

# School of Spiritual Leadership

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## Certificate in Ministerial Education

2025-2026  
Catalog



## **Centers for Spiritual Living**

### ***The Global Vision***

**We envision all people, all beings, and all life as expressions of God.**

We see a world in which each and every person lives in alignment with their highest spiritual principle, emphasizing unity with God and connection with each other; a world in which individually and collectively we are called to a higher state of consciousness and action.

We envision humanity awakening to its spiritual magnificence and discovering the creative power of thought; a world where each and every person discovers their own personal power and ability to create an individual life that works within a world that works for everyone.

We envision a world in which we live and grow as One Global Family that respects and honors the interconnectedness of all life; a world where this kinship with all life prospers and connects through the guidance of spiritual wisdom and experience.

We envision a world where personal responsibility joins with social conscience in every area of the political, corporate, academic, and social sectors, providing sustainable structures to further the emerging global consciousness.

We envision a world where each and every person has enough food, a home and a sense of belonging; a world of peace and harmony, enfranchisement and justice.

We envision a world in which resources are valued, cared for, and grown, and where there is generous and continuous sharing of these resources.

We envision a worldwide culture in which forgiveness (whether for errors, injustices, or debts) is the norm.

We envision a world which has renewed its emphasis on beauty, nature, and love through the resurgence of creativity, art, and aesthetics.

We envision a world that works for everyone and for all of creation



**Dear Ministerial Student,**

Welcome to the School of Spiritual Leadership's Certificate in Ministerial Education program! You are about to embark on a transformative journey of learning and growth.

This program is designed to help you embrace, embody, and teach the principles of Science of Mind. It cultivates deeper spiritual awareness, guiding you to recognize the interconnectedness and sacredness of life, the divinity within yourself, and the power you possess to create individual and collective change. Through this journey, you will develop the insight, balance, and skills needed to navigate personal experiences and live a life of love and service to the world around you.

Our program prepares spiritual leaders for diverse roles, including senior and staff ministry in existing CSL communities, creating Focus Ministries, founding Teaching Centers, pursuing Chaplaincy training, and exploring and creating new models of ministry. The curriculum will equip you with essential tools for leadership, empowering you to face the complexities of today's world with empathy and compassion.

I am honored and excited that you have chosen the School of Spiritual Leadership for your ministerial studies. Please do not hesitate to reach out to us for support. We affirm that your experience will be fulfilling, meaningful, and aligned with your unique calling. Together we can truly create a world that works for all!

Many blessings,

Rev. Ryan Alexander (they/them)  
Director, School of Spiritual Leadership  
Centers for Spiritual Living

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## Mission, Goals and Learning Outcomes

### Mission

The School of Spiritual Leadership prepares spiritual leaders for service in the global community.

### Goal

Our goal is to provide high-quality education that fosters the formation of effective, spiritually grounded leaders. Through our courses, students develop the awareness, principles, and practices essential for ministry, strengthening their leadership, education, business administration, and community care skills. Rooted in the teachings of Ernest Holmes and Science of Mind principles, this transformative journey guides students to embody spiritual truth, lead with heart, serve their communities, and establish thriving ministries through sound interpersonal and business practices.

### Learning Outcomes

Graduates of the program will be able to:

- Apply Science of Mind philosophy to contemporary spiritual life.
- Integrate and adapt theories and practices from Education, Leadership, Philosophy, Psychology, and Religion to support spiritual growth in themselves and others.
- Teach and embody spiritual leadership through:
  - Effective business administration and community organization.
  - Vision-building for individuals and communities.
  - Alignment of vision, values, and actions.
  - Spiritual guidance practices.
- Draw from diverse cultural and spiritual traditions to offer a global perspective on contemporary spiritual challenges.
- Demonstrate balanced leadership by using spiritual practice to engage with current community and global issues.

## 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. Ryan Alexander (they/them)  
Director, School of Spiritual Leadership  
Phone: (720) 279-8991  
Email: [ralexander@csl.org](mailto:ralexander@csl.org)

Dar Herfurt (she/her)  
Administrative Registrar  
Phone: 720-279-8992  
Email: [registrar@csl.org](mailto:registrar@csl.org)

Website: [csl.org](http://csl.org)

## Campus Model

The **Certificate in Ministerial Education** program offers courses taught by experienced instructors. Training is structured through a **Campus model**, which accepts students in all four quarters of the year.

