

Unitarian Universalist Association

Religious Education Credentialing Program



Equipping, inspiring, and affirming religious educators
by providing a comprehensive professional development pathway
leading to Associational recognition

2017 Program Plan

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Introduction

Welcome to the Religious Education Credentialing Program (RECP)!

Are you a religious educator considering Religious Education Credentialing Program candidacy as an intentional, systematic way of approaching your professional development? A minister seeking to build the skills of the religious educator you work with? A congregational leader exploring how to support staff? Whoever you are and whatever brought you here, we are pleased that you want to learn more about the UUA Religious Education Credentialing Program. Read on!

RECP Purpose and Benefits

The Religious Education Credentialing Program (RECP) nurtures the call to religious education as a profession, provides a comprehensive path for professional development, and articulates and upholds professional standards and guidelines. The program is designed for working professionals who are ready to commit to an intentional course of study and evaluation.

Benefits to the professional and the congregation include:

- Stronger, more vital religious education programs and multigenerational ministries as the religious educator integrates learning into programming
- A religious educator with demonstrated knowledge and skill in the many areas of religious education leadership
- Assurance that the religious educator has met professional development standards and is held accountable to professional ethics guidelines by the UUA
- Enhanced collegial relationships among staff members as the religious educator seeks to deepen and broaden professional and program development,
- A religious educator with the professional confidence that comes from knowing that they have been evaluated and recognized by the UUA as a professional religious educator, and
- Recognition by the UUA as a congregation that supports and values professional excellence.

RECP History

Seeds for the Religious Education Credentialing Program (RECP) were planted at Liberal Religious Educators Association (LREDA) conferences in the late 1990's. A group of professionals had gathered to grapple with differences in skill, training, and congregational

expectations among religious educators, and what came out of those conversations was a desire to articulate professional standards.

In 2001, the LREDA Task Force on Professional Standards presented a proposal for a UUA-integrated program to LREDA leaders and the UUA Religious Education Department. A joint LREDA/UUA Task Force was formed and, the following year, this Joint Task Force presented to the UUA Board. The new position of RE Credentialing Director was created in the Ministries and Professional Leadership Staff Group. By 2004, the first credentials had been awarded, and LREDA had established the LREDA Committee on Mentoring.

Between 2004 and 2008, a variety of adjustments and improvements were introduced. In 2009, substantial re-visioning took place, primarily to make the RECP more flexible. Recognizing that the frequent changes in requirements during the Program's early years had been hard on some candidates, the Religious Education Credentialing Committee (RECC) agreed in 2009 that no additional changes would be made for five years.

In 2014, the revised program plan was introduced, which featured a streamlined portfolio format, an updated resource list, forms and documents revised for clarity and user-friendliness, and renewed requirements designed to meet the current and emerging needs of professionals and congregations. The 2014 Program Plan covered both Credentialed and Master levels, while the 2009 Program Plan remained unchanged for the Associate level.

This revised 2017 Program Plan covers all three levels of the program: Associate, Credentialed, and Master level, with some changes in competencies and required learning experiences.

RECP Overview

The Religious Education Credentialing Program (RECP) is a three-level program designed to strengthen faith development in Unitarian Universalist congregations by providing a well-defined professional development pathway for religious educators. Each level requires the candidate to demonstrate applied knowledge and skill in a number of competency areas.

Credentialed Level and Master Level candidates are evaluated by the Religious Education Credentialing Committee (RECC) at an interview after they have submitted a portfolio and other completion materials. The Associate Level credential is awarded by the UUA Professional Development Programs Manager on behalf of the RECC.

Requirements at a Glance

Requirement	Level		
	Associate (geared towards new religious educators)	Credentialed (geared towards career religious educators)	Master (add-on <u>after</u> achieving Credentialed status)
Readiness	Serving in a professional RE position (generally for at least 6 months)	Serving in a professional RE position (generally for at least 6 months)	As listed for Credentialed Level at left AND Credentialed Religious Educator status
Religious Educator Experience upon completion of level	At least 2 years at quarter time or more	At least 2 years at half time or more, or 4 years at quarter-time	At least 5 years at half time or more, or 10 years at quarter time or more
Number of competencies to be demonstrated	4 required + 1 elective	8 Required + 1 Elective	2 Required + 1 Elective
Lenses	ARAOMC & Technology in 4 required competencies	ARAOMC & Technology in at least 5 competencies	ARAOMC & Technology in 3 competencies
Learning Experiences	5 Renaissance modules, one of which must be Multicultural RE	At least 6 interactive UU learning experiences: 5 Renaissance modules and 1 in-person ARAOMC experiences	At least 4 interactive UU learning experiences (beyond the Credentialed level) + 3 graduate courses
Materials Submitted	Portfolio; 2 essays: ARAOMC and Spiritual/Self-Care	Portfolio; 3 essays: ARAOMC, Spiritual/Self-Care and Professional role	"Add-on" portfolio <u>and</u> paper or project; 3 essays: ARAOMC, Spiritual/Self-Care and Professional role
Completion Materials	Self-assessment Reading list/responses Updated resume 3 recommendations Criminal background check	Self-Assessment Reading list/responses Updated resume 3 recommendations Criminal background check	Self-Assessment Reading list/responses Updated resume 3 recommendations Criminal background check
Final review	Prof Dev Programs Mgr review	In-person evaluative interview with RECC	In-person or remote interview

Competencies		
Associate Level (geared towards new religious educators)	Credentialed Level (geared towards career religious educators)	Master Level (add-on <u>after</u> achieving Credentialed status)
4 required + 1 elective Required <ul style="list-style-type: none"> • Administration & Volunteer Management • Human & Faith Development • Right Relations & Professional Ethics • UU Foundations 	8 required + 1 elective Required <ul style="list-style-type: none"> • Administration & Volunteer Management • Human & Faith Development (incl. Youth) • Right Relations and Professional Ethics • Sexual Health • Six Sources of UU Inspiration • Systems & Conflict • UU Foundations • Worship 	2 required + 1 elective Required <ul style="list-style-type: none"> • Educational Leadership • Liberal Theologies
Elective - choose 1 <ul style="list-style-type: none"> • History, Methods, & Philosophy of Religious Education • Sexual Health • Six Sources of UU Inspiration • Systems & Conflict • Worship 	Elective - choose 1 <ul style="list-style-type: none"> • Family Ministry • History, Methods, & Philosophy of Religious Education • Leadership Development • Multigenerational Program Planning • Pastoral Care • Small Group Ministry • Social Justice Theory & Practice • Stewardship • Teaching Methods & Learning Theories • Young Adults 	Elective – choose 1 <ul style="list-style-type: none"> • Family Ministry • History, Methods, & Philosophy of Religious Education • Leadership Development • Pastoral Care • Small Group Ministry • Social Justice Theory & Practice • Stewardship

RECP Administration

“It takes a village” to implement the RECP. Here we familiarize you with the key players and their roles.

UUA Faith Development Office

The Professional Development Programs Manager provides staff leadership for the Religious Education Credentialing Committee, addresses questions from potential applicants, and supports candidates from initial application through final evaluation.

The Professional Development Assistant receives and files documents, maintains program records, serves as recording secretary for the RECC, and attends to RECC meeting logistics.

Religious Education Credentialing Committee (RECC)

The [RECC](#), consisting of seven members, sets program vision and direction, makes rules and policies regarding the program, and evaluates candidates. The Chair of the RECC leads meetings and consults with the Professional Development Programs Manager throughout the year on general issues and questions. The Director of the Ministries and Faith Development Staff Group is the RECC’s Executive Secretary, who stays apprised of general RECC activities and is involved in disciplinary matters. The RECC has an Executive Committee which includes the Chair, the Professional Development Program Manager, the Executive Secretary, and other members designated by the Chair.

