

UUA RECC Continuum of Competencies

The following table outlines the scope of competencies required for each level of credentialing. Because this is a continuum, candidates in one level are required to master the scope of knowledge within each competency at that level as well as those in the levels below the level of credentialing sought. Thus, those seeking Master's Level status must master the scope of knowledge throughout the continuum for all competencies and demonstrate application of the competency through work products that may have been created throughout a religious education program. The table also provides examples of ways in which competencies can be demonstrated. The context for the examples that are listed, as well as the examples themselves, are descriptive, not prescriptive, and can be broadened to fit your situation.

Competency	Associate		Credentialed		Masters	
	Scope of Knowledge & Skill	Demonstrated by	Scope of Knowledge & Skill	Demonstrated by	Scope of Knowledge & Skill	Demonstrated by
Unitarian Universalist History	<ul style="list-style-type: none"> *Understanding of Unitarian Universalist Principles, Purposes, and Sources. *Knowledge of Unitarian Universalist history. *Understanding of the consolidation of the American Unitarian Association and the Universalist Church of America and the history of the UUA. 	<ul style="list-style-type: none"> *Helping children, youth, and adults learn the principles and purposes. *Knowing the stories of famous UUs and using the stories to teach UU history. *Knowing and effectively using curricula throughout the lifespan that deal with UU history. *Articulating how the history of the congregation fits into the larger story of UUism. 	<ul style="list-style-type: none"> *Understanding of key developments in Universalism prior to merger. *Understanding of key developments in Unitarianism prior to merger. *Working knowledge of key events/dates within UU history. 	<ul style="list-style-type: none"> *Using the principles and purposes to shape/inform the explicit curriculum. *Using UU history to create and reinforce UU identity within children, youth, and adults. *Enhancing existing curricula with illustrations from UU history. *Making formal and informal presentations about UU history, respond to questions, and provide resources. 	<ul style="list-style-type: none"> *In-depth understanding of Unitarian Universalist history obtained through a graduate course in Unitarian Universalist history or an approved equivalency, including the research required to write a paper or papers to satisfy the course requirements. 	<ul style="list-style-type: none"> *Making the principles and purposes part of the implicit curriculum. *Utilizing developmentally appropriate instructional methods/strategies to teach UU history throughout the lifespan. *Developing lifespan curriculum about the history of UUism. *Utilizing research, including original sources, to explore specific aspects of UU history in depth.
Unitarian Universalist Polity	<ul style="list-style-type: none"> *Knowledge of Unitarian Universalist polity. *Knowledge of the UUA Bylaws and the RECC Rules and Policies. 	<ul style="list-style-type: none"> *Supporting the effective exercise of congregational polity within the congregation and the UUA. *Articulating the basic principles of congregational polity. 	<ul style="list-style-type: none"> *Understanding of the role and impact of congregational polity within Unitarian Universalist congregations. 	<ul style="list-style-type: none"> *Using covenant as a way of building community and supporting right relationships within the RE program and the congregation. *Articulating the meaning of membership in a UU congregation to children, youth, and parents. 	<ul style="list-style-type: none"> *In-depth understanding of Unitarian Universalist polity obtained through a graduate course in Unitarian Universalist history or an approved equivalency, including the research required to write a paper or papers to satisfy the course requirements. 	<ul style="list-style-type: none"> *Interacting with other UU congregations, clusters, districts and the UUA for the mutual benefit of religious education, specifically, and Unitarian Universalism, generally.

