

**CANADIAN ASSOCIATION
FOR
PASTORAL PRACTICE AND EDUCATION**

**GUIDELINES
FOR
REGIONAL ADMITTING CHAIRS**

(Approved: May 1, 2004)

(Revised: May 1, 2007)

Table of Contents

1.0 So You're a Regional Admitting Chair!	3
1.1 Greetings	
1.2 Definition	
1.3 Relationship to Region	
1.4 Relationship to the Educational Standards Commission	
2.0 Organizing a Committee	4
2.1 Why the need for a committee?	
2.2 How many committee members are enough?	
2.3 Who should be on the committee?	
3.0 What's the Role of the Regional Admitting Chair?	5
3.1 Regarding Advanced Education Consultations	
3.2 Regarding Provisional Teaching Supervisory Education Consultations	
3.3 Regarding Alternate or Irregular Clinical or Supervisory Education	
3.4 Regarding Certification and Accreditation	
4.0 Establishing an Annual Budget	6
4.1 What kinds of costs are incurred?	
4.2 Where does the money come from?	
5.0 Fees	7
5.1 What are the fees?	
5.2 What is the process for handling fees?	
6.0 Frequently Asked Questions	7
6.1 What is the Role of the Academic Assessment Committee?	
6.2 How does the RAC respond to Unusual Requests?	
6.3 Inquiries Related to Consultations, Certification, or Accreditation.	
6.4 Inquiries Related to Procedural Concerns.	
6.5 Inquiries Related to Ethics Concerns.	
6.6 What is "Conflict of Interest"?	
6.7 What is the Role of the RAC in dealing with grievances?	
7.0 Process for Advanced Consultations Flow-sheet	9
8.0 Process for Provisional Teaching Supervisory Education Consultations Flow-sheet	10
9.0 Process for Placement from Alternate or Irregular Clinical Education Flow-sheet	11
10.0 Process for Specialist Certification Flow-sheet	12

1.0 So You're a Regional Admitting Chair!

1.1 Greetings

Welcome to this exciting and important position within the CAPPE/ACPEP organization. As a Regional Admitting Chair (RAC) you are responsible for forming and chairing a Regional Admitting Committee, establishing a budget, facilitating requests from those seeking Advanced Consultation, Provisional Teaching Supervisor Consultation, as well as those seeking placement from an Alternate or Irregular Clinical or Supervisory Education background. Also, you will act as your Region's representative to the Educational Standards Commission.

It is our hope that this booklet will introduce you to your task and provide you with enough information to get started. You are reminded that CAPPE/ACPEP Standards are an invaluable resource and always supersede information found in this booklet or elsewhere. They are the final rule for standards related to Accreditation and Certification. If, as a newly elected Regional Admitting Chair, you do not have a copy of the Standards you should make ordering a copy one of your first tasks. The CAPPE/ACPEP Standards can be purchased through the CAPPE/ACPEP office or downloaded from the web-site at www.cappe.org.

1.2 Definition

The Regional Admitting Chairs shall:

- coordinate and oversee all business and action of their respective Regional Admitting Committee
- represent their respective Regional Admitting Committee at the Education Standards Commission
- consult with the Chair of Education Standards Commission as necessary

1.3 Relationship to Region

The Regional Admitting Chair is elected by each Region at its annual meeting for a term of not less than two years, renewable once. The RAC is a member of the executive of the Region and is the Region's local contact on matters related to Advanced Consultation, Provisional Teaching Supervisor Consultation, for those seeking placement from an Alternate or Irregular Clinical or Supervisory Education, and for matters related to Accreditation and Certification.

1.4 Relationship to the Educational Standards Commission

The Regional Admitting Chair is the Region's representative to the Educational Standards Commission which meets twice per year; once prior to the annual convention and once in June. The commission meets for the purpose of conducting business; reviewing and revising standards; and receiving recommendations related to the

accreditation of centres and the certification of individuals. The Educational Standards Commission may meet at other times during the year at the call of the chair. This meeting could be held by teleconference or other electronic means.

