use of group dynamics theorist in example ☐ Analyzes multiple group theories in practice

CC 2.5: Apply insights from the behavioral/social science to provide pastoral care to persons experiencing loss and grief.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Names loss and grief through personal understanding with no reference to grief theory ☐ Engagement of others experience with loss and grief appears ineffective or harmful ☐ Minimizes, spiritualizes, and/or provides platitudes without appropriate assessment and intervention	☐ Example provides understanding of grief limited to death. Does not name loss(es) separate from death. ☐ Does not offer space to others to engage their experiences of loss and grief	☐ Demonstrates awareness of various types of loss and use of appropriate pastoral care skills ☐ Demonstrates acknowledgment of grief responses to physical death with use of appropriate pastoral care skills those who are grieving a person's death	Meets standards and ☐ Provides multiple examples of loss and grief with Interventions demonstrating understanding grief terminology (i.e. disenfranchised, anticipatory, ambiguous loss, etc.)

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not recognize the chaplain's role and impact on the setting/ institution/system ☐ Resists or does not show need to integrate into the systems and institutional culture	☐ Provides example of chaplain's role in institution that does not illustrate impact/collaboration with institution as a whole ☐ Does not reference initiating/collaboration with institution.	☐ Describes how role of pastoral care impacts culture of the institution ☐ Provides example of Intentionally engaging institution to expand access and collaboration	Meets standards and ☐ Demonstrates active engagement and invitations to influence and improve institutional culture and systems

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.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not reference research literature informing professional chaplaincy ☐ Opposes engagement with professional chaplaincy research literature	☐ References unpublished, not academic or peer reviewed literature ☐ Does not demonstrate how professional literature informs one's care practice	☐ Articulates and applies research insight their spiritual care approach ☐ Illustrates example of integrating research in pastoral care intervention	Meets standards and ☐ Demonstrates participation in publishing/research ☐ Analyzes multiple research articles

CC: 3.2: Describe the ability to develop, coordinate, and facilitate worship services and/or spiritual practices/rituals appropriate to the setting.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not participate in providing services/practices/rituals. ☐ Example of liturgy/service is specific to chaplain's theology ☐ Example inappropriate for setting	☐ Provides one example of creating, collaborating and performing service/ritual ☐ Provides multiple examples with similar ritual/spiritual lens	☐ Demonstrates engaging other resources, clergy, providers to provide services meeting a wide range of values ☐ Provides two examples in various settings with various spiritual/ritual needs ☐ Details chaplain's role in preparing, collaborating and leading	Meets standards and ☐ Demonstrates an ability to adapt liturgies, practices and rituals to meet a wide range of values

CC 3.3: Document the ability to establish and maintain intradisciplinary and interdisciplinary relationships.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not describe interdisciplinary or intradisciplinary relationship	☐ Provides example specific to chaplain colleagues, not affecting or integrating with interdisciplinary or intradisciplinary teams ☐ References only cursory ways of collaborating with others in care interventions	☐ Demonstrates how pastoral care collaborates in care interventions building further partnerships ☐ Illustrates benefits of pastoral care relationships with interdisciplinary and intradisciplinary teams ☐ Provides example of integration and benefits of relationships with non-chaplain colleagues	Meets standards and ☐ Provides example of chaplain's consultation impacting interdisciplinary team during difficult circumstance. ☐ Identifies group dynamics, personality, institution culture, history and other assessment tools during collaboration

CC 4.0: Demonstrate competency in oral and written communication. Written materials must be clearly presented, well organized and thoroughly edited. (APA, Turabian or Chicago suggested.)

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Paper has significant spelling errors, various typos ☐ Paper did not follow CPEI requirements ☐ Papers did not reflect APA, Turabian, or similar format	☐ Papers reflect APA, Turabian or other similar format but did not reflect graduate level critical thinking and writing	☐ Papers reflected APA, Turabian or other similar format and reflect graduate level critical thinking and writing	Meets standards and ☐ Papers show significant level of critical thinking

Supervisor-Educator Certification

Supervisor-Educator Competencies (SE)	
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 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 how to adequately evaluate their learning.
SC: 1.11	Articulate one's 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.
SC: 1.13	Demonstrate oral and written communication competency, reflecting graduate-level work, including the use of APA, Turabian, or a similar format.
SC: 1.14	Present in a professional manner which included non-defensive behavior, an awareness of self, and appropriate attire and confidential setting for the review.