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Anti-Oppression/ Anti-Racism/ Multi-culturalism	<p>*Understanding of the UUA's initiatives involving Anti-Oppression including: Accessibility issues, Journey Toward Wholeness program, and the Welcoming Congregation program.</p> <p>*Understanding of how to support diversity in religious education by dealing with racism, heterosexism, ableism, classism, and ageism.</p> <p>*Understanding about how to welcome children with special needs.</p>	<p>*Knowing applicable AR/AO/MC resources and making them available to congregants.</p> <p>*Utilizing curricula and other resources to educate about diversity.</p> <p>*Creating a welcome and accessible environment for children with special needs.</p>	<p>*Knowledge of concepts and theories that inform anti-oppression and anti-racism work including power, power differentials between a dominant and a marginalized group, privilege, institutionalized or systemic racism, linked oppressions, and guilt.</p> <p>*Knowledge of the theological underpinnings that inform the commitment within Unitarian Universalism to anti-oppression and anti-racism work.</p> <p>*Knowledge of how to support respect for diversity within religious education through the thoughtful use of multicultural resources and experiences.</p> <p>*Understanding of the harm caused by cultural misappropriation and an awareness of how this should be avoided.</p>	<p>*Providing resources to and collaborating with groups empowered to engage AR/AO/MC within the congregation.</p> <p>*Utilizing curricula and resources throughout the lifespan to engage AR/AO/MC issues.</p> <p>*Creating programs that incorporate multicultural resources and experiences.</p> <p>*Evaluating materials for cultural authenticity.</p>	<p>*Ability to serve as a resource/consultant within the congregation as it confronts issues related to racism and other oppressions that limit the possibilities of transformation within the congregation and/or in the larger community in which the congregation is situated.</p>	<p>*Participating in a leadership team working to engage the congregation in AR/AO/MC work.</p>
Right Relations & Professional Ethics	<p>*Effective interpersonal skills.</p> <p>*Understanding of UUA initiatives on safe congregations, ethics, and congregational life.</p> <p>*Ability to work collaboratively with colleagues within and outside of the employment setting.</p> <p>*Awareness of and commitment to the code of professional practices for religious educators.</p> <p>*Understanding the role of the DRE in conflict within the congregation.</p>	<p>*Complying with LREDA's Code of Professional Practices.</p> <p>*Working with the RE Committee to ensure child safety within the congregation.</p>	<p>*Awareness, ability, and commitment to develop, implement, and enforce a set of comprehensive policies and procedures to provide a safe congregational setting for children and youth (where they do not exist), or to assess and strengthen policies that do exist.</p>	<p>*Developing, implementing, and monitoring safe congregation policies and procedures within the RE program.</p>	<p>*Knowledge required to extend a safe congregation program into all areas of congregational life as a reflection of Unitarian Universalist values, on the one hand, and thoughtful and effective risk-management, on the other.</p> <p>*Knowledge required to extend the policies inherent in an effective safe congregation program into extra-congregational settings at the cluster and district level (e.g., District youth programs).</p>	<p>*Collaborating with the minister(s) and lay leadership to create a comprehensive safe congregation program.</p>
History & Philosophy of Religious Education-- General			<p>*Understanding of how the field of religious education outside Unitarian Universalism can inform and be adapted to religious education within Unitarian Universalism.</p>	<p>*Informing and supplementing UU resources and curricula with resources outside UU RE (e.g., Groome's praxis model, Fowler's stages of faith development, etc.)</p>	<p>*Knowledge and ability to adapt concepts, insights, theories, programs, and best practices from sources outside Unitarian Universalism for use within Unitarian Universalism.</p>	<p>*Utilizing resources beyond UUism to inform development of curricula and other resources (e.g., adaptation of Godly Play to create Spirit Play).</p>

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History & Philosophy of Religious Education- Unitarian Universalist	<p>*Understanding of the leading and emerging issues within UU religious education.</p> <p>*Working knowledge of the history of LREDA and its impact on religious education.</p>	<p>*Educating the RE Committee about emerging issues within UU religious education (e.g., Essex Conversations).</p> <p>*Identifying a selection of UU curricula produced in different "eras" (i.e., Fahs, multi-media kits)</p> <p>*Identifying a basic knowledge of the educational philosophy of Fahs and MacLean and how they continue to influence UU religious education</p> <p>*Explaining to teachers and parents what makes RE "religious"</p> <p>*Relating William Ellery Channing's statement about "the great end of religious instruction" to specific, current approaches to RE today</p> <p>*Articulating a position on the place of world religions within lifespan UU RE curriculum</p> <p>*Explaining how and why science is incorporated into UU RE.</p> <p>* Summarizing the goals and philosophy behind the <i>Sacred Threads</i> curricula, once it is published.</p>	<p>*Working knowledge of the religious education philosophy of key figures within Unitarian Universalism.</p>	<p>*Articulating one's philosophy of religious education by drawing upon the teachings of foundational UU religious educators.</p> <p>*Collaborating with the RE Committee to articulate an overarching RE philosophy and vision.</p> <p>*Aligning the RE program with the RE philosophy and vision of the DRE and the congregation.</p>	<p>*In-depth understanding of the history and philosophy of Unitarian Universalist religious education obtained through a graduate course in Unitarian Universalist history or an approved equivalency, including the research required to write a paper or papers to satisfy the course requirements.</p>	<p>*Effectively communicating to the congregation on an ongoing basis the philosophy that informs and shapes the RE program, including the concept of the congregation as curriculum.</p>
Religious Education Resources	<p>*Basic knowledge of lifespan Unitarian Universalist curricula and religious education resources.</p> <p>*Ability to create a multi-year curriculum map to guide curricula offerings within a congregation.</p>	<p>*Creating a comprehensive program guide to communicate the goals, resources, and curricula used in the RE program.</p> <p>*Developing a multi-year curriculum map to guide the structure of the RE program through a two- or three-year cycle.</p> <p>*Maintaining a RE library of key books and resources.</p>	<p>*Broad knowledge of lifespan Unitarian Universalist curricula and religious education resources.</p> <p>*Ability to evaluate the adequacy of curricula for the religious educator's program in order to better support teachers through "best choices" for curricula.</p>	<p>*Assessing the effectiveness of existing curriculum and constantly evaluating new curriculum to increase the effectiveness of faith development, teacher effectiveness, and other educational goals.</p>	<p>*Ability to enhance existing curricula through the development of modified or new lesson plans.</p> <p>*Ability to develop new curricula or resources for use within the congregation and/or for use by other congregations.</p>	<p>*Modifying existing curricula, developing supplemental lessons and resources, and creating new curricula to better align curricula with RE program goals.</p>

