

Religious Education Credentialing Program Equivalency Requirements

*Honoring Diversity in Experience and Training
While Upholding Professional Standards*



Version IV – Revised 6/2/2006

UUA Religious Education Credentialing Committee

Religious Education Credentialing Program

Equivalency Requirements

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I. Overview

Introduction

In this document you will find detailed information about the current Religious Education Credentialing program requirements for requesting and documenting equivalencies. Equivalencies are an important component of the Religious Education Credentialing program. Many religious educators already will have been deep into their careers when they enter this program and come to the Religious Education Credentialing Committee for evaluation. They may be coming with many years of work experience and with diverse training that does not always strictly correspond to stated program requirements. The Religious Education Credentialing program was conceived with the understanding that this prior experience and training would be accounted for, when possible, through requirement equivalencies. However, the Religious Education Credentialing Committee must take care to avoid compromising the professional standards they have set, as well as honoring the achievements of those who have fulfilled the program requirements in the traditional manner. These requirements for equivalency fulfillment of Religious Education Credentialing program requirements have been developed with both needs in mind.

It is possible to request an equivalency for the following Religious Education Credentialing program requirements:

- A.** Paid Work as a Religious Educator in at least a Half-time (or Quarter-time) Position
- B.** Bachelor's degree
- C.** Master's degree
- D.** Graduate course credit in the following subjects:
 - 1. UU History
 - 2. UU Polity
 - 3. History and Philosophy of UU Religious Education
 - 4. Learning Theory
 - 5. Teaching Methods

Equivalency Proposal

An equivalency for a Bachelor's or Master's Degree requires that a Submission Form for an Equivalency Proposal be submitted and approved before the documentation for the equivalency itself can be submitted and evaluated for approval. The detailed requirements for these equivalencies can be found elsewhere in this document. The Submission Form for a Proposal for an Equivalency for a Bachelor's Degree can be found as Appendix A. The Submission Form for a Proposal for an Equivalency for a Master's Degree can be found as Appendix B.

An amended Submission Form must be submitted and approved if any change to an Equivalency Proposal that has been previously approved is requested.

Waiver

Any proposed deviation from any requirement of any equivalency must first be approved through the waiver process. In addition, a waiver can be requested for any RECC rule, policy, or RE Credentialing Program requirement. A Waiver Request Form must be used for this purpose and it can be found as Appendix H.

Evaluation Process

The RE Credentialing Director will evaluate proposals for an Equivalency for a Bachelor's degree on a rolling basis. The RECC Equivalency Sub-committee will evaluate all other equivalency proposals, all equivalency documentation, and all waiver requests at its discretion. It will make these evaluations at its regularly scheduled semi-monthly meetings. Any equivalency proposal, waiver request, or equivalency documentation missing information or not in the required format will be returned. The decisions of the

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RECC on whether to approve requests and equivalencies are final. All submission forms for an equivalency proposal, Waiver Request Forms, and equivalency documentation must be correctly completed and received by the RE Credentialing Office according to the following table.

Meeting	Submission Deadline
January	January 1
March	March 1
May	May 1
July	July 1
September	September 1
November	November 1

The final decision to grant any equivalency rests with the RE Credentialing Committee. The equivalency will be granted based upon the quality of the work submitted and the extent to which it meets the standard of the equivalency. The Committee reserves the right to request revision of the work submitted or additional work to insure that the equivalency standard is met.

The Religious Education Credentialing Committee may modify any requirement in this document at its discretion.

II. Equivalency Requirements

A. Equivalency for Paid Professional Work as a Religious Educator in at least a Half-time (or Quarter-time) Position.

Introduction

This equivalency is meant for candidates whose contractual experience as a paid professional religious educator does not total the required number of years (2 or 3, depending on credentialing level) at the required time per week (quarter-time or half-time, depending on credentialing level.) For those who have additional paid or volunteer activities related to religious education leadership, this time may be added to the hours of their contractual experience to meet the requirement.

Please note that the equivalency will be given for a specific 1-3 year period of time, not for cumulative hours over the span of a career.

Documentation Requirements

The following documentation must be submitted to substantiate this equivalency:

1. A job description, including contractual hours per week, from each position as a professional religious educator used in the equivalency.
2. Documentation of time spent on actual tasks and responsibilities completed during the specified period of time in each position as a professional religious educator used in the equivalency.
3. If time beyond the paid contractual hours per week for that position during the specified period of time is cited in the equivalency, a statement from a lay leader in the congregation to support the equivalency claim is required.
4. If volunteer work in religious education (in or beyond a congregation) during the specified period of time is cited in the equivalency, a similarly documented accounting of that volunteer work is

- required, demonstrating that when combined with a church position, the requirement of half-time (or quarter-time) work as a religious educator is fulfilled.
5. If volunteer work in religious education (in or beyond a congregation) during the specified period of time is cited in the equivalency, a statement from the candidate's district Program Consultant, District Executive, or District Board member supporting the documentation of extra-congregational work in religious education leadership is required.
 6. A statement from the candidate on why the candidate thinks this constitutes a half-time (or quarter-time) equivalency for the specified period of time.
 7. If the candidate was not paid for a religious educator position, a statement from the candidate on why compensation was not received for the work.

