

EAST BAY CHURCH OF RELIGIOUS SCIENCE

EDUCATION MINISTRY HANDBOOK



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WELCOME

Welcome to the East Bay Church of Religious Science (EBCRS) Education Ministry. Whether you are serving for the first time or continuing to serve in this ministry, we appreciate your dedication.

Education is one of the core practices of our Science of Mind philosophy. Through the teaching and embodying of Spiritual Principles, people's lives are changed. Your loving presence as a member of the Education Team is invaluable to this ministry and with the consciousness of service you establish along with integrity, demeanor and love, the tone is set to create the context for spiritual education.

When there is a question about a policy or a procedure not addressed in this Handbook or the UCRS Education Code, please ask the Lead Teacher, Minister, Assistant Minister or Coordinator of Education for clarification and then accurately respond to the student or congregant. When in doubt, an appropriate response is, "May I get back to you with an answer?" Be sure to follow through. ***Please do not guess.***

UCRS Education Code available at www.religiousscience.org GEMS ► Current Codes.

As Ministers, Ministers-in-training, Licensed Professional Practitioners, Practitioners-in-training and graduates of Science of Mind (SOM) classes, remember that in the eyes of the students we are EBCRS. Through example, we show the students the possibility of the "*Truth of God as their Life*". As such, our attitude toward the students, teaching techniques and classroom management determine how the SOM classes will benefit those in our courses. We know with God all things are possible and through our support and love, we bring that possibility to the Truth seekers in the EBCRS class environment.

The Practitioner Code reminds us "Our work is to be wholly on the positive and constructive level." As members of the Education Ministry, we respect the art and skill of all healing professions, regardless of method, religion or philosophy. Therefore, it is unethical to speak in a derogatory manner about any other teaching modality, method, religion, philosophy, and facilitator, Practitioner or Minister. We request each facilitator, POD group leader, Teaching Assistant and class registrar abide by this policy.

Great value can be gained from your Education Ministry experience, for it will broaden your knowledge of SOM Principles as well as that of the students. It is our sincere desire that you find this a rewarding experience.

We are sincerely grateful to the EBCRS Practitioner Corp for their loving support in the preparation of this handbook. Thank you for your active, loyal and supporting commitment of service to the EBCRS Education Ministry.

Blessings and gratitude,

Rev. Dr. Elouise Oliver, Sr. Minister
Rev. Andriette Earl, Assistant Minister
Robert E. Collins, RScP, Coordinator of Education

PURPOSE STATEMENT

The Education Ministry of the East Bay Church of Religious Science is dedicated to teaching Spiritual Principles by offering Science of Mind classes as an exciting and contemporary educational model through which learners fully experience the spiritual reality of their being.

GUIDELINES

The material in this handbook is intended to supplement the UCRS Education Code, present an overview of the various roles, answer some of the most frequently asked questions, clarify the EBCRS Education Ministry Policies and Procedures and provide information for how we may best serve the students and this ministry.

CODE OF ETHICS

Each member of the EBCRS Education Ministry is a spiritual educator. This requires impeccable integrity, ethical demeanor and confidentiality. By practice, we uplift the EBCRS Education Ministry to the highest level of excellence. To this end, each one participating in the Education Ministry: Ministers, Practitioners, Practitioner Students and graduates of Certificated classes is required to adhere to the current UCRS Education Code, and Professional Practitioner Code guidelines related to Ethics in the Classrooms:

Ethics for Science of Mind Classrooms

As Ministers, Practitioners, teachers and facilitators of understanding and using the Science of Mind philosophy, we create teaching and learning environments and experiences in which students who desire to discover and apply this philosophy in their lives may do so based on the content of the material studied, and by the experiences they have through what we say and do. We establish learning environments and behave in ways so that students experience the following:

1. **SPIRITUALITY:** We model reliance on the universal principles, as expressed by Ernest Holmes in his statement called “What We Believe.” That is, we cast aside conformity, and invite ourselves and our students into demonstrating and openness to the Unseen, as The Presence is ever seeking to express itself in new ways in our daily lives.
2. **LOVE:** We allow the “blessings” of Spirit to flow through/as us; so students have an opportunity to discover they are wanted, appreciated, valued, heard, inspired, understood, respected, guided, responded to, redirected, and allowed to discover and express in a variety of ways.
3. **INTEGRITY:** We honor our spiritual beliefs, and are fair in our actions. Students have the opportunity to see consistency between what we say and do. Students have the opportunity to experience equity.
4. **CARING:** We are concerned about, have affection for, and make a conscientious effort to ensure each student has the best learning experience.