Supervisor-Educator Education Requirements

1. A 72-hour graduate theological degree or equivalency, and
2. Completion of the Certificate in Clinical Pastoral Education (1600 hours)
3. Completion of the Certificate in Supervisory Education (1600 hours), and
4. Board Certification as Clinical Chaplain.

Supervisor-Educator Candidate Application Requirements

*Candidates may teach ONE CPE course under the supervision of a Training Supervisor-Educator after completion of SEC900 allowing time to prepare papers. Candidates may not teach CPE after one additional course.

1. Completion of 4 units/courses (1600 hours) of Supervisor-Educator preparation from a COMISS group (others may be considered)
2. Certificate as Board Certified Chaplain (BCC)

- If Board Certified through CPEI, go to #6
 - If Board Certified through cognate group other than CPEI, complete #3-5
-
3. Ecclesiastical or Religious Endorsement Letter
 4. Transcript of Graduate Education (or equivalency)
 5. Background checks are required for candidates without previous CPEI training. [“Active Screening”](#) is required. When prompted, check the box to "Send a copy of the report to 'your email address'". Upload a pdf copy of the report
 6. Resume/CV
 7. Course syllabus Example
 8. A CPE Student final evaluation (completed by Supervisor-Educator Candidate)
 9. Candidates' final evaluation from SEC 900 (completed by Training Supervisor Educator)
 10. [Integrated](#) autobiography identifying how one's family of origin and faith journey impacts one's pastoral supervision (Not to exceed more than three pages double spaced)
 11. Model of Supervision theory papers (demonstrating competencies: SC 1.1-1.14):
 - Theory of Human Development and Pastoral Supervision
 - Theory of Adult Learning and Learning Styles, Group Dynamics and Multiculturalism in Pastoral Supervision
 - Theology of Pastoral SupervisionPapers must be double spaced with 12-point font and be graduate level in Turabian, APA or similar format
 12. Five-to-Seven-minute PowerPoint with voice narrative explaining one's model of pastoral supervision.
 13. Submit a 5–10-minute video, demonstrating at least one competency (SC 1.1-1.8) in individual or group supervision, accompanied by a two-page, double spaced written narrative. Suggested format: Turabian, APA or similar format.
 14. Application fee of \$249 (in application)
 15. Complete application on CPEI website:
 - Supervisor-Educator: [Application](#)
 16. Upon certification, be assigned a faculty mentor to guide the orientation process

Supervisor-Educator Candidate Approval Process

1. Candidates receive an email confirmation of receipt of application
2. A reviewer reads the candidate's application materials
3. Reviewer provides feedback to the candidate
4. Board Certification interview via online platform
5. Candidates receive notification of passing or areas to improve upon the conclusion of the board certification meeting

Supervisor-Educator Candidate Assessment Process & Rubric

Applicants' papers and oral interviews are assessed based on a 4-point Likert scale
(Exceeds standard – Does not meet standard)

Likert Scale

- 1 – Does Not Meet the Standard
- 2 – Somewhat Meets Standard
- 3 – Meets standard
- 4 – Exceeds standard

The Assessment Scale

56-42: Passing: Provided extensive written and oral integration of theory, thought, and practice,

41-28: Action required: The committee requests the candidate to make improvements to the papers and resubmit them to the next certification date. Candidates may teach one CPE course while strengthening papers under the supervision of a Training Supervisor-Educator.

27-below: Did not pass with requirements. Candidates must complete the credentialing committee's requirements before presenting to the committee again.

Repeat Credentialing/Certification Reviews

See page 30.