All pages of the documentation must be consecutively numbered.

The timetable for submitting the documentation for this equivalency can be found in the overview of this document.

Any proposed deviation from any requirement for this equivalency must first be approved by the RECC through the waiver process. A Waiver Request Form must be used for this purpose and it can be found as Appendix H.

B. Equivalency for a Bachelor's Degree

Introduction

This equivalency is meant for candidates who do not yet have a Bachelor's degree, but already do have at least an Associate's degree or at least a total of about 2 years of undergraduate credit, if necessary, at least 3 years of experience as a religious educator, and if necessary, are willing to undertake additional study.

A total of 120 semester hours of undergraduate credit is required for the awarding of the Bachelor's degree equivalency. A Bachelor's degree equivalency requires an earned Associate degree or a minimum of 60 semester hours of undergraduate course credit from an accredited college or university. In addition, a minimum of 3 years of paid professional work, or significant volunteer work, as a religious educator is required, for which 30 semester hours of undergraduate credit can be awarded. If additional semester hours are needed to reach the total semester hour requirement for this equivalency, the RECC may grant an equivalency for up to 30 additional semester hours of undergraduate credit, based on satisfactory completion of one or more of the 5 areas of study. Up to 6 semester hours of undergraduate credit may be awarded for each area of study.

Please note that a candidate receiving a Bachelor's Degree equivalency can not be eligible for a Master's Degree equivalency.

Equivalency Proposal

An equivalency for a Bachelor's Degree requires that a Submission Form for an Equivalency Proposal first be submitted and approved by the Religious Education Credentialing Director before the documentation for the equivalency itself can be submitted and evaluated for approval. The Submission Form for a Bachelor's Degree Equivalency Proposal can be found as Appendix A. This form may be submitted and will be evaluated on a rolling basis.

The following is a summary of information that must be provided, in the required format, on the proposal Submission Form for this equivalency (Appendix A):

1. A listing of any academic degree already attained, with official transcript/s attached (copy or original.)
2. A listing of any other academic institutions where undergraduate credit was earned, with official transcript/s attached (copy or original.)
 - a. A minimum of a total of 60 semester hours of undergraduate credit already earned through academic degree/s attained and/or additional undergraduate credit earned is required before a proposal can be submitted.
 - b. Undergraduate credits earned in quarter hours will be converted by the RECC into semester hours using the conversion formula available on the transcript. If this formula is not available, a conversion table from Auburn University will be used by the RECC to make the conversion into semester hours.
3. If additional semester hours are needed to reach the total for the equivalency (120 semester hours,) a listing of significant paid or volunteer work experience in religious education leadership (of at least a total of three years.) Thirty semester hour credits may be awarded for this experience.
4. If additional semester hours are needed to reach the total for the equivalency (120 semester hours,) a listing of up to five (depending on number of additional semester hours needed) academic or informal areas of study to be undertaken. Six semester hour credits may be awarded for each area of study.

Documentation Requirements

Once the proposal is approved, the following documentation must be submitted to substantiate this equivalency:

1. Associate degree or two years total associate or undergraduate credit (minimum of 60 semester hours), documented through college transcripts (originals or copies.)
2. If additional semester hours are needed to reach the total for the equivalency, significant paid or volunteer work experience (of at least a total of three years), 30 semester hours awarded, documented through:
 - a. Identification of positions in resume-style format
 - b. Job description for each position
 - c. Identify skills obtained in each position
 - d. Reflect on how job experience does or will apply to work in religious education.
3. If additional semester hours are needed to reach the total for the equivalency, up to five areas of study (academic or informal), 6 semester hours awarded for each area of study.
 - a. Suggested (but not required) areas of study:
 - Three related to religious education
 - One other academic field
 - One in elective area
 - b. Document demonstration of understanding and competency in each area through:

- An annotated bibliography of books (including page count), resources and learning experiences, indicating which are core, and which are supplemental
- A paper or project that demonstrates a mastery of material and an understanding of the subject. The paper or project must be critiqued by an Evaluator, according to RECC guidelines.
 - The critique must be sent directly by the Evaluator to the Religious Education Credentialing Committee via the RE Credentialing Office.

All pages of the documentation must be consecutively numbered.

The timetable for submitting the proposal and the documentation for this equivalency can be found in the Overview section of this document.

Any proposed deviation from any requirement for this equivalency must first be approved by the RECC through the waiver process. A Waiver Request Form must be used for this purpose and it can be found as Appendix H.

C. Equivalency for a Master's Degree

Introduction

This equivalency is meant for candidates who do not yet have a Master's degree, but do have a Bachelor's degree from an accredited college or university, a total of at least 15 semester hours of graduate course credit from an accredited college or university, and, if necessary, are willing to undertake additional study.

The awarding of a Master's degree equivalency requires an earned Bachelor's degree and a minimum of 15 semester hours of graduate course credit from an accredited college or university. The RECC may grant an equivalency for up to 15 additional hours of graduate level credit based on successful satisfaction of the published graduate course equivalency requirements. A total of 30 semester hours of graduate credit is required for the awarding of the Master's degree equivalency. In addition to the required course credit, the candidate must successfully complete an integrative project or paper approved by the RECC.