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Worship for all Ages	*Knowledge of the basic elements of worship for all ages.	*Creating and leading engaging worship for children * Creating and leading effective worship for intergenerational groups * Guiding teachers in offering elements of worship within a classroom setting.	*Working knowledge of the goals and structure of worship for children, youth, adults, and multigenerational worship. *Ability to design and lead worship for children separately or as a segment within a worship service for adults. *Ability to collaborate on teams creating multigenerational worship to insure that the worship service is engaging for all ages. *Ability to create and deliver sermons for children and for multigenerational worship.	*Participating on a worship team for a variety of worship experiences. *Teaching children and youth to create and lead worship services. *Developing skills in storytelling and adapting stories or creating new stories. *Developing and delivering sermons for children and multigenerational gatherings.	*Ability to create sermons for adults that educate them about the essential role of religious education in the life of the congregation and/or that address the needs of adults in terms of lifespan religious education. *Ability to create and lead rituals to mark milestones and transitions for children, youth, and families within the religious education program.	*Utilizing sermons to educate the congregation about the role of religious education in the life of the congregation. *Creating and participating in rituals and ceremonies marking milestones and transitions in people's lives and the life of the congregation.
Family Ministry			*Working knowledge about family ministry in order to serve as a resource within the congregation to launch a family ministry program. *Ability to be a compassionate, listening presence in support of children, youth, and adults who either seek out the religious educator or are in need of such support from the religious educator because of the situation or the relationship that he/she has with the individual. *Ability to help children and youth respond to peers in need of care and concern in appropriate and supportive ways to cultivate compassion and empathy.	*Assessing needs of families and creating the infrastructure and programs to address those needs (e.g. creating a parents of teens support group, parenting courses, childcare at church events, parent's night out, etc.) *Providing support and care on an as needed basis to children, youth, and families. *Developing a caring community within the RE program that encourages compassion and care among children, youth, and adults.	*In-depth knowledge of family ministry programs and resources to provide the leadership or staff support for offering such a ministry. *Working knowledge of the diversity of family constellations and the support that non-traditional families require (e.g., adoptive families, multi-racial families, gay and lesbian families, etc.) *Ability to provide support and care in appropriate and effective ways in consultation with the minister(s) and lay caregivers. *Ability to provide resources to individuals and families struggling with serious life issues (e.g. grieving the death of a love one.)	*Developing programs and resources to support non-traditional families. *Developing programs that address life skills and resources to help people deal with the challenges of living (e.g., grief work, divorce, addiction, etc.)

