**Standard 301 develop and maintain a written plan which:**

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

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**301.2 provides for compliance with ACPE standards.**

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**301.3** describes how commitments to students will be met in the event of substantial change within the institution or center.

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### ****Standard 302 provide at least the following components:****

**302.2** a population that provides students with opportunities for ministry and clinical pastoral education.

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### ****Standard 303 provide these educational resources:****

**303.3** interdisciplinary consultation and teaching within the program(s) provided by adjunct faculty and/or guest lecturers.

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**303.4** individual and group supervision by a person authorized by ACPE.

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**303.5** a peer group of at least three CPE Level I/Level II students engaged in small group process and committed to fulfilling the requirements of the educational program.

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**303.6** access to library and educational facilities adequate to meet the ACPE standards.

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**303.7 access to current ACPE standards, commissions’ manuals, the**[**ACPE Policy for Complaints Alleging Violation of ACPE Education Standards**](http://cdn.manula.com/user/4287/docs/accreditation-appendix-11.pdf)**and the**[**ACPE Policy for Complaints Against the Accreditation Commission**](http://cdn.manula.com/user/4287/docs/accreditation-appendix-10.pdf)

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

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### ****Standard 304 provide all policies and procedures in writing and inform all students and****ACPE****program staff of their content. These include, but are not limited to:****

**304.1** an admission policy that clearly states the ACPE accredited center does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation, or disability.

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**304.2** a financial policy that clearly states fees, payment schedules, refunds, stipends, and benefits.

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**304.3** a complaint procedure consistent with [ACPE Standards](http://www.manula.com/manuals/acpe/acpe-manuals/2016/en/topic/standardsand) the [ACPE Manual 2016 Processing Complaints of Ethics Violations](http://www.manula.com/manuals/acpe/acpe-manuals/2016/en/topic/professional-ethics-commission) that addresses an alleged violation of the ACPE ethics standards.

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**304.4** a procedure for maintaining student records for ten years, which addresses confidentiality, access, content, and custody of student records should the center be without a supervisor and/or accreditation. [(See Guide for Student Records, Appendix 7B)](http://cdn.manula.com/user/4287/docs/accreditation-appendix-7b.pdf)

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**304.5** a procedure for providing consultation for CPE students.

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**304.6** a procedure for discipline, dismissal, and withdrawal of students.

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**304.7** a policy for the ethical conduct of students and program staff consistent with the [ACPECode of Ethics](http://www.manula.com/manuals/acpe/acpe-manuals/2016/en/topic/professional-ethics-commission).

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**304.8** a statement of student rights and responsibilities. Centers using video conferencing methodology must include a statement of students’ and supervisors’ rights and responsibilities related to the use of the technology.

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**304.9** an agreement for training at the ministry site that includes, but is not limited to:

• authorization to visit patients, parishioners or clients;
• access to appropriate clinical records and informed consent with regard to the use of student materials; and
• agreement by the student to abide by center policies protecting confidentiality and rights of clients/patients/parishioners.

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**304.10** a policy and procedure that details how the accredited center will provide for completion of a unit or program in process if the Certified Educator is unable to continue.

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**304.11** supervision and program management by a person authorized by ACPE.

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### ****Standard 305 have consultation and program evaluation, including****:

**305.1** an ongoing process of consultation with a designated professional advisory group.

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**305.2** ongoing program evaluation sufficient to promote the continuous quality improvement of the educational program(s) including:

• course content and materials;
• success with respect to student achievement measured by course completion rate;
• educational methods and supervisory relationships;
• student to supervisor ratio;
• appropriate level of challenge in individual learning contracts; assessment of students’ use of CPE.

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**Standard 306 accurately describe the center, its pastoral services, and educational programs.**

• All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication.
• Publications that advertise a center’s programs shall include the type(s) and level(s) of education offered and the ACPE mailing address, telephone number and website address.

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**Standard 308 Program standards include:**

**308.1** a specific time period for a program unit of clinical pastoral education or a half unit of clinical pastoral education.

• A unit of CPE Level I/Level II is at least 400 hours combining no less than 100 hours of structured group and individual education with supervised clinical practice in ministry.

• A half unit of CPE Level I/Level II is at least 240 hours combining no less than 60 hours of structured group and individual education with supervised clinical practice in ministry.

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**308.2** supervised clinical practice of ministry to persons and the detailed reporting and evaluation of that ministry.

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**308.3 supervision and program management by a person authorized by ACPE.**

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**308.4 an individual contract for learning developed collaboratively by the student and Certfied Educator.**

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

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

308.6.1 delineation and use of students’ goals.

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308.6.2 core curriculum appropriate to the CPE setting.