5. **COMPASSION:** In all we say and do, we express kindheartedness and generosity toward all, even toward those who might be difficult. Teachers should be consciously aware of the impact of their words and actions on others' wellbeing. This is demonstrated in *how assignments are recommended, the way students receive feedback, and the nature of dialogue and discussion.*
6. **ACCOUNTABILITY:** We are conscientious in fulfilling all course and education program obligations to UCRS and to the students. We enthusiastically seek opportunities to report to UCRS all that is requested, to explain students' responsibilities, and to fulfill students' expectations as identified in course descriptions.
7. **TEAMWORK:** We encourage students to learn and work together in harmony. At times students are in positions where they follow, lead, engage in consensus, and have the opportunity for unilateral decision-making.
8. **OPEN COMMUNICATION:** We create opportunities for Teacher and students to express their own, and hear others' authentic thoughts and points of view. Students and teachers discuss, dialogue, and explore meanings behind points of view and feelings expressed.
9. **EDUCATION:** We use the science and art of teaching adults, so students have the opportunity to reason, discern, and acquire knowledge, feel, intuit, contemplate, and prepare to live as spiritually mature/enlightened individuals. Students have the opportunity to discover, think, talk about, observe, create, and embody ways to apply universal principles, discourse, and sacred stories to personal circumstances and contemporary issues in practical ways.
10. **COMMUNITY SERVICE:** We create opportunities for students to discover their internal motivations, spontaneous expressions, and spiritual commitment, as well as the responses of others, as they anchor their spiritual growth development by providing practical service in the local and global community.

(UCRS Education Code 2003)

Article III: Ethical Standards

Section D: Dedication To Clients/Students

1. My work as a Professional Practitioner is done in mind and consciousness. I use the power of mind through spiritual mind treatment to facilitate a healing. The purpose of the spiritual counseling portion of a Practitioner/client session is to inspire the client [student] to recognize and change cause, establish a new belief through spiritual principles, and to perceive and accept Truth as revealed in the spiritual mind treatment that closes the session.
2. As a Professional Practitioner I am fully aware of the influential position I hold with those who call upon me for assistance and healing; therefore I avoid any exploitation of trust or fostering of any dependency. I encourage the release of any unhealthy loyalty towards me and encourage my clients [students] to recognize their own divinity.
3. I dedicate myself to ensuring that my professional relationships are for the highest and best good of my clients [students] and I continue a counseling relationship only so long as the client is benefiting from it.
4. I do not enter into any relationship with a client [student] that could impair my professional judgment or my spiritual integrity. I maintain sexual propriety with my clients [students] and practice honorable behavior with everyone I encounter.
5. I shall not engage in sexual relationships with clients or students for a minimum of six months after the client [student] relationship has officially ended. I respect this separation of personal and professional relationship, mindful that clarity between both parties is essential to the integrity of spiritual counseling, confidentiality and the healing process.
6. I respect the right of my clients [students] to make decisions for themselves, without offering advice. My role is to assist clients [students] to understand the spiritual and mental aspects of their decisions.

7. I do not attempt to counsel or advise on problems beyond the scope of my spiritual focus. In the event a client [student] requests a referral to a physician, psychiatrist, psychologist, or any other professional, I may provide a list of prospects from which the client [student] may choose but I do not recommend any particular individual or any group of individuals.
8. I maintain a clear differentiation for my clients [students] between my role as a Professional Practitioner of Religious Science and any other counseling, healing or therapeutic discipline I may practice.
9. I maintain confidentiality and integrity under all conditions, including any records I might keep of sessions with clients [students]. I understand that confidentiality is a sacred trust and do not reveal to others any information that is shared with me in a Practitioner/Client session. Furthermore, I understand that my commitment to confidentiality and integrity includes never using information shared with me under the seal of confidentiality to cause any harm, in private or publicly, to the individual who communicated with me in trust.
10. In accordance with UCRS Shared Values, as a Professional Practitioner I respond to spiritual needs regardless of sexual orientation, ethnicity, gender, socio-economic class, disability, creed, or any other apparent conditions of the human experience.