In this model, instructors with diverse expertise teach the **23 required courses** in a university-style format. Students typically complete the program within **two to four years**.

Students must complete **88 quarter credit hours**, consisting of **21 four-unit (20-hour) courses** and **2 two-unit (10-hour) courses**. Coursework includes lectures, discussions, student dialogues, reports, presentations, and problem-solving activities.

Optional courses may be offered on a rotating basis throughout the academic year.

Registration, scheduling, and syllabus distribution are managed online through the **Campus and Administrative Registrar**, who also handles program-related inquiries. Course schedules vary to accommodate students' needs, with **Zoom video conferencing** widely used for remote learning.



## 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](mailto:mmedrano@milehichurch.org)  
Campus Registrar: Jennifer Severance, RScP [jseverance@milehichurch.org](mailto:jseverance@milehichurch.org)

### Los Angeles

Redondo Beach Center for Spiritual Living  
907 Knob Hill Avenue  
Redondo Beach, CA 90227 310-540-5080  
Director: Rev. Gregory Toole [gtoole@redondocsl.org](mailto:gtoole@redondocsl.org)  
Dean: Rev. Katherine McKinney [kmckinney@redondocsl.org](mailto: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](mailto:revjay@nvcsl.com)  
Campus Registrar: Michelle Lang, RScP [michelle@nvcsl.com](mailto: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](mailto:kathy@kathyhearn.com)  
Campus Registrar: Kathy Phelan [holmesinstitute@seasidecenter.org](mailto:holmesinstitute@seasidecenter.org)

## The Practicum Program

The **Practicum Program** is a hands-on component of ministerial training, providing students with real-world experience in ministry. Each practicum consists of approximately **40 hours of work**, focusing on at least one specific competency for skill development. A list of suggested competencies is provided.

The **Dean** oversees the program and maintains student records. A **Practicum Supervisor**, a Minister or Mentor from the student's practicum community, guides the process. The Supervisor helps students plan their practicums, establishes agreements on the work to be done, signs the contract before work begins, and evaluates the completed practicum.

Students must complete a practicum each quarter they are enrolled in the **School of Spiritual Leadership**, except for the first quarter. Depending on their program timeline, students must complete **a minimum of 8 and a maximum of 12 practicums**. This ongoing engagement ensures continuous growth in ministerial practice.

## Retreats

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

## Capstone Exams

To become a **licensed CSL minister**, students must pass **five (5) proctored Ministerial Education Capstone Exams**, covering major areas of study.

**Capstone exams** are offered **twice a year** in the **Spring and Fall** quarters. Students must complete all coursework, requirements, and practicums before taking the exams or proceeding to licensing panels.

- The **exam fee** is **\$75**, payable through the **Administrative Registrar** before testing.
- Exams are graded by **licensed CSL ministers**, and all responses must meet an **A or B standard** for passing.
- Students must present a **government-issued photo ID** (e.g., driver's license) on exam day.
- Reliable **internet access**, an **email account**, and **word processing software** capable of saving files in Microsoft Word format are required.

## 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.

## 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 a vital foundation of spiritual consciousness and knowledge to the School of Spiritual Leadership, which we consider essential for a career in Science of Mind ministry. Successful applicants must also have been active members of a CSL community for at least two years, serving in leadership roles and actively participating in the community.

To become a licensed CSL minister, you **must** apply for the **Certificate in Ministerial Education program** (19 Campus Ministerial Courses and 4 Distance Courses). This is the catalog for this program. Consult your Dean or the Campus Registrar for information and support.

## How to Apply

### Step 1: Initial Contact

Begin by reaching out to the Dean of the campus where you wish to complete your ministerial training. The Dean will discuss your interest, provide guidance on the application process, and offer support. For a list of campuses, refer to the *Certificate in Ministerial Education Catalog*.

You may also contact the Administrative Registrar for an overview of the admissions process and to request application materials.

### Step 2: Application Submission

The Dean will request that the Administrative Registrar send you an application email with a link. Follow the provided instructions carefully, ensuring you complete all required sections.

As part of the admissions process, applicants must:

- Submit a copy of a government-issued photo ID (e.g., driver's license, passport).
- Pay the admissions fee and complete the enrollment agreement within the application form before submission.

The Dean may request additional documentation. Unless other arrangements are made, applicants will not be admitted to the Ministerial or Distance Education programs until the entire application process is completed.

