

MFC 2010 Documents and Competencies

(for use ONLY if you are in Aspirant or Candidate status prior to March 1, 2017)

Table of Contents

Biographical Information Form.....	2
To All Candidates for Ministerial Fellowship.....	4
Letter of Recommendation.....	5
2010 MFC Checklist and Instructions.....	6
Reading List.....	7
Areas of Competence.....	11
Directions for Completing Statements of Competency.....	13
Statements of Competency.....	14

Please send all forms to: mco@uua.org

**BIOGRAPHICAL INFORMATION FORM
FOR APPLICANTS FOR MINISTERIAL FELLOWSHIP
UNITARIAN UNIVERSALIST ASSOCIATION**

Please type your responses on this form.

Name _____
Address _____
City _____ State/Province _____
Zip/ Postal Code _____
Telephone _____ home _____ cell _____
Email address _____

BASIC INFORMATION:

Date of Birth _____ Marital Status _____
Optional: Gender _____ Cultural, racial or ethnic background _____
Optional: Health considerations: _____

DATE of RSCC INTERVIEWS: (if applicable) _____

NAME OF SPONSORING CONGREGATION _____

EDUCATION:

College _____
Degree _____ Year Granted _____ Major _____

Graduate
School _____
Degree _____ Year Granted _____ Field _____

Theological School _____
Degree _____ Year Granted (or anticipated) _____

CURRENT PROFESSIONAL CERTIFICATIONS:

CURRENT PROFESSIONAL STATE/NATIONAL LICENSES:

CAREER ASSESSMENT:

MDC CENTER _____ Date _____

INTERNSHIP:

Place _____ Date _____

CPE/CPSP: _____ Date _____

EMPLOYMENT HISTORY AND VOLUNTEER BACKGROUND (NON-UU):

Please list *paid* employment positions with dates:

_____ Date
_____ Date
_____ Date
_____ Date
_____ Date

Please list *volunteer* positions and activities:

_____ Date
_____ Date
_____ Date
_____ Date
_____ Date

UU INVOLVEMENT:

Please list any *paid* employment positions (other than internship) with dates:

_____ Date
_____ Date
_____ Date
_____ Date

Please list *volunteer* positions and activities:

_____ Date
_____ Date
_____ Date
_____ Date
_____ Date

RELIGIOUS RECORD:

First UU Congregation joined: _____ Date: _____
Current congregational membership (if different): _____ Date: _____
Previous or Other Denominational Affiliation: _____
Termination Date: _____

TRANSFER OR PLURAL CANDIDATE INFORMATION:

Ordaining body: _____
Date of Ordination: _____ Severance of Ordination: _____
Present Church: _____ Date joined: _____

In submitting the above data, I understand and agree that all of the above information may be used by the Ministerial Fellowship Committee.

I hereby make application for Ministerial Fellowship in the Unitarian Universalist Association. I have received and read the Rules of the Ministerial Fellowship Committee, and agree to abide by them, and by any amendments thereof.

Signature _____ Date _____

TO ALL CANDIDATES FOR MINISTERIAL FELLOWSHIP

The Ministerial Fellowship Committee has found it helpful to know some personal information about our candidates prior to the interview. We are interested in learning about you as a person: your family background, where you grew up, when you were born; your hobbies and interests outside the ministry; your present family arrangements, your children, your spouse or partner and personal support system. **Please discuss how you imagine serving in the Unitarian Universalist ministry in the near future.**

Name _____ Date _____

**MINISTERIAL FELLOWSHIP COMMITTEE
UNITARIAN UNIVERSALIST ASSOCIATION**
24 Farnsworth St., Boston, Massachusetts 02210

LETTER OF RECOMMENDATION

Name of Candidate _____

The Ministerial Fellowship Committee of the Unitarian Universalist Association requests a statement from you concerning this candidate. All information you supply will circulate only in the Ministerial Fellowship Committee and the Ministry and Professional Leadership Staff Group. General laudatory comments alone are not helpful. Please be as specific and objective as possible. We request assessments of the candidate's character, strengths, style, judgment, skills, sensitivity to others, and areas of needed growth, as appropriate to the ministry. We further request that you share the contents of this letter with the candidate so that we may question the candidate about issues raised. A member of the Ministerial Fellowship Committee may call you with questions specific to this reference. Please mail this statement to the Ministerial Fellowship Committee at the above address.