2.0 Organizing a Committee

2.1 Why the need for a Committee?

The CAPPE/ACPEP ethos suggests that consultation and consensual decision making serve the interests of the organization by inviting a diverse range of views and by evolving decisions that are in the best interests of individuals and of the organization.

The Regional Admitting Committee is responsible for admission processes:

- 1) to Advanced Education
 - 2) to Provisional Teaching Supervisor Education
 - 3) from Alternate or Irregular Clinical or Supervisory Educational background
- and may also assist National Accreditation & Certification Committees with their work.

There is the potential for periods of high workload during which a committee may delegate various tasks and responsibilities. Finally, the Regional Admitting Committee is responsible for facilitating, overseeing and receiving the results of Consultations for Advanced Standing and Provisional Teaching Supervisor Education. The results need to be recommended by the Regional Admitting Committee prior to being forwarded to the Educational Standards Commission for ratification.

2.2 How many Committee Members are enough?

The answer to this question varies from region to region and is dependent upon the workload within the Region. It is suggested that a committee could consist of one member or up to six members (depending on the Regional Executive's decision) including the Regional Admitting Chair. Where possible, committee members will be drawn from the same geographical area to reduce costs to the organization. The committee will determine how to establish and maintain records for those in process within the region and will keep minimal minutes of their meetings.

2.3 Who should be on the Committee?

Again, the various regions will best determine who can or should be members of the Regional Admitting Committee and guidelines could be established within the Region's by-laws. Where possible the committee will be comprised of "certified members", although in some regions it may be necessary to include those designated as "associate members" of CAPPE/ACPEP.

3.0 What's the Role of the Regional Admitting Chair?

3.1 Regarding Advanced Education Consultations

Using the Certification Standards...

When students inquire about proceeding beyond the basic unit, they immediately will be encouraged to acquire for themselves copies of the Association's Standards. Familiarity with, and use of, the Association's Standards are invaluable in students' successful movements throughout the certification process.

All information related to Advanced Consultations is found in Certification, Section II of the Standards and, as the Regional Admitting Chair, you are encouraged to be familiar with this section and apply it accordingly.

Steps in the Process...

RACs are referred to the Standards, Certification Section II – Advanced Supervised Pastoral Education for a thorough description of the process to be followed in facilitating an Advanced Consultation. The form for recording the Advanced Consultation and the subsequent recommendations related to advanced standing is found in Certification Section II, Subsection 9.

Please direct all students who have not completed one year of foundational courses in Master's level theological education as required by the standards to secure a letter of equivalency from the Academic Assessment Committee. This letter of equivalency must have been ratified by the Education Standards Commission.

Endorsement for Ministry....

Evidence of current endorsement by a recognized faith group to function as a spiritual and religious care provider is needed for a candidate to be successful in the advanced consultation. Refer students to Appendix VII for more information.

3.2 Regarding Provisional Teaching Supervisor Education Consultation

Using the Certification Standards...

At this point in a candidate's process s/he should possess a copy of the Standards of the Association. All information related to Provisional Teaching Supervisor Consultations is found in Certification, Section V, Subsections 1 - 4 of the Standards and as the Regional Admitting Chair, you are encouraged to be familiar with these sections and apply them accordingly.

Steps in the Process....

RACs are referred to Certification, Section V, Subsection 4, B.1 for the process to be followed in facilitating a Provisional Teaching Supervisor Education Consultation. The form for recording the results of the consultation and subsequent recommendations is found in Certification Section V, Subsection 4, B.7.

3.3 Regarding Alternate or Irregular Clinical or Supervisory Education

Inquiries related to irregular circumstances are found at Appendix V and detail issues related to the consideration of students who seek placement in CAPPE/ACPEP's educational process from an Alternate or Irregular Clinical or Supervisory Educational background. Again the RAC is encouraged to readily avail him/herself of the wisdom and resources of the Regional Admitting Committee, as well as the chair of the National Certification Committee where appropriate. Please refer all matters related to Academic Education to the Academic Assessment Committee.