### Language Requirement

The language of instruction at the School of Spiritual Leadership is English. Applicants whose first language is not English must provide proof of English proficiency by submitting a TOEFL score of at least 60 (PBT) or 72 (PB).

### Admission Approval

Final admission decisions are made by the Dean and the Director of the School of Spiritual Leadership, contingent upon completion of all application requirements.

## Additional Admission Requirements

As outlined in the application, applicants must also provide:

- **A valid and current Practitioner License**, maintained throughout ministerial training.
- **Three recommendations:**
  - Use the *Recommendation Form* included in the application email.
  - Two recommendations must come from a CSL minister, licensed practitioner, or a long-time professional colleague.
  - A third recommendation must come from your Senior Minister endorsing your participation in the program.
  - All recommendation forms should be sent via email to [applications@csl.org](mailto:applications@csl.org).
- **A clean background check.**
- **A letter of acceptance** from the Regional Dean, which will be sent to the Administrative Registrar once your acceptance is confirmed.
- **Official transcripts** from previously attended institutions. If transcripts are not in English, they must be submitted through *World Education Services Credential Evaluation*. Both the original transcript and the English translation must be included with the application. The applicant is responsible for any associated fees.
- **Completion and submission of all application documents** before the stated 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 little as two years or take up to six years. Enrollment is on a term-by-term basis, with tuition paid per term.

For those entering ministerial training at a campus location, applications to the School of Spiritual Leadership are accepted for any of the four terms offered each year.

To remain in good standing, students must enroll in at least one course during at least three of the four terms in an academic year. If a student wishes or needs to take a second term off within a single academic year, they must discuss the situation with their Dean and receive approval. For extended time off, students may request a formal leave of absence, which must be approved in advance by the Dean and may not exceed one year.

Students must have reliable internet access with speeds sufficient for streaming video and accessing large files. Additionally, they will need an email account and word processing software capable of saving files in Microsoft Word format.

## Graduation Requirements

### Certificate in Ministerial Education Program

Students must complete the following graduation requirements:

#### Ministerial Education Course Requirements

Religion	12
Psychology	20
Philosophy	16
Leadership	20
Education	24
<hr/>	
Total Quarter Credits	88

## Sample Tuition and Expenses

Background check* (approx. base cost)	\$110
21 four-credit courses at \$650 each	\$13,650
2 two-credit courses at \$325 each	\$650

### Other Fees and Expenses

Annual regional retreat at approximately \$600 each	\$1800
(Retreats alternate annually between a local Campus Retreat and All-Regions Retreat)	
Graduation fee of	\$250
Capstone testing fee of	\$75

### Estimated Expenses over a Three-Year Program

Background check* (approx. base cost)	\$110
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#### First Year

7 four-credit regional courses	\$4,550
1 retreat	<u>\$600</u>
	<b>\$5,260</b>

#### Second Year

7 four-credit regional courses	\$4,550
1 retreat	<u>\$600</u>
	<b>\$5,150</b>

#### Third Year

7 four-credit regional courses	\$4,550
2 two-credit courses	\$650
1 retreat	\$600
Graduation fee	\$250
Capstone testing fee	<u>\$75</u>
	<b>\$6,125</b>

<b>Estimated program total:</b>	<b>\$16,535</b>
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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 2025

Application Deadline: July 1, 2025

Registration: August 7 at 9:00 am to August 27, 2025 at 5:00 pm Mountain

New Student Call: August 4, 2025 at 5:00 pm Mountain

Term: September 15 to November 24, 2025

### Winter 2026

Application Deadline: October 1, 2025

Registration: November 5 at 9:00 am to November 26, 2025 at 5:00 pm Mountain

New Student Call: Monday, November 3, 2025 at 5:00 pm Mountain

Term: January 5 to March 16, 2026

### Spring 2026

Application Deadline: January 1, 2026

Registration: February 18 at 9:00 am to March 11, 2026 at 5:00 pm Mountain

New Student Call: February 16, 2026 at 5:00 pm Mountain

Term: March 30 to June 8, 2026

### Summer 2026

Application Deadline: April 1, 2026

Registration: May 13 at 9:00 am to June 3, 2026, at 5:00 pm Mountain

New Student Call: May 11, 2026 at 5:00 pm Mountain

Term: June 22 to August 31, 2026

## Course Schedules

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

## Course of Study

**All courses are required unless noted otherwise.**

Courses are offered in two formats:

- **Distance Courses (Asynchronous):** Students learn on their own schedule within a set timeframe. Students are able to access materials, complete assignments, and join discussions at their own pace. Live scheduled sessions may be offered at the discretion of the instructor.
- **Campus Based and Centralized Regional Courses (Synchronous):** Students participate in live, scheduled sessions for real-time interaction and collaboration with instructors and other participants.

