



Certificate in Ministerial Education
2024-2025



"Bridge in the forest" CC0 Public Domain
"Insect Isolated Butterflies Blue" CC0 Public Domain

Centers for Spiritual Living

The Global Vision

We see a world that works for everyone

*Where **all life** is honored as expressions of the **Divine***

*Where **people** live according to **spiritual truth***

*Where **humanity awakens** to spiritual magnificence*

*Where humanity rediscovers personal **creative power***

*Where we live as **one global family***

*Where **kinship with all life** prospers*

*Where **unity and connection** are emphasized*

*Where **forgiveness** is the norm*

*Where **spiritual guidance** is valued*

*Where we are called to **conscious social action***

*Where people have enough food, homes, and a sense of **belonging***

*Where there is **peace, harmony, and justice** for all*

*Where **resources are valued, cared for, and shared***

*Where communities are meaningfully involved in
service to the world*

*Where there is a renewed emphasis on
**beauty, nature, creativity, art,
and aesthetics***



Dear Ministerial Student,

Welcome to the School of Spiritual Leadership's Certificate in Ministerial Education program, where you will embark on a profound and rewarding path of learning and evolving.

This path supports students in embracing, embodying, applying, expressing, and teaching the principles of Science of Mind. Students deepen in spiritual awareness and come to know more fully the oneness and sacredness of life, the divinity of individual being, and the creative power of thought and intention. The program nurtures the spiritual development that brings insight, balance, and skill to navigating personal life experiences, and moves students forward to live a life of love and service through ministry.

The program is designed to develop and prepare spiritual leaders for a variety of leadership roles. Graduates become senior and staff ministers in existing CSL Centers, create Focus Ministries, establish Teaching Centers, prepare for Chaplaincy training, and bring forth new models of ministry. By providing the essential tools and building blocks for spiritual leadership, the School of Spiritual Leadership prepares its students to take their place in the world. More importantly, our graduates have the confidence that they are equipped for the rigors and depths of spiritual leadership and prepared to empower others to live their lives with a creative response to the extraordinary challenges and issues of today's world.

During your time in the program, you are encouraged to take full advantage of the many resources that are part of the educational experience. Your Dean/Primary Teacher is instrumental in your development and will assist and guide you in navigating the journey. Your instructors are highly experienced and experts in their fields who are committed to your successful experience. Your Campus Registrar and CSL Home Office staff members are available to guide you through administrative requirements. Additional online resources related to your courses, as well as the School of Spiritual Leadership Student Lounge and News Forum, will connect you with information, fellow students, instructors, and Deans/Primary Teachers.

I am thrilled and grateful that you have chosen to study in the School of Spiritual Leadership. You may call on any of us for support to enhance your experience. I stand with you in knowing that your experience is rich and rewarding in the important ways that serve your unique calling and interests.

Many blessings,

Rev. Dr. CC Coltrane
President, Holmes Institute and Director, School of Spiritual Leadership
Centers for Spiritual Living

Contents

Mission, Goals and Objectives	1
Administration Contact Information.....	1
Campus and Primary Teacher Models of Instruction	2
Campus Locations	2
Denver	2
Los Angeles.....	3
Napa Valley	3
San Diego.....	3
Primary Teacher Center Location	3
Edmonton.....	3
The Practicum Program.....	4
Retreats	4
Capstone Exams	4
Admissions	5
Requirements.....	5
The School of Spiritual Leadership Ministerial Training Program is open to Licensed Practitioners of Centers for Spiritual Living (CSL) who have a High School Diploma or its equivalent.	5
Licensed Practitioners bring to the School of Spiritual Leadership a foundation of spiritual consciousness and knowledge that we believe is essential to a career in a Science of Mind ministry. Each of our successful applicants must also have been an active member of a CSL Center for the previous two years, filling leadership roles as an engaged participant in the community.	5
Quarterly Application Deadlines	6
After Admissions Requirements	6
Graduation Requirements	8
Sample Tuition and Expenses	8
Other Fees and Expenses	8
Estimated Expenses over a Three-Year Program.....	8
Academic Calendar	9
Course Schedules	10
Course of Study	10
Education	10

Leadership	10
Philosophy	11
Psychology.....	11
Religion.....	12
Policies	12
Course Monitoring/Auditing.....	12
Transfer Credits and Course Waivers	13
Course Change Fee.....	13
Student Grievances	13
Registration and Class Attendance	14
Class Continuity and Leaves of Absence	14
Inclusiveness and Nondiscrimination	14
Withdrawal.....	14
Re-admission.....	14
Code of Conduct.....	15
Course Conduct and Etiquette.....	15
Non-Academic Dismissal	15
Academic Integrity	15
Academic Term Evaluations.....	16
Student Privacy Policies (FERPA).....	16
Satisfactory Academic Progress	17
Academic Dismissal	17
Grading.....	17
Incomplete (course extension policy)	18
Written Assignment Grading Scale	18
Transcripts.....	20
Academic Freedom	20
Course Cancellations.....	20
Retreats	20
FAQs	20
Library Resources	21
Tuition Refund Policy for Withdrawals	23

The SSL Student Lounge..... 23

Tracking Form Certificate in Ministerial Education 24

Mission, Goals and Objectives

The School of Spiritual Leadership's mission is to prepare spiritual leaders for service in the global community.

Goal: Our goal is to provide quality instruction to future ministers so that they may fulfill the Mission. Through the courses that comprise this ministerial education program, students engage in the process of ministerial formation. They study, learn, and embody the consciousness, principles, and practices that are essential to being a minister and having a successful ministry, and they become increasingly effective in the daily processes of leadership, education, business administration, and community care. The teachings of Ernest Holmes and the principles of Science of Mind form the firm foundation upon which this transformative experience takes place. Our intention is to guide students to embody and be centered in spiritual truth, to open and live from the heart of a minister, to love and serve the people who come to them, and to establish and grow their ministries through sound interpersonal and business practices.

Learning Outcomes: Upon completing the program, students are prepared and able to:

- examine and apply the philosophy of Science of Mind to contemporary spiritual life.
- evaluate, adapt, and apply fundamental theories and contemporary and evolving practices in the fields of Education, Leadership, Philosophy, Psychology, and Religion to facilitate spiritual development in self and others.
- teach and demonstrate spiritual development by knowing and applying the values and skills of spiritual leadership, including:
 - practicing effective business administration and community organization.
 - facilitating, formulating, and teaching personal and community vision-building practices.
 - fostering congruence of vision, values, and conduct through teaching and practicing the values that flow from vision.
 - engaging in the practices of spiritual guidance.
 - applying and adapting knowledge of the world's cultural and spiritual traditions in order to bring a global spiritual perspective to the challenges and opportunities of contemporary individual and community spiritual life.
- demonstrate balanced leadership in communicating spiritual practice as a platform for engagement in the current needs and issues of our communities and our world.