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308.6.3 clearly written syllabus

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

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308.6.5 program evaluation by the students.

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**308.6.6** the CPE Level II curriculum involves two or more program units of CPE.

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**308.7** presentation and use of literature and instruction appropriate to the students’ learning goals and needs.

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308.8 final evaluations written by the student and Certified Educator.

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308.8.1 An ACPE Certified Educator’s evaluation will be available to the student within 45 calendar days of the completion of the unit. To extend this deadline in rare unusual circumstances, the Certified Educator may negotiate with the student and receive approval from the regional accreditation chair to extend this deadline. The Certified Educator’s evaluation will document this process, and such extensions must be reported on the next annual report.

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

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**308.9 Additional program standards for Certified Educator CPE include, but are not limited to:**

**308.9.1.** A specific time period for a program unit of Certified Educator CPE or a half unit of Certified Educator CPE.

• A unit of Certified Educator CPE consists of a clinical supervisory practicum of at least 400 hours, which includes no less than 100 hours of structured group and individual education along with supervisory work and/or spiritual care ministry.

• A half-unit of Certified Educator CPE consists of a clinical supervisory practicum of at least 240 hours, which includes no less than 60 hours of structured group and individual education along with supervisory work and/or spiritual care ministry.

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**308.9.2** Certified Educator CPE programs will demonstrate how a Certified Educator Student advances from observing the supervision of CPE to supervising defined program activities to supervising CPE programs under supervision as a Certified Educator Candidate. The curriculum will include supervision of the student’s work, active participation in a supervisory student peer group, and individual or independent study related to the curriculum.

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308.9.3 The curriculum of a specific unit may include program planning, professional reading, theory writing, and active participation in a consortium or in regionally sponsored educational events.

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308.9.4 An educational plan that enables a Certified Educator Student to complete a minimum of one and a maximum of four units of Certified Educator CPE in one year and that describes a two to three-year curriculum plan for a student in full-time Certified Educator CPE.

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**308.9.5** A Certified Educator program curriculum will address the theoretical underpinnings of clinical pastoral supervision. A bibliography and resource guide will be provided that is sufficient to acquaint the supervisory student with history of CPE, theology, educational theory, behavioral sciences, multicultural theory, management/ administration of educational programs, group theory, supervisory theory, and personal ethics, applied clinical ethics and professional ethics.

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

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308.11 When there is geographic distance between the CPE Certified Educator and students, electronic presence, i.e., video conferencing, is allowed as an alternative to physical presence.

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Standard 309 The center designs its CPE Level I/Level II curriculum to facilitate the students’ achievement of the following objectives:

Pastoral Formation

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

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

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

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**Pastoral Competence**

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

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

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

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

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

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**Pastoral Reflection**

**309.9** to develop students’ understanding and ability to apply the clinical method of learning.

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

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

**310.1** to afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.

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

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

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**Standard 311 Outcomes of CPE Level I**

The curriculum for CPE Level I addresses the fundamentals of pastoral formation, pastoral competence and pastoral reflection through one or more program units. At the conclusion of CPE Level I, students are able to:

**Pastoral Formation**

311.1 articulate the central themes and core values of one’s religious/spiritual heritage and the theological understanding that informs one’s ministry.

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311.2 identify and discuss major life events, relationships, social location, cultural contexts and social realities that impact personal identity as expressed in pastoral functioning.

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

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**Pastoral Competence**

**311.4** risk offering appropriate and timely critique with peers and supervisors.

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**311.5** recognize relational dynamics within group contexts.

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

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**311.7** initiate helping relationships within and across diverse populations.

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**Pastoral Reflection**

**311.8** use the clinical methods of learning to achieve one’s educational goals.

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**311.9** formulate clear and specific goals for continuing pastoral formation with reference to one’s strengths and weaknesses as identified through self-reflection, supervision, and feedback.

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**Standard 312 Outcomes of CPE Level II**

The curriculum for CPE Level II addresses the development and integration of pastoral formation, pastoral competence and pastoral reflection to a level of competence that permits students to attain professional certification and/or admission to Certified Educator CPE. The Certified Educator’s final evaluation will include a statement attesting to the competence demonstrated at the time of the evaluation.

Progression into Level II requires a level of competency in the Level I outcomes that permits the student to be building upon those competencies and no longer needing to address them as primary learning objectives. This is established through the Certified Educator’s judgment documented in the written evaluation (cf. Standard 308.8.2).

At the conclusion of CPE Level II students are able to:

**Pastoral Formation**

**312.1** articulate an understanding of the pastoral role that is congruent with one’s personal and cultural values, basic assumptions and personhood.