(UCRS Practitioner Code 2004 – [student] added for purposes of this handbook)

In addition, the following EBCRS guidelines are added to the Ethical Standards:

1. If your class or POD group consist of current practitioner clients, it is recommended that both you and the client agree to keep separate the work done in class and the work done in spiritual practitioner sessions,
2. Everything that transpires within the class, the POD, or during class break is to be held in confidence at all times. Reported breaches of confidentiality by a member of the EBCRS teaching team or a student will be investigated and appropriate action taken with the individual(s) involved.
3. Reported sexual harassment or inappropriate physical contact, by either a member of the EBCRS Teaching Ministry or a SOM student, will be investigated and appropriate action taken as allowed by law.

EBCRS TEACHING TEAM

Our purpose is to be of service as we accomplish the sacred mission of spiritual education. Together we create the sacred space where true spiritual education takes place as we lovingly see people as their highest potential.

Instructor Assignment Confirmation

All members of the EBCRS Teaching Team serve at the pleasure of the Senior Minister. The Senior Minister approves the instructors and teaching support team for the educational programs presented at EBCRS. This includes the UCRS Certificated and Non-certificated classes, Youth and Teen Church programs, and workshops or seminars offered to the general EBCRS Community. Ministers licensed by UCRS and Professional Practitioners licensed by UCRS are eligible to teach Certificated Classes. (See Section I, Policies and Procedures for Certificated Classes, UCRS Education Code.)

STAFF ROLES AND COMMITMENTS FOR THE DELIVERY OF CERTIFICATED CLASS MATERIAL

Instructor/Lead Teacher

Ministers and Professional Practitioners licensed by UCRS may serve as Instructors or Lead Teachers. Instructors serve under the direction of the Sr. Minister, the Assistant Minister or the Education Coordinator and require a commitment to service for the full duration of the class term. Instructors are responsible for teaching spiritual principles and facilitating discussions based on the UCRS approved class curriculum. Instructors set the tone and pace for the class. This tone continues and is supported by the topics and processes covered in the small groups (POD) by the Teaching Assistant.

Duties include and may not be limited to:

- Follows general instructional guidelines as set forth by the Minister and the EBCRS Education Ministry to convey Religious Science principles,
- Covers recommended curriculum offerings as prescribed by UCRS,
- Creates and maintains a safe and loving learning environment where all participants are supported on their spiritual journey,
- Communicates requests for any material class support to the Education Coordinator,
- Communicates timely status reports to the Minister and Education Coordinator regarding issues that may impact student progress in the class (e.g., life changes, challenges, tendency toward not meeting class requirements, non-comprehension of class material, class infrastructure issues, etc.),
- Delivers completed class documentation and invoices for the class to the Education Coordinator's mail box, in the church office, no later than two weeks following the last class meeting. (See Appendix B for the requirements)

Lead Teaching Assistant (Foundational Class Only)

Licensed Practitioners or Practitioners-in-training may serve as a Lead Teaching Assistant. The Lead Teaching Assistant serves under the direction of the Lead Teacher and requires a commitment to service for the full duration of the class term.

The position of Lead Teaching Assistant is reserved for the Foundational Class only. The Lead Teaching Assistant, in consultation with the Lead Teacher, has the overall administrative responsibility for the class. The Lead Teaching Assistant is not responsible for an assigned POD group; however, they may serve as a substitute for a POD group in the absence of a Teaching Assistant.

Duties include and may not be limited to:

- Coordinate the Teaching Assistant and POD group assignments,
- Coach and assist new POD group leaders with students in their POD's,
- Establish guidelines for reviewing the homework and monitor adherence to those guidelines,
- Monitor consistent delivery of the curriculum activities in the POD groups,
- Monitor Teaching Assistant activity related to completing student record sheets, accurately recording attendance and homework and inform the Lead Teacher of requests for transfer to another class or withdrawal from the current class,
- Monitor the Registrars activity related to tuition payment and accurate accounting of all monies collected,
- Set up team meeting area,
- Set up welcoming table with name tags for students and teaching team,
- Set up teaching area for Lead Teacher – table or podium, sound system, water, text materials, etc,
- Coordinate the procurement and delivery of class supplies and materials through the church office to the class location,
- Handle unforeseen events that occur in class, remembering that **everything is resolved in prayer,**

- Assign Teaching Assistant to deliver opening and closing Treatment for each class,
- Secure materials for special class activities such as Trust Walk, Composite Treatment, God Qualities, Human Creative Process (aluminum foil),
- Be prepared to lead the class in the event Lead Teacher are absent,
- Respond to questions related to EBCRS educational policies.