Administration Contact Information

School of Spiritual Leadership
1090 S Wadsworth Blvd #C
PMB #131
Lakewood Co 80226
Phone: 720-496-1370
Fax: 303-526-0913

Monday-Thursday, 8am to 5pm (Mountain Time)

Rev. Dr. CC Coltrain

President, Holmes Institute and Director, School of Spiritual Leadership

Phone: (720) 496-1368

Email: ccoltrain@holmesinstitute.edu

Dar Herfurt

Administrative Registrar

Phone: 720-279-8992

Email: registrar@csl.org

Matthew Taylor

Student/Faculty Support and Learning Technology Manager

Phone: (760) 937-1925

Email: mtaylor@holmesinstitute.edu Website: csl.org

Campus and Primary Teacher Models of Instruction

The Certificate in Ministerial Education program provides students with courses taught by Centers for Spiritual Living ministers with experience and expertise in the course subject. Courses are planned and administered through either a Campus model or a Primary Teacher model.

The Campus model welcomes and admits students into training in all four quarters of each year. In this model of instruction, ministers with a variety and depth of experience and expertise teach the 19 required courses in a “university” format. Students generally complete their training within two to four years.

The Primary Teacher model welcomes and admits students into training at the beginning of a training cycle. The students form a cohort in which they study and learn together during approximately three years of training. In this model of instruction, a Primary Teacher instructs the majority of the 19 required courses.

Registration for both models is done online, and all scheduling and syllabus distribution is done through the Campus Registrar or Primary Teacher Registrar. Any questions regarding the courses or other requirements of the Certificate in Ministerial Education Program are to be directed to the Campus Registrar or Primary Teacher Registrar.

Certificate in Ministerial Education students must complete 75 quarter credit hours of course work. Of the 20 required courses in the program, 17 are four-unit/20-hour courses, two are two-unit/10-hour courses and 1 distance course which is World Religions. Each course includes classroom work that combines lecture, discussion, student dialogues, reports, presentations, and problem-solving activities.

Campus and Primary Teacher sites offer different course schedules in order to meet the needs of the students. Zoom video conferencing is widely used.

Campus Locations

Denver

Mile Hi Church

9077 W. Alameda Ave.
Lakewood, CO 80226-2858
303-237-8851
Fax: 303-238-1303

Director/Dean: Rev. Dr. Michelle Medrano mmedrano@milehichurch.org
Campus Registrar: Jennifer Severance, RScP jseverance@milehichurch.org

Los Angeles

Redondo Beach Center for Spiritual Living
907 Knob Hill Avenue
Redondo Beach, CA 90227 310-540-5080

Director: Rev. Dr. Moira Foxe, DD
Dean: Rev. Katherine McKinney kmckinney@redondocsl.org

Napa Valley

Napa Valley Center for Spiritual Living
1237 Coombs Street
Napa, CA 94559 707-252
4847

Director/Dean: Rev. Jay Lang revjay@nvcsl.com
Campus Registrar: Michelle Lang, RScP michelle@nvcsl.com

San Diego

Seaside Center for Spiritual Living
1613 Lake Drive
Encinitas, CA 92024
760-753-5786 ext. *816
Fax: 760-753-7647

Director: Rev. Dr. Christian Sorensen
Dean: Rev. Dr. Kathy Hearn kathy@kathyhearn.com
Campus Registrar: Kathy Phelan holmesinstitute@seasidecenter.org

Primary Teacher Center Location

Edmonton

Centre for Spiritual Living Edmonton
10580 113th Street
Edmonton, AB T5H 3H5
Canada
780-452-1711

Director/Primary Teacher: Rev. Tim Peterson csl.metro.rt@shaw.ca
Primary Teacher Registrar: Rev. Kathryn Cardinal revkathryncardinal@gmail.com

The Practicum Program

The Practicum Program component of ministerial training provides students with hands-on, real time, and practical experience in the work of ministry. Each practicum involves approximately 40 hours of work, and it addresses and fulfills at least one unique competency (area of focus and skill development). A list of suggested practicum competencies is provided. The Dean or Primary Teacher oversees and maintains records of each student's Practicum Program. A Minister or other Mentor of the Center where a student is doing a practicum serves as the "Practicum Supervisor." They help each student plan their practicums, come into agreement with the student regarding the work to be done, sign the contract before the student begins the work, and evaluate the work when it is completed.

Students must complete a practicum and its paperwork for every quarter that they are enrolled in the School of Spiritual Leadership, with the exception of the 1st quarter. The maximum number of practicums required is 12. This continued student engagement is required every quarter to ensure growth in the practice of ministry.

Retreats

One (1) retreat is required each year for all students. Retreats will alternate annually between an All-Regions Retreat and a Campus/Primary Teacher Retreat. Regional Deans and Primary Teachers may schedule additional non-required retreats at their discretion. Beginning in 2021, All-Regions Retreats will be held in the Spring Quarter.

Students who were in ministerial training under the 2017-18 provision of one All Campus Retreat required while they are taking classes will not be required to attend more than one All-Regions Retreat. Please consult with your Dean/Primary Teacher if this applies to you.

Capstone Exams

To become a licensed CSL minister, each student must take and pass five (5) proctored comprehensive Ministerial Education Capstone Exams covering the major areas of study.

Capstone exams are offered twice each year in the Spring and Fall quarters. Students are assessed a Capstone Exam fee of \$75, paid through the registration system prior to taking the Capstone Exams. Ministerial Education Capstone Exams and Distance Education Capstone Exams may be taken in different quarters. Capstone exams may be taken only after all coursework and requirements have been successfully completed.

The Capstone Exams are graded by licensed Centers for Spiritual Living ministers who have accredited Master's Degrees. All answers to these exams must meet the equivalent of a passing grade of A or B for satisfactory completion.

Students must provide a government-issued picture ID (e.g., driver's license) to take exams.

Students need reliable internet access with speeds suitable for streaming video and accessing large files. Students will also need an email account and word processing software that can save files in Microsoft Word format.