SE Credentialing Assessment Rubric

SC 1.1: Demonstrates an awareness of how one's personal and spiritual heritage creates identity as a Supervisor-Educator, including strengths and weaknesses.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not identify strengths and weaknesses ☐ Does not link personal and spiritual heritage to identity ☐ Does not provide significant awareness of personal and spiritual heritage	☐ Provides personal and spiritual heritage but provides shallow understanding of how it impacts identity (Refers to embedded theology only, provides religious/spiritual platitudes or does not show deep processing) ☐ Provides shallow understanding of strengths and weaknesses (refers to embedded theology only, provides religious/spiritual platitudes or does not show deep processing)	☐ Provides meaningful awareness of how one's personal and spiritual heritage create identity (shows progression of embedded to deliberative theology, reveals deep processing naming emotions/feelings etc.) and how the heritage impacts strengths and limitations	Meets standard and ☐ Provides multiple meaningful examples of how personal and spiritual heritage has created identity over time

SC 1.2: Articulates knowledge of key resources used in pastoral supervision, i.e., supervisory literature, ethical issues, etc.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not have footnotes and bibliography ☐ Resources do not meet graduate level (Resources are common articles/websites instead of academic theory based, research books and articles)	☐ Graduate level references are sparse ☐ References are all religious (papers should include psychology, and sociology resources)	☐ Acceptable use of graduate level (academic, theory based, research articles and books) ☐ Papers include balance of psychology, sociology etc. resources	Meets standard and ☐ Exceptional use of graduate level references in document

SC:1.3: Demonstrates knowledge of a theory of human development (personality) and the ability to integrate insights of the theory into the practice of pastoral supervision.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Provides personal examples/anecdotes but does not reference a human development theory ☐ Provides personal thoughts/opinions of common practice not based in theory	☐ Provides description of human development theory but does not give example of integration in supervision	☐ Provides a description of human development theory most used and classroom example of integration in CPE	Meets standard and ☐ Provides multiple examples of integration of theory in practice ☐ Analyzes various human development theories used in supervision ☐ Provides strengths and limitations of various human development theories in supervision

SC 1.4: Demonstrate knowledge of an adult learning theory and the ability to integrate insights into the practice of pastoral supervision.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Provides personal examples/anecdotes but does not reference an adult learning development theory ☐ Provides personal thoughts/opinions of common practice not based in theory	☐ Provides description of adult learning theory but does not give example of integration in supervision	☐ Provides a description of adult learning theory most used and an example of integration in CPE	Meets standard and ☐ Provides multiple examples of integration of theory in practice ☐ Analyzes various adult learning theories used in supervision ☐ Provides strengths and limitations of various adult learning theories in supervision

SC 1.5: Demonstrate knowledge of group dynamics and the ability to integrate insights into practice of pastoral supervision.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Provides personal examples/anecdotes but does not reference a group dynamics theory ☐ Provides personal thoughts/opinions of common practice not based in theory	☐ Provides description of group dynamics but does not give examples of integration in supervision	☐ Provides a group dynamics theory most used and an example of integration in CPE	Meets standard and ☐ Provides multiple examples of integration of theory in practice ☐ Analyzes various group dynamics theory used in supervision ☐ Provides strengths and limitations of various dynamic theories in supervision

SC 1.6: Articulate an awareness of multicultural issues and the ability to integrate insights into practice of pastoral supervision.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Provides supervisory example based within the supervisor's religious/spiritual understanding without describing understanding, sensitivity and respect to the individual	☐ Provides example of multicultural issues in pastoral supervision with surface understanding (not providing evidence of understanding, sensitivity, and respect to the individual)	☐ Provides supervisory example of multicultural issues with integration of understanding, sensitivity, and respect	Meets standard and ☐ Provides multiple examples of navigating cultural issues in pastoral supervision ☐ Shows commitment to continued work in multicultural understanding and integration in supervision

SC 1.7: Articulate one's theology and the ability to integrate insights into the practice of pastoral supervision. (Theological references may include, sacred texts, theologians, spiritual leaders, sacred writings).