Liberal Religious Educators Association (LREDA)

[LREDA](#) supports the RECP directly by overseeing the [Mentoring Program](#), which trains and supports mentors and matches each new candidate with a mentor. LREDA’s indirect support includes providing [scholarships](#) for candidates, and honoring Credentialled Religious Educators upon their achievement of credentialled status.

General RECP Concepts

Levels of Credentialing

The Religious Education Credentialing Program has three levels. Successive levels involve the demonstration of more competencies, as well as deeper understandings and broader application of competency areas.

All levels require experience as a paid professional who facilitates faith development by being in charge of all or part of a religious education/exploration program for a UU congregation or other UU organization, or have experience employed in a role that offers professional consultation to such a program.

Associate Level

A person who is recognized as a Credentialed Religious Educator – Associate Level has basic knowledge and skills in a core of competency areas. To achieve Associate Level status, a candidate must have at least two years of paid experience in a quarter-time (or greater) position.

Credentialed Level

A person who is recognized as a Credentialed Religious Educator – Credentialed Level has demonstrated solid knowledge, skill, and application in a wide range of competency areas.

At this level, a candidate needs to show knowledge and application as they apply to faith formation programs for children and youth (preschool through high school). Demonstrating experience in adult religious education is optional. To achieve Credentialed Religious Educator status, a candidate must have at least two years of paid experience at half-time or four years at quarter-time.

Master Level

A person who is recognized as a Credentialed Religious Educator – Master Level has demonstrated mastery in an extensive range of competency areas.

For the Master Level, the “baseline” is considered to be lifespan religious education. Thus, the candidate should show knowledge and application of the competencies as they apply to faith formation programs for people of all ages, including children, youth, young adult, and adult.

To achieve Master Level status, a candidate must have at least five years of paid experience at half-time or 10 years at quarter-time **and** have Credentialed level status. For this reason, the Master Level is sometimes referred to as an “add-on Master”.

Stages of Formation

Stages of Formation provide guidance on expected characteristics and abilities of a religious educator at each level of Credentialing. Appendix C: Stages of Formation outlines the development of a professional not only in terms of competency knowledge and skill, but also with regard to one's leadership formation and professional identity.

Competencies and Lenses

Competency and Lens, Defined

Competency: an area of knowledge and skill that helps you do a good job as a religious educator.

Lens: an approach to your work and your world that comes into play through many aspects of your professional life. "Look through" the lenses as you do your work and reflect upon your role. Weave them into the competencies addressed in your portfolio. *At the Associate level, apply each lens in the four required competencies. At the Credentialed Level, address each lens in five or more competencies. At the Master Level, please show us how you apply each lens to all three of your portfolio competencies.*

See Appendix B for details about each of the lenses and competencies, including required competencies and elective competency options for all levels – Associate, Credentialed and Master. In that appendix, you will notice that each Competency includes three things to help you know more about what the RECC is looking for in order to feel confident in granting you the credentialing status you seek. These three things are:

1. **A "tagline,"** or short one-line narrative description of the competency
2. **Scope of Knowledge and Skills,** a list of various elements that would be included within this area of competence – elements like information, knowledge, and skills.
3. **Examples,** a list of possible ways to demonstrate to the RECC your competence in this area. Please keep in mind that these are simply examples. The work you include in your portfolio to demonstrate the competency may look quite different.

The Scope of Knowledge and Skills, and the Examples, are not intended to be exhaustive lists – you may find other knowledge, skills, or ways to demonstrate your competence in this area. Neither are you expected to provide proof of every item listed. These are guidelines to help you understand generally what the RECC is looking for in terms of competence. Additionally, this should not be viewed solely as a "checklist"; in some cases your competence will be demonstrated with a straightforward example (a budget, a newsletter article, etc.), and in other cases we encourage you to demonstrate ways in which you have grown through your professional life and how you might continue to do so.

These guidelines are here to help support you, and if you have any questions please don't hesitate to ask the Professional Development Programs Manager. We look forward to reviewing your materials and then to meeting you.

Listing of Competencies and Lenses

Refer to Appendix B for details.

Required Competencies: Associate Level

- Administration & Volunteer Management
- Human & Faith Development
- Right Relations & Professional Ethics
- UU Foundations

Elective Competencies: Associate level

- History, Methods, & Philosophy of RE
- Sexual Health
- Six Sources of UU Inspiration
- Systems & Conflict
- Worship

Required Competencies: Credentialed Level

- Administration & Volunteer Management
- Human & Faith Development (incl. Youth)
- Right Relations & Professional Ethics
- Sexual Health
- Six Sources of UU Inspiration
- Systems & Conflict
- UU Foundations
- Worship

Elective Competencies: Credentialed level

- Family Ministry
- History, Methods, & Philosophy of Religious Education
- Leadership Development
- Multigenerational Community (Credentialed Level Only)
- Pastoral Care
- Small Group Ministry
- Social Justice Theory & Practice
- Stewardship
- Teaching Methods & Learning Theories (Credentialed Level Only)
- Young Adults (Credentialed Level Only)

Required Competencies: Master Level

- Educational Leadership
- Liberal Theologies

Elective Competencies: Master Level

- Family Ministry
- History, Methods, & Philosophy of Religious Education

- Leadership Development
- Pastoral Care
- Small Group Ministry
- Social Justice Theory & Practice
- Stewardship

Lenses: All levels

- Anti-Racism, Anti-Oppression, Multiculturalism (ARAOMC)
- Technology

Getting Started

Ready to begin your RE Credentialing journey? A few suggestions to help you get going:

- ✓ Contact the [UUA Professional Development Program](#) Manager, who can answer your questions about the application process – and about the program, in general.
- ✓ Talk with your supervisor, who will be one of your Endorsers.
- ✓ Familiarize yourself with this document and with the [Forms and Resources](#) page.
- ✓ Download the Application Form and Criminal Offense Disclosure Form from the Forms and Resources page, and direct your Endorsers to the Endorsement Form.
- ✓ If there is an impediment to your meeting any of these requirements, the RECC's Equivalencies Committee is available to consider all exceptions.

Prerequisites

UU Employment

You must be currently employed by an organization that is recognized as Unitarian Universalist. This may be a UU congregation, district, region, seminary, institute, camp, the UUA itself, or another UU-related organization. Exceptions may be granted by the RECC on a case-by-case basis.

Readiness and Aspirations

The RECP is a professional program of study, reflection, and evaluation that necessitates conscientiousness and persistence! In order to verify that you are ready for this endeavor and that you are undertaking it appropriately, we ask for a Statement of Readiness and Aspirations. (Specifics in the “How to Apply” section, below.)

Prior Religious Education Credential (*for candidates seeking Master Level*)

To apply for entry to the Associate or Credentialed Level program, you do not need any prior credential. To apply for entry to the Master Level program, you must already have been granted status as a Credentialed Religious Educator – Credentialed Level.

How to Apply

All application materials must be submitted electronically!

1. Complete and submit the following to recassistant@uua.org:
 - **Application Form** (see [Forms and Resources](#) page of the website)
 - **Criminal Offense Disclosure Form** (see [Forms and Resources](#) page)
 - **Current resume** (include academic background, relevant job experience, and other significant life experiences)

- **Statement of Readiness and Aspirations**, a two-to-three page personal statement that includes:
 - what has brought you to this point in your professional career
 - a summary of your work, life, and academic experiences, and how you believe they have prepared you for your work in the RE Credentialing Program
 - why you wish to pursue recognition in the UUA Religious Education Credentialing Program
 - how you feel positioned for success in the RE Credentialing Program (e.g., adequate time and resources)
 - your aspirations as a religious education professional
2. **Request Endorsements:** Two people will each complete an Endorsement Form (see [Forms and Resources](#) page) for you. *One of the endorsers must be your supervisor.* Endorsements may come from:
- Board President
 - Chair of RE Committee
 - Minister
 - Peer (staff teammate or RE colleague)
 - Regional or District Staff
 - Other lay leader, with approval of Professional Development Specialist

Notes about endorsements:

- Completed Endorsement Forms must be **shared with you**, the applicant.
- Ask your endorsers to send forms directly to recassistant@uua.org.
- Your endorsements should be submitted around the same time as your other application materials, i.e., within two weeks.