Admissions

The School of Spiritual Leadership has an enrollment policy that allows students to enter the Certificate in Ministerial Education program at a Regional Campus at the beginning of any term. For Primary Teacher Centers, students enter the Certificate in Ministerial Education when the course series begins, as determined by the Primary Teacher.

Requirements

The School of Spiritual Leadership Ministerial Training Program is open to Licensed Practitioners of Centers for Spiritual Living (CSL) who have a High School Diploma or its equivalent.

Licensed Practitioners bring to the School of Spiritual Leadership a foundation of spiritual consciousness and knowledge that we believe is essential to a career in a Science of Mind ministry. Each of our successful applicants must also have been an active member of a CSL Center for the previous two years, filling leadership roles as an engaged participant in the community.

To become a licensed CSL minister, you **must** apply for the **Certificate in Ministerial Education program** (19 Campus Ministerial Courses and 1 distance course). This is the catalog for this program. Consult your Dean/Primary Teacher or the Campus/Primary Teacher Registrar for information and support.

How to Apply

First: Contact the Dean or Primary Teacher of the Campus or Primary Teacher location through which you would like to do your ministerial training to discuss your interest in ministerial training and to receive information and support regarding your Distance Education program choice and the application process. For a listing of Campuses and Primary Teacher Centers, refer to the listing in this Certificate in Ministerial Education Catalog.

You may also contact the Administrative Registrar to review the admission process and request your application materials.

Second: The Dean or Primary Teacher of the location through which you wish to do your ministerial training will request that an application email and link be sent to you by the Director of the School of Spiritual Leadership. Follow the specific instructions—complete the application by providing all items requested. During the admissions process, students are required to submit a copy of a government-issued photo identification for their file (e.g., driver's license, passport, etc.). Payment for the admissions fee will be required in the application form before submitting the application. Upon acceptance into the programs, you will be sent an Enrollment Agreement and a link to pay the enrollment fee.

The Dean or Primary Teacher may request additional documentation. Barring other arrangements, no one is admitted to the Ministerial or Distance Education programs before completing the entire application process.

The language of instruction at School of Spiritual Leadership is English. Students whose first language is not English must submit evidence of passing a Test of English as a Foreign Language (TOEFL) with a minimum score of 60 (PBT) or 72 (PB).

The Dean/Primary Teacher and School of Spiritual Leadership Director make the final decision of admission approval, which is subject to completion of all application requirements.

Additional requirements of the admissions process (noted on the application):

- a valid and current Practitioner License maintained throughout ministerial training.
- Three recommendations: Use the Recommendation Form included in the email to request two recommendations from a CSL minister, licensed practitioner, or a long-time professional colleague. A third recommendation is required from your Senior Minister recommending you for this program. The Recommendation Forms are to be sent via email to applications@csl.org.
- a clean background-check.
- a letter from the Regional Dean or Primary Teacher accepting you into ministerial training. This will be written and sent to the Administrative Registrar once the determination of acceptance is made.
- official transcripts from your previously attended schools and requested by you. Note: If the transcript is not in English, it must be submitted through World Education Services Credential Evaluation. Submit the original transcript and the English translation with the application packet. The student is responsible for any fees.
- complete and submit all application documents before the application deadline.

Quarterly Application Deadlines

- Fall Term: July 1
- Winter Term: October 1
- Spring Term: January 1
- Summer Term: April 1

After Admissions Requirements

Students may complete the Certificate in Ministerial Education program in as few as two years and as many as six years. Students enroll for one term at a time, and they pay tuition for one term at a time. If the student will enter ministerial training at a Campus location, they may apply to enter the School of Spiritual Leadership during any of the four terms per year. If the student will enter ministerial training at a Primary Teacher Center, they may apply to enter the School of Spiritual Leadership when the Primary Teacher Center opens admissions (generally every three years). To remain in good standing, a student must take at least one course in at least three of the four terms in an academic year while attending the School of Spiritual Leadership. If a student desires or finds it necessary to take a second quarter off in a given academic year, the student must discuss the situation with their Dean/Primary Teacher, and the request must be approved by the Dean/Primary Teacher after discussion. If more time off from classes is requested, the student may seek permission for a formal leave of absence from their Dean/Primary Teacher. Such formal leave of absence must be agreed upon in advance and may be taken for a period not longer than one year.

Students need reliable internet access with speeds suitable for streaming video and accessing large files. Students will also need an email account and word processing software that can save files in Microsoft Word format.

Graduation Requirements

Certificate in Ministerial Education Program

Students must complete the following graduation requirements:

Ministerial Education Course Requirements

Religion	11
Psychology	16
Philosophy	8
Leadership	20
Education	20

Total Quarter Credits 75

The student must complete the Certificate in Ministerial Education (20 courses).

Sample Tuition and Expenses

Background check* (approx. base cost)	\$110
17 four-credit courses at \$650 each	11,050
1 three-credit course at \$650	650
2 two-credit courses at \$325 each	650

Other Fees and Expenses

- Teleconference fees for campus program courses at \$50 per course
- Annual regional retreat at approximately \$600 each (Retreats alternate annually between a local Campus/Primary Teacher Center Retreat and All-Regions Retreat)
- Graduation fee of \$200

Estimated Expenses over a Three-Year Program

Background check* (approx. base cost) First	\$110
Year	
6 four-credit regional courses	3,900
1 retreat	600
	<hr/>
	\$4,500
Second Year	
6 four-credit regional courses	\$3,900
1 retreat	600
	<hr/>
	\$4,500

Third Year

5 four-credit regional courses and 1 three-credit course	\$3,900
2 two-credit courses	650
1 retreat	600
Graduation fee	200
Capstone testing fee	75
	\$5,425

Estimated program total: \$14,535

All figures are estimates. Actual annual tuition and expenses may vary depending on an individual student's timeline. Students have a minimum of two, and maximum of six, years to complete the program. Costs are subject to change and do not include the cost of books or other materials.