PLEASE TYPE:

Please circle one: Contents of this letter can be/have been/will be shared with the candidate.

I understand that this letter will be taken into consideration only if the contents may be shared with the Candidate.

Signature _____ Date _____
Name/Title _____
Address _____
Phone _____ Email address _____

MFC 2010 Checklist

Candidates accountable to the competencies and reading list approved in **2010** will be expected to create a packet that includes the following information:

- a) Biographical Information Form
- b) RSCC letter (if applicable)
- c) Biographical Information Form (To “All Candidates for Ministerial Fellowship”) (2-3 pages double-spaced max.)
- d) Digital (head shot) photograph 2" x 2" (color preferred)
- e) MFC Reading List (signed and dated)
- f) Conviction Disclosure form
- g) Oxford Document Management criminal background check (<https://www.oxforddoc.com/UUA-MPL/welcome.asp>)
- h) Consent for Release of Information for Transfer and Plural Candidates form (if applicable)
- i) Essay: “What is the theological context of your call to Unitarian Universalist ministry? Refer to at least one theologian, one personal experience and one sacred text.” (Maximum length: 4 pages, double-spaced)
- j) Essay or short reflection paper explaining how your analysis of anti-racism, anti-oppression, and multiculturalism is reflected in your ministry. (Maximum length: 4 pages, double-spaced)
- k) Essay: Describe a personal experience of ministering with children or youth and how this experience informs your philosophy of religious education. (Maximum length: 4 pages, double-spaced)
- l) Career Center Report
- m) Five letters of recommendation. One of these five letters must describes the extent of your participation in a UU congregation. All letters must be signed, dated, and indicate they have been/will be shared with the candidate.
 - 1. faculty member or advisor if the candidate is enrolled in seminary or a recent graduate
 - 2. a Unitarian Universalist minister other than the internship supervisor
 - 3. a religious educator
 - 4. anyone of the candidate's choice who has known him or her for at least six years
 - 5. anyone of the candidate's choice
- n) Internship Learning/Serving Agreement (dated)
- o) Internship evaluations: _____ Self _____ Supervisor _____ Committee
- p) First unit CPE or CPSP Evaluations: _____ Self _____ Supervisor
- q) All MFC Statements of Competency
- r) All official graduate and undergraduate transcripts

**Ministerial Fellowship Committee
Reading List
2010**

The Ministerial Fellowship Committee required reading list is not intended to be an alternative theological school curriculum. The Committee assumes that all candidates have received a sound theological education and a good general preparation for ministry. The items below represent knowledge and resources essential to informed Unitarian Universalist identity.

The Ministerial Fellowship Committee has also developed an encouraged list of books, article and resources for those who wish to become more deeply familiar with UU polity, history, theology, community ministry, social justice and other institutional and denominational resources.

Please place a check in the box next to every book or article read or video reviewed.

UNITARIAN UNIVERSALIST POLITY

READ ALL:

- UUA By-Laws and Rules*
- MFC Rules and Policies*
- UUMA Guidelines and Code of Professional Practice*
- Conrad Wright, *Congregational Polity* (1997)

UNITARIAN UNIVERSALIST HISTORY

READ ALL:

- David Robinson, *The Unitarians and the Universalists* (1985)
- Charles A. Howe, *For Faith and Freedom: A Short History of Universalism in Europe* (1997)
- Warren R. Ross, *The Premise and the Promise: The Story of the Unitarian Universalist Association* (2001)
- Mark Morrison-Reed, *Black Pioneers in a White Denomination* (1980)
- Kathleen Parker, *Sacred Service in Civic Space* (2007)
- Cynthia Grant Tucker, *The Prophetic Sisterhood: Liberal Women Ministers of the Frontier, 1850-1930* (1990)

CHOOSE ONE:

- Gary Dorrien, *The Making of American Liberal Theology: Imagining Progressive Religion 1805-1900* (2001)
- Phillip Gura, *American Transcendentalism* (2007)

CLASSICAL UNITARIAN AND UNIVERSALIST HISTORY

READ ALL:

- Edict of Torda* (1568)
- Hosea Ballou, "Treatise on Atonement" (1805)
- William Ellery Channing, "Unitarian Christianity" (1819)
- William Ellery Channing "Likeness to God" (1828)
- Ralph Waldo Emerson, "Divinity School Address" (1839)
- Theodore Parker, "The Transient and the Permanent in Christianity" (1841)
- Hosea Ballou, "The Doctrine of Universal Salvation" (1849)
- James Freeman Clarke, "The Five Points of the New Theology" (1886)

- ❑ William Channing Gannett, *“The Things Most Commonly Believed Today Among Us”* (1887)
- ❑ Peter Hughes, *The Cambridge Platform: Contemporary Reader's Edition* (2008)
- ❑ Paul Razor and Susan Ritchie, *Unitarian and Universalist Professions of Faith (1790-1985)*

AUA/UUA COMMISSION ON APPRAISAL REPORTS

READ ALL:

- ❑ AUA, *Unitarians Face a New Age* (1936)
- ❑ UUA, *Empowerment: One Denomination’s Quest for Racial Justice* (1983)
- ❑ UUA, *Interdependence: Renewing Congregational Polity* (1997)
- ❑ UUA, *Belonging: The Meaning of Membership* (2001)
- ❑ UUA, *Engaging Our Theological Diversity* (2005)

CORE 20TH CENTURY UNITARIAN AND UNIVERSALIST THEOLOGIES

READ ALL:

- ❑ Clarence Russell Skinner, *The Social Implications of Universalism* (1915)
- ❑ Curtis W. Reese, *Humanism* (1926)
- ❑ John Dietrich, *“Unitarianism and Humanism”* (1927)
- ❑ James Luther Adams, *“Why Liberal?”* (1939)
- ❑ James Luther Adams, *“The Liberalism that is Dead”* (1940)
- ❑ James Luther Adams, *“The Changing Reputation of Human Nature”* (1942-43)
- ❑ James Luther Adams, *“A Faith for Free Men”* (1946)
- ❑ James Luther Adams, *“Theological Bases of Social Action”* (1950-51)
- ❑ James Luther Adams, *“The Liberal Christian Holds Up the Mirror”* (1956)
- ❑ James Luther Adams, *“The Indispensable Discipline of Social Responsibility”* (1966)
- ❑ Marjorie Bowens-Wheatley and Nancy Palmer Jones, *Soul Work: Anti-racist Theologies in Dialogue* (2003)
- ❑ Paul Razor, *Faith Without Certainty: Liberal Theology in the 21st Century* (2005)

CHOOSE ONE:

- ❑ William R. Murry, *Reason and Reverence: Religious Humanism in the 21st Century* (2006)
- ❑ William F. Schulz, *Making the Manifesto: The Birth of Religious Humanism* (2002)

CHOOSE TWO:

- ❑ Sharon D. Welch, *A Feminist Ethic of Risk* (1990)
- ❑ Charles Hartshorne, *The Divine Relativity* (1949)
- ❑ Rita Nakashima Brock & Rebecca Ann Parker, *Proverbs of Ashes: Violence, Redemptive Suffering and the Search for What Saves Us* (2001)

LIFESPAN FAITH DEVELOPMENT

READ AT LEAST ONE UUA PUBLISHED RELIGIOUS EDUCATION CURRICULUM FOR EACH AGE LEVEL AND IDENTIFY BY TITLE:

- ❑ Grades 5 and under _____
- ❑ Grades 6-12 _____
- ❑ Adult _____

READ ALL:

- ❑ UUA, *Essex Conversations: Visions for Lifespan Religious Education* (2001)
- ❑ Sophia Fahs, *Today's Children and Yesterday's Heritage: A Philosophy for Creative Religious Development* (1961)

CHOOSE ONE:

- ❑ Roberta M. Nelson, *Claiming the Past, Shaping the Future: Four Eras in Liberal Religious Education 1790-1999* (2006)
- ❑ Wayne Arnason & Rebecca Scott, *We Would Be One* (2007)

JUSTICE AND WITNESS

READ ALL:

- ❑ UUA, *Welcoming Congregation*
- ❑ Richard S. Gilbert, *The Prophetic Imperative* (2001)
- ❑ UUA, *Journey Toward Wholeness*

CHOOSE THREE:

- ❑ William Jones, *Is God a White Racist?*(1973)
- ❑ Paul Kivel, *Uprooting Racism* (2002)
- ❑ Thandeka, *Learning to Be White* (2000)
- ❑ California Newsreel, *Race: The Power of Illusion* (Video) (2003)
- ❑ Alicia McNair Forsey, et al, *In Their Own Words: A Conversation Among the Participants in the Black Empowerment Controversy* (2001)
- ❑ Mark Morrison-Reed, *Been in the Storm So Long* (1991)

SEXUALITY ISSUES

READ ALL:

- ❑ Our Whole Lives (OWL) Grade 7-9 Curriculum
- ❑ One Other Our Whole Lives (OWL) Curriculum
- ❑ Marvin Ellison, *Erotic Justice*
- ❑ Marie Fortune, *Love Does No Harm*
- ❑ Debra Haffner, [A Time To Build](#)
- ❑ Debra Haffner, [UUA: Balancing Acts](#)

PROFESSIONAL RESOURCES AND INTRODUCTORY WORKS

READ ALL:

- ❑ UUA, *Pamphlet Sampler*
- ❑ UUA, *Singing the Living Tradition* (1993)
- ❑ UUA, *Singing the Journey* (2005)

CHOOSE ONE:

- ❑ Peter Morales, *The Unitarian Universalist Pocket Guide* (2012)
- ❑ John Buehrens and Forrest Church, *A Chosen Faith: An Introduction to Unitarian Universalism* (1998)

READ ALL:

- ❑ UUA, *Safe Congregations Handbook* (2005)
- ❑ Gil Rendle, *Leading Change in the Congregation: Spiritual and Organizational Tools for Leaders* (2002)

CHOOSE TWO:

- ❑ Robert Hill, *The Complete Guide to Small Group Ministry* (2003)

- ❑ Ken Sawyer and Jane Rzepka, *Thematic Preaching* (2001)
- ❑ Terry Sweetser and Susan Milnor, *The Abundance of Our Faith* (2006)
- ❑ Wayne Arnason and Kathleen Rolenz, *Worship That Works* (2008)

I CERTIFY I HAVE READ THE TEXTS, OR REVIEWED THE VIDEO S I HAVE CHECKED OFF.

SIGNATURE _____

DATE _____

**Ministerial Fellowship Committee
Statements of Competency
2010**

Following is a listing of areas of competence that the MFC feels each candidate should cover in the course of his/her preparation. How these areas are covered is left to the candidate and the theological school. However, the committee will request that each candidate prepare a written statement. Course work with brief course descriptions should be included in the statement as well as brief descriptions of the readings, seminars, workshops, or life experience being cited as pertinent to the specific areas of competence.

Areas of Academic Competence

- **Theology:** Each candidate is expected to have competency in theological studies, both historical and contemporary, with the ability to articulate and discuss his/her own theology.
- **Church History:** Candidates are expected to be familiar with the major events, themes, controversies and theological issues in the history of the Christian Church, with particular attention to the development of Unitarianism and Universalism.
- **Hebrew and Christian Scriptures:** All Candidates are required to have the equivalent of one graduate level course in critical analysis of the Hebrew Scriptures, and one graduate level course in critical analysis of Christian Scriptures. An additional course in each area is strongly recommended.
- **World Religions:** Candidates are expected to have graduate level knowledge in two areas: general comparative studies of major world religion traditions, and the in-depth study of one specific religious tradition other than Unitarian Universalism
- **Social Theory/Social Ethics:** Candidates are expected to be knowledgeable about social theory (issues of ethics and justice,) to understand the religious issues involved, to have responses to the issues, and to have a practical understanding of the dynamics of social change.
- **Human Development/Family Life Education/Ministry with Youth and Young Adults:** Candidates are expected to be knowledgeable about theories and research in human development and how these theories relate to issues such as aging, adolescence, parenting, and death. In addition, candidates should be familiar with issues, programs and resources for ministry with youth and young adults.