Entering the RECP

Once all of your application materials have been received and reviewed, the Professional Development Programs Manager will contact you to schedule an Entry Interview. Your Entry Interview provides a time for you to share more about your congregational context, your working style, and your goals for your time in the RECP, as well as to answer any questions you may have.

At the conclusion of your Entry Interview, you will be welcomed into the program or the Professional Development Programs Manager will discuss any concerns about your participation. Either way, the Professional Development Programs Manager will answer any questions you have and help you understand your next steps.

Once you are accepted into the Program, the Professional Development Programs Manager will make sure you are familiar with the guiding program documents. You'll also get added to the RE Credentialing listserv. Your application materials (except for the Criminal Offense Disclosure Form) and the Professional Development Programs Manager's notes from your Entry Interview

get passed along to the LREDA Committee on Mentoring, which matches you with a mentor. You should hear from your mentor within a few weeks of getting accepted.

Mentors

Working with a mentor is a requirement for completing the RECP. Mentors serve as cheerleaders, sounding boards, and constructive critics for RECP candidates. Regular conversations (approximately 10 times per year) with a mentor help ensure that you receive thoughtful suggestions and feedback all along the way, are held accountable for steady progress, and stay on target to complete the program within the established timeframe. Once a year (due February 1st), mentors and candidates each submit a Mentor/Candidate Status Check form (see [Forms and Resources](#) page). This offers mentors and candidates the chance to assess their relationship: to affirm that it is a helpful, productive one; to bring to light any concerns about progress or about the mentoring relationship; and to consider whether a change of mentor may be in the best interest of the candidate. The Professional Development Programs Manager is a resource person for candidates to talk over any questions they have regarding the mentoring relationship.

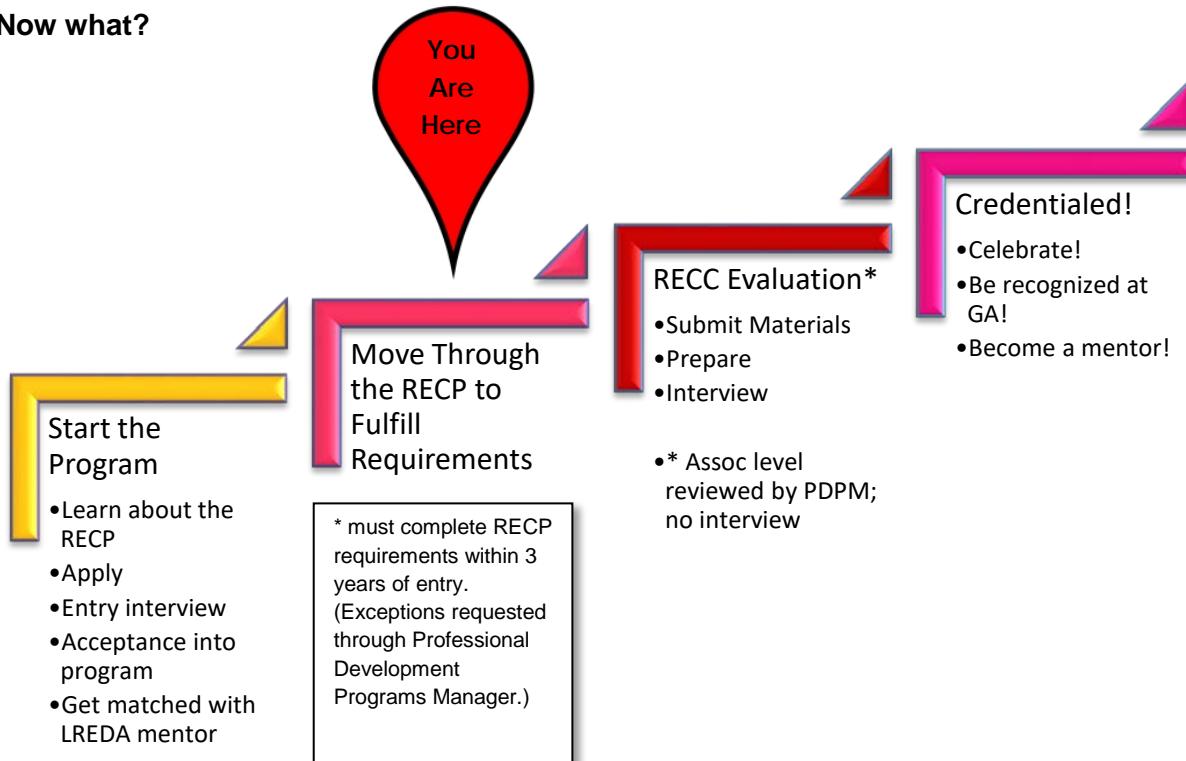
Time Frame for Completion

You must complete the Religious Education Credentialing Program within three years of the date that you are accepted. Exceptions may be requested through the Professional Development Programs Manager.

Moving Through the RECP

So you've been accepted to the RECP. Congratulations!

Now what?



The process looks different for each candidate. Most people start by taking stock: what experiences have you already had that enable you to demonstrate the competencies? Remember to consider other jobs, volunteer roles, hobbies, etc. What are your strengths? Where do you have gaps to fill in? How much of the required reading have you done? Organize your thoughts and ideas and share them with your mentor. Focus on how you are actually applying and integrating your knowledge and skill in your work. Refer to the competency grids found on the [Forms and Resources](#) page.

There is no single right way. Many candidates find it helpful to create a timeline and to set intermediate checkpoints and deadlines. Some people create a very general portfolio outline of all competencies and gradually fill in the details. Others work more or less from start to finish on one competency at a time. A variety of tools and strategies can be used for keeping track of one's work. The RE Credentialing listserv and/or your mentor are good resources. The Professional Development Programs Manager is your **primary go-to person** with specific questions about program requirements.

Please hold onto everything and submit it all together at the end. (This makes it easier for us to keep track of things, and it also gives you the opportunity to revise.) At the appropriate time, you will receive a Final Year Instructions document that includes a detailed review of requirements along with a calendar of due dates.

Materials to Submit for Completion

Please submit all materials to recassistant@uua.org.

We request that you submit items as separate documents attached to a single email (or 2 emails if files are large). Keeping the items separate makes it easier to change one, if necessary. Once all of your materials are reviewed for completeness, they will be compiled into a packet for the RECC by the RE Credentialing Assistant.

Here's what you need to submit:

All Candidates (Associate, Credentialed and Master Level)

Cover Sheet

This form will be the front page of your materials packet that goes to the RECC (Professional Development Programs Manager for Associate level).

Photo

Submit a headshot of yourself. It doesn't need to be professional quality, but it should be clear picture that you feel good about! This photo allows the RECC to put a face with a name ahead of your interview, and will be used by LREDA to recognize you after you receive credentialed status.

Updated Resume

This resume should represent what you would submit if applying for a new job in UU Faith Development, including relevant work, academic background, and significant training.

Your resume should clearly list your Learning Experiences and, for Master Level candidates, your three required graduate courses:

Interactive UU Learning Experiences

List your Interactive UU Learning Experiences: at least five for Associate level, at least six for Credentialed Level (which can include those previously listed for Associate Level), and at least four for Master Level (beyond those listed for Credentialed level). Qualifying Interactive UU Learning Experiences for Associate and Credentialed level are primarily Renaissance modules or can refer to other trainings which are at least 15 hours in length, take place in a UU context, are designed for learning, and are relevant to religious education professionals. The Professional Development Programs Manager can answer questions about qualifying experiences.