Academic Calendar

Fall 2024

Application Deadline: July 1, 2024

Registration: August 7 at 9:00 am to August 28, 2024 at 5:00 pm Mountain (first day, August 7 is restricted to Senior students)

New Student Call: August 5, 2024 at 5:00 pm Mountain

Term: September 16 to November 25, 2024

Winter 2025

Application Deadline: October 1, 2024

Registration: November 6 at 9:00 am to November 27, 2024 at 5:00 pm Mountain

New Student Call: Monday, November 4, 2024 at 5:00 pm Mountain

Term: January 6 to March 17, 2025

Spring 2025

Application Deadline: January 1, 2025

Registration: February 19 at 9:00 am to March 12, 2025 at 5:00 pm Mountain

New Student Call: February 17, 2025 at 5:00 pm Mountain

Term: March 31 to June 9, 2025

Summer 2025

Application Deadline: April 1, 2025

Registration: May 14 at 9:00 am to June 4, 2025, at 5:00 pm Mountain

New Student Call: May 12, 2025 at 5:00 pm Mountain

Term: June 23 to September 1, 2025

Course Schedules

Contact the Dean/Primary Teacher or Registrar of the Campus or Primary Teacher Center you will be attending for the Course Schedules and Instructors.

Course of Study

All courses are required.

Education

EDU 401 Minister as Teacher 4 units

The course provides instruction in adult learning theory as well as course design, development, and delivery. Students apply personal experience and have an opportunity to assess and improve their own teaching skills based on their use of best principles and practices. There is an emphasis on the application of curriculum design and development to Science of Mind theory, principles, and practice.

EDU 402 Youth and Family Ministry 4 units

The course emphasizes the minister's role in establishing, guiding, and maintaining a successful Youth and Family Ministry program, with a focus on developing curriculum, training teachers and recruiting, training, supervising and recognizing volunteer staff.

EDU 403 Creating & Teaching Workshops 2 units

In the course, students design, develop and present a workshop. As part of the training, students learn how to apply evaluation skills to their own work and the work of other participants, thus providing opportunities for skill improvement.

EDU 406 Music and Ministry 2 units

The course covers the effective use of music moments and events at Centers/Centres and in Ministry. Students explore how to use music to set the tone and enhance the message, how to select different types of music for different effects. As a form of spiritual practice, students identify and analyze the types of music that have meaning for them and for their spiritual communities.

EDU 407 Minister as Speaker I 4 units

The course examines the process of preparing and delivering talks with focus on necessary skills and components. The course is experiential and gives the student the opportunity to practice and improve speaking skills.

EDU 408 Minister as Speaker II 4 units

The course deepens the experience of preparing and delivering talks with focus on adapting talks to different audiences, using stories, and demonstrating confidence, conviction, and inspiration. The course is experiential and gives the student the opportunity to practice and improve speaking skills.

Leadership

LAD 401 Organization & Management 4 units

The course focuses on the roles and responsibilities essential for creating and managing a healthy spiritual organization. It also addresses the executive role and responsibility of the minister, with emphasis on developing and assessing the health of a spiritual community.

LAD 402 Services, Ceremony and Ritual 4 units

The course focuses on design, development and implementation of services, ceremonies, and rituals. Students construct a portfolio based on research and create resource material to support this important aspect of their ecclesiastical work.

LAD 403 The Art of Spiritual Leadership 4 units

The course explores various styles of leadership enabling the student to compare and use these styles in a leadership role. Students develop a vision for spiritual leadership based on Science of Mind principles. It also compares leadership and management skills in order to determine the appropriate application of each in ministry.

LAD 404 First Ministry 4 units

The course prepares students to begin ministry with the consciousness and competencies needed to create a new Center/Centre, Teaching Center/Centre, or Focus Ministry or to enter an already established one. Students focus on the nature and use of visioning and other principles and practices of effective organizational change. They become familiar with existing resources such as Centers for Spiritual Living support departments and services, regional ministers' groups, and strategies for networking and creating professional partnerships in the surrounding communities.

LAD 405 Financial Management 4 units

The course is designed to develop the competencies to vision, establish, and monitor a sound program for the Center/Centre or Ministry as it relates to legal and procedural components of fiscal management. It places an emphasis on abundance consciousness and the use of spiritual tools to support the financial growth and stability of the Center/Centre or Ministry. Students have an opportunity to examine aspects of fiscal management such as leases, insurance, tax filing requirements, and accounting practices.

Philosophy

PHI 401 Contemporary Application of Science of Mind 4 units

The course focuses on the application of Science of Mind principles to contemporary issues in today's world. Students deepen their familiarity with Holmes' works, create written and oral presentations demonstrating knowledge of Holmes' writings, and demonstrate competency in interpreting and applying Science of Mind principles to societal and world situations.

PHI 402 The Teachings of Ernest Holmes 4 units

The course examines the life and work of Ernest Holmes. It surveys the ideas that influenced him and the choices he made that led to the creation of Religious Science and the Science of Mind. It also looks at the works of Ernest Holmes, the cultural context in which they were formed, as well as their continued personal and collective impact.

Psychology

PSY 402 Ethics and the Ministry 4 units

The course explores contemporary ethical issues and practices from a personal, Science of Mind, and minister's perspective. Students demonstrate their ability to interpret and apply Centers for Spiritual Living codes of ethics and differentiate between ethical, legal, and professional responsibilities as they apply to all members of a spiritual community.

PSY 403 Pastoral Care 4 units

The course acquaints the student with the specifics of a pastoral care program including the analysis and construction of a program in a spiritual community. It also focuses on the individual skills required for effective pastoral care, including the utilization of support structures in the community at large.

PSY 404 Minister as Counselor 4 units

The course presents practical methods and techniques for using a spiritual approach while working with social and psychological issues. Students engage in self-reflective techniques to further understand their responses to various life and spiritual community issues. Counseling practices, theories, techniques, and skills are explored and applied.

PSY 406 Diversity and Ministry 4 units

The course provides spiritual leaders the opportunity to assess their own thoughts and behaviors regarding cultural inclusiveness. They are introduced to issues, concepts, and skills that encourage cultural inclusiveness while recognizing, valuing, and acquiring knowledge of the diversity of cultural groups within local and global communities. They develop leadership skills to encourage and facilitate justice so that the environment is welcoming to a broad spectrum of cultures. Spiritual leaders evolve the local spiritual center's system to support an equitable world working for all in local and global communities.

Religion

REL 404 Historical Foundations of New Thought 4 units

The class examines the history of New Thought, as well as political, cultural, and individual influences on New Thought. Students identify key writers who had a direct impact on Ernest Holmes and understand their influence on the development of Science of Mind.

REL 406 Metaphysical Bible 4 units

The course enables students to develop appreciation, understanding, confidence, and competency in the use of the Bible through interpretation and application to spiritual living. The Bible's relevance to metaphysics, Science of Mind, and contemporary issues is covered.