Equivalency Proposal

An equivalency for a Master's Degree requires that a Submission Form for an Equivalency Proposal first be submitted and approved before the documentation for the equivalency itself can be submitted and evaluated for approval. The Submission Form for a Master's Degree Equivalency Proposal can be found as Appendix B.

The following is a summary of information that must be provided, in the required format, on the proposal Submission Form for this equivalency (Appendix B):

1. A listing of all academic degree already attained, including the required Bachelor's degree, with official transcript/s attached (copy or original.)
2. A listing of all academic institutions where graduate credit was earned, with official transcript/s attached (copy or original.)
 - a. A minimum of a total of 15 semester hours of graduate credit already earned is required before a proposal can be submitted.

- b. Graduate credits earned in quarter hours will be converted by the RECC into semester hours using the conversion formula available on the transcript. If a formula is not available on the transcript, a conversion table from Auburn University will be used by the RECC to make the conversion into semester hours.
3. If additional semester hours are needed to reach the total for the equivalency (30 semester hours,) a listing of all equivalencies for graduate credit in a specific subject that have been or will be completed. Up to 15 semester hour credits (3 semester hour credits for each equivalency) may be awarded for these equivalencies.
4. A brief description of an integrative project or paper to be completed, and the name and position of the proposed Evaluator of the project or paper.

Documentation Requirements

Once the proposal is approved, the following documentation must be submitted to substantiate this equivalency:

1. A Bachelor's degree, documented through college transcripts (originals or copies.) A Bachelor's degree equivalent is not acceptable.
2. 30 semester hours of graduate course work
 - a. At least 15 semester hours of graduate course credit, demonstrated through college transcripts.
 - b. If additional semester hours are needed to reach the total for the equivalency, up to 15 semester hours of graduate course credit that were previously awarded as equivalencies for graduate credit in a specific subject may be used.
3. An integrative project or paper that shows how the candidate's graduate studies inform her/his work in religious education, or a project or paper on a topic in religious education. The paper or project must be critiqued by an Evaluator, according to RECC guidelines.
 - a. The critique must be sent directly by the Evaluator to the Religious Education Credentialing Committee via the RE Credentialing Office.

All pages of the documentation must be consecutively numbered.

The timetable for submitting the proposal and the documentation for this equivalency can be found in the Overview section of this document.

Any proposed deviation from any requirement for this equivalency must first be approved by the RECC through the waiver process. A Waiver Request Form must be used for this purpose and it can be found as Appendix H.

D. Equivalency for Graduate Course Credit in a Particular Subject Area:

Introduction

The RE Credentialing Committee has developed specific requirements for an equivalency for graduate course credit in each of the 5 particular subject areas: UU History, UU Polity, History and Philosophy of Unitarian Universalist Religious Education, Learning Theories, Teaching Methods. These specific requirements can be found as Appendices C – G. Three semester hours of graduate credit may be awarded for each equivalency.

General Requirements

In general, the requirements for each equivalency include a bibliography of required reading of no more than 1,800 pages total; a reflection paper of 1,000 to 1,500 words for each book read; and an academic research paper or a project. All written work must be critiqued by an Evaluator, according to RECC guidelines. The critique must be sent directly by the Evaluator to the Religious Education Credentialing Committee via the RE Credentialing Office.

The bibliography also includes suggested optional resources that may be used to inform the equivalency. Any additional resources or experiences used to inform the equivalency must be documented according to the annotation requirements specified in each equivalency.

All pages of the documentation must be consecutively numbered.

Any proposed deviation from any requirement for this equivalency must first be approved by the RECC through the waiver process. A Waiver Request Form must be used for this purpose and it can be found as Appendix H.

III. Evaluator Guidelines

All papers and projects submitted by a Candidate to meet an equivalency requirement must first be critiqued by an Evaluator. The Evaluator's critique must be submitted to the RE Credentialing Office directly from the Evaluator.

To qualify to be an Evaluator, an individual must have at least a Master's degree, and be a professional academic at an institution of higher learning (faculty or administration,) or a professional in the field of study.

It is desirable that the Evaluator have as much personal objectivity about the Candidate's work as possible. For that reason, it is recommended that the Evaluator be from a UUA district outside the Candidate's.

Appendix A: Submission Form for Bachelor's Degree Equivalency Proposal

Date: _____

**SUBMISSION FORM
BACHELOR'S DEGREE EQUIVALENCY PROPOSAL
UUA Religious Education Credentialing Program**

Form must be typed

RE Credentialing Program Candidate: _____

RE Credentialing Level: _____ Credentialed Religious Educator - Associate Level
 _____ Credentialed Religious Educator
 _____ Credentialed Religious Educator - Masters Level

A **total** of one hundred twenty (120) semester hours of undergraduate credit is required for the awarding of the Bachelor's degree equivalency. A Bachelor's degree equivalency requires an earned Associate degree or a minimum of sixty (60) semester hours of undergraduate course credit from an accredited college or university. In addition, a minimum of three (3) years of paid professional work, or significant volunteer work, as a religious educator is required, for which thirty (30) semester hours of undergraduate credit can be awarded. If additional semester hours are needed to reach the total semester hour requirement for this equivalency, the RECC may grant an equivalency for up to thirty (30) additional semester hours of undergraduate credit, based on satisfactory completion of one or more of the five (5) areas of study as described in the published Bachelor's degree equivalency requirements. Up to six (6) semester hours of undergraduate credit may be awarded for each area of study.