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Articulates one's theology but does not show integration into pastoral supervision ☐ No theological references provided	☐ Articulates one's theology with shallow level of integration (religious/spiritual platitudes vs. showing navigation of how one's theology applies to supervising individuals with differing views) ☐ Minimal theological references	☐ Articulates one's theology explaining meaningful example how one integrates personal theology with individuals of other faith/beliefs ☐ Provides sufficient theological references to defend one's theology	Meets standard and ☐ Provides multiple examples of how one's theology integrates in one's pastoral supervision with various faith/belief systems of individual(s).

SC 1.8: Demonstrate knowledge of ethical issues and the ability to address these in pastoral supervision.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Addresses one's own commitment/conduct/code of ethics without naming code of ethics from CPEI, ethical theory, or institutional code of ethics ☐ Does not provide an ethical issue in pastoral supervision	☐ Describes an ethical issue in pastoral supervision but does not apply ethics theory/CPEI code of ethics/institutions code of ethics	☐ Describes one ethical issue in pastoral supervision applying ethics theory/CPEI code of ethics, and institutional code of ethics	Meets standard and ☐ Describes multiple ethical issues in pastoral supervision applying ethics theory/CPEI code of ethics/ institutions code of ethics ☐ Describes multiple ethical theories used in pastoral supervision with examples ☐ Analyzes strengths and weaknesses of various ethics theories in pastoral supervision

SC: 1.9: Describe the ability to use critical relationships for consultation and support.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not reach out to others for consultation and support ☐ Does not express benefit of consultation and support of others ☐ Not open to feedback	☐ Open to hearing voices of consultation and support but defensive ☐ Open to hearing voices of consultation and support but dismisses information preferring own opinion/structure/action	☐ Open to receiving and learning from consultation and support	Meets standard and ☐ Ongoing support system in place for consultation and support

SC: 1.10: Demonstrate an awareness of student learning needs and how to adequately evaluate their learning.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not address differing learning needs in students	☐ Provides surface level of understanding differing student learning needs in CPE ☐ Does not provide pastoral supervision example of addressing differing learning needs in CPE	☐ Provides graduate level understanding of differing learning needs in CPE ☐ Provides pastoral supervision example of addressing differing learning needs in CPE	Meets standard and ☐ Analyzes various teaching methods to address differing learning needs in CPE

SC 1.11: Articulate one's self-care practices.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Does not practice self-care	☐ Describes importance of self-care without examples practice ☐ Current self-care is agenda performance driven vs. emotionally, physically, and spiritually filling	☐ Practices are emotionally, physically and spiritually filling vs agenda, performance driven	Meets standard and ☐ Demonstrates self-care within work setting ☐ Analyzes benefits of various self-care practices

SC 1.12: Articulate the ability to effectively use Populi and an awareness of CPEI program management and administration.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ No or minimal comments/interaction on Populi ☐ Assignments left unread ☐ Student evaluations not uploaded within two weeks of course completion	☐ Grading is timely but minimal or surface interaction on most populi assignments (ex, good job, nice work) ☐ Grading is not timely, but comments are academic, thought provoking or evaluative	☐ Grading is timely, and assignments have academic, thought provoking or evaluative comments ☐ End of course evaluations uploaded within two weeks of close of course	Meets standard and ☐ Extensive evaluative comments included in assignments

SC: 1.13: Demonstrates written communication competency, reflecting graduate-level work, including the use of APA, Turabian, or a similar format.

Does Not Meet Standard (1 point)	Somewhat Meets Standard (2 Points)	Meets Standard (3 Points)	Exceeds Standard (4 Points)
☐ Paper does not follow APA, Turabian, APA or similar format ☐ Paper did not follow CPEI requirements ☐ Paper did not reflect graduate level of integration of theory and thought	☐ Paper had minimal spelling errors, typos ☐ Paper provided minimal graduate level/academic integration of thought, theory, and practice	☐ Paper shows graduate level, academic level of integration of theory, thought and practice	Meets standard and ☐ Provides extensive written and oral integration of theory, thought, and practice and oral integration of theory, thought, and practice