### Education

**EDU 401 Minister as Teacher (*synchronous*) 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 (*synchronous*) 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 (*synchronous*) 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 (*synchronous*) 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 (*synchronous*) 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 (*synchronous*) 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 (*synchronous*)      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 (*synchronous*)      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 (*synchronous*)      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 (*synchronous*)      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 (*synchronous*)      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 (*synchronous*)      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 (*synchronous*)      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.

**PHI 420. The History of Wisdom (*asynchronous*) 4 units**

Explore the evolution of wisdom and its profound impact on human consciousness and spiritual growth. This course invites students to define wisdom across diverse contexts, connect its representations through history and culture, and analyze specific expressions of wisdom. By critically assessing these expressions in relation to consciousness and spiritual development, participants will gain a deeper understanding of how wisdom shapes individual and collective growth.

**PHI 421 Consciousness (*asynchronous*) 4 units**

Discover the multidimensional nature of consciousness through a comprehensive exploration of its definitions, disciplines, and expressions. This course empowers students to define consciousness from diverse academic perspectives, connect insights across various fields, and analyze its manifestations. By assessing these expressions in the context of spiritual growth, participants will have the opportunity to deepen their understanding of consciousness as a catalyst for personal and collective transformation.

**Psychology**

**PSY 402 Ethics and the Ministry (*synchronous*) 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 (*synchronous*) 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 (*synchronous*) 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 (*synchronous*) 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.

**PSY 421 Cross-Cultural Psychology (*asynchronous*) 4 units**

Explore the dynamic field of cross-cultural psychology and its intersections with consciousness and spiritual growth. This course equips students to define cross-cultural psychology through various approaches, connect its principles across disciplines, and analyze key challenges within the field. Participants will assess critical concerns considering personal and collective growth while developing

scholarly research skills to explore cultural dynamics. This course will seek to bridge psychology, culture, and spirituality in meaningful ways.

### Religion

#### **REL 404      Historical Foundations of New Thought (*synchronous*)      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 (*synchronous*)      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 421      World Religions (*asynchronous*)      4 units**

Explore the rich tapestry of world religions through a multidisciplinary lens, uncovering their diverse expressions and shared human significance. In this course, students will define religion from various disciplinary perspectives, connect its practices and beliefs across cultural contexts, and critically analyze key issues shaping religious traditions. Within the context of expanded awareness and spiritual growth, participants will gain a deeper appreciation for the role of religion on both the individual and collective level.

### Required Seminars

#### **First Year Seminar**

This introductory seminar is designed to orient new students in the School of Spiritual Leadership to the academic, spiritual, and organizational dimensions of ministerial training. Through a blend of discussion, reflective practice, and guided exploration, students will gain a foundational understanding of what it means to walk the path of ministry within the Centers for Spiritual Living (CSL). The course highlights key aspects of ministerial academic work, introduces core areas of the CSL organization, explores the role and consciousness of a minister, examines various ministry pathways, and offers practical insights into the logistics of ministerial service. This seminar sets the tone for a transformative journey of leadership, service, and spiritual depth.

#### **Senior Seminar**

This seminar is an 8-month required program for all senior-year students, supporting the transition from Ministerial Student to Ministerial Graduate preparing for licensing. It provides dedicated space to explore the feelings and challenges that arise during this time of transformation and completion. The Seminar also fosters deeper connections among students as they prepare to become colleagues in ministry. Students register during Fall registration.

### Optional Coursework

<b>REL 422</b>	<b>Introduction to Religion &amp; Social Justice in Contemporary Society</b>	<b>4 units</b>
	<b><i>(A New Thought Liberation Theology Perspective)</i></b>	

This six-week course offers an interdisciplinary introduction to the intersections of religion, social justice, and New Thought principles. Students will explore how spiritual frameworks — particularly New Thought’s unique philosophy — can be applied to modern social justice efforts, with a focus on African American religious thought, liberation theology, and the ethical role of spirituality in activism. Through selected readings, personal reflection, and discussion, students will develop a spiritually grounded lens for understanding systemic injustice and their role as conscious agents of change. The course emphasizes the development of a personal philosophy of activism that integrates spiritual practice with social action, equipping participants to engage the world with both compassion and critical thought.