Please document your qualifications in the space provided below.

List any academic degrees earned (attach official transcript/s):

Degree **College/University** **Year** **Course of Study**

List all academic institutions where undergraduate credit was earned (attach official transcript/s):

College/University **Dates Attended** **Undergraduate credit
earned (in semester hours)**

List all paid and significant volunteer positions in religious education:

Congregation (or other organization)

Dates worked

If additional semester hours are needed, please identify each area of study to be undertaken (1 - 5 areas.) For each area of study, provide a brief description (1-2 paragraphs) of your proposal for a paper or project that will demonstrate your understanding of the subject, including the name and position of the proposed evaluator for each.

This proposal must meet the requirements laid out in the RE Credentialing Program Equivalency Requirements for a Bachelor's degree equivalency.

Appendix B: Submission Form for Master's Degree Equivalency Proposal

Date: _____

**SUBMISSION FORM
MASTER'S DEGREE EQUIVALENCY PROPOSAL
UUA Religious Education Credentialing Program**

Form must be typed

RE Credentialing Program Candidate: _____

RE Credentialing Level: _____ Credentialed Religious Educator - Associate Level
 _____ Credentialed Religious Educator
 _____ Credentialed Religious Educator - Masters Level

The awarding of a Master's degree equivalency requires an earned Bachelor's degree and a minimum of fifteen (15) semester hours of graduate course credit from an accredited college or university. The RECC may grant an equivalency for up to fifteen (15) additional hours of graduate level credit based on successful satisfaction of the published graduate course equivalency requirements. A **total** of thirty (30) semester hours of graduate credit is required for the awarding of the Master's degree equivalency. In addition to the required course credit, the candidate must successfully complete an integrative project or paper approved by the RECC.

Please document your qualifications in the space provided below.

List all academic degrees earned (attach official transcript):

<u>Degree</u>	<u>College/University</u>	<u>Year</u>	<u>Course of Study</u>
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List all graduate courses completed or planned for credit (attach official transcript):

<u>Course</u>	<u>College/University</u>	<u>Date Completed/Planned</u>
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List all graduate credits you propose to earn via equivalency (**maximum of 15 hrs.**):

<u>Course/Topic</u>	<u>Projected Completion Date</u>
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Provide a brief description (1-2 paragraphs) of your proposal for an integrated project or paper, including the name and position of the proposed evaluator.

This proposal must meet the requirements laid out in the RE Credentialing Program Equivalency Requirements for a Master's degree equivalency.

Appendix C: Specific Requirements for an Equivalency for Graduate Course Credit in Unitarian Universalist History

Required Reading List (1652 pp.)

1. Bressler, Ann Lee, The Universalist Movement in America, 1770-1880. Oxford University, 2001. 216 pp.
2. Cassara, Ernest, ed., Universalism in America: A Documentary History of a Liberal Faith. Skinner, 1997. 304 pp.
3. Howe, Charles, For Faith and Freedom: A Short History of Unitarianism in Europe. Skinner, 1997. 232 pp.
4. Parke, David B. ed., The Epic of Unitarianism: Original Writings from the History of Liberal Religion. Skinner, 1985. 176 pp.
5. Robinson, David, The Unitarians and the Universalists. Part One, 204 pp. Greenwood, 1985.
6. Ross, Warren R., The Premise and the Promise: The Story of the Unitarian Universalist Association. Skinner, 2001. 248 pp.
7. Wright, Conrad Edick, ed., American Unitarianism, 1805-1865. Northeastern University, 1989. 272 pp.

Suggested Optional Resources

1. Andrews, Stuart, Unitarian Radicalism: Political Impact, 1770-1814. Palgrave Macmillan, 2003. 256 pp.
2. Brooks, Van Wyck, Flowering of New England: 1815-1865. Library Reprint. 468 pp.
3. Hewitt, Phillip, Unitarians in Canada: 1810-1975. Fitzhenry & Whiteside, 1978. 390 pp.
4. Kring, Walter Donald, Liberals Among the Orthodox: Unitarian Beginnings in New York City, 1819-1839. Beacon, 1978. 278 pp.
5. Lavan, Spencer, Unitarians and India: A Study in Encounter and Response. Skinner, 1984. 217 pp.
6. Lyttle, Charles Hewitt, Freedom Moves West: A History of the Western Unitarian Conference, 1852-1952. Beacon, 1952. 298 pp.
7. Macauley, John Allen, Unitarianism in the Antebellum South: The Other Invisible Institution. University of Alabama, 2001. 200 pp.
8. Marini, Stephen, Radical Sects of Revolutionary New England. iUniverse, 1999. 228 pp.
9. Morrison-Reed, Mark, Black Pioneers in a White Denomination. Skinner, 1994. 280 pp.