3.4 Regarding Certification and Accreditation

The role of the RAC in certification and accreditation is minimal. As the Association Standards Commission representative in your region, it is important for you to be familiar with the Standards and to direct prospective candidates to the National Certification and Accreditation Committee Chairs.

3.5 Regarding Peer Review

The role of the RAC regarding peer review is minimal. The RAC will redirect prospective candidates to the Regional Professional Practice Chair.

4.0 Establishing an Annual Budget

4.1 What kinds of costs are incurred?

Costs of the Regional Admitting Committee fall into two categories: costs associated with meetings and costs associated with processing students seeking a consultation.

- Meeting costs will be minimized when members live in the same geographical area. All CAPPE/ACPEP expenses are reimbursed at national rates.

Costs related to consultations will be incurred when the consultant needs to travel to the consultation. Again, costs will be minimized if consultants from the same geographical area are utilized; however, this is not always possible. All costs related to the consultation are the responsibility of the student, but not to exceed candidate limit. See Fee schedule.

4.2 Where does the money come from?

The costs of the Regional Admitting Committee are borne by the Educational Standards Commission (ESC). As a result, it is necessary to submit expense forms as they occur and submit annual budgets to the chair of the ESC not later than November 1 each calendar year. These budgets will reflect projected expenses based on the considerations noted in 4.1 above. Since CAPPE/ACPEP operates on minimal revenues, RACs are encouraged to submit realistic budgets which reflect actual anticipated expenses. Expense forms (found at www.cappe.org; "Forms"; "Expense

form & instructions”) will be submitted to (and reimbursement processed by) the National Office. Expect delays of up to six weeks in the payment of expenses.

5.0 Fees

5.1 What are the fees?

There are fees associated with Advanced Consultation, Provisional Teaching Consultation and a Consultation for those seeking placement from an Alternate or Irregular Clinical or Supervisory Education process. The current fee scale is found on the CAPPE/ACPEP web-site at www.cappe.org.

5.2 What is the process for handling fees?

All candidates will be made aware of the fees when they inquire about an Advanced Consultation, Provisional Teaching Consultation and a Consultation for those seeking placement from an Alternate or Irregular Clinical or Supervisory Education process. Consultation fees will be received by the RAC with the application. The fees are to be paid by cheque made out to the Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP); these are not processed until the requested consultation actually takes place.

6.0 Frequently Asked Questions

6.1 What is the Role of the Academic Assessment Committee?

The role of the committee is to examine academic qualifications of candidates applying for Advanced Education, Specialist Certification or Provisional Supervisory Status, who do not have typical academic credentials as outlined in the CAPPE/ACPEP Handbook. The committee grants equivalencies and makes recommendations for the granting of equivalencies.

The Committee also serves as a liaison for CAPPE/ACPEP with the theological schools and offers recommendations and support to the Educational Standards Commission in the area of theological education.

6.2 How Does the RAC Respond to Unusual Requests?

It is the responsibility of the RAC to receive requests from students and members related to the certification and accreditation process. These requests normally fall into one of four general categories:

1. Inquiries related to consultations, certification or accreditation
2. Inquiries related to irregular circumstances
3. Inquiries related to procedural concerns
4. Inquiries related to ethics concerns

6.3 Inquiries Related to Consultations, Certification or Accreditation

Inquiries related to consultations will be responded to promptly by referring inquirers to appropriate sections of the Standards on the CAPPE/ACPEP web-site. Inquiries related to certification and accreditation will be referred to the Chair of the relevant National Committee. When considering inquiries the RAC will readily avail him/herself of the wisdom and resources of the Regional Admitting Committee as appropriate.