REL 407 World Religions 4 units

It is essential for ministers to understand the similarities, differences, and deep relationships between the world's great religions. This course develops that understanding. It is taught entirely online and consists of a weekly course module including reading, one or two short videos, and a response to a writing prompt in each week. There is also a 10-page paper that is "scaffolded" throughout the term: at 4 weeks, a topic selection is due. At 6 weeks, a list of materials you will use in researching and writing your paper.

Policies

Course Monitoring/Auditing

Full tuition is required for courses audited by ministerial students. Registration is completed as instructed in this catalog.

Transfer Credits and Course Waivers

Consideration for a Transfer Credit or Course Waiver for School of Spiritual Leadership ministerial courses is based on previous education in the course subject or significant professional experience in the subject matter of the course.

Courses must have been taken within the seven-year period preceding the date of submission (except in rare and truly exceptional circumstances), and the credit transfer request must be submitted within one year of beginning courses. Students must provide a transcript from an accredited university, a course syllabus, and, if possible, any course work that was submitted to the original faculty. Each course being considered must meet or exceed the course objectives for the requested School of Spiritual Leadership Ministerial Education course.

Professional experience such as leadership, work, and teaching experience in a CSL-affiliated member community or other spiritual organization must have taken place within the past 5 years from the date of submission and must meet or exceed the course objectives as described in the **Course Description and Objectives** for the specific course. The Course Waiver request must be submitted within one year of beginning courses. Student must provide a CV and detailed justification for the Course Waiver based on professional experience.

School of Spiritual Leadership students may request Transfer Credits or Course Waivers as follows:

Certificate in Ministerial Education – maximum of 8 credits (up to two School of Spiritual Leadership courses)

Students must contact their Dean/Primary Teacher or the Director of the School of Spiritual Leadership to request a **Transfer Credit/Course Waiver Form** and the **Course Description and Objectives** for the course(s) in question and submit the form with all supporting documentation. An **evaluation fee of \$100 is required for each course submitted** and must be included with the Transfer Credit/Course Waiver Form. **In addition, there will be a \$50 transfer fee for each 2-unit course approved for transfer credit or course waiver, and a \$100 transfer fee for each 4-unit course approved for transfer credit or course waiver.** The fees are paid to the Campus or Primary Teacher Center.

Course Change Fee

Once registration is completed, any change in course registrations for Campus/Primary Teacher Center courses requires a \$50 change fee that is paid directly to the Campus/Primary Teacher Center.

Student Grievances

If a student has a complaint or grievance of any kind such as grades, schedule, perceived unfairness, etc., they are expected to go directly to the person involved. If the situation is not resolved at the level of the instructor and student, the student is expected to go to the Dean/Primary Teacher. If resolution is still needed, the student should contact the Director of the School of Spiritual Leadership to explore the situation and gain resolution. The Director will respond to the student within 10 business days. Students may feel free to contact the Spiritual Leader of the School of Spiritual Leadership's parent organization, Centers for Spiritual Living. Ministerial students are all Licensed Practitioners of Centers for Spiritual Living and are aware of the structure of the organization and how to contact all members in any leadership capacity. Utah students may find the link to file a grievance at <https://rules.utah.gov/publicat/code/r152/r152-34a.htm#T4>.

Registration and Class Attendance

Students have one year from the date of admission to start their coursework. Beginning with the first academic term of course participation, students have 6 years to meet all degree requirements for graduation. After one year from date of admission, students who do not complete their admission requirements or do not register for coursework within one year from date of admission must re-apply to the School of Spiritual Leadership and meet the new admission and program requirements in effect.

Class Continuity and Leaves of Absence

Once students have been admitted and begin registering and attending classes, they must take at least one class in at least three of the four quarters each academic year, except as provided below. Students may take one quarter off, without class registration, per year, by notifying their Dean/Primary Teacher. If a student desires or finds it necessary to take a second quarter off in a given academic year, the student must discuss the situation with the Dean/Primary Teacher and the request must be approved by the Dean/Primary Teacher after discussion. If more time off from classes is requested, the student may seek permission for a formal leave of absence from their Dean/Primary Teacher. If approved, the Administrative Registrar and the Executive Committee are informed. Such formal leave of absence must be agreed upon in advance, and it may be taken for a period not longer than one year, beginning with the first day of the first quarter the student takes off. For example, if a student takes a leave for Spring Quarter 2024, then Summer Quarter 2024, and then asks for a formal leave of absence, the one-year limitation on length of leave of absence begins with Spring Quarter 2024.

Inclusiveness and Nondiscrimination

The School of Spiritual Leadership practices inclusiveness among students, faculty, staff, and administrators. The School does not tolerate discrimination on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission, access to, or treatment in, its educational programs and activities. The School provides equal opportunity to all students. All students shall have the same fundamental rights to equal respect, due process, and fairness in academic assessments, which are based solely on factors demonstrably related to performance as, and expectations of, students. All students share equally the obligations to exercise basic standards of fairness, equity, and inquiry that should always guide education. Sexual discrimination will not be tolerated, and all such situations should be reported promptly to the School of Spiritual Leadership Director, Dr. CC Coltrain.

The School of Spiritual Leadership provides reasonable accommodations for disabilities diagnosed by a qualified professional. Contact the ADA Compliance Coordinator with the email ada@holmesinstitute.edu.

Withdrawal

A student may withdraw from courses or the program at any time and in any manner. It is the student's personal responsibility to promptly notify the Dean/Primary Teacher and the Administrative Registrar of their decision to withdraw from a course or from the program.

Re-admission

Students who must reapply for formal admission are:

- students who have not met their admission requirements one year from the date of submitting an application.
- students who have not met their admission requirements one year from the date of admission.
- students whose leave of absence exceeds one year.

Students who must reapply do so under the new admission and graduation requirements in effect at that time. Only students who return from a leave of absence in less than one year are exempt from reapplying. Prior coursework may be invalid under the new graduation requirements at the time of re-admission. Coursework from a previous admission period is valid for a period of seven years.

Code of Conduct

We are dedicated to the teaching and practice of the spiritual principles found within the New Thought metaphysical tradition. As such, faculty, staff, and students are expected to behave in a manner reflective of these spiritual principles in their individual behavior and in their relationships with others.

Course Conduct and Etiquette

In order to ensure that courses provide a safe and positive learning environment, students and faculty are expected to be respectful of each other. Any of the following may be grounds for formal warning and possible dismissal.