10. Muir, Frederic, Maglipay Universalist: A History of the Unitarian Universalist Church of the Philippines. Muir, 2001. 190 pp.
11. Schulz, William, Making the Manifesto: The Birth of Religious Humanism. Skinner, 2002. 176 pp.
12. Stange, Douglas C., Patterns of Antislavery Among American Unitarians, 1831-1860. Fairleigh Dickinson University, 1977. 308 pp.
13. Tucker, Cynthia Grant, Prophetic Sisterhood: Liberal Women Ministers of the Frontier. Authors Choice, 2000. 298 pp.
14. Turner, James, Without God, Without Creed: The Origins of Unbelief in America. Johns Hopkins University, 1986. 336 pp.
15. UUA, Unitarian Universalism and the Quest for Racial Justice. UUA, 1993. 280 pp.
16. Wilbur, Earl Morse, Our Unitarian Heritage. Beacon, 1925. 495 pp. (online text available at www.sksm.edu/ouh/)
17. Wright, Conrad, ed., Three Prophets of Religious Liberalism: Channing, Emerson, Parker. Skinner, 1996. 160 pp.

Other Resources & Learning Experiences: (optional)

(Provide an annotated list of any additional resources and/or learning experiences that will be included as part of this equivalency. These resources can be selected from the list of suggested optional resources, or from additional resources or learning experiences. The annotation for a resource should include: *Author, Title, Publisher, Date published, # of pages, a brief description of the resource and its value to you, and how it has/will affect your professional practice*. The annotation for a learning experience should include: *name of learning experience, date completed, who/what offered it, who led it, a brief description of the experience and its value to you, and how it has/will affect your professional practice*. Indicate which of these resources and experiences are core to your learning and which are supplemental.)

Assignments

1. 1,000 to 1,500 word paper on each book on reading list. Papers must be a reflection on book content, and include your understanding of how its documented history informs contemporary Unitarian Universalism.
2. Twelve to sixteen page (approximately 6,000 – 8,000 words, excluding footnotes and bibliography) academic research paper. Topic of paper must be an exploration of the historical figure or significant historical event of your choice that has made a unique contribution to Unitarianism, Universalism, or Unitarian Universalism. Original sources, as well as secondary sources, must be used. Paper must be footnoted, and a fully annotated bibliography included. The bibliography must be categorized by the resources that are core and those that are supplemental.
3. All written assignments must include word count, and be reviewed and critiqued by an evaluator according to RECC requirements, and submitted to the UUA Office of Religious

Education Credentialing. A statement from the evaluator that the written assignments have been successfully completed at a graduate level must also be submitted. The critique of the final paper, as well as the statement from the evaluator, must be sent by the evaluator directly to the Office of Religious Education Credentialing.

Please note that the Religious Education Credentialing Committee will receive completed work and award an equivalency based on these guidelines only at its discretion.

Appendix D: Specific Requirements for an Equivalency for Graduate Course Credit in Unitarian Universalist Polity

Required Reading List (1662 pp.)

Reading List

1. Adams, James Luther, The Prophethood of All Believers. Beacon, 1986. 384 pp.
2. Commission on Appraisal, Belonging: The Meaning of Membership. UUA, 2001. 119 pp. (Available online from www.uua.org/coa/reports_issued.html)
3. Commission on Appraisal, Interdependence: Renewing Congregational Polity. UUA, 1997. 173 pp. (Available online from www.uua.org/coa/reports_issued.html)
4. UUA, Commission on Governance of the UUA, Final Report. UUA, 1993. 136 pp. (Available from the RE Credentialing office)
5. Ross, Warren R., The Premise and the Promise. Skinner, 2001. 248 pp.
6. Wesley, Alice Blair, Our Covenant: The 2000-2001 Minns Lectures, Meadville-Lombard, 2002. 132 pp.
7. Wright, Conrad, Congregational Polity: A Historical Survey of Unitarian and Universalist Practice. Skinner, 1997. 267 pp. (Available online at www.uua.org/cde/congpolity.pdf)
8. Wright, Conrad, The Unitarian Controversy: Essays on American Unitarian History, Chapter 5, "Institutional Reconstruction in the Unitarian Controversy, 27 pp. Skinner, 1994.
9. Wright, Conrad, Walking Together: Polity and Participation in Unitarian Universalist Churches. Skinner, 1989. 176 pp.

Suggested Optional Resources

1. Adams, James Luther. On Being Human Religiously.
2. Carver, John. Basic Principles of Policy Governance. Wiley, John & Sons, 1996. 32pp.
3. Foote, Henry Wilder, ed., The Cambridge Platform of 1648, Tercentenary Commemoration. Beacon/Pilgrim, 1948.
4. Lindsay, A.D., The Essentials of Democracy. Greenwood, 1980. 74 pp.
5. Robertson, D.B. ed., Voluntary Associations: A Study of Groups in Free Societies. John Knox, 1966. 410 pp.
6. UUA, Empowerment: One Denomination's Quest for Racial Justice, 1967-1982. UUA, 1983. 199 pp. (Available online from www.uua.org/coa/reports_issued.html)
7. Walker, Williston, The Creeds and Platforms of Congregationalism. Pilgrim, 1991. 636 pp.