Graduate Courses for Master Level

For Master Level candidates, your resume should also list your three required graduate courses. (These do not count toward your four Interactive UU Learning Experiences.)

Resource List with Responses

The RECP provides a Resource List of books, videos and other resources that you can read, view, or hear on your own. The list indicates what you need to read for each Required Competency and for your Elective Competency. In the column provided on the Resource List, provide a brief response (no more than 100 words) that shows how the reading did (or did not) transform you and how it could be integrated into your work.

You will see all of the Elective Competencies on the Resource List. You are only responsible for resources associated with the Required Competencies and the one Elective Competency you choose.

Self-Assessment

The Self-Assessment Form (on the [Forms and Resources](#) page) allows you the opportunity to reflect on your mastery of the various competency and lens areas. We don't expect you to be exceptional at everything! We are interested in your thoughts about which areas you want to strengthen.

Portfolio

The Portfolio is where you demonstrate how you have applied your knowledge and skill in each competency in the context of your role as a religious educator! Creating your portfolio represents the bulk of the work at the Associate and Credentialled Levels. Master level requires an "add-on" portfolio for Master level (in addition to a paper or project (Contribution to the Profession below). See Appendix D: Creating Your Portfolio.

Reflective Essays

Suggested length of each essay: 500-800 words

Anti-Racism - all levels

Discuss your understanding of anti-racism and your experience weaving anti-racism into your work. Note that while the lens, for portfolio purposes, is ARAOMC (addressing a variety of isms and marginalized identities), this essay is intended to focus specifically on anti-racism. *For Master Level, focus on new understandings and experiences acquired since achieving credentialled level status.*

Spiritual Life and Self-Care - all levels

How do you balance your professional and personal life and set appropriate boundaries in response to others' requests of your time. How do you renew your spirit? *For Master Level, focus on new understandings and experiences acquired since achieving credentialled level status.*

Professional Role - Credentialed and Master levels only

- **For Credentialed Level:** Having done this work for credentialing, how do you envision your role as a professional UU religious educator? What has changed for you since you started the RE Credentialing Program?
- **For Master Level:** Begin with the phrase: "Since achieving Credentialed Level status in [insert year], the changes I see in myself and my role are...."

Recommendations (3)

Ask three persons from the list below to complete Recommendation Forms (see [Forms and Resources](#) page) for you. The people who recommend you may include some of the same people who endorsed you at the beginning of the program, or they may be different people. *One of the recommenders must be your supervisor.* Recommendations must be shared with the candidate, and then should be submitted to recassistant@uua.org by the recommender.

If you are seeking the Master level, obtain new recommendations. Some of these may be from the same people who recommended you for the Credentialed Level or endorsed you at the beginning of the Master Level process, or they may be from different people. *One of the recommenders must be your supervisor.*

Recommendations should come from the following:

- Board President
- Religious Education Committee Chair
- Minister
- Peer (staff teammate or colleague)
- Field Staff (district or regional)
- Other lay leader, with approval

Criminal Background Check

Arrange for our approved vendor to conduct a criminal background check. (The Professional Development Programs Manager will provide information.) The vendor sends the results directly to the RECC. You may request financial aid in the form of reimbursement of up to 50% of the cost of the background check. The financial aid form can be found [here](#).

If you saw the RECC (or PDPM) within the past two years and completed the criminal background check process in preparation for that visit, you do not need to do it again. If it has been more than two years since you were evaluated by the RECC (or PDPM), you will need to repeat the background check process.

Alternatives

Options for equivalencies and substitutions exist for some requirements. For instance, you can propose a reading list substitution, an alternate portfolio format, or a graduate course not included on the list above. Contact the Professional Development Programs Manager if you

wish to pursue an alternative way of meeting a requirement. For a reading list substitution, complete the [online form](#).

Additional Materials for Master Level Only

Contribution to the Profession

This requirement applies only to candidates seeking the Master Level. You can meet it in one of two ways: by writing a paper or by creating a project.

The **Master Level Paper** or **Master Level Project** needs to:

- Have the ability to promote and further religious education in congregations, districts/regions, and/or by individuals throughout the Association
- Be able to contribute the profession of religious education in the UUA
- Be the individual's original work (in case of a collaborative effort, the individual's work must be clearly discernable)
- Have the capacity to be used in more than one application and more than one setting

Master Level Paper

Write an essay between 1,750 and 2,500 words

The **Master Level Paper** is intended to add to theory and practice of religious education and/or the professional leadership of religious education. It should explore and expand upon the history, philosophy, theory, theology, and/or practice of religious education in original, creative, new ways by which the field of religious education is enhanced.

While the UUA will keep papers on file, the intellectual property rights remain with the project's creator. If the RECC would like to make your paper (or a portion thereof) available to the public, it may do so only with your written permission. The RECC may periodically wish to collect and publish or otherwise distribute Master Level papers to the religious educator community and the world at large.

Master Level Project

Examples of possible projects are:

- collection of children's worship stories or services
- website content
- book chapters
- curriculum lesson plans
- a manual on a specific issue relating to religious education

Depending on the length and depth of the project, it may not be necessary to complete and submit the total project.

While the UUA will keep projects on file, the intellectual property rights remain with the project's creator. If the RECC would like to make your project (or a portion thereof) available to the public, it may do so only with your written permission.

Proposals must be approved in advance. Proposal forms can be found on the [Forms and Resources](#) page; these should be submitted for approval early in the process. Contact the Professional Development Programs Manager to discuss options.

Transcripts from Graduate Level Courses

If you are pursuing the Master Level, you must successfully complete three graduate level courses, as follows, and submit official transcripts:

- Course on one of the following:
 - Learning Theories
 - Teaching Methods
- Course on one of the following:
 - History and Philosophy of UU Religious Education
 - UU History
 - UU Polity
- Course on one of the following:
 - Community-Based Organizing
 - Contextual Education (e.g. Cross-Cultural Experience) with prior approval
 - Faith Development
 - Family Ministry
 - Liberal Theologies
 - Organizational Development
 - Pastoral Care
 - Small Group Ministry

Evaluative Interview with the RECC

Completion materials for the Associate level are reviewed by the Professional Development Programs Manager. An in-person interview with the Religious Education Credentialing Committee is required for Credentialed level. For Master level, the RECC interview can be in-person or remote. The RECC meets annually in the spring (usually April).

Requesting an Interview with the RECC

You will choose a target completion date when you apply to the RECP. Stay in touch with the Professional Development Programs Manager regarding your target date. Once you are confident of your timeframe for completion, you should apply for an interview slot through the online Interview Request Form. Available interview slots may fill many months in advance.

Method of Meeting

Credentialed Level

If you are pursuing the Credentialed Level, your interview with the RECC must be in person.

Master Level

If you are pursuing the Master Level, the appearance may be in person or may be made remotely using interactive, electronic means.

Agenda for Evaluative Interview

Although target time allotments are provided below, they might be changed by the RECC in the future. To learn the current target times, please contact the Professional Development Programs Manager.

You will initially spend an hour with the committee, during which you will provide a brief period of worship, a brief presentation, and answers to questions asked. Then there is a time away from the committee, after which you will rejoin the committee for feedback and to learn your credentialing status.

Brief Period of Worship

You will plan and conduct a brief worship service involving the RECC. At the beginning of the worship, indicate whether the worship is intended for children, youth, or a multi-generational setting. Your worship should have an arc such that it has a beginning, middle, and end. The worship should be 8 to 10 minutes. Please bring with you all items you will need for worship.