- Failure to maintain a respectful attitude in School of Spiritual Leadership courses and communications.
- Engaging in conduct that is deemed disruptive to the learning of others.
- Making defamatory statements that deliberately misrepresent others.

Non-Academic Dismissal

Individuals who violate the stated Code of Conduct will be disciplined and potentially subjected to further corrective action up to and including termination or expulsion. Therefore, students, staff, faculty, and other members of the school will be free of discrimination and harassment.

Academic Integrity

Student status is predicated on acknowledgment of and compliance with the spirit as well as the letter of standards and policies. Students who violate these standards – especially through such actions as personal or financial irresponsibility, plagiarism on exams or assignments, or other forms of dishonesty and lack of integrity – will come under review and remedial action. Dismissal from the School of Spiritual Leadership may result.

Note: The use of Internet material without proper citation is viewed as plagiarism.

All work submitted by a student must represent the student's original endeavor. When outside sources are used as references, the student must identify the source to make clear the extent to which the source has been used. Plagiarism and falsification of documents is a serious matter that will result in appropriate sanctions including loss of full or partial credit for the work, suspension for a specific period of time, or expulsion from the program.

Acts of copyright infringement include, but are not limited to, misusing copyrighted material in one's coursework and misusing material for which the institution owns the copyright (i.e., web site materials, course materials, publications, etc.).

Plagiarism

Whenever you quote from, make reference to, or use ideas attributable to others in your writing, you must identify these sources in citations or bibliography, or both. If you do not, whether deliberately or accidentally, you have committed plagiarism.

Plagiarism, defined as the act of stealing or using as one's own the ideas of another, is not permitted in college or university work or in any published writing. "Plagiarism may take the form of repeating another's sentences as your own, adopting a particular apt phrase as your own, paraphrasing someone else's argument as though it were your own." (Modern Language Association Handbook, New York: MLA, 1977)

NOTE: Plagiarism (which is cheating) includes the use of AI-generated writing. You may not use advanced original text creation AI as your own work except when it is specifically allowed by the instructor for a given assignment.

The sanctions for plagiarism range from reprimands and counseling to expulsion from the School of Spiritual Leadership. The appropriate sanction is determined by the Dean. Faculty may use internet-based services to identify those portions of student written assignments that might not meet the full standards of academic integrity as defined in this statement.

Faculty report suspected occurrences of plagiarism or violations of academic integrity to the Dean. The faculty and Dean meet with any student involved to discuss the issue and collaboratively develop an appropriate remedial action following this meeting. The final decision is then communicated to the student.

Faculty inform the Dean or Administrative Registrar if they believe the school's student integrity or academic honesty policies have been violated. The Dean discusses the policies with the student and further reviews for evidence that a violation occurred.

Academic Term Evaluations

Students have regularly planned assessment experiences for each course. Each assessment or group activity is designed to enhance the learning process, and all students are expected to fully participate. Course instructors utilize these activities to facilitate good communication and weigh student participation in each planned activity when determining final grades. Students receive as much information as possible about their academic progress throughout each quarter. Additional student evaluations and surveys may be conducted as needed to assess student success and program quality.

Students complete evaluations at the end of every ministerial education course to assess student satisfaction with course content, faculty and ability to meet goals.

Student Privacy Policies (FERPA)

Under the Family Education Rights and Privacy Act of 1974 (FERPA), eligible students are afforded certain rights pertaining to school records and personally identifiable information on file with the institution. An eligible student is defined as any person who is currently enrolled or has been enrolled in the institution's program. It is the policy of the institution to treat all student information, both personal and academic, as strictly confidential.

The only exception(s) may be made when using a student's name and email address in course directories, chat rooms, and the like.

Students may request access to their academic records from the Academic Registrar. Student information is not available to any outside party unless the student requests, by written authorization, the records to be shared.

This written consent must include:

- the purpose of the disclosure
- the records that may be disclosed
- the party or class of parties to whom the disclosure may be made
- a signature and date

Satisfactory Academic Progress

Students are required to maintain an average of a 3.0. Any time a student receives a grade below 3.0 in a course, the student and the student's Dean/Primary Teacher are informed by e-mail of the grade. If a student receives a grade lower than a 3.0 in a course, the Administrative Registrar runs a current transcript. When a transcript shows a GPA of lower than a 3.0, the transcript is then e-mailed to the student and the Dean/Primary Teacher. The Dean/Primary Teacher counsels the student and informs them that they are on academic probation.

The Dean or Primary Teacher then recommends next steps. Students are informed that they have three quarters to raise their cumulative GPA to a 3.0 or higher. Students are advised to meet with their Dean/Primary Teacher while on probation at least three times during the probation period to discuss options for improving their academic standing. The Dean/Primary Teacher provides assistance, and may include the following topics:

- Using the Grade Point Average Calculation tool in the Student Lounge under Section V.
- Taking a leave of absence
- Acquainting the student with resources in the Student Lounge such as writing resources, tips for successfully interacting with professors, tips for using their news forums, etc.
- If necessary, the Dean or Primary Teacher suggests outside on-line and in-person resources about how to study effectively, how to write effective academic papers, etc.
- Students can be advised to retake a course. A higher grade will be substituted for the former grade on the student transcript.

Academic Dismissal

Students on academic probation who do not raise their GPA to a 3.00 or higher after three consecutive quarters will be dismissed from the School of Spiritual Leadership. Students who withdraw from the School of Spiritual Leadership while on probation will remain on probation if they return to the Institute. After one year, a student can apply for readmission with evidence that they have acted to correct the deficiencies which caused the dismissal (for example, courses taken in writing, studying, etc.) The Executive Committee will make a decision on whether or not to readmit.

Grading

Students are expected to be committed to their program of study by accepting responsibility for all program and course requirements. Students are expected to show pride in the integrity and quality of their academic

coursework and successfully demonstrate proficiency in all skill and competency areas. Continuance and graduation require students to maintain a 3.0 grade point average (or "B") as a minimum.

A = 4 points, A- = 3.7 points (A+ = 100-98%, A = 97.99-93%, A- = 92.99-90%)

Exceptional: participates and contributes generously to class discussions and conferences; completes all assignments on time; demonstrates exceptional grasp of the subject and/or skill being taught; and passes all examinations and assessment experiences at the level of excellence set by the instructor for this grade.

B = 3 points, B+ = 3.3 points, B- = 2.7 points (B+ = 89.99-87%, B = 86.99-83%, B- = 82.99-80%)

Above average: participates willingly in class discussions, conferences and exercises; demonstrates a superior grasp of the subject and/or skill being taught; completes all assignments; and passes all examinations and assessment experiences at the level of excellence set by the instructor for this grade.