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8. Williams, George Hunston, The Radical Reformation (3rd ed.) Truman State University, 2000. 1516 pp.

Other Resources & Learning Experiences: (optional)

(Provide an annotated list of any additional resources and/or learning experiences that will be included as part of this equivalency. These resources can be selected from the list of suggested optional resources, or from additional resources or learning experiences. The annotation for a resource should include: *Author, Title, Publisher, Date published, # of pages, a brief description of the resource and its value to you, and how it has/will affect your professional practice.* The annotation for a learning experience should include: *name of learning experience, date completed, who/what offered it, who led it, a brief description of the experience and its value to you, and how it has/will affect your professional practice.* Indicate which of these resources and experiences are core to your learning and which are supplemental.)

Assignments

4. 1,000 to 1,500 word paper on each book on reading list. Papers must be a reflection on book content, and include your understanding of how its ideas or documented history informs contemporary Unitarian Universalist polity.
5. Twelve to sixteen page (approximately 6,000 – 8,000 words, excluding footnotes and bibliography) academic research paper. Topic of paper must be an analysis of the issue of your choice in contemporary Unitarian Universalism seen through the lens of polity and given in historical context. Original sources, as well as secondary sources, must be used. Paper must be footnoted, and a fully annotated bibliography included. The bibliography must be categorized by the resources that are core, and those that are supplemental.
6. All written assignments must include word count, and be reviewed and critiqued by an evaluator according to RECC requirements, and submitted to the UUA Office of Religious Education Credentialing. A statement from the evaluator that the written assignments have been successfully completed at a graduate level must also be submitted. The critique of the final paper, as well as the statement from the evaluator, must be sent by the evaluator directly to the Office of Religious Education Credentialing.

Please note that the Religious Education Credentialing Committee will receive completed work and award an equivalency based on these guidelines only at its discretion.

Appendix E: Specific Requirements for Equivalency for Graduate Course Credit in History and Philosophy of Unitarian Universalist Religious Education

Required Reading List (1762 pp.)

1. Boys, Mary C. Educating in Faith. Maps and Visions. Chapters 3, 6-8. CSS, 2001. 136 pp.
2. Burgess, Herbert W. Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective. Evangel, 2001. 272 pp
3. Essex Conversations Coordinating Committee. Essex Conversations: Visions for Lifespan Religious Education Skinner, 2001. 336 pp.
4. Fahs, Sophia Lyon. Today's Children and Yesterday's Heritage: A Philosophy of Creative Religious Development. Beacon, 1967. 224 pp.
5. Groome, Thomas. Christian Religious Education: Sharing our Story and Vision Parts IV - VI. Jossey-Bass, 1999. 144 pp.
6. Harris, Maria. Fashion Me a People: Curriculum in the Church Chapters 2 & 3. Westminster John Knox, 1989. 38 pp.
7. Middleton, Betty Jo, Editor. *Reader For Religious Education. Course Outline. Graduate Level.* Available at www.uua.org/programs/ministry/publications/REGradCourseOutline_Reader.pdf 78 pp.
8. Strong, Elizabeth M. The Larger Message: Universalist Religious Education's Response to Theological and Cultural Challenges 1790-1930. Meadville Lombard, 2004. 232 pp.
9. *UU Historical Religious Education Reader.* Available from the UUA Office of Religious Education Credentialing. 145 pp.

Suggestions for further reading (optional)

1. Channing, William Ellery. "Discourse for the Sunday School Society." 1837.
2. Foster, Charles R. Educating Congregations: The Future of Christian Education Abingdon, 1994. 160 pp.
3. Groome, Thomas, ed. Horizons and Hopes: The Future of Religious Education Paulist Press, 2003. 144 pp.
4. Groome, Thomas. Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry, The Way of Shared Praxis. Wipf & Stock, 1999. 584 pp.

5. Hunter, Edith F. Conversations with Children. Beacon, 1961. 192 pp.
6. MacLean, Angus Hector. The Wind in Both Ears. Beacon, 1965. 144pp.
7. Nieuwejaar, Jeanne. The Gift of Faith: Tending the Spiritual Lives of Children. Skinner, 2003. 128 pp.
8. Seymour, Jack L. Mapping Christian Education: Approaches to Congregational Learning. Abingdon, 1997. 139 pp.

Other Resources & Learning Experiences: (optional)

(Provide an annotated list of any additional resources and/or learning experiences that will be included as part of this equivalency. These resources can be selected from the list of suggested optional resources, or from additional resources or learning experiences. The annotation for a resource should include: *Author, Title, Publisher, Date published, # of pages, a brief description of the resource and its value to you, and how it has/will affect your professional practice*. The annotation for a learning experience should include: *name of learning experience, date completed, who/what offered it, who led it, a brief description of the experience and its value to you, and how it has/will affect your professional practice*. Indicate which of these resources and experiences are core to your learning and which are supplemental.)