Training Supervisor-Educator Certification

Training Supervisor-Educator Application Requirements

1. Supervised for a minimum of 2 years credentialed as a Supervisor Educator (or equivalent).
2. Holds a 72-hour graduate theological degree or equivalent
3. Completed four courses/units of CPE and four courses/units of Supervisory Education (1600 hours)
4. Certified as a Board-Certified Chaplain (BCC).
5. The CPEI Supervisor-Educators (CPEI-SE) is recommended by a CPEI Training Supervisor-Educator (CPEI-TSE), or a member of Credentialing Committee to apply.
6. Completes the CPEI-TSE Readiness Assessment form: [Assessing Readiness as a Training Supervisor-Educator \(populiweb.com\)](http://populiweb.com)
7. Meets for review with credentialing committee and Chief Academic Officer
8. Upon approval, the applicant will complete the TSEC Orientation Course and is qualified to train CPE and Supervisory Education Students.

Supervisor-Educator Emeritus

As approved by Executive Council.

Repeat Credentialing/Certification Reviews

Applicants failing to meet requirements for certification may:

1. Candidates with action required to strengthen papers are expected to present at the next calendar certification date. Candidate may teach one CPE course while strengthening papers under the supervision of a Training Supervisor-Educator. Upon second credentialing review, if the candidate does not pass, candidate must meet requirements set by the committee, before third attempt
2. If a candidate did not pass with requirements, candidate must meet requirements before resubmitting for certification review.
3. Candidates have a maximum of three reviews before a certification committee.

Reciprocity of Certification

CPEI Board Certified Associate and Board Certified Chaplain Reciprocity Requirements

1. Completion of 4 units/courses of CPE from a program with membership in The Commission on Ministry in Specialized Settings (COMISS) (other CPE programs may be considered)
 - Board Certified Associate Chaplain (**BCAC**): Certificate of completion of 4 courses CPE and bachelor's degree (with transcript)
 - Board Certified Chaplain (**BCC**): Certificate of completion of 4 courses of CPE with 72- hour master's degree or equivalent (with transcript)
2. Board Certification from a COMISS group (others may be considered)
3. A current letter of recommendation from your Endorser, previous Supervisor or Employer.
4. Letter of Ecclesiastical/Religious agency endorsement
5. Background checks are required for candidates without previous CPEI training.

CPEI recommends “[Active Screening](#).” When prompted, check the box to "Send a copy of the report to 'your email address'." Upload a .pdf copy of the report.

6. Resume/CV
7. Theory of Pastoral Care paper addressing Credentialing Competencies 1.0 – 3.3. (If significant time has passed since composing one’s original papers, write a 2-3 page paper outlining one's theory of pastoral care reflecting required competencies).
8. Integrated Autobiography identifying one's family of origin, significant life turning points, influences, religious/spiritual journey and how one's story impacts their pastoral care. (Not to exceed five pages double spaced)
9. Current Case Study/Verbatim from the past 90 days, demonstrating one or more of CPEI competencies in your analysis.
10. Complete the appropriate CPEI Application:
 - Board Certified Associate Chaplain (BCAC): [Application](#)
 - Board Certified Chaplain (BCC): [Application](#)
11. Applicant may be required to meet with Review Board

CPEI Supervisor-Educator Reciprocity Requirements

1. Certificate of Board-Certified Chaplain (BCC) from a COMISS group (others may be considered) and 72-hour master's degree or equivalent (with transcript).
2. Completion of 4 units/courses (1600 hours) of Supervisor-Educator preparation from a COMISS group (others may be considered)
3. Board Certified Supervisor-Educator from a COMISS group (others may be considered)
4. Membership or good standing with a recognized CPE education/training provider
5. A current letter of recommendation from your Endorser, previous Supervisor or Employer.
6. Current Ecclesiastical/Religious agency endorsement
7. Background checks are required for candidates without previous CPEI training.
CPEI recommends “[Active Screening](#).” When prompted, check the box to "Send a copy of the report to 'your email address'." Upload a .pdf copy of the report.
8. Resume/CV
9. Demonstration of achieving the CPEI competencies of a Supervisor-Educator (SC 1-1.11)
10. Demonstration of implementing the CPEI the learning outcomes of the SEC 900 course:
 - SEC 901: To discuss the process for interviewing and selecting students for CPE.
 - SEC 902: To articulate the process for integrating CPEI’s process for accepting students.
 - SEC 903: To demonstrate a plan for conducting a solo course of CPE, i.e., course syllabus, etc.
 - SEC 904: To articulate healthy self-care strategies.
 - SEC 905 To demonstrate the ability to manage and administer an Affiliate Organization and CPE program.
 - SEC 906: To articulate an evaluation of self.
 - SEC 907: To demonstrate the ability to use Populi and other CPEI’s processes in