C = 2 points, C+ = 2.3 points, C- = 1.7 points (C+ = 79.99-77%, C = 76.99-73%, C- = 72.99-70%)

Average: maintains a positive attitude throughout the course; demonstrates a rudimentary grasp of the subject matter and/or skill being taught; and passes all examinations and assessment experiences at the basic level set by the instructor for this grade.

D = 1 points, D+ = 1.3 points, D- = .7 points

Barely passing. Not typically used in graduate work.

F = 0 points

Not passing: has made no discernible progress in the acquisition of knowledge and/or skills being taught; has failed to turn in one or more of the assignments; and has performed unsatisfactorily on reports, projects, or examinations. It can also mean students have missed more than the prescribed number of class sessions and/or assignments, exhibited a poor or unprofessional attitude, or have refused to participate or cooperate. Excessive "F's" at term end will mean strict probation or immediate dismissal. A grade of "F" requires students to repeat the course. I = 0 points

NC = No Credit

TC = Transfer Credit

Incomplete (course extension policy)

This grade will be given any time there are incomplete assignments or other extreme circumstances. The instructor's approval must be obtained prior to the end of the course to receive an incomplete in any course. The "I" must be cleared within the quarter following the end of the term, unless other arrangements are made with the instructor. If not cleared, the grade will automatically become an "F", the course must be repeated and full tuition paid when the course is next offered, usually the following academic year. It is the responsibility of the student to contact the instructor and remove an "I" by completing the required work. No grade change will be issued without written confirmation to the Administration Office by the instructor.

Written Assignment Grading Scale

Your grade is evaluated on the degree to which your paper:

A

Includes the minimum requirements listed in “B” and “C” papers plus:

- Shows your grasp of key concepts and distinctions covered in the course.
- Insightful comment and coherent critique of key ideas and distinctions.
- Originality and creative application of key ideas and distinctions to a relevant theme of your own choosing. [Example: Not only using key concepts and distinctions, but also presenting clear and coherent comment or critique of (in support of, or against) these ideas and distinctions.]
- Reflects writing/thinking which is truly exceptional. It demonstrates a thesis of unusual originality or organization or style as well as conceptual complexity or reveals extensive imaginative use of course materials. In addition, the essay is free of basic errors and adheres in all cases to the elements of appropriate formatting. (see *A Manual for Writers of Research Papers* by Kate Turabian et al. for formatting guidelines.)
- The student has taken up an angle of vision towards the material such that some new understanding emerges from his/her engagement with it. If the paper is to be primarily expository, then both the scope and the quantity of the material discussed is outstanding, going well beyond the basic requirements of the assignments.

B

Minimum Requirements (as below, plus)

- Comprehensiveness (the more material you include the better).
- Application to your own experience (include real-life examples). [Example: Using concepts and distinctions learned in the course to help clarify some personal experience.]
- Demonstrates a solid grasp of course materials, a clear, well-organized presentation and a thesis that is consistently developed throughout the paper. The work represents a thorough synthesis and commentary on the material that, while not necessarily moving the ideas into any new or original terrain, nonetheless reveals a sure and deep understanding of it and a competent expression of that comprehension. If the paper's intention is to move towards personal insight based on the course material, then this category of grade reveals some original discovery.

C

Minimum Requirements

- Paper is relevant to the material covered in the course (texts and lectures) and shows your grasp of key concepts and distinctions covered in the course.
- Coherency / Conceptual clarity Example: Clear and straightforward summaries, in your own words, of material covered in the course.
- Reflects work that shows a familiarity with the course material, but is perhaps too personal or too subjective, and lacks a clear thesis and focus, does not engage in any sustained way the idea or image, or has repeated errors in writing, formatting, and facts. Where subjective writing is called for, the paper lacks an adequate grasp of the necessary underlying theory developed in the course and is therefore

overly subjective. It contains many assertions that have no support or authoritative voice to help support what is said and assumes that the reader will simply accept what is declared at face value.

- Absent in C work is any original thought, complexity, subtlety or reflective sense of the ideas or insights from the course.

Below C

Unacceptable. Reflects generally scattered and unfocused writing that includes course material only minimally, is almost entirely personal, has no discernible thesis, tends to drift from one idea to another, and is flawed in writing, format, and style. It is absent of any elegance in thought or expression. The format is arbitrary and inconsistent with the accepted rules governing documentation and style in presentation. It appears as the product of carelessness, speed, and a lack of any deep reflection, evidenced most prominently by sloppy proofreading or extreme brevity or scattered notes, incomplete form, or failure to develop a thought with any finesse, subtlety, or overall coherence.

Transcripts

Official transcripts are available through the Administrative Registrar during normal business hours: Monday through Thursday 8:00 am—5:00 pm Mountain Time.

Academic Freedom

The School of Spiritual Leadership honors the expertise of its faculty and provides the freedom to teach, dialogue, assess, and discuss academic issues with students without threat of any reprisals or intimidation.

Course Cancellations

The School of Spiritual Leadership reserves the right to cancel courses if student enrollment is insufficient.

Retreats

One (1) retreat is required each year for all students. Retreats will alternate annually between an All-Regions Retreat and a Campus/Primary Teacher Retreat. Regional Deans and Primary Teachers may schedule additional non-required retreats at their discretion. Beginning in 2021, All-Regions Retreats will be held in the Spring Quarter.

FAQs

What computer skills do I need?

Having a basic computer literacy and the skills to communicate with others on the Internet are required of all entering students. All students must have regular access to e-mail and have a dedicated e-mail address to fully participate in their program of study. All students must have access to a web browser to access the Student Portal, which is the structure through which all ministerial courses are delivered. Chrome is the recommended web browser. All courses utilize the news forums. All courses also regularly utilize e-mail with the faculty and other students throughout the academic year.

How do I withdraw from courses or scheduled events?

Students may withdraw at any time and in any manner. You may withdraw from a course by sending a written request for withdrawal to the Administrative Registrar. Also inform your Dean/Primary Teacher. A “W” will be noted on your transcript. If you are unable to complete the course because of some serious disability or extenuating circumstances, you may request an “I” (Incomplete) for the course and negotiate a completion date. If the incomplete is not completed and a grade is not submitted by the instructor by the end of the following term (unless other arrangements are made with the instructor for exceptional circumstances), the Registrar will replace the I with an F and you will need to retake (and pay for) the course.