Assignments

1. 1,000 to 1,500 word paper on each book on reading list. Papers must be a reflection on book content, and include your understanding of how it informs contemporary practice of religious education within Unitarian Universalism.
2. Twelve to sixteen pages (approximately 6,000-8,000 words, excluding footnotes and bibliography) academic research paper. Topic of paper must be an exploration of the philosophy of a Unitarian, Universalist, or Unitarian Universalist religious educator of your choice, or a movement or trend in religious education with particular impact on contemporary Unitarian Universalist practice.
3. All written assignments must include word count, and be reviewed and critiqued by an evaluator according to RECC requirements, and submitted to the UUA Office of Religious Education Credentialing. A statement from the evaluator that the written assignments have been successfully completed at a graduate level must also be submitted. The evaluator must send this statement and the critique of the final paper, directly to the Office of Religious Education Credentialing.

Please note that the Religious Education Credentialing Committee will receive completed work and award an equivalency based on these guidelines only at its discretion.

Appendix F: Specific Requirements for Equivalency for Graduate Course Credit in Learning Theories

Required Reading List (1666 pp.)

1. Bennett, Christine I., Comprehensive Multicultural Education: Theory and Practice, 5 edition, Allyn & Bacon, 2003. 434 pp.
2. Bigge, Morris L. & Shermis, Samuel S., Learning Theory for Teachers, 6th edition, Allyn & Bacon, 2003. 368 pp.
3. Gardner, Howard, The Unschooled Mind. How Children Think and How Schools Should Teach. Introduction & Part I. Basic Books, 2004 112 pp.
4. Kolb, David A., Experiential Learning: Experience as the Source of Learning and Development. Prentice Hall, 1984. 256 pp.
5. Merriam, Sharan B., Editor, The New Update on Adult Learning Theory and Continuing Education. Jossey-Bass, 2001, 112 pp.
6. Schunk, Dale H., Learning Theories: An Educational Perspective (4th Edition), Chapters 1-9. Prentice Hall, 2004, 384 pp.

Suggestions for further reading (optional)

1. Dewey, John, Experience and Education, Reprint Edition. Free Press, 1997, 96 pp.
2. Gardner, Howard, Frames of Mind: The Theory of Multiple Intelligences. 10th Edition. Basic Books, 1993, 440 pp.
3. Gardner, Howard, Intelligence Reframed: Multiple Intelligences for the 21st Century. Basic Books, 2000, 304 pp.
4. Gardner, Howard, The Unschooled Mind. How Children Think and How Schools Should Teach. Basic Books, 2004. Parts II & III, 191 pp.

Other Resources & Learning Experiences: (optional)

(Provide an annotated list of any additional resources and/or learning experiences that will be included as part of this equivalency. These resources can be selected from the list of suggested optional resources, or from additional resources or learning experiences. The annotation for a resource should include: *Author, Title, Publisher, Date published, # of pages, a brief description of the resource and its value to you, and how it has/will affect your professional practice*. The annotation for a learning experience should include: *name of learning experience, date completed, who/what offered it, who led it, a brief description of the experience and its value to*

you, and how it has/will affect your professional practice. Indicate which of these resources and experiences are core to your learning and which are supplemental.)

Assignments

1. 1,000 to 1,500 word paper on each book on reading list. Papers must be a reflection on book content, and include your understanding of how this could be applied to religious education.
2. 6,000 to 8,000 word (excluding footnotes and bibliography) academic research paper. Topic of paper must be an exploration of two or more learning theories and how they have been/could be applied to religious education (for children, youth, and/or adults) in a Unitarian Universalist context. The paper may also assess existing UU curriculum in terms of the learning theories involved and/or how a curriculum could be redesigned based upon a specific learning theory. Paper must be footnoted, and a fully annotated bibliography included. The bibliography must be categorized by those resources that are core, and those that are supplemental.
3. All written assignments must include word count, and be reviewed and critiqued by an evaluator according to RECC requirements and submitted to the UUA Office of Religious Education Credentialing. A statement from the evaluator that the written assignments have been successfully completed at a graduate level must also be submitted. The critique of the final paper, as well as the statement from the evaluator, must be sent by the evaluator directly to the Office of Religious Education Credentialing.

Please note that the Religious Education Credentialing Committee will receive completed work and award an equivalency based on these guidelines only at its discretion.

Appendix G: Specific Requirements for Equivalency for Graduate Course Credit in Teaching Methods

Required Reading List (1790 pp.):

1. Brooks-Harris, Jeff E. & Susan R. Stock-Ward, Workshops: Designing and Facilitating Experiential Learning. Sage Publications, 1999. 208 pages.
2. Daniels, Harvey and Marilyn Bizar, Methods that Matter: Six Structures for Best Practice Classrooms. Stenhouse, 1998. 260 pp.
3. Gibbs, Jeanne, Tribes: A New Way of Learning and Being Together. Chapters 1 – 10, 206 pp. Centertsource, 2001.
4. Joyce, Bruce R., Marsha Weil, and Emily Calhun, Models of Teaching, Seventh Edition. Allyn & Bacon, 2003. 552 pp.
5. Middleton, Betty Jo, “*How We Do What We Do in Religious Education,*” in Reader For Religious Education. Course Outline. Graduate Level. Available at www.uua.org/programs/ministry/publications/REGradCourseOutline_Reader.pdf. 14 pp.
6. Patton, Sally, Welcoming Children With Special Needs, A Guidebook for Faith Communities. UUA, 2004. 248 pp.
7. Vogel, Linda J., Teaching and Learning in Communities of Faith: Empowering Adults Through Religious Education, Jossey-Bass Publishers, 1991. 219. pp.
8. York, Stacey, Roots and Wings: Affirming Culture in Early Childhood Programs. Pages 1 – 83. Redleaf, Revised Edition, 2003.