6.4 Inquiries Related to Procedural Concerns

Inquiries related to procedural concerns regarding Advanced Consultations, Provisional Teaching Supervisor Consultations and Consultations for those seeking placement from an Alternate or Irregular Clinical or Supervisory Education will be submitted in writing. These concerns will then be considered by the Regional Admitting Committee which will consult, as appropriate, with other Committees and offices of CAPPE/ACPEP to determine an appropriate response. The Education Standards, Code of Ethics, Standards of Practice and Constitution are the final authority on all matters.

6.5 Inquiries Related to Ethics Concerns

Inquiries related to ethical concerns will be redirected to the Ethics Chair in your Region.

6.6 What is “Conflict of Interest”?

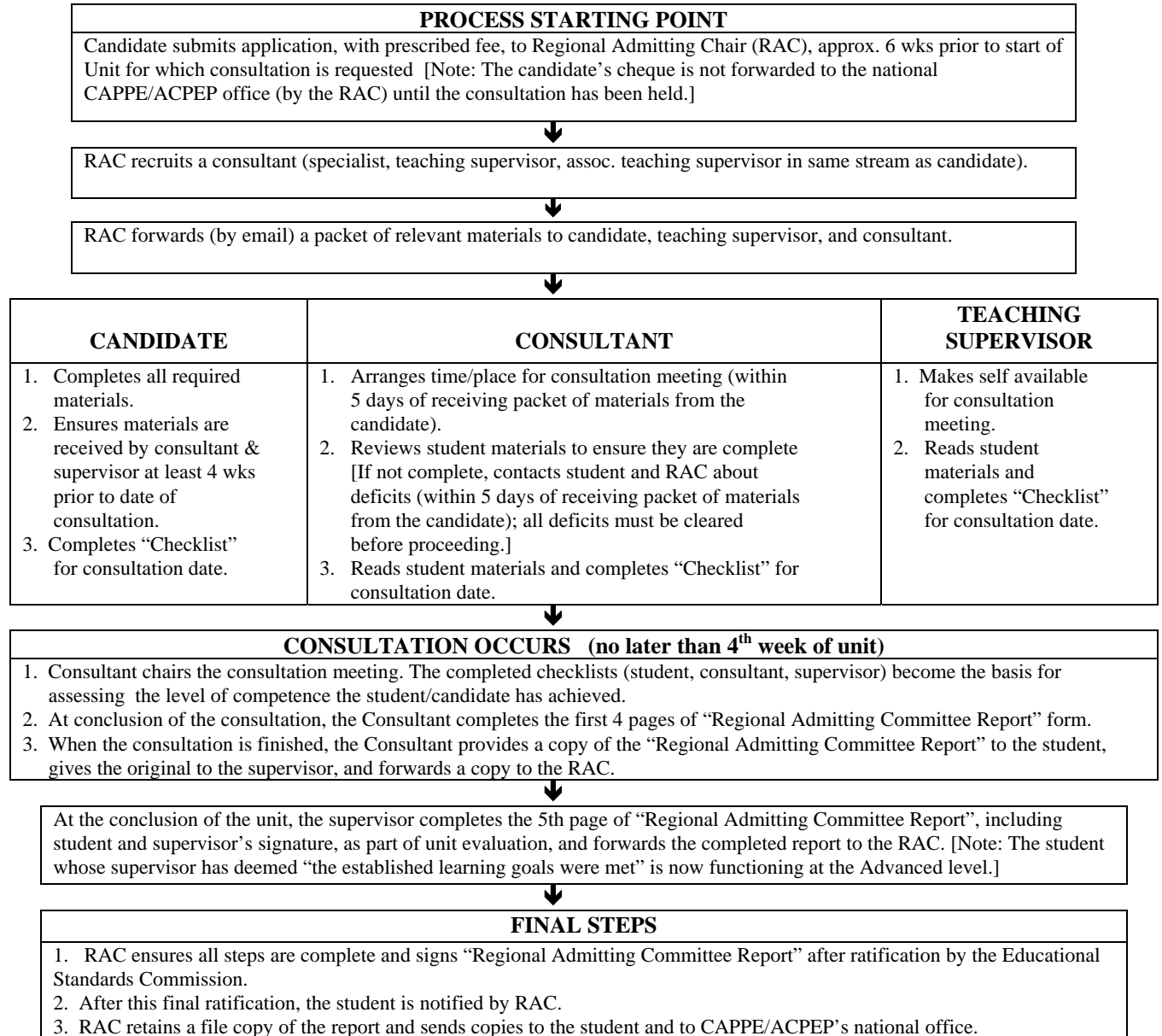
A ‘conflict of interest’ involves an individual in a dual relationship where previous contacts may impair or be thought to impair the judgement, or compromise the integrity of the decision that is made. In an effort to minimize the opportunities for a ‘conflict of interest’, the RAC will, when processing Advanced Consultations, Provisional Teaching Supervisor Consultations, or Consultations for those seeking placement from an Alternate or Irregular Clinical or Supervisory Education, make every effort to ensure that participants in such processes do not perceive a potential for such a ‘conflict of interest’ to arise.