Teaching Assistant

Licensed Practitioners, Practitioners-in-training and students who have successfully completed the class they are assisting may serve as Teaching Assistants. Teaching Assistants serve under the direction of the Lead Teacher and requires a commitment to service for the full duration of the class term.

The commitment to a Practitioner Consciousness is one of the greatest gifts an individual brings to the role of Teaching Assistant. The personal commitment to practice the Presence of God through daily meditation, spiritual mind treatment, inspirational or wisdom readings, is an inspiration for others and demonstrates results through the consciousness the Teaching Assistant brings to the class. Remember that you cannot teach what you do not know or practice. Teaching Assistants treat each student in the class and individual POD with respect, reverence, trust and love.

Duties include and may not be limited to:

- Establish and uphold the commitment to absolute confidentiality for the entire class and in the POD group at all times just as it is with private practitioner sessions. Establish this as the standard for each individual member of the POD,
- Present a profession appearance, appropriate dress (casual business attire is recommended) and conduct,
- Refrain from using fragrances as many individuals are sensitive to unnatural scents,
- Set the example for being on time for class by arriving a minimum of 30-45 minutes before the class begins and remaining until the completion of class,

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- Actively participate in the Team meetings prior to and following each class,
- Actively support the Lead Teacher by speaking spiritual mind treatments, invocations or benedictions as requested,
- Is fully prepared to lead POD discussions and respond to questions from the homework or class readings for each class meeting,
- Maintain accurate student records related to attendance, homework, projects and any supplemental assignments,
- Review written assignments and offers meaningful, positive coaching feedback,
- Inform the instructor as soon as practical if a student is facing some life change or challenge that impacts their ability to successfully complete the class,
- In general, abide by all UCRS and EBCRS guidelines and to always be prepared for class.

Registrar

Licensed Practitioners, practitioners-in-training and students who have successfully completed the class may serve as Registrar. The Registrar serves under the direction of the Lead Teacher and requires a commitment to service for the full duration of the class term.

The Registrar is responsible for maintaining the class attendance or sign-in log, collection and accurate recording of tuition payments by class participants. This position requires a commitment to being present for the pre-class meeting and remaining through the break.

Duties include and may not be limited to:

- Set up and occupy a registration table within immediate proximity of the class meeting location,
- Be available to accept tuition payments up to 30 minutes before class begins and until the end of the class break (approximately 2 hours per class meeting),
- Respond to questions related to class deposits, tuition/fees; payment policies; tuition refund for early withdrawal from class; discounts currently offered (see **Appendix – D**),

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- Issue an original receipt for each tuition payment transaction, keep the yellow copy with the actual payment, retain the pink copy in the receipt book,
- Monitor and (keep confidential) all payment reports provided by the church office,
- Provide weekly reports to the Lead Teacher and Teaching Assistant of students who are not honoring their agreed-upon payment agreement,
- Deposit receipt book, sealed payment envelopes containing cash, checks, and money orders along with the yellow copy of the receipt in a designated location.

(PLEASE DO NOT TAKE MONEY OR RECEIPT BOOKS OFF PREMISE)

COURSE OUTLINES, QUIZZES AND EXAMINATIONS

Teachers and Teaching Assistants are provided a copy of the approved Teacher and Student workbook curricula developed by UCRS that incorporates the basic principles of Science of Mind. These guides contain important information about the class, the number of weeks and hours required, payment requirements, quizzes and exams required for the student to receive credit for completing the class. If it is necessary for students to take their quiz or exams apart from the regular class, please contact the church office to schedule using the building. It is the Teachers responsibility to arrange to proctor the quiz or exam.

In addition to the UCRS guidelines there may be additional EBCRS guidelines related to attendance and payment due dates. Please be familiar with the supplemental guidelines and review them with your class.

Instructors may supplement the basic curricula with appropriate “New Thought” materials, guest presenters, video or other audio/visual media that will enhance the student’s learning experience. Please exercise discernment when inviting guest presenters who may not be practitioners of New Thought philosophy. Please inform the Senior Minister, Assistant Minister or Education Coordinator **prior to** inviting any outside guest presenters. Select supplemental materials that may enhance student learning without adding to the basic curriculum workload. It is our intention to create a climate for success and integrity for the instructors and the students.