Suggested Optional Resources:

1. Armstrong-Hansche, Melissa and Neil MacQueen, Workshop Rotation: A New Model for Sunday School (Strategies and Resources). Westminster John Knox, 1995. 94 pp.
2. Berryman, Jerome W., Godly Play: an Imaginative Approach to Religious Education. Augsburg Fortress, 1995. 179 pp.
3. Gardner, Howard, The Unschooled Mind: How Children Think and How Schools Should Teach. Basic Books, Reissue Edition, 1993. 320 pp.
4. Groome, Thomas. *Christian Religious Education: Sharing our Story and Vision*. Parts IV - VI. Jossey-Bass, 1999. 144 pp.

5. Groome, Thomas H., Sharing Faith, A Comprehensive Approach to Religious Education and Pastoral Ministry, the Way of Shared Praxis. Harper San Francisco, 1991. 569 pp.
6. Hill, Robert L., Complete Guide to Small Group Ministry. Skinner, 2003. 136 pp.
7. Palmer, Parker J., The Courage To Teach :Exploring the Inner Landscape of a Teacher's Life, Jossey-Bass, 1999. 201 pp.
8. Ross, Jeannette, Telling Our Tales, Stories and Storytelling for All Ages. Skinner, 2002. 296 pp.
9. Wink, Walter, Transforming Bible Study: a Leader's Guide. Abingdon, 1989. 180 pp.

Other Resources & Learning Experiences: (optional)

(Provide an annotated list of any additional resources and/or learning experiences that will be included as part of this equivalency. These resources can be selected from the list of suggested optional resources, or from additional resources or learning experiences. The annotation for a resource should include: *Author, Title, Publisher, Date published, # of pages, a brief description of the resource and its value to you, and how it has/will affect your professional practice*. The annotation for a learning experience should include: *name of learning experience, date completed, who/what offered it, who led it, a brief description of the experience and its value to you, and how it has/will affect your professional practice*. Indicate which of these resources and experiences are core to your learning and which are supplemental.)

Assignments:

1. A 1000-1500 word paper on each book required book. The papers should be a reflection on the book content, and include your understanding of how the content informs you as a UU Religious Educator.
2. Twelve to sixteen page academic research paper (6,000-8,000 words, excluding footnotes and bibliography) that is reviewed and critiqued by a graduate-level academic. Topic of paper must be an exploration of teaching methods and how they have been/could be applied to religious education (for children, youth and adults) in a Unitarian Universalist context. The paper should also address methods that could be applied with special-needs children, youth, adults and multicultural groups. The paper may also assess existing UU curriculum in terms of the suggested teaching methods involved and/or how a curriculum could be improved based upon how your study of teaching methods has informed your practice. Paper must be footnoted, and a fully annotated bibliography included. The bibliography must be categorized by those resources that are core, and those that are supplemental.
3. All written assignments must include word count and be reviewed and critiqued by an evaluator according to RECC requirements, and submitted to the UUA Office of Religious Education Credentialing. A statement from the evaluator that the written assignments have been successfully completed at a graduate level must also be submitted. The critiques as well as the statement from the evaluator must be sent by the academic directly to the Office of Religious Education Credentialing.

Granting of Equivalency:

The final decision to grant the equivalency rests with the RE Credentialing Committee. The equivalency will be granted based upon the quality of the work submitted and the extent to which it meets the standard of equivalency for a graduate level course. The Committee reserves the right to request revision of the work submitted or additional work to insure that the equivalency standard is met.

Please note that the Religious Education Credentialing Committee will receive completed work and award an equivalency based on these guidelines only at its discretion.

Appendix H: Waiver Request Form

Waiver Request Form
UUA Religious Education Credentialing Committee

This Waiver Request form must be used to request consideration of waivers for equivalencies for courses, degrees, rules, policies, and other requirements for credentialing.

Date _____

Name _____

Address _____

City _____ State _____ Zip _____

Telephone (day) _____ Telephone (night) _____

Cell Phone _____ Email _____

Level of Credentialing Sought: _____ Associate _____ Credentialed _____ Masters

The RECC will evaluate each waiver being sought and will make a decision on each request. The decision of the RECC is final. In some cases, a specific waiver request may involve a counterproposal by the RECC if the waiver request has merit, but cannot be granted as requested.

Following, please specify each waiver being sought, a rationale for the waiver, and any documentation required to support the rationale.