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Human Development-- General			<p>*Working knowledge of the stages of human development throughout the lifespan and their implications for religious education programs and activities.</p> <p>*Special attention to the developmental needs of adolescents and the ways in which those are addressed through youth programming.</p>	<p>*Developing materials and programs that reflect a knowledge of human development (e.g., teacher training, curriculum selection, parent education).</p> <p>*Utilizing developmentally appropriate interactions with children/youth.</p> <p>*Matching volunteers with age groups and activities.</p> <p>*Recognizing developmental differences between middle school and high school youth.</p> <p>*Developing age appropriate rites of passage.</p>	<p>*Working knowledge of different theories of human development along with identification of which theorists particularly inform the religious educator's work.</p>	<p>*Developing teacher training workshops and materials that reflect knowledge of human development</p> <p>*Articulating identity development tasks for children, adolescents, and adults</p>
Human Development-- Young Adults					<p>*Working knowledge of the developmental needs of young adults and the ways in which those are addressed through a ministry to young adults.</p>	<p>*Developing developmentally appropriate programs for young adults.</p> <p>*Recruiting and supporting young adults in leadership positions and service positions.</p>
Faith Development			<p>*Working knowledge of the stages of faith development throughout the lifespan and their implications for effective religious education programs and activities.</p>	<p>*Utilizing a RE brochure and other printed materials to educate the congregation about faith development.</p> <p>*Offering parent education (classes and materials) regarding faith development.</p> <p>*Establishing rites of passage that acknowledge stages of faith development (e.g., Coming of Age and Bridging ceremonies).</p> <p>*Providing adult classes and programs that facilitate faith development.</p>	<p>*In-depth understanding of the stages of faith development throughout the lifespan that is used to inform programming throughout the congregation (i.e., the congregation as the curriculum).</p>	<p>*Creating and implementing an overall program plan for RE informed by faith development goals.</p> <p>*Utilizing faith development outcomes as a measure of program effectiveness.</p> <p>*Preparing sermons and/or articles that articulate faith development theory and shape the development of the RE program.</p>

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Learning Theories			*Working knowledge of three or four different learning theories and how they inform program design, curricula selection, and desired outcomes in the religious education program.	*Addressing learning theories in teacher training and parent workshops. *Using learning theory to evaluate curriculum and adapt the RE program to address situations involving special needs.	*In-depth understanding of learning theories obtained through a graduate course in or an approved equivalency, including the research required to write a paper or papers to satisfy the course requirements.	*Ability to make formal and informal presentations about learning theories and their application in the RE program *Writing reflection papers and research papers for graduate courses. *Developing lifespan curriculum informed by appropriate learning theories.
Teaching Methods			*Working knowledge of a variety of teaching methods that can be used to both evaluate and strengthen curricula and to enhance the classroom experience for both teachers and students.	*Developing teacher training workshops and materials that address different teaching methods. *Helping volunteer teachers to utilize various teaching methods. *Ability to adapt, modify, and strengthen curricula through the use of effective teaching methods. *Ability to adapt teaching methods to accommodate special needs. *Utilizing workshops, programs and trainings that take into account and highlight multiple intelligence theory.	*In-depth understanding of teaching methods obtained through a graduate course in or an approved equivalency, including the research required to write a paper or papers to satisfy the course requirements.	*Ability to help volunteers use teaching methods that suits their skills. *Ability to make formal or informal presentations that incorporate a variety of teaching methods. *Developing lifespan curricula using appropriate teaching methods. *Writing reflection papers and research paper for graduate courses.
Designing Learning Experiences					*See Learning Theories and Teaching Methods	*Effectively using learning theories and teaching methods in developing learning experiences, and articulating the rationale for the learning theories and teaching methods chosen.

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Administration	<p>*Program administration abilities: record-keeping, budgeting, safety issues. *Competent oral and written communication skills.</p>	<p>*Communicating effectively in writing and speaking. *Creating and maintaining an effective record keeping system, including documentation for safe congregation policies and procedures. *Developing and managing a budget. *Recognizing safety issues and acting upon them appropriately.</p>	<p>*Ability to advocate for the religious education program within the congregation in terms of its importance and to secure the financial, staff, and volunteer resources necessary to operate a dynamic program. *Ability to set goals and outcomes for the program, evaluate results, and adjust elements of the program to achieve the desired goals and outcomes. *Ability to enhance congregational life through planning, calendaring, and program design so that religious education is fully integrated in the congregation and adds to the synergy of congregational programming. *Ability to advocate for the needs of children and youth in policies and programs created by other committees and groups within the church (e.g., child friendly social events). *Ability to work effectively with the Religious Education Committee (and other committees, task forces, etc.) in setting the vision, mission, goals and outcomes for the program, and cultivating the support necessary to achieving them.</p>	<p>*Proposing, justifying, and managing a budget. *Managing a system that assures adequate volunteer coverage for programs. *Scheduling and organizing program events that are coordinated with other events in the congregation. *Articulating goals and desired outcomes for the program. *Adjusting the program to achieve desired goals. *Implementing a scope and sequence plan and a curriculum map for lifespan religious education. *Organizing/participating in intergenerational worship and other activities. *Advocating for the needs of children, youth, and families. *Leading the RE committee and other volunteers in goal-setting, curriculum mapping, and policy development. *Utilizing interpersonal skills to find allies and following congregational processes necessary to make effective change and achieve program goals.</p>	<p>*Ability to serve as an internal consultant to staff and committees in other areas of congregational life where competencies provide unique resources and insight to enhance congregational life.</p>	<p>*Bringing the professional educator perspective to enhance congregational life. *Working with committees and groups beyond the RE Committee to bring a faith development lens to congregational initiatives and programs. *Providing appropriate resources to groups beyond the RE Committee.</p>