## Registration Policies

### 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.

### Late Registration Policy

The registration period for all campus-based and distance courses is open for **three (3) weeks**. After the initial registration period closes, there will be a **one-week late registration window**. During this time, students may still register; however, a **\$50 late registration fee** will be applied. After the late registration period ends, **registration is officially closed**, and no additional enrollments will be accepted.

### Course Monitoring/Auditing

Full tuition is required for courses audited by 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, 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. Students must provide a resume 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 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. 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 for regional courses or

the administrative registrar for a centralized course. The administrative registrar will send a payment link for these fees.

### 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. 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 and the request must be approved by the Dean after discussion. If more time off from classes is requested, the student may seek permission for a formal leave of absence from their Dean. If approved, the Administrative Registrar is 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 2025, then Summer Quarter 2025, and then asks for a formal leave of absence, the one-year limitation on length of leave of absence begins with Spring Quarter 2025.

### Withdrawal

A student may withdraw from courses or the program at any time. It is the student's personal responsibility to promptly notify the Dean 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 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.

## Academic Policies

### Course Cancellations

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

### 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.

## Grading Policies

### 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 progress 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.

### 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.

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

TC = Transfer Credit. Approved **Transfer Credits (TC)** will be **reflected on the student’s transcript with a grade of “TC”** (Transfer Credit), indicating credit was granted but not graded through SSL.

#### **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.

### Satisfactory Academic Progress

Students must maintain a minimum cumulative GPA of 3.0. If a student receives a grade below 3.0 in any course, both the student and their Dean are notified via email. When this occurs, the Administrative Registrar reviews the student's current transcript. If the cumulative GPA falls below 3.0, the transcript is emailed to the student and the Dean. The Dean then counsels the student and places them on academic probation.

The Dean recommends next steps, informing the student that they have three quarters to raise their GPA to 3.0 or higher. During probation, students are required to meet with their Dean at least three times to explore strategies for academic improvement. Support may include:

- Using the Grade Point Average Calculation tool in the Student Lounge (Section V).
- Considering a leave of absence.

- Utilizing Student Lounge resources, such as writing support, faculty interaction tips, and news forum guidance.
- Accessing additional online or in-person resources on effective study habits and academic writing, as recommended by the Dean.

Students may also be advised to retake a course; in which case the higher grade will replace the previous one on their transcript.

### Academic Dismissal

Students on academic probation who do not raise their GPA to 3.0 or higher within three consecutive quarters will be dismissed from the School of Spiritual Leadership. If a student withdraws while on probation, their probationary status will remain in effect if they return. After one year, a dismissed student may apply for readmission by providing evidence of efforts to address the deficiencies that led to their dismissal (e.g., completing courses in writing, study skills, etc.). The Director of the School of Spiritual Leadership will determine whether the student may be readmitted.

## Student Rights Policies

### 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, student forums, 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

### 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, gender identity and gender expression, 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, Rev. Ryan Alexander [ralexander@csl.org](mailto:ralexander@csl.org). The School of Spiritual Leadership provides reasonable accommodations for disabilities diagnosed by a qualified professional. Contact the ADA Compliance Coordinator with the email [ada-education@csl.org](mailto:ada-education@csl.org).

### Student Grievances

If a student has a complaint or grievance—whether related to grades, scheduling, perceived unfairness, or any other concern—they should first address the issue directly with the person involved. If the matter remains unresolved, the student should escalate the concern to the Dean. If further resolution is needed, the student may contact the Director of the School of Spiritual Leadership for further exploration and resolution. The Director will respond within 10 business days.

Students are also welcome to reach out to the Spiritual Leader of the School of Spiritual Leadership's parent organization, Centers for Spiritual Living. As Licensed Practitioners of Centers for Spiritual Living, ministerial students are familiar with the organization's structure and know how to contact leadership.

## Conduct Policies

### 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

At the School of Spiritual Leadership, we uphold integrity, authenticity, and the sacred responsibility of personal growth. Academic honesty reflects our spiritual commitment to truth and respect for the contributions of others. As a learning community, we are committed to the highest standards of academic integrity, grounded in honesty, accountability, and reverence for the learning process.

## **Student Responsibility and Expectations**

Student status is based on acknowledgment of, and compliance with, both the spirit and letter of the School's standards and policies. Students who violate these standards, particularly through actions such as personal or financial irresponsibility, plagiarism, dishonesty, or other breaches of integrity, will be subject to review and possible remedial action. Dismissal from the School may result.