- pastoral supervision.
- SEC 908: To finalize the requirements for credentialing.

- SEC 909: To demonstrate the ability to engage one's peers for consultation and support.
 - SEC 910: To gain insight from the training supervisor's evaluation and the implications for administering a CPE program.
11. Submission of the requisite Evidence Report for the faculty position (SE or TSE) sought. This online document includes:
 - a. Integrated autobiography identifying how one's family of origin and faith journey impacts one's pastoral supervision. (Not to exceed five pages double spaced)
 - b. Model of Pastoral Supervision includes theories of human development, adult learning, pastoral supervision, group dynamics, and multiculturalism. Reflecting Supervisory Competencies SC1-1.11, 1:13-1:14 and SEC 900. Not to exceed 30 pages
 - c. A sample 16-week syllabus addresses the CPEI learning outcomes and clinical competencies
 - d. Interdependent Learning and Peer Engagement Statement
 - e. Supervisor-Student Relationship Statement
 - f. Final Evaluation completed by the candidate's training supervisor
 - g. Mid-Term and Final Evaluations of students drafted by the candidate
 - h. Didactic Example
 - i. Reference Contact Information
 12. Minimum of 6 courses/units of CPE supervision as the primary educator
 13. Agreement to be assigned a CPEI mentor
 14. Agreement to participate in CPEI Faculty meetings
 15. Complete appropriate CPEI Application: [Application](#)
 16. Meet with credentialing committee and Chief Academic Officer
 17. Upon approval of review board, be assigned a faculty mentor to guide the orientation process

CPEI Training Supervisor-Educator Reciprocity Requirements

1. Must meet all the requirements for Supervisor-Educator reciprocity and
2. 72-hour theological degree (e.g. M.Div.) or equivalent with doctoral work having begun or been completed being preferred.
3. Demonstration of achieving the CPEI competencies of a Training Supervisor Educator
4. Minimum of 2 years credentialed as a Supervisor Educator (or equivalent)

Certification Removal and Appeals Process

The Certification and Ethics committee will work together to address the removal of credentials.

Removal of Certification

- a. Failure to abide by CPEI's Code of Professional Ethics
- b. Failure to complete required annual continuing education requirements
- c. Failure to maintain ecclesiastical endorsement

- d. Failure to pay annual certification fees

Credentialing/Certification Appeals Process

Individuals may appeal decisions by the Certification Committee by submitting a request:

[Complaint or General Appeals Form \(populiweb.com\)](http://populiweb.com)

Continuing Education and Annual Fee Requirements

Continuing education applies to obtaining contact hours across broad-spectrum learning activities and programs. Examples include degree credit courses, non-degree career training, self-directed learning, experiential learning, seminars, workshops, conference presentations, classroom lectures, and participation in Chaplain or Supervisor-Educator community groups. The method and format of delivery may be face-to-face, distance/online learning, printed texts/workbooks, teleseminar, webinar, or the use of videotaped/CD/DVD material. [CPEI Continuing Education Form](#)

Requirements for Chaplains

1. Minimum of 1.0- IACET CEUs or 10 contact hours per year
2. Payment of annual dues

Requirements for Supervisors-Educators and Training Supervisor-Educators

1. Minimum of 1.5 IACET CEUs or (15 Contact Hours Per Year). Supervisors and CPE Training Supervisors meet the minimum of (1.5- IACET CEUs) or (15 contact hours)
2. Participation in the Staff and Faculty (Supervisor-Educators) meetings
3. Payment of annual dues