6.7 What is the role of the RAC in dealing with grievances?

Grievances are addressed in the CAPPE/ACPEP handbook in Appendix I. A grievance procedure related to a Regional Admitting Committee decision is found at Subsection 3.A and related to Regional Organizational structure is found at Subsection 6.A. Grievances related to certification and accreditation processes will be redirected to the National Certification and Accreditation Chairs.

7.0 Process for Advanced Consultation

1. Student seeking Advanced SPE reads CAPPE/ACPEP Standards Certification, Section II.
2. Student consults with supervisor who has agreed to supervise at the advanced level to ensure process is understood.
3. Student gathers “formal documents” and schedules work on required papers so as to be ready two weeks after submitting an ‘application for advanced consultation’ (step 4).
4. If not already an Associate Member, student secures CAPPE/ACPEP membership.
5. Student completes the application form found in Section II, & writes a cheque for the prescribed fee (made out to CAPPE/ACPEP).



May 2004

8.0 Process for Provisional Teaching Supervisor Education Consultation

1. Candidate seeking Provisional Teaching Supervisor Education reads and becomes familiar with CAPPE/ACPEP Standards Certification, Section V, Subsection 1 – 3.
2. Candidate identifies a teaching supervisor who is willing to accept the candidate into teaching supervisor education.

Process Starting Point
Candidate submits application, with prescribed fee, to Regional Admitting Chair (RAC).



- | |
|--|
| <ol style="list-style-type: none"> 1. RAC recruits a consultant; the consultant shall be a teaching supervisor in the SPE stream for which the candidate is applying. 2. RAC forwards name of the consultant to the candidate. |
|--|



Candidate	Consultant	Teaching Supervisor	RAC
<ol style="list-style-type: none"> 1. Establish, with consultant and teaching supervisor, date for written materials to be submitted and consultation date. 2. Candidate must have written materials to consultant and supervisor at least 4 weeks prior to consultation date. 3. Review material and complete scoring grid prior to consultation. 	<ol style="list-style-type: none"> 1. Establish, with candidate and teaching supervisor, date for written materials to be submitted and consultation date. 2. Advise RAC of the mutually agreed upon date for the consultation. 3. Must have receipt of the candidate's materials at least 4 weeks prior to consultation date. 4. Reviews documents to ensure that the documentation is complete before proceeding. 5. Reads candidate's materials and completes scoring grid prior to consultation date. 	<ol style="list-style-type: none"> 1. Establish, with candidate and consultant, date for written materials to be submitted and negotiate consultation date. 2. Reviews material and completes scoring grid prior to consultation. 	<ol style="list-style-type: none"> 1. Ensures that a date and a site for the consultation are set, and if necessary, negotiates with the candidate and consultant to finalize date and site.