EDUCATION MINISTRY COMMITMENTS

Commitment of Service

As Teachers, Teaching Assistants and Registrars the commitment to service is for the full duration of the class term. The term for each class is listed in the curriculum for the class (e.g., Foundational class 13 or 15 weeks – depending on the size of the class, Financial Freedom 8 weeks, Spiritual Practices for Daily Living – Treatment and Meditation 10 weeks, etc.)

Commitment of Time

There is a significant commitment of personal time required to fulfill the responsibility of being a Teacher or Teaching Assistant. Experienced Teachers and Teaching Assistants estimate the preparation and presentation time to be 8 to 10 hours per week for the core classes and up to 15 or more hours per week for the Professional Studies classes.

Commitment to be Prepared for Class

Every team member is required to be prepared for each class session. The students depend on our being fully prepared for class and are aware when we are not fully prepared or unfamiliar with the class assignments.

Below are suggested guidelines to support class preparation:

- Treat for the teaching team and students in the class,
- Prepare for the class by reading both the student and teacher curriculum material and completing the assignments for each class,
- Be on time for the pre-class team meeting by arriving 30 to 45 minutes before class begins,
- Teaching Assistant be prepared to begin the pre-class team meeting if the Lead Teacher is delayed,
- Teaching Assistant be prepared to begin the class with normal meditation and prayer if the Lead Teacher has not arrived,

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- Licensed Practitioner Teaching Assistant be prepared to facilitate the class lecture of the Lead Teacher is delayed or is absent and there is no substitute,
- Evaluate student's homework and have the homework assignments ready to return to the students by the next class meeting,
- Be available by telephone, email or individual meetings with students who may have questions or concerns relevant to the class assignment,
- Where incorporated into the curriculum, receive voice mail treatments from students and provide coaching as appropriate,
- Update student record sheets weekly,
- Attend the entire class. This is required for POD group leaders as the discussions often expand on the lecture topic,
- Exercise judgment when requested to remain after class to meet with a student, especially following evening classes – do not create a compromising experience for yourself or for the student,
- Be aware of and honor the security requirements for securing the building and parking lots at the end of class,
- Prepare to administer and proctor quizzes, midterm and final exams and schedule project presentations.

Commitment of Consciousness

Remember to allow time for personal spiritual practice and self-care. Our spiritual grounding is the foundation for excellent teaching.

INTERACTING WITH STUDENTS

Student Support

Lead Teachers and Teaching Assistants are guides, mentors and Practitioners to the students in the classes. Genuine care and concern for the well being of our student's assists and empowers them in their spiritual growth and unfoldment. Please keep the following in mind:

- Be sensitive to individual student needs without creating co-dependency,
- Hold a loving space for each person,
- Remain on principle in your sharing and interaction with others,
- Listen – remember, it is more important to listen than to talk,
- Facilitate the class and POD rather than “telling them”.
- Deliver clear and consistent communications,
- Follow-up on student absences, late assignments and late tuition payments,
- Be available to students by being fully present when they speak with you,
- Give students a phone number and/or email where they can reach you and commit to respond to their messages,
- Provide treatment and prayer for students,
- Encourage students to have regular paid Practitioner sessions.

Policy for Charging Students for Practitioner Services

Students may be encouraged to schedule Practitioner sessions that support their spiritual growth and allow them to release the cause at the core. Sometimes charging a fee may be appropriate and at other times it may not. Licensed Practitioners functioning in the role of Instructors, Teaching Assistant, or Registrar may charge a fee for practitioner sessions when it is beneficial and appropriate for both the student and the Practitioner.

Practitioners are prohibited from actively recruiting clients from the student base in their class or POD group.

Homework

Students are expected to turn in all of the required homework on time. Instructors and Teaching Assistants are requested to complete the review of the student's homework and return assignments to them by the following class meeting. Offer balanced feedback on the homework that is positive, specific and offers encouragement and direction. Our intention is to support the student in building their confidence in themselves as they evolve. The purpose of homework is for the students to explore their own ideas and to be able to express their understanding about the SOM material they are studying.

POD FACILITATION

Creating the Space for True Learning

One of the most powerful practices of a POD Leader is to create a safe and loving environment for learning and sharing. Students bring to each educational experience past hurts, fears, and doubts about their intellectual abilities. We support the healing of the past for students by conveying to them who they truly are – unique individual expressions of God. Create a safe environment and invite the student’s questions, ideas and comments. Practice discernment and discipline with students who tend to dominate the discussion or question and answer class time. Support them to develop an awareness of and responsibility for ‘balanced air time’.