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**Pastoral Competence**

**312.2** provide pastoral ministry with diverse people, taking into consideration multiple elements of cultural and ethnic differences, social conditions, systems, justice issues, and applied clinical ethics without imposing one’s own perspectives.

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312.3 demonstrate a range of pastoral skills, including listening/attending, empathic reflection, conflict resolution/ transformation, confrontation, crisis management, and appropriate use of religious/spiritual resources.

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**312.4** assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences.

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**312.5** manage ministry and administrative function in terms of accountability, productivity, self-direction, and clear, accurate professional communication.

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**312.6** demonstrate competent use of self in ministry and administrative function which includes: emotional availability, cultural humility, appropriate self- disclosure, positive use of power and authority, a non-anxious and non- judgmental presence, and clear and responsible boundaries.

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**Pastoral Reflection**

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

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**312.8** demonstrate awareness of the Common Qualifications and Competencies for Professional Chaplains. Note: The ACPE Standards and Code of Ethics supersede these standards.

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**312.9**. demonstrate self-supervision through realistic self-evaluation of pastoral functioning.

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**Standard 313** The Certified Educator CPE center designs its Certified Educator CPE curriculum to facilitate achievement of the following objectives:

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

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**313.2** to provide students practice in the supervision of CPE under the supervision of an ACPE Certified Educator.

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

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**Standard 314** Outcomes achieved by Certified Educator CPE students accrue in six areas of competency derived from the Certified Educator CPE objectives. A successful candidate for certification as ACPE Associate Certified Educator demonstrates the following:

**Standard 315** Competence as a pastoral supervisor:

**315.1** maintains personal integrity and a deepening pastoral identity.

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**315.2** demonstrates emotional and spiritual maturity.

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**315.3** forms meaningful pastoral relationships.

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**315.4** self-supervises own on-going pastoral practice.

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**315.5** refines one’s professional identity as a clinical pastoral educator.

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**315.6** ability to explicate how one’s personal history and culture affect professional and personal identity, pastoral practice, the supervisory relationship, and student learning.

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**Standard 316** Competence in the theories of supervision:

**316.1** articulates understanding of and methodology for clinical pastoral supervision based on a critical grasp of the professional literature relating to the field of clinical supervision.

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**316.2** articulates and implements a philosophy of CPE based on an educational model integrating the theory and practice of CPE, which is based on and congruent with one’s theology.

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**316.3** articulates rationale for multicultural competence, integrating the theory and practice of CPE, which is based on and congruent with one’s theology.

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**Standard 317** Competence in the practice of CPE supervision including:

**317.1** individual supervision

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**317.1.1** assesses an individual student’s learning patterns, personality, religious history, and cultural values as a basis for supervisory strategies.

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317.1.2 supervises students’ pastoral work, giving attention to unique patterns of personal and professional development, including the ability to assist students’ movement toward pastoral identity.

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**317.1.3** defines and evaluates students’ pastoral and personal resources, and uses supervisory strategies and interventions to facilitate students’ learning and development in pastoral care.

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**317.1.4** assists students in taking responsibility for formulating a learning process and evaluating the results of the learning experience.

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**317.1.5** uses one’s personality and personal, religious and cultural history as a teaching resource in shaping a personal supervisory style.

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**317.2** group CPE supervision

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**317.2.1** facilitates development of group interpersonal interaction.

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**317.2.2** enables students to use their responses to the program as a learning experience.

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**Standard 318** Competence in CPE program design and implementation:

**318.1** develops and organizes programs of CPE based on program educational principles appropriate to experiential learning.

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**318.2** manages CPE programs effectively.

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**318.3** develops a variety of CPE program resources.

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**318.4** uses diverse clinical educational methods.

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**318.5** works with the theological implications of the ministry context.

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**318.6** understands and uses applied clinical ethics as they relate to CPE and pastoral practice.

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**318.7** uses appropriate clinical skills and teaching methods that integrate the role of context and culture in pastoral practice and education.

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| **Follow up Review** |  | [ ] Yes [ ]  No |
| **Commission Review** |  | [ ] Yes [ ]  No |

**318.8** advocates for students based on awareness of how persons’ social locations, systems, and structures affect one’s ministry, learning, and the educational context.

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**318.9** considers cultural factors in the use of learning assessments, educational strategies, curriculum resources, and evaluation procedures.

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**Standard 319** Competence in pastoral education:

**319.1** integrates educational theory; knowledge of behavioral science, applied clinical ethics, theology, and pastoral identity into supervisory function

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**319.2** demonstrates awareness of the cultural contexts of diverse student groups and clinical populations that integrates and articulates ethnic identity development and its implications for pastoral practice and supervisory relationships.

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