- | |
|---|
| CONSULTATION OCCURS |
| <ol style="list-style-type: none"> 1. Consultant chairs the consultation meeting. A sharing and discussion of the results of the respective scoring grids become the basis for the consultation in which readiness of the candidate to enter the teaching supervisor stream is assessed. 2. At the conclusion of the consultation, learning goals for the first unit in which the candidate will function as a provisional teaching supervisor are established and agreed upon. |



- | |
|---|
| <ol style="list-style-type: none"> 1. At the conclusion of this first unit, the teaching supervisor forwards a copy of the completed report form to the RAC indicating whether or not the candidate has successfully functioned as a provisional teaching supervisor. 2. If the candidate successfully completed the unit, the candidate may arrange for a second unit of education without a further consultation. 3. The candidate must complete at least 2 units as a provisional teaching supervisor before applying for associate teaching supervisor. 4. If the candidate did not successfully function as a provisional teaching supervisor, a supervisor may grant successful completion at the conclusion of a subsequent SPE unit without a further consultation provided that: <ul style="list-style-type: none"> *there is no more than a 12 month period between the ending of the one and the beginning of the other SPE unit. *the candidate is training with the same teaching supervisor. If a different teaching supervisor is to be involved, a new consultation needs to be held. *if a second attempt to function as a provisional teaching supervisor has been unsuccessful, the student must request a consultation with the Regional Admitting Committee before the candidate is able to proceed further in the teaching supervisor stream. |
|---|



- | |
|---|
| FINAL STEPS |
| <ol style="list-style-type: none"> 1. Regional Admitting Committee shall make its recommendations to the Educational Standards Commission for ratification regarding the status of this unit of education. Candidate is only officially functioning as a provisional supervisor after ratification by the Education Standards Commission. 2. After ratification candidate is notified by RAC. 3. RAC shall also notify the consultant as a courtesy. |

9.0 Process for Placement into CAPPE/ACPEP's Educational Process from an Alternate or Irregular Clinical Educational Background

1. CAPPE/ACPEP’s willingness to process a request does not guarantee placement at the level being requested.
2. The Regional Admitting Chair (RAC) handles the request.
3. Candidate uses CAPPE/ACPEP Standards Appendix V to guide the process.

Before Initiating the Process
<p>Candidate shall:</p> <ol style="list-style-type: none"> 1. Become familiar with CAPPE/ACPEP’s web site, including the information about our “Vision, Mission & Goals”, details about “Pastoral Education” (including the Student Manual), and “Handbook” -certification standards for Basic and Advanced SPE as well as Specialist certification and the Code of Ethics. 2. Become familiar with CAPPE/ACPEP’s professional culture and emphasis on personal and professional integration, congruence, self-awareness and professional collegiality by contacting 3 – 5 CAPPE/ACPEP members and discussing these ministry competence indicators at some relational depth. 3. Select a CAPPE/ACPEP certified member to serve as a consultant in moving through the process of placement.



Candidate	RAC	Committee/Assessors
<ol style="list-style-type: none"> 1. Contact RAC. 2. Submits a written application, with prescribed fee, to RAC seeking to be positioned in CAPPE/ACPEP’s educational process: in (CPE, PCE unit or PCE course) and at 2nd Basic, 1st Advanced, 2nd Advanced, or ready to apply for Specialist. 3. See Appendix V, Subsection 1, #4 a, b & c for information on specific documentation needing to be submitted, depending on level being requested. 4. Provides each assessor with a copy of her/his documentation packet 6 weeks prior to the consultation date. 	<ol style="list-style-type: none"> 1. RAC checks that the candidate is using Appendix V document to guide the process. 2. Recruits a committee of not less than 2 assessors, appointing 1 person as committee chair. 3. Committee members must be CAPPE/ACPEP certified members within the stream (CPE or PCE) being pursued by candidate. 	<ol style="list-style-type: none"> 1. Committee chair contacts the candidate and sets a day/time/location for the consultation meeting. 2. Assessors assess candidate’s documentation, drawing on tools for assessing various levels of readiness as are helpful (e.g. see CAPPE/ACPEP Handbook for educational objectives of basic and advanced supervised pastoral education, as well as assessment tools for advanced and specialist processes.)