What about exams?

Each ministerial course has assessments and teleconference requirements.

May I audit a Course?

Full tuition is required for audited courses. Registration is completed as instructed in this catalog.

What are the time limits for attendance?

Students have one year from the date of their admission to start their coursework. Beginning with the first academic term of course participation, students have six years to meet all degree requirements for graduation.

What resources are available if I am having difficulty with my course work or a question about my final grade?

Please contact the Director of the School of Spiritual Leadership, who is always happy to discuss such matters:
Rev. Dr. CC Coltrain

Phone (720) 496-1368

Email: ccoltrain@holmesinstitute.edu

Who do I contact to change my contact information?

Dar Herfurt

Administrative Registrar

Phone: 720-279-8992

Email: registrar@csl.org

Library Resources

The Student Lounge on the LMS (Section VII) lists numerous open access sources for journals and books, in addition to those below:

Google Scholar

Provides a search of scholarly literature across many disciplines and sources, including theses, books, abstracts and articles. <http://scholar.google.com/>

Google Books

Google Books is a service that searches the full text of books and magazines that Google has scanned, converted to text using optical character recognition, and stored in its digital database. It includes large selections of works that pertain to the subjects in consciousness studies. <https://books.google.com/>

The Online Books Page

A website that facilitates access to books that are freely readable over the Internet.

<http://onlinebooks.library.upenn.edu/>

Project Gutenberg - This library of 70,000 free ebooks focused on titles in the public domain (generally published in 1929 or before).

Online Library of OA Books (OAPEN) - This library focused on scholarly OA ebooks and also has a browse by subject function.

Science of Mind Archives & Library Foundation

The archives and library recently moved to Unity Village in Lee's Summit, Missouri, where they occupy a designated space within Unity's headquarters. This facility is secure and climate-appropriate to ensure our precious documents and artifacts are preserved.

Archived items include photographs, poetry, class and lecture tapes and transcripts, radio talks, class curricula, manuscripts, letters, and videos as well as all of Holmes' published books. Other items preserved in the Archives are a complete run of Science of Mind and Creative Thought magazines, rare books by early New Thought writers, and meeting minutes of the Religious Science organizations from their inception.

The Archives library has approximately 12,000 volumes of new and rare books by metaphysical authors, great theologians, and popular self-help authors. It is one of the largest collections of metaphysical books in the United States. We are constantly adding materials today...for the history of tomorrow.

The website is an invaluable resource for students, researchers, historians and spiritual seekers around the world. It contains hundreds of published and unpublished writings of Dr. Ernest Holmes and key leaders of the New Thought Movement. It offers books, pamphlets and magazines as well as collections of other New Thought writings. Audio recordings of master teachers of our movement as well as videos of Wise Sages are also available.

The Archives is dedicated to presenting a complete library of Science of Mind in digital, searchable format. Check back frequently to see what is new at the Archives!

<http://scienceofmindarchives.com/>

Tuition Refund Policy for Withdrawals

Students may withdraw from the program at any time and in any manner. If a student cancels within five days of signing the enrollment agreement, the student receives a refund of all monies paid. If the withdrawal occurs after five days of signing the enrollment agreement, the enrollment and application fees are nonrefundable.

To withdraw from a Distance Education course, the student is to fill out and return to the Administrative Registrar a Withdrawal Request form, available in the Moodle Student Lounge. If a student decides to withdraw from a course within the first five business days after the close of the applicable registration period, the student will receive a full refund of tuition for that course. After the five business days, but before the end of the academic term, the tuition refund will be calculated as follows:

Percentage of Course Elapsed	Percentage of Course Tuition Returned to the Student*	Percentage of Course Tuition Retained by the Institution
Up to 10%	90%	10%
10%-30%	75%	25%
40%-50%	50%	50%
60%-100%	0%	100%

*The one-time program application fee (\$75) and program enrollment fee (\$200) are non-refundable.

Refunds for Campus/Primary Teacher Ministerial Education courses are processed by the Campus/Primary Teacher Center Registrar. Students contact the Registrar directly. The process above is used to determine the percentage of the course tuition to be refunded.

For information about refunds for video conferencing or retreat fees, students contact their Campus/Primary Teacher Center Registrar.

Under certain circumstances, the entire amount of the tuition may be refundable.

For Ministerial Education courses, the reason(s) for withdrawal are discussed with the Dean/Primary Teacher and a decision made by the Dean/Primary Teacher and the Director of the School of Spiritual Leadership.

Payment in full is due for all courses at time of registration.

The SSL Student Lounge

Students are assigned a unique username and password to access Moodle. The SSL Student Lounge contains information, materials, and documents specifically for ministerial students.

To access the SSL Student Lounge, go to <https://www.holmesregistration.org>. Search "SSL Student Lounge" in the upper right corner

- Section I – Books, news forums
- Section II – Contact information, faculty directories by term
- Section III – Academic calendars & current catalog
- Section IV – Tracking Forms
- Section V – Technology, Orientation and Registration
- Section VI – Grading Policies, Late Papers, Inquiries, Taxes
- Section VII – Library resources
- Section VIII – Sample distance education syllabi listed by quarter for planning purposes only
- Section IX – What to Do to Complete Your Program
- Section X –Capstone Exam information
- Section XI – New Minister Licensing, Panels and “Launch” Information and Documents

Tracking Form

Certificate in Ministerial Education

Area	No.	Title	Units	Completed Date	Grade
EDU	401	Minister as Teacher	4		
EDU	402	Youth & Family Ministry	4		
EDU	403	Creating & Teaching Workshops	2		
EDU	406	Music and Ministry	2		
EDU	407	Minister as Speaker I	4		
EDU	408	Minister as Speaker II	4		

LAD	401	Organization & Management	4		
LAD	402	Services, Ceremony & Ritual	4		
LAD	403	The Art of Spiritual Leadership	4		
LAD	404	First Ministry	4		
LAD	405	Financial Management	4		
PHI	401	Contemporary Application of Science of Mind	4		
PHI	402	The Teachings of Ernest Holmes	4		
PSY	402	Ethics and the Ministry	4		
PSY	403	Pastoral Care	4		
PSY	404	Minister as Counselor	4		
PSY	406	Diversity and Ministry	4		
REL	404	Historical Foundations of New Thought	4		
REL	406	Metaphysical Bible	4		
REL	407	World Religions	4		