Brief Presentation

You will prepare and present a talk to the RECC. You may use audiovisual materials as part of your presentation if you wish, but this is not required. If you do use audiovisual materials, please make arrangements ahead of time with RE Credentialing Assistant. The presentation should last 8 to 10 minutes and must have the following characteristics:

- If you are seeking the Credentialed Level, the topic should be on some aspect of your portfolio. If you are seeking the Master Level, the topic should be on some aspect of religious leadership.
- Have a target audience of adult UUs. The presentation could be created as if it were being addressed to another group of adult UUs (for instance, your LREDA chapter or church board), or could have the RECC as the target audience.
- Consist substantially of your own original work. If you quote the work of others, clearly provide attribution for your sources.

Questions and Answers

The RECC will ask you a number of questions. These questions may relate to your chosen competencies, your submitted materials, your worship and presentation, and/or your general professional life. We want you to provide some depth and specificity in your responses while also staying succinct. You may submit your own first question and core questions (asked of all candidates) will be provided several weeks before the interview.

The question and answer session will take approximately 40 minutes.

Committee Deliberation

For a period of approximately thirty minutes, you will leave the presence of the committee while the committee discusses your candidacy.

Feedback

You will meet with the committee again and the committee will provide you with feedback and inform you of any credential granted. This can take 5 to 10 minutes.

Appendix A: Checklists

Checklist: Application to the Program

All Levels

- Application Form
- Criminal Offense Disclosure Form
- Endorsement Forms (2, including 1 from supervisor)
- Resume
- Statement of Readiness and Aspirations

Checklist: Submitting Materials for Evaluation

All Levels

- Portfolio
- Criminal Background Check (directly from vendor to UUA)
- Cover Sheet
- Photo
- Updated Resume
- Resource List with Brief Responses
- Self-Assessment
- Reflective Essays: Anti-Racism, Spiritual Life and Self-Care (all levels), Professional Role (Credentialled and Master level only)
- Recommendations (3, including 1 from supervisor)

Master Level Only

- Graduate Course Transcripts
- Contribution to the Profession (Paper or Project)

Appendix B: Competencies and Lenses



Associate Level Competencies

For the Associate Level, we expect basic knowledge and skills in a core of competency areas. The UUA Professional Development Programs Manager will review the portfolio and completion materials and will award the credential on behalf of the RECC. The Associate Level entails:

- 4 Required Competencies
- 1 Elective Competency

Required Competencies: Associate Level

Administration & Volunteer Management

"Creating a dynamic and sustainable Religious Education program"

Scope of Knowledge and Skills

- Record-keeping and budgeting
- Oral and written communication
- Working with the RE Committee
- Recruiting volunteers
- Developing and implementing training programs for volunteers
- Matching volunteers to positions

Examples

- Proposing, justifying, and managing a budget
- Managing a system that assures adequate volunteer coverage for programs

Human & Faith Development

"Creating developmentally-appropriate religious education programming"

Scope of Knowledge and Skills

- Theories of human development
- Theories of faith development
- Application of human and faith development knowledge to planning and implementing an RE program
- Ability to accommodate children with special needs

Examples

- Making appropriate decisions with regard to staffing, curriculum selection and development, rituals, and programs for various ages and stages of human and faith development

Right Relations & Professional Ethics

"Creating shared ministry and safe spaces"

Scope of Knowledge and Skills

- Ethics
- LREDA Code of Conduct
- Interpersonal skills
- Staff team collaboration and support
- Safe Congregations

Examples

- Developing, implementing, and monitoring safe congregation policies and procedures within the RE program

Unitarian Universalist Foundations

"Growing Unitarian Universalists"

Scope of Knowledge and Skills

- Unitarian, Universalist, and Unitarian Universalist history
- Congregational polity
- Educational philosophy of key figures in U, U, and UU histories

Examples

- Using the UU principles to shape/inform the explicit curriculum
- Enhancing existing curricula with illustrations from UU history
- Aligning the RE program with the RE philosophy and vision of the Religious Educator, RE Committee, and Congregation

Elective Competencies: Associate Level

Choose one:

History, Methods, & Philosophy of RE

"Understanding RE--where we come from and where we're going"

Scope of Knowledge and Skills

- Educational philosophy of key figures in U, U, and UU histories
- Important persons in the development of Religious Education, methods and types of Religious Education instruction (curricula, models)

Examples

- Exposure to or use of methods, curricula, or models from UU circles
- Collaborating with the RE Committee to articulate an overarching RE philosophy and vision for your community

Sexual Health

"Nurturing healthy sexuality"

Scope of Knowledge and Skills

- Inclusion of people who are lesbian, gay, bisexual, transgender and queer
- Knowledge and use of Our Whole Lives curricula
- Sexual harassment/misconduct prevention and response.

Examples

- Developing, implementing, and monitoring policies and procedures within the RE program with regard to sexual harassment/misconduct prevention and response
- Working knowledge of, and practice with, the *Our Whole Lives* curriculum
- Including and supporting people who are lesbian, gay, bisexual, transgender, and queer

Six Sources of UU Inspiration

"Diversity of theological inspiration"

- Familiarity with the Six UU Sources of Inspiration
- Awareness of one's own UU theology and which sources are most prominent
- Sensitivity to issues of cultural misappropriation
- Working knowledge of the basic stories, beliefs, and holidays (as applicable) in:
 - Jewish and Christian traditions
 - Major world religions (e.g., Buddhist, Muslim, Hindu, Taoism)
 - Humanism
 - Earth-Centered Traditions (e.g., Native American, "Neo-Pagan")

Examples

- Developing lessons or worship services based on the stories and/or tenets of major world religions, humanism, or earth-centered traditions
- Exercising sensitivity to cultural misappropriation when exploring other faiths
- Preparing a youth group for a discussion of religious beliefs with a youth group of another faith, or for a visit to the house of worship of another faith

Systems & Conflict

"Managing change and conflict in a healthy way"

Scope of Knowledge and Skills

- Systems thinking
- Self-differentiated leadership
- Levels of conflict

Examples

- Utilizing systems theory in problem solving

- Conducting oneself with awareness of one's potential impact on the congregational system
- Articulating one's own personal style with regard to conflict
- Staying in right relationship with people with whom you disagree

Worship

"Creating meaningful worship"

Scope of Knowledge and Skills

- Goals and structure of worship
- Inclusion of multiple learning styles in worship
- Creation of ritual and worship elements

Examples

- Participating on a worship team for a variety of worship experiences
- Developing skills in storytelling and adapting stories or creating new stories

Credentialed Level Competencies

For the Credentialed Level we assume you are experienced and competent in the required areas, as well as in the area you choose for your elective, and we will ask questions about anything presented in your portfolio or from the resource list that you indicate you have read/watched/etc. We assume you are competent with children and youth, ages preschool-18.

The Credentialed Level entails:

- 8 Required Competencies
- 1 Elective Competency

Required Competencies: Credentialed Level

Administration & Volunteer Management

"Creating a dynamic and sustainable Religious Education program"

Scope of Knowledge and Skills

- Record-keeping and budgeting
- Oral and written communication
- Working with the RE Committee
- Advocating for the RE program and for the needs of children and youth
- Setting goals, evaluating results, adjusting program elements
- Securing funding and staff to meet goals
- Recruiting volunteers
- Developing and implementing training programs for volunteers
- Matching volunteers to positions
- Assessing volunteer effectiveness, coaching, and reassigning volunteers when necessary

Examples

- Proposing, justifying, and managing a budget
- Managing a system that assures adequate volunteer coverage for programs
- Scheduling, organizing, and coordinating events that are integrated with other events in the congregation
- Implementing a scope and sequence plan and curriculum map for the lifespan religious education
- 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

Human & Faith Development

"Creating developmentally-appropriate religious education programming"

Scope of Knowledge and Skills

- Theories of human development
- Theories of faith development

- Application of human and faith development knowledge to planning and implementing an RE program
- Ability to accommodate children with special needs

Examples

- Making appropriate decisions with regard to staffing, curriculum selection and development, rituals, and programs for various ages and stages of human and faith development
- Educating volunteers and staff about human and faith development

Right Relations & Professional Ethics

"Creating shared ministry and safe spaces"

Scope of Knowledge and Skills

- Ethics
- LREDA Code of Conduct
- Interpersonal skills
- Staff team collaboration and support
- Safe Congregations

Examples

- Developing, implementing, and monitoring safe congregation policies and procedures within the RE program
- Collaborating with other professional ministry staff to create and enact a ministry team covenant
- Collaborating with other professional ministry staff to ensure quality and continuity of programming in support of the mission of the congregation
- Advocating for Religious Education and Religious Educators at the level of congregational staff and leadership

Sexual Health

"Nurturing healthy sexuality"

Scope of Knowledge and Skills

- Sexual health
- Sexual boundaries
- Sexual justice
- Gender equity
- Inclusion of people who are lesbian, gay, bisexual, transgender and queer
- Knowledge and use of *Our Whole Lives* curricula
- Sexual harassment/misconduct prevention and response.