Consultation/Assessment
<ol style="list-style-type: none"> 1. Assessment is held and the committee assesses with the candidate to what extent, if at all, the candidate has met the objectives for basic or advanced education. 2. The highest placement possible as a result of this consultation is “ready to apply for specialist immediately, no further recommendations.” 3. A consultation report form (see Appendix V) is completed at the time of the assessment. 4. The committee chair ensures a copy of this report is given to the candidate and the original is sent to the RAC.



Final Steps
<ol style="list-style-type: none"> 1. Regional Admitting Committee reviews the consultation report at its next meeting and makes recommendations for ratification at the next Education Standards Commission meeting. 2. After ratification, candidate is notified by RAC. 3. Note: Since the process of review by the Regional Admitting Committee and Education Standards Commission likely will involve several months following the consultation meeting, the candidate will use recommendations from that assessment/consultation meeting when proceeding with placement in CAPPE/ACPEP’s educational process.

May 2004

10.0 Process for Specialist Certification in SPE

1. Candidate seeking Specialist Certification in SPE reads CAPPE/ACPEP Standards Certification, Section III or IV.
2. Candidate must negotiate a consultative process with a Specialist &/or a Teaching Supervisor (Consultant). The model of either individual or group consultation is acceptable.
3. Candidate and Consultant design a process whereby the candidate can reflect on the ministry experience of the candidate and prepare to demonstrate competence for certification as specialist. This process usually spans several months.
4. Candidate gathers “Formal Documents Required at Step One” and prepares papers “Documentation Required for Step Two.
5. When candidate’s materials are entirely prepared and assembled (those required for Step One & Step Two), the candidate mails a completed application form and the prescribed certification fee to the Chair of the National Certification Committee.

Process Starting Point
<ul style="list-style-type: none"> • Once all materials are prepared, Candidate submits application form and certification fee to the Chair of the National Certification Committee.



Step One

Candidate	Chair of National Certification Committee	Verifier
<ol style="list-style-type: none"> 1. Sends a copy of their Step One - Formal Documents to assigned Verifier. 2. Moves on to Step Two after receiving notice of Review Team assigned. 	<ol style="list-style-type: none"> 1. Informs Candidate of the Verifier assigned. 2. Then remits application fee to the National office. 3. After approval recommendation from Verifier, National Certification Committee assigns a Review Team to Candidate. 4. Communicates assignment to Review Team and Candidate. 5. Copy of Step One Report Form sent to Candidate and each member of Review Team. 	<ol style="list-style-type: none"> 1. Reads formal documents to ascertain whether all formal requirements have been met, communicating with Candidate to request any missing document(s). 2. Completes first part of Step One Report Form. 3. Makes recommendation at next Certification Committee regarding approval.



Step Two

Candidate	Reviewing Team
<ol style="list-style-type: none"> 1. After receiving notification of Reviewing Team, a full set of required papers are sent to each member of the Review Team. 	<ol style="list-style-type: none"> 1. Each Reviewer reads all papers. 2. Each Reviewer independently completes a draft Step Two Report Form. 3. Within 6 weeks reviewers meet (face---face or by phone) and complete Step Two Report Form. 4. If all competencies are demonstrated, the Step Two Report Form is sent to Candidate and Chair of National Certification Committee within 24 hours of the Review Team meeting. 5. The Review Team Chair negotiates with Candidate and Review Team an appointment for a face-to-face meeting.



Step Three [Final Step]

Personal Interview for Integration Occurs
<ol style="list-style-type: none"> 1. Candidate meets with Review Team, at a mutually agreed upon time, for a face---face interview of about one hour to determine whether the Candidate demonstrates Ministry Competence Indicators appropriate for a Specialist in SPE 2. Review Team Chair faxes a copy of the Step Three Report Form to the National Certification Chair within 24 hours of the review. 4. National Certification Chair submits candidate for ratification at the next Education Standards Commission meeting. 5. After ratification, candidate is functioning at the level of Specialist.

May 2004