## **Original Work and Proper Attribution**

All work submitted must represent the student's own original effort. When using outside sources, whether human or digital, students are expected to clearly identify and credit these sources, indicating the extent to which they have informed the work. Failure to do so constitutes plagiarism. The use of internet content without proper citation is also considered plagiarism.

## **Plagiarism and Academic Misconduct**

Plagiarism, the act of presenting someone else's words, ideas, or creative work as one's own, is a serious violation of both academic and spiritual integrity. This includes:

- Quoting or paraphrasing without citation
- Submitting work copied from others
- Using AI-generated content without acknowledgment or instructor approval

Falsification of documents and other dishonest behaviors will result in appropriate consequences, which may include partial or full loss of credit, suspension, or expulsion from the program.

## **Use of AI in Coursework**

AI tools can support creativity and learning when used ethically and with discernment. However, relying on AI without proper understanding, attribution, or instructor permission undermines academic integrity and personal development. Students may only use AI tools when explicitly permitted by their instructor and must clearly acknowledge its use in submitted work.

## **Copyright and Intellectual Property**

Misusing copyrighted materials in coursework, or using institutional materials (such as website content, course documents, or publications) without permission, constitutes copyright infringement and is subject to disciplinary action.

## **Review and Remediation Process**

Suspected violations of academic integrity will be reported to the Dean. The faculty member and Dean will meet with the student to discuss the concern. Together, they will determine an appropriate, values-aligned path forward. While sanctions may include disciplinary action or dismissal, the goal is restorative: to uphold the integrity of the educational journey and support the student in embodying honesty, responsibility, and spiritual growth.

In cases involving suspected academic dishonesty, the Dean—or the Administrative Registrar when appropriate, will review the situation thoroughly and ensure a fair and transparent resolution.

## Retreats

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

## FAQs

### **What computer skills do I need?**

Having 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. 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 from a course at any time by submitting a **Withdrawal Request Form** to the Administrative Registrar. Please also notify your Dean of your decision. A grade of "W" (Withdrawal) will appear on your transcript.

If you are unable to complete a course due to a serious disability or other extenuating circumstances, you may request a grade of "I" (Incomplete). This must be arranged with your instructor, including a mutually agreed-upon completion date.

If the coursework is not completed and a final grade is not submitted by the instructor by the end of the following term, and no alternative arrangements have been made due to exceptional circumstances, the "I" will be converted to an "F" by the Registrar. You will then need to retake and repay 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. Ryan Alexander  
Phone (720) 279-8991  
Email: [ralexander@csl.org](mailto:ralexander@csl.org)

**Who do I contact to change my contact information?**

Dar Herfurt  
Administrative Registrar  
Phone: 720-279-8992  
Email: [registrar@csl.org](mailto: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). <https://www.gutenberg.org/>

[Online Library of OA Books \(OAPEN\)](#) - This library focused on scholarly OA ebooks and also has a browse by subject function. <https://oapen.org/>

### [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. 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 five days after signing the enrollment agreement, the enrollment and application fees are nonrefundable.

To withdraw from a 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%
20%-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.

- **Campus Ministerial Education Courses (after registration closes):** Refunds are processed by the **Campus Registrar**. Students should contact the Campus Registrar directly.
- **Centralized & Distance Courses:** Refunds are processed by the **Administrative Registrar**. Students should contact the Administrative Registrar directly.
- The percentage of tuition refunded is determined based on the process outlined in our policy.
- **Retreat Fees:** For any refund related to retreat fees, students must contact their **Campus Registrar**.

Under certain circumstances, the entire tuition amount may be refundable. For all courses, the reason(s) for withdrawal must be discussed with the **Dean**, and the final decision is made by both the **Dean** and the **Director of the School of Spiritual Leadership**.

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

## The SSL Student Lounge

Once enrolled, students will have access to the SSL Student Lounge. Students are assigned a unique username and password to access Moodle, the platform that houses the virtual SSL Student Lounge. The SSL Student Lounge contains information, materials, and documents specifically for ministerial students.

- 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 – What to Do to Complete Your Program
- Section IX – Capstone Exam information
- Section X – New Minister Licensing, Panels and “Launch” Information and Documents

Enrolled students may access the SSL Student Lounge, here:

<https://www.holmesregistration.org/course/view.php?id=1879>