Areas of Unitarian Universalist Competence

- **Unitarian Universalist History and Polity:** Candidates should be able to demonstrate graduate level knowledge of issues, themes, theological motifs, sources and literature of Unitarian and Universalist history, and be able to describe and critique institutional history, present organization and issues, with an emphasis on building an anti-racist, multi-cultural movement.
- **Religious Education History, Theory, Method, and Practice:** Candidates should have a clear understanding of several current philosophies of educational learning theories, teaching methods (including methods of teacher training) and the history and philosophy of Unitarian Universalist (UU) religious education. Candidates are expected to be knowledgeable about several current philosophical and methodological trends in UU

religious education, and be familiar with at least one UU religious education curriculum at each age level. Candidates should be able to discuss the theological and education assumptions and methodologies each religious education curriculum uses.

- **Professional Ethics/UUMA Guidelines:** A thorough knowledge of the [UU Ministers Association \(UUMA\) Guidelines](#), paying special attention to professional ethics, is expected.

Areas of Professional Competence

- **Worship, Music, Aesthetics, and Preaching:** Candidates are expected to know the theory and art of worship, preaching and rites of passage, and have experience in conducting religious ceremonies.
- **Pastoral Care and Counseling:** Candidates should be familiar with theories, techniques and issues related to pastoral counseling, and be able to demonstrate ability in pastoral counseling. One unit of Clinical Pastoral Education is required.
- **Leadership and Organization:** Candidates are expected to have good skills in working with committees and boards, and in training, motivating, and sustaining volunteers. A working knowledge of group dynamics, interpersonal communication, theories of ministry and family systems theory is expected.
- **Administration and Management:** Candidates are expected to have familiarity with and basic competence in methods and theories of administration and fundraising. Work in this area should be a combination of academic and experiential.
- **Personal and/or Spiritual Development:** It is important that candidates be able to share with the committee those insights, experiences and understandings which have contributed to their personal and spiritual growth. Candidates are expected to demonstrate a personal commitment to both practice and model self care.
- **Anti-Racism, Anti-Oppression, and Multiculturalism:** Candidates are expected to be conversant with concepts of anti-racism and to demonstrate a commitment to anti-racism and diversity in our Association.
- **Sexual Health, Sexual Boundaries, Sexual Justice:** Candidates are expected to be knowledgeable about sexuality issues in ministry, including sexual education, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning and Intersex (LGBTQI) issues, sexuality concerns of adults and adolescents for pastoral care, and public witness. Candidates are expected to demonstrate a commitment to sexual justice in our Association and in society. One sexual misconduct prevention learning opportunity is required.

DIRECTIONS FOR COMPLETING STATEMENTS OF COMPETENCY

1. Please confine your competency statements to ONE page.
2. All statements MUST BE TYPED! You may, however, duplicate the forms on a computer as long as you follow the same general format.
3. Be sure to fill out a form for each area of competence. If there are other areas of preparation you would like to document for the Committee, please attach an addendum.
4. Graduate level courses: Please list name of course, where it was offered and number of credit hours. Other brief identifying comments are acceptable. (If you intend to take a course but have not done so yet, please put it in parenthesis.) Courses may be listed on more than one statement.
5. College level courses: Please list name of course, where it was offered, number of credit hours and year it was taken.
6. Life experience, workshops, trainings, etc. You may list your experiences with relevant identifying date, or you may write a short narrative summary.
7. Reading and independent study: Please list books you have read and areas of individual inquiry. Include the books you have read from the Reading List. If there are books you would recommend to others, please indicate those with an asterisk (*).
8. An additional competency may be added as long as it is relevant to professional ministry

The Statements of Competency are as follows:

- SOC2 Theology
- SOC3 Church History
- SOC4 Hebrew & Christian Scripture
- SOC5 World Religions
- SOC6 Social Theory/Social Ethics
- SOC7 Human Development/Family Life Education/ Ministry with Youth and Young Adults
- SOC8 Unitarian Universalist History and Polity
- SOC9 Religious Education History, Theory, Method and Practice
- SOC10 Professional Ethics, UUMA Guidelines
- SOC11 Worship, Music, Aesthetics, Preaching
- SOC12 Pastoral Care and Counseling
- SOC13 Leadership and Organization
- SOC14 Administration and Management
- SOC15 Personal and/or Spiritual Development
- SOC16 Anti-Racism, Anti-Oppression and Multiculturalism
- SOC17 Sexual Health, Sexual Boundaries, Sexual Justice

MFC-SOC 2
STATEMENT OF COMPETENCY:
THEOLOGY

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 3
STATEMENT OF COMPETENCY:
CHURCH HISTORY

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 4
STATEMENT OF COMPETENCY:
HEBREW & CHRISTIAN SCRIPTURE

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 5
STATEMENT OF COMPETENCY:
WORLD RELIGIONS

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 6
STATEMENT OF COMPETENCY:
SOCIAL THEORY/SOCIAL ETHICS

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 7
STATEMENT OF COMPETENCY:
**HUMAN DEVELOPMENT/FAMILY LIFE EDUCATION/
MINISTRY WITH YOUTH AND YOUNG ADULTS**

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 8
STATEMENT OF COMPETENCY:
UNITARIAN UNIVERSALIST HISTORY AND POLITY

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 9
STATEMENT OF COMPETENCY:
**RELIGIOUS EDUCATION HISTORY
THEORY, METHOD AND PRACTICE**

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 10
**STATEMENT OF COMPETENCY:
PROFESSIONAL ETHICS, UUMA GUIDELINES**

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 11
STATEMENT OF COMPETENCY:
WORSHIP, MUSIC, AESTHETICS, PREACHING

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 12
STATEMENT OF COMPETENCY:
PASTORAL CARE AND COUNSELING

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 13
STATEMENT OF COMPETENCY:
LEADERSHIP AND ORGANIZATION

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 14
STATEMENT OF COMPETENCY:
ADMINISTRATION AND MANAGEMENT

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 15
STATEMENT OF COMPETENCY:
PERSONAL AND/OR SPIRITUAL DEVELOPMENT

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC-SOC 16
STATEMENT OF COMPETENCY:
**ANTI-RACISM, ANTI-OPPRESSION
AND MULTICULTURALISM**

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

MFC- SOC 17
STATEMENT OF COMPETENCY:
SEXUAL HEALTH, SEXUAL BOUNDARIES, SEXUAL JUSTICE

All candidates are required to take a sexual misconduct prevention learning experience. Please provide:

Name of Course _____
Institution Offering _____ City/State _____
Date Taken _____

Graduate level courses

College level courses

Life experience, workshops, trainings, etc.

Reading and independent study

SEXUALITY ISSUES: Resources

REQUIRED READING:

OWL 7 – 9 curricula

One other OWL curricula _____

UUA, [Balancing Acts](#) (online guide on keeping children safe, addressing offenders)

[Welcoming Congregations Handbook](#)

[Safe Congregations Handbook](#)

Debra Haffner, [A Time to Build: Creating Sexually Healthy Faith Communities](#)

Marvin Ellison, *Erotic Justice*

Marie Fortune, *Love Does No Harm*

RECOMMENDED READING:

The following resources are from the Religious Institute

A Time to Build: Creating Sexually Healthy Faith Communities

A Time to Seek: Study Guide on Sexual and Gender Diversity

A Time for Every Purpose: The Language of Sexual Morality, Justice, and Healing

The Religious Institute <http://religiousinstitute.org/> offers an online course, Sexuality Issues for UU Ministers, twice a year that includes a unit on sexual misconduct prevention and handling sexual attractions in ministry. The course is \$125 to receive a certificate of completion, or \$75 for an audit fee.