Conveying Requirements

Clear communication of the class requirements is one way of putting students at ease. The task of the Lead Teacher and the POD Leader is to balance structure and unconditional love. Structure creates an environment for excellence. Requiring students come to class prepared, to hand in assignments on time, to keep tuition payment agreements, and to share appropriately, creates an opportunity for them to grow into excellence. Inform students immediately if they are not meeting class requirements. Convey to them they are loved, AND that they will not receive credit for the class if all of the requirements are not completed on time. Their incomplete status limits their ability to proceed to the next level of classes.

Setting the Tone

Maintaining a Practitioner consciousness, demeanor and communication set the example and tone for the entire group. Remember that each member of the teaching team provides the structure, dependability and consistency no matter what their individual role. We teach by example.

Facilitating POD Sharing

Create awareness for balanced airtime by monitoring the time allocated for sharing so that each student has the opportunity to share. The POD leader generally facilitates the class discussion session and ensures that the sharing is appropriate to the subject matter for discussion. The following guidelines are offered for sharing:

- POD members must commit to confidentiality, which allows for open and honest sharing,
- Everyone in the group must take responsibility to maintain balanced air time between listening and sharing,
- Appropriate sharing means students have the opportunity to convey their insights, reactions, responses and transformational experiences as they relate to class topics and homework assignments,
- Members of the POD are to listen and establish a prayerful space for one another, **NEVER** give advice, critique or engage in cross talk,
- The POD leader may share last if time permits. Sharing personal insights from the class material, knowledge of Principles, and spiritual insight from the heart is empowering and allows expansion in others.

Supporting the Team

Agree to create a cohesive team by meeting a minimum of 30 to 45 minutes before each class and commit to service for the full duration of the class term. Set the tone for the class by centering in prayer, check in with each other and use this time for the team to communicate and share observations or concerns related to homework (quality and quantity), tuition agreements, attendance (Registrar updates) and any other objective observations related to the class. This is especially important if there are co-teachers, a substitute teacher or if teachers are rotated within a class. Regardless of how your team is structured, set an intention to serve the students by maintaining harmony within the team. This creates the optimum loving environment for spiritual education.

Punctuality

It is the policy of the EBCRS Education Ministry to begin and end all classes on time. For the teaching team, class begins with the pre-class team meeting. Team punctuality sets the tone for the students to be punctual as well. Be prepared to end class on time. There may be occasions where Spirit moves in Its unique way and the class may need to extend beyond the scheduled end time to complete a process. The entire class must agree to stay beyond the scheduled ending time. Honor the agreement to end with that individual process. This is to be the exception and not the rule. Be aware of the impact on the entire class and security requirements for closing the building and parking lots by not extending a class for more than fifteen (15) minutes.

Absences

It is the policy of the EBCRS Education Ministry for the teaching team to be present for all classes during the term. Please honor this policy and notify the Lead Teacher as soon as practical when an absence is unavoidable. If the Lead Teacher will be absent, coordinate the delivery of the class presentation with the teaching team and arrange for the class to be covered. Review any class policies or procedures along with the lesson assignment and tuition payment recording with the substitute so they are fully prepared to deliver the material in a manner that is transparent to the students. Arrange to pick up homework or any other items from a member of the team.

Housekeeping

Always bless and honor the space we occupy. Below are general guidelines related to the use of the building:

1. Food and beverages, other than water, may be consumed in the kitchen only,
2. Please leave the kitchen clean and dispose of any leftover food,
3. Please do not leave leftover food in the kitchen or store it in the refrigerator following breaks or end of class celebrations. Arrange for students to take home or properly dispose of all food that is not consumed,
4. Reset the space to the formation it was set for when you arrived. Return all chairs, tables, easels, etc to their original storage place.

Materials and Supplies

Materials and supplies, such as flip charts, easel stands, folding tables, etc., are shared with our entire spiritual community. Please return these items to their designated location so everyone has access to them as required.

ADMINISTRATIVE PROCEDURES

Student Class Attendance

One of the requirements for the student to receive full credit for the class is to be present for the entire class, not just the Lecture session or the POD session. Each class begins with the opening experience, which may be meditation, invocation, sharing, