

Religious Education Credentialing Program – “*Re-visioned*”

Adopted by the Religious Education Credentialing Committee on April 30, 2009

Re-visioned program takes effect on May 1, 2009

Introduction

In October 2008, the UUA’s Religious Education Credentialing Program completed its fifth year of operation. The RECC has received feedback on this program from the Liberal Religious Educators Association Board, program mentors, credentialed religious educators, parish ministers, the UUA Board and a large number of religious educators working in the field, some of whom were participants in the program. Recognizing that a five year mark was a natural re-evaluation point, the Religious Education Credentialing Committee (RECC) began a process of examining both the accessibility and the logistics of the program.

This document reflects a Religious Education Credentialing Program “*re-visioned*” by the RECC. In the re-visioned program:

- Flexibility and choice in the ways to demonstrate competency and attain credentialing are key components of the program. Modalities in learning and communication are recognized and various expressions in production of the required work are encouraged.
- Candidates at all levels have a core group of required competency areas and will make choices of what supplemental competency areas they wish to address. The number of competency areas more accurately reflects a more realistic program workload.
- Demonstrated mastery of religious education leadership is not solely tied to academic achievement. In fact, the name of Credentialed Religious Educator – **Master’s Level** has been changed to Credentialed Religious Educator – **Master Level** to emphasize that this level of credentialing is reflected in a master religious educator rather than a Master’s Degree. Multiple paths to achieving the Master Level credential have been created.
- Recognition is given to the experience of long term practitioners in the field of religious education. Their path to credentialing is unique.
- Allowing candidates to show proficiency where they are in the profession is essential. It is important to demonstrate competency in working with the age groups of a candidate’s current or future position. Thus, for example, we have added a competency in Youth and Young Adult Education and the candidates may choose the supplemental competencies which are more pertinent to their work situation.

The re-visioned program details will be combined with aspects of the former program and be made into a new program plan. The re-visioned program will apply to all candidates accepted into the program after April 30, 2009, and will be an option for any candidates currently in the program.

What follows is a summary comparison chart of key issues in religious education credentialing, how they were addressed in the former program, and how they are addressed in the re-visioned Religious Education Credentialing Program, and re-visioned details at the Master, Credentialed, and Associate levels of credentialing.

For more information on the re-visioned Religious Education Credentialing Program, please contact:

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Summary Comparison Chart

For specifics of the level requirements and choices please see detail pages

Issue	Prior Way of Addressing	<i>“Re-visioned”</i> Way of Addressing
<p>Stream-lined credentialing process for long-term religious educators for Credentialed Level</p>	<p>Not addressed</p>	<ul style="list-style-type: none"> ● Tenure-Track process for religious educators with 10 or more years of experience prior to May 1, 2009 ● Leads to credentialing at the Credentialed Religious Educator level. ● Option open until May 1, 2014.
<p>Master Level requirements</p>	<p>One way to attain:</p> <ul style="list-style-type: none"> ● Requires a Master’s degree; ● 5 graduate courses on specific topics; ● 27 competency areas; ● A standard-format portfolio ● Reading list ● Evaluative interview ● 3 or more years experience in the field, at least 1/2 time. ● No recognition or “credit” given if previously credentialed at lower level. 	<p>Re-visioned Master level.</p> <ul style="list-style-type: none"> ● Name change to Master Level. This is to point out that a candidate does not need a Master’s degree to be credentialed at the Master level. ● 3 graduate courses ● 16 competency areas, 10 of which are core, and a choice 3 from a group of 4 and a choice of 3 from a group of 5. A lifespan focus is optional. ● Choice of final project form. ● Choice of evaluation modes ● Reading list ● Five or more years of experience, at least ½ time or 10 years of ¼ time work. ● Candidate may use their credentialed level material and add to it for the Master level ● Evaluation with the RECC, unless the candidate has already met with the RECC and was approved at the level sought at the time

Issue	Prior Way of Addressing	<i>“Re-visioned”</i> Way of Addressing
Credentialed level requirements	One way to attain: <ul style="list-style-type: none"> • 21 competency areas with lifespan focus • A standard-format portfolio • Evaluative interview • Reading list • 2 years of ½ time work 	Re-visioned Credentialed level: <ul style="list-style-type: none"> • 12 competency areas, 8 of which are core, a choice of 2 from a group of 4, and a choice of 2 from a group of 4. A lifespan focus is optional. • Choice of final project form depending on track • Reading list • Same years of experience required • Evaluation with RECC
Credentialed Associate level requirements	One way to attain: <ul style="list-style-type: none"> • 12 competency areas with a lifespan focus. • standard-format portfolio work • Reading list • 75 hours of relevant training • 2 years of ¼ time work 	Re-visioned Associate level: <ul style="list-style-type: none"> • 8 competency areas, 5 of which are core, a choice of 1 from a group of 3, and a choice of 2 from a group of 5. A lifespan focus is optional. • A portfolio which may be demonstrated in a variety of modes and media Reading list • 75 hours of relevant training • 2 years of ¼ time work