Examples

- Developing, implementing, and monitoring policies and procedures within the RE program with regard to sexual harassment/misconduct prevention and response
- Working knowledge of, and practice with, the *Our Whole Lives* curriculum
- Demonstrating comfort with body- and sex-positive language and concepts
- Advocating for sexual justice in the work setting and in the wider community
- Including and supporting people who are lesbian, gay, bisexual, transgender, and queer

Six Sources of UU Inspiration

"Diversity of theological inspiration"

Scope of Knowledge and Skills

- Familiarity with the Six UU Sources of Inspiration
- Awareness of one's own UU theology and which sources are most prominent
- Advocacy for inclusion and diversity of UU Sources in the RE program
- Sensitivity to issues of cultural misappropriation
- Working knowledge of the basic stories, beliefs, and holidays (as applicable) in:
 - Jewish and Christian traditions
 - Major world religions (e.g., Buddhist, Muslim, Hindu, Taoism)
 - Humanism
 - Earth-Centered Traditions (e.g., Native American, "Neo-Pagan")

Examples

- Educating children, youth, and/or adults about the importance of each of the Six Sources in the development of a rich UU personal theology
- Developing lessons or worship services based on the stories and/or tenets of major world religions, humanism, or earth-centered traditions
- Advocating for breadth and depth of personal and religious exploration within the Religious Education program
- Exercising sensitivity to cultural misappropriation when exploring other faiths
- Participating in an interfaith event
- Preparing a youth group for a discussion of religious beliefs with a youth group of another faith, or for a visit to the house of worship of another faith

Systems & Conflict

"Managing change and conflict in a healthy way"

Scope of Knowledge and Skills

- Systems thinking
- Self-differentiated leadership
- Levels of conflict
- Resource-based vs. identity-based conflict
- Engaging resistance
- Interventions

Examples

- Utilizing systems theory in problem solving
- Conducting oneself with awareness of one's potential impact on the congregational system
- Articulating one's own personal style with regard to conflict
- Understanding systemic resistance to change
- Dealing effectively with people when they are experiencing differing effects related to the spectrum of change
- Staying in right relationship with people with whom you disagree
- Pursuing appropriate intervention strategies based on the type and level of conflict
- Leading a resolution process that results in healthy congregational change

Unitarian Universalist Foundations

"Growing Unitarian Universalists"

Scope of Knowledge and Skills

- Unitarian, Universalist, and Unitarian Universalist history
- Congregational polity
- Educational philosophy of key figures in U, U, and UU histories
- Emerging issues within UU religious education

Examples

- Using the UU principles to shape/inform the explicit curriculum
- Using UU history to create and reinforce UU identity within children and youth
- Enhancing existing curricula with illustrations from UU history
- Making formal and informal presentations about UU history, respond to questions, and provide resources
- Articulating one's philosophy of religious education by drawing upon the teachings of key figures within UU religious education
- Collaborating with the RE Committee to articulate an overarching RE philosophy and vision for your community
- Aligning the RE program with the RE philosophy and vision of the Religious Educator, RE Committee, and Congregation

Worship

"Creating meaningful worship"

Scope of Knowledge and Skills

- Goals and structure of worship
- Inclusion of multiple learning styles in worship
- Creation of ritual and worship elements
- Comfort leading worship for children and youth, co-creating worship with youth or adults, and involving children and youth in "adult" worship

Examples

- 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 youth
- Designing and leading worship for children separately or as a segment within worship for adults

Elective Competencies: Credentialed Level

Choose one:

Family Ministry

"Growing our UU village"

Scope of Knowledge and Skills

- Congregation-family relationships

- UU identity development at home
- Support for family life-cycle changes
- Support for the diversity of families present (or yet-to-be present) in your community (e.g., single, two-parent, extended family, same-gender couples, biological, adoptive, foster, interracial, etc.)
- Family-friendly scheduling; and relationship-strengthening both within families and between families.

Examples

- Holding regular potlucks/ picnics/ gatherings of multiple families to celebrate milestones
- Distributing resources (handouts, newsletter articles, blogs, etc.) to help families connect to UU values at home
- Creating and implementing policies and procedures to support families within the larger structure of the congregation's life

History, Methods, & Philosophy of RE

"Understanding RE--where we come from and where we're going"

Scope of Knowledge and Skills

- Educational philosophy of key figures in U, U, and UU histories
- Exploration of Religious Education broadly; within and beyond UU circles
- History and theories of Religious Education
- Important persons in the development of Religious Education, methods and types of Religious Education instruction (curricula, models)

Examples

- Exposure to or use of methods, curricula, or models from non-UU circles
- Collaborating with the RE Committee to articulate an overarching RE philosophy and vision for your community
- Interacting in community with children, youth, or adults in interfaith settings

Leadership Development

"Embracing your power within a larger system"

Scope of Knowledge and Skills

- Development in others of management skills
- Communications skills
- Change and conflict skills
- Skills in growing other leaders

Examples

- Designing curriculum and programs for training children, youth, and adults as leaders
- Attending or participating in leadership training or leadership school
- Establishing structures to train up volunteers to take ownership and leadership in the congregation and/or community
- Demonstrating variety of ways to communicate, especially in cases of conflict or change

Multigenerational Program Planning

"Embracing the diverse gifts of our UU village"

Scope of Knowledge and Skills

- Basics of generational theory
- Concepts of "adultism" and "ageism"
- Facility with group dynamics
- Ability to communicate across a range of ages
- Skill in growing other leaders

Examples

- Creating ways for people of different generations to interact, such as:
 - Organizing multigenerational community service trips or service projects
 - Supporting a church-wide off-site retreat
 - Creating a multigenerational book or movie club
- Planning and implementing multigenerational worship experiences
- Providing educational opportunities for a range of ages and stages
- Supporting age/stage-based or generation-based cohort groups

Pastoral Care

"Caring with wisdom and intention"

Scope of Knowledge and Skills

- Emotional support of people in pain, grief, fear, as well as joy, gratitude and strength
- Helping children, youth, and others respond to peers in need of care and concern
- Consultation with and support of ministers and lay caregivers
- Recognition of boundaries in Pastoral Care and when to utilize professional ministry or counseling services

Examples

- Creating caring networks among young families, adolescents, etc.
- Demonstrating awareness of resources in the community, books/media, etc.
- Participating in lay pastoral care team activities, when appropriate
- Collaborating with ministers and lay caregivers with regard to pastoral care issues unique to children, youth, and families

Small Group Ministry

"Sharing leadership for our UU village"

Scope of Knowledge and Skills

- Support for small, lay-led groups
- Community-building
- Covenant creation and implementation
- Deepening of group relationships
- Deepening of spiritual exploration within a group.

Examples

- Creating a structured process for starting covenant groups
- Supporting and advertising affinity groups (such as Young Families Group; Black Folks' Potluck; Senior's Group; Military Families; etc.)