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Volunteer Management	*Ability to recruit, train and support volunteers.	*Connecting with the congregation and to recruit effective volunteers for the RE program. *Conducting basic teacher training workshops and provide appropriate materials. *Gathering feedback in order to enhance the program and the volunteer’s experience.	*Ability to effectively match volunteers to positions, assess effectiveness, coach to improve effectiveness, and reassign when necessary. *Ability to design and lead training programs to enhance skills, deepen understanding, and increase motivation for teachers and other volunteers.	*Matching volunteer’s gifts and interests to tasks. *Assuring adequate volunteer coverage for programs. *Supporting teachers in challenging situations by suggesting strategies and methods, and reassessing as necessary. *Redirecting volunteers to more appropriate positions. *Developing and leading workshops, trainings, and materials to develop more effective volunteers.	*Ability to assist in the design of other volunteer and leadership training programs within the congregation to enhance the effectiveness of lay members in the operation of the church.	*Leading training and workshops in facilitation skills and leadership development. *Bringing in outside resources and speakers to improve and enhance volunteer commitment, participation, and skill.
Conflict Management	See Right Relations & Professional Ethics	See Right Relations & Professional Ethics	*Understanding of the levels of conflict and the interventions that are appropriate and/or possible based upon the level of conflict.	*Identifying various levels/kinds of conflict and suggest appropriate interventions. *Understanding one’s personal style with regard to conflict and avoiding the pitfalls associated with that particular personal style. *Playing an appropriate staff role in congregational conflict and seeking help to determine the most appropriate course of action.	*Understanding of effective ways of managing change and authentically engaging resistance to achieve change. *Understanding of the differences between resource-based conflict and identity-based conflict and the strategies for dealing with both.	*Understanding systems theory and resistance to change. *Identifying an individual’s anxieties and motivations related to congregational conflict and/or change. *Dealing with people when they are experiencing differing effects related to the spectrum of change. *Staying in right relationship with people with whom you disagree. *Distinguishing between resource-based and identity-based conflict. *Pursuing appropriate intervention strategies based upon the type and level of conflict. *Leading a resolution process that results in healthy congregational growth and change.

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Group Leadership/ Skills & Small Group Ministry			*Understanding of the stages involved in forming, strengthening, and maintaining groups. *Understanding of effective models for youth groups, including support and training of adult advisors for youth groups. *Knowledge of process skills and techniques, norms, and covenants to help groups and committees work effectively.	*Conducting leadership training and training for group facilitation skills. *Developing leadership within the RE Committee and mentoring members of the committee. *Consulting with teachers regarding classroom management. *Developing leadership skills among children and youth.	*Understanding of the components and support necessary to create and sustain a small group ministry program. *In-depth understanding of group leadership skills, including the ability to provide leadership training within the congregation.	*Providing leadership training within the congregation and in other denominational settings. *Designing and implementing a small group ministry program.
Systems Theory & Organizational Development					*In-depth understanding of systems theory and its ongoing application within congregational life to foster healthy functioning.	*Utilizing systems theory in problem solving. *Conducting one's self with awareness of one's potential impact on the congregation as a system.
Stewardship	*Understanding of the role of stewardship in the life of the congregation.	*Supporting the church canvass. *Providing stewardship resources for use in the RE program.	*Understanding of how to educate children, youth, and adults about generosity, abundance, service and other values and activities that support effective stewardship within a congregation.	*Choosing appropriate curricula for stewardship. *Adapting materials to support congregational stewardship. *Facilitating a children's chapel collection. *Providing a rationale for charging (or not charging) fees for RE classes.	*In-depth understanding of the connection between generosity and spiritual health/fulfillment as a component of meaning and purpose in life, and the ways in which such an attitude leads to creating congregations of generous people.	*Designing a worship service and/or writing a sermon dealing with stewardship. *Designing a small group ministry program about stewardship.