Social Justice Theory & Practice

“Changing the world, one community at a time”

Scope of Knowledge and Skills

- Promotion of equal economic, political and social rights and opportunities
- Dismantling systems of oppression
- Promotion of environmental sustainability
- Public witness and education
- Theological and philosophical foundations of social justice
- Involvement in congregational study/action issues and issues of immediate witness passed by the UUA General Assembly
- Partnering with other groups and/or faith traditions in justice work

Examples

- Creating a multigenerational campaign with other congregations in the district to address a specific environmental justice hazard
- Helping to sustain a prison ministry
- Creating a family or youth-based program to address an issue of immediate witness from General Assembly

Stewardship

“Nurturing a 7th Generation perspective”

Scope of Knowledge and Skills

- Nurturing generosity in children, youth
- Appropriate support of stewardship campaigns and fundraising

Examples

- Creating themed annual campaigns for various age groups
- Designing curriculum regarding generosity and stewardship
- Encouraging offerings in RE for children's giving

Teaching Methods & Learning Theories (available for Credentialed Level only)

“Embracing a conscious identity as a professional educator”

Scope of Knowledge and Skills

- Theories of various researchers regarding learning
- Historical and current methods of teaching
- Effects of stages of human development on pedagogy

Examples

- Redesigning curriculum content for various age groups
- Creating teacher training that addresses age-appropriate pedagogy

Young Adult (Credentialed Level only)

“Expanding our faith’s ministry and energy”

Scope of Knowledge and Skills

- UU faith formation for young adults

- Young adult groups
- Inclusion of young adults into the wider congregation

Examples

- Forming or hiring staff for supporting a Young Adults group
- Creating outreach and programming with RE alumni of your congregation
- Offering leadership training for young adults for board of trustees
- Creating off-site worship opportunities
- Working with local colleges or universities to create campus ministry programs

Master Level Competencies

For the Master Level we know that you are already competent at the Credentialed Level; we assume that your competency is deeper and/or broader than that which would come at the Credentialed Level. We assume general competence with children and youth (as with Credentialed Level), and also with adults and multigenerational community. The Master Level entails:

- 2 Additional Required Competencies
- 1 Additional Elective Competency (cannot be same one chosen for your Credentialed Level)

Required Competencies: Master Level

Master-level is an add-on to Credentialed Level, so it is assumed that competency is met in the Credentialed Level areas. The following two Master Level Core Competencies are required:

Educational Leadership

"Leading UU Religious Education into the future"

Scope of Knowledge and Skills

- Leadership in the wider UU community
- Development of resources for effective use in faith development programs outside one's own congregation or particular setting
- Demonstrated ability to apply coherent educational philosophy and best practices to a wide range of UU contexts

Examples

- Serving in district or UUA leadership
- Serving in LREDA leadership at the chapter or denominational level
- Leading Religious Education trainings or workshops for colleagues beyond one's own congregation or immediate setting
- Writing magazine articles or maintaining a blog or other media format for the dissemination of helpful information or wisdom for Religious Educators
- Writing a book to further the practice of Religious Education
- Creating new curricula or RE methodology for use in UU congregations or settings

Liberal Theologies

"Knowing and teaching our diverse theological roots"

Scope of Knowledge and Skills

- Range of liberal theologies, of which Unitarian Universalism is only one (e.g. liberation theology, process theology, feminist theology, etc.)
- Methods for theological construction and reflection
- Nurtures theological diversity respectfully

Examples

- Sharing curriculum from other liberal theologies with youth or adults
- Creating lessons or curricula to explore other liberal theologies with children, youth, or adults

Master Level Elective Competencies

For the Master Level, you must address one of the following elective competencies, and it must be different from the one addressed in your pursuit of the Credentialed Level.

Family Ministry

“Growing our UU village”

Scope of Knowledge and Skills

- Congregation-family relationships
- UU identity development at home
- Support for family life-cycle changes
- Support for the diversity of families present (or yet-to-be present) in your community (e.g., single, two-parent, extended family, same-gender couples, biological, adoptive, foster, interracial, etc.)
- Family-friendly scheduling; and relationship-strengthening both within families and between families.

Examples

- Holding regular potlucks/ picnics/ gatherings of multiple families to celebrate milestones
- Distributing resources (handouts, newsletter articles, blogs, etc.) to help families connect to UU values at home
- Creating and implementing policies and procedures to support families within the larger structure of the congregation's life

History, Methods, & Philosophy of RE

“Understanding RE--where we come from and where we're going”

Scope of Knowledge and Skills

- Educational philosophy of key figures in U, U, and UU histories
- Exploration of Religious Education broadly; within and beyond UU circles
- History and theories of Religious Education
- Important persons in the development of Religious Education, methods and types of Religious Education instruction (curricula, models)

Examples

- Exposure to or use of methods, curricula, or models from non-UU circles
- Collaborating with the RE Committee to articulate an overarching RE philosophy and vision for your community
- Interacting in community with children, youth, or adults in interfaith settings

Leadership Development

“Embracing your power within a larger system”

Scope of Knowledge and Skills

- Development in others of management skills
- Communications skills
- Change and conflict skills

- Skills in growing other leaders

Examples

- Designing curriculum and programs for training children, youth, and adults as leaders
- Attending or participating in leadership training or leadership school
- Establishing structures to train up volunteers to take ownership and leadership in the congregation and/or community
- Demonstrating variety of ways to communicate, especially in cases of conflict or change

Pastoral Care

“Caring with wisdom and intention”

Scope of Knowledge and Skills

- Emotional support of people in pain, grief, fear, as well as joy, gratitude and strength
- Helping children, youth, and others respond to peers in need of care and concern
- Consultation with and support of ministers and lay caregivers
- Recognition of boundaries in Pastoral Care and when to utilize professional ministry or counseling services

Examples

- Creating caring networks among young families, adolescents, adults, etc.
- Demonstrating awareness of resources in the community, books/media, etc.
- Participating in lay pastoral care team activities, when appropriate
- Collaborating with ministers and lay caregivers with regard to pastoral care issues unique to children, youth, and families

Small Group Ministry

“Sharing leadership for our UU village”

Scope of Knowledge and Skills

- Support for small, lay-led groups
- Community-building
- Covenant creation and implementation
- Deepening of group relationships
- Deepening of spiritual exploration within a group.

Examples

- Creating a structured process for starting covenant groups
- Supporting and advertising affinity groups (such as Young Families Group; Black Folks' Potluck; Senior's Group; Military Families; etc.)

Social Justice Theory & Practice

“Changing the world, one community at a time”

Scope of Knowledge and Skills

- Promotion of equal economic, political and social rights and opportunities
- Dismantling systems of oppression
- Promotion of environmental sustainability
- Public witness and education

- Theological and philosophical foundations of social justice
- Involvement in congregational study/action issues and issues of immediate witness passed by the UUA General Assembly
- Partnering with other groups and/or faith traditions in justice work

Examples

- Creating a multigenerational campaign with other congregations in the district to address a specific environmental justice hazard
- Helping to sustain a prison ministry
- Creating a family or youth-based program to address an issue of immediate witness from General Assembly

Stewardship

“Nurturing a 7th Generation perspective”

Scope of Knowledge and Skills

- Nurturing generosity in children, youth, and adults
- Appropriate support of stewardship campaigns and fundraising.

Examples

- Creating themed annual campaigns for various age groups
- Designing curriculum regarding generosity and stewardship
- Encouraging offerings in RE for children's giving

Lenses: All Levels

Anti-Racism, Anti-Oppression, Multiculturalism (ARAOMC)

We want to see evidence throughout your portfolio of how ARAOMC shapes your work as a religious educator; you should seek to address a variety of forms of bias, marginalization, and oppression. As racism is a dominant social challenge of our time, you must include anti-racism in some of your lenses – in addition to writing your reflective essay on anti-racism.

Scope of Knowledge and Skills

- Concepts and theories that inform Unitarian Universalist ARAOMC work
- Systemic impact of racism and other forms of oppression
- Self-awareness with regard to power, privilege, and role in ARAOMC work
- Interconnections between different facets of ARAOMC throughout Religious Education and congregational life
- Ability to recognize and address bias and marginalization in their many forms (e.g., classism, ableism)
- Ability to promote truly multicultural spaces

Examples

- Providing resources to, collaborating with, and/or supporting the work of groups empowered to engage ARAOMC within the congregation
- Utilizing curricula and resources at applicable points along the lifespan to engage ARAOMC issues.
- Evaluating curricula through an ARAOMC lens and making appropriate changes.
- Editing RE program brochures and forms to be more inclusive of nontraditional family structures
- Adapting RE program activities to create an inclusive experience for children with disabilities

Technology

"Integrating modern technology and media into Religious Education"

Scope of Knowledge and Skills

- Working knowledge of common modern technologies, digital communication tools, and critical reflection on digital literacies.
- Reflection on advantages and disadvantages of the educational use of technology with users with a range of technological facility.
- Awareness of the ways in which the use of technology brings forth issues of class and power, access, and generational differences.
- Awareness of Ethical and Safety issues, and proactively mitigate risks involved in the usage of information and communication technologies.
- Creative use and integration of digital technologies to promote religious literacy and enrich congregational life.

Examples

- Demonstrated ability with common modern technologies
- Demonstrated ability with social media technologies

- Social Media (Facebook, Twitter, Snapchat)
- Administrative Technology: Google Drive, Excel, Dropbox, Evernote, Trello, Slack, etc.
- Display Technologies & Creative Presentation: Audio-Visual (video, projection, etc.) Keynote, PowerPoints, etc.
- Effective Communication Modalities to convey information and ongoing/self-directed learning opportunities: blogs, Constant Contact, MailChimp, etc.
- Incorporating technology to facilitate meaningful and engaged learning in RE programing.

Lenses: Associate Level

Show how you have applied each lens (ARAOMC and Technology) in the four required competencies.

Lenses: Credentialed Level

Show how you have applied each lens (ARAOMC and Technology) into five or more competencies.

Lenses: Master Level

Show how you have applied each of the two lenses (ARAOMC and Technology) to all three competencies.

Appendix C: Stages of Formation

UUA RELIGIOUS EDUCATION CREDENTIALING PROGRAM PLAN



This chart shows the expectations of one's formation as a religious educator with respect to levels of Credentialing.

Note that each stage includes the characteristics of the lower stage(s).

	Associate Level	Credentialed Level	Master Level
Religious Educator Experience	Two years @ at least quarter-time.	Two years @ at least half-time OR Four years @ quarter-time	Five years @ at least half-time OR 10 years @ quarter-time
Age Ranges Served	Children	Children and Youth	Lifespan and Multigenerational
Scope of Knowledge and Skills	Refer to RECP Program Plan Appendix B: Competencies and Lenses	Refer to RECP Program Plan Appendix B: Competencies and Lenses	Refer to RECP Program Plan Appendix B: Competencies and Lenses
Application and Integration of Knowledge and Skills	<ul style="list-style-type: none">• Uses information, ideas, and principles effectively in their work.• Assesses situations to determine needed information or resources.	<ul style="list-style-type: none">• Selects and adapts information and resources to effect change.• Evaluates situation to determine strengths, weaknesses and possible areas of improvement.• Articulates and explains reasoning behind a course of action.• Engages in ongoing assessment of outcomes and makes appropriate improvements.	<ul style="list-style-type: none">• Uses information and theory to solve problems and create new resources and programs.• Understands theory, e.g. educational, systems, etc., and puts it into practice.• Uses data, information, and theory to solve problems and create new ideas and resources.• Chooses and justifies a course of action or decision based on appropriate theory, evaluates outcomes, and refines the decision or course of action.
Leadership and Identity Formation	<ul style="list-style-type: none">• Follows LREDA Code of Ethics.• Models right relations.• Shows interest in new ideas and information and “enrolls” others to apply ideas/information.	<ul style="list-style-type: none">• Understands one’s self as a religious leader and acts within appropriate boundaries.• Speaks and acts with appropriate authority in regard to those items within the scope of responsibility.	<ul style="list-style-type: none">• Leader in extra-congregational, district, and associational settings.• Has a consistent value system that guides their behavior.• Shows internalized commitment

	Associate Level	Credentialed Level	Master Level
		<ul style="list-style-type: none"> • Supports the larger goals of the congregation through faith development and religious education programming. • Is capable of function as a leader in extra-congregational settings. 	<ul style="list-style-type: none"> to ethical practice. • Demonstrates leadership and collaboration in working with minister(s), staff, and lay leaders. • Networks with religious professional colleagues within and outside the congregation.
Relationships within the Congregation	<ul style="list-style-type: none"> • Understanding of “staff” role as distinct from “congregant” role. • Willingness to be mentored-“coachable.” • Works as part of a team. 	<ul style="list-style-type: none"> • Works collaboratively with minister(s), staff, and lay leaders. • Works independently with little need for day-to-day supervision. • Embraces “staff” role and works well as part of a team. • Accountable to religious professionals within and outside the congregation. • Understands team dynamics and assumes appropriate authority within the team. 	<ul style="list-style-type: none"> • Makes independent decisions within the scope of authority while working collaboratively with other professionals. •

Appendix D: Creating Your Portfolio

This appendix both provides instructions for how to format your portfolio and then models those instructions. Note that you should use a san serif font (e.g. Arial or Calibri), making body text 11-point font and headings bolded 14-point. Paragraph spacing (e.g. single- or double-spaced) and use of bulleted/numbered lists are left to your discretion, but we advise you to keep them simple and consistent.

A full sample portfolio can be found on the RECP Forms and Resources page on UUA.org:
<https://www.uua.org/careers/re/credentialing/forms>.

Cover Page

Your portfolio should have a cover page that includes your name, the credential level you are seeking, and the date of the portfolio. E.g.:

Alex Sulaj, Candidate

Credentialed Religious Educator

March 15, 2014

Contents Page

Your portfolio should have a table of contents that lists each competency addressed, with page numbers. E.g.:

Table of Contents

ADMINISTRATION AND VOLUNTEER MANAGEMENT	3
HUMAN AND FAITH DEVELOPMENT	12
(Etc.)	

Competency Sections

You should have a section for each competency. In each competency section, you will have the following four sub-sections:

Summary

Write one to three paragraphs, no more than one page total. Explain why this competency is important and your primary understandings of it, which may include references to readings.

Formation

This should be a brief list, no more than one page total, related to the competency. You can list:

Structured learning experiences

- courses, trainings, and workshops

Life experience

- previous jobs, family experiences, hobbies, and volunteer roles

Notable reading

- beyond required reading

Independent/group study

Provide enough detail for us to understand the nature of the experience. For instance, in the case of a training, include: the name of the training, approximate dates, and how many hours. Provide context where helpful, e.g., GA 2013 workshop.

Note: We do not expect you to have all four types of formational experiences in any particular competency!

Application and Integration

Provide two to four examples of how you have applied this competency and integrated your learnings in your work as a religious educator. Detail each example as follows:

Example #: Name (e.g. Easter Service Homily)

Present the work product (the text or photos or other visual representations) as appropriate.

Write two to three paragraphs (no more than a page) that reflect on how people experienced this work, what you learned from it and/or valued about it, and what you might do differently in the future.

If your work product includes any material developed by others, you must indicate this and state what percentage is your own work.

Lenses

Name the lenses (ARAOMC and/or Technology) that you have applied to this competency. For each lens, write a paragraph on how you applied that lens to your work in this competency. At the Associate Level, show how you have applied both lenses to the four required competencies. For Credentialaled Level, we expect to see each lens applied to five or more competencies. At the Master Level, show us how you have applied both lenses to all three portfolio competencies.