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Liberal Theologies					<p>*Working knowledge of the concepts and values that is inherent in liberal theology, as well as the range of liberal theologies (e.g. liberation theology, process theology, feminist theology, etc.) that are a part of Unitarian Universalism.</p> <p>*Working knowledge of methods for theological construction and reflection that can be used by laypeople (e.g., the model in Parents As Resident Theologians or the Building Your Own Theology series.)</p> <p>*Appreciation of the theological diversity within Unitarian Universalism and knowledge of activities to nurture that diversity respectfully.</p>	<p>*Adapting and/or developing a credo-writing class for youth or adults.</p> <p>*Writing a sermon or graduate paper articulating your own theology and how it is informed by at least two liberal theological perspectives.</p> <p>*Creating a presentation on UU theologies for a newcomer's class.</p> <p>*Developing a curriculum or curriculum units exploring liberal theological perspectives.</p>
Jewish & Christian Heritage	*Understanding of the influence of Judaism and Christianity on Unitarian Universalism.	*Articulating your congregation's approach to teaching young people about Judaism and Christianity in a RE Brochure.	*Understanding of the basic tenets of Judaism and Christianity.	<p>*Developing a story or presentation for a children's worship service on some aspect of Judaism or Christianity.</p> <p>*Facilitating a parent's meeting to help parents address their own issues, concerns, and questions involving Jewish and Christian Heritage.</p>	<p>*Working knowledge of the founders, history, teachings, and rituals of Judaism and Christianity.</p>	<p>*Writing a curriculum or lesson plan for an age-specific group on some aspect of Judaism or Christianity (founders, history, teachings, rituals, etc.).</p> <p>*Developing a UU Communion Ritual or a Seder celebration.</p> <p>*Developing a relationship between a Jewish or Christian congregation and your RE Program.</p>
World Religions			*Understanding of the basic tenets of the following world religions: Hinduism, Buddhism, Islam, Taoism, and Confucianism to be able to provide support and resources to education about world religions within the religious education program.	<p>*Writing a newsletter article about why the study of world religions is or should be included in your curriculum.</p> <p>*Developing a series of children's worship services based on the stories and/or tenants of world religions.</p>	<p>*Working knowledge of the founders, history, teachings, and rituals of the major world religions and one indigenous tradition (e.g., Native American spirituality.)</p> <p>*Ability to function effectively and respectfully in interfaith events and coalitions and to help Unitarian Universalist laypeople do likewise.</p>	<p>*Writing a lesson plan for a Middle School or Sr. High group or an adult program in preparation for a visit to a Hindu, Buddhist, or Islamic religious community.</p> <p>*Writing a prayer or meditation for an interfaith event.</p> <p>*Preparing a youth group for a discussion of religious beliefs with a youth group of another</p>

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						faith.
Sacred Texts					<p>*Introductory understanding of selected sacred literature from four non-western or indigenous religions.</p> <p>*Understanding of a liberal religious approach to and appreciation of the Jewish scripture (Tanakh or Bible) and the Christian New Testament.</p> <p>*Awareness of the sacred texts of the world's major religions.</p>	<p>*Including a reading or readings from non-western literature in a worship service for young people or adults.</p> <p>*Writing a sermon or developing a class or curriculum dealing with universal themes in sacred texts across religious traditions.</p>
Social Justice Theory & Practice					<p>*Understanding of how to deepen a commitment to and practice of social justice activities within the life of the congregation.</p> <p>*Program development that supports the involvement of children and youth in activities related to Statements of Conscience adopted by the General Assembly.</p>	<p>*Bringing an education and faith development lens to the congregation's social justice program in order that the social justice programs include both action and reflection.</p> <p>*Developing a program that supports the involvement of children and youth in activities related to the UUA's Statements of Conscience.</p> <p>*Developing an orientation and educational process to prepare youth and adults for a work camp experience.</p>

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Spiritual Life, Self-Care, and Renewal	Recognizing the importance of setting boundaries. *Knowing the signs and dangers of burnout. *Recognizing the necessity for maintaining and nurturing spirituality in a non-work environment.	*Clearly communicating and maintaining boundaries between personal and professional lives. *Practicing an activity that is both personally fulfilling as well as relaxing. *Intentionally making opportunities and taking time to recharge. *Clearly communicating and maintaining boundaries within your professional activities. *Knowing of potential retreat centers and opportunities to go on retreats. *Teaching courses or workshops pertaining to self-care and renewal.	See Associate Level	See Associate Level	See Associate Level	See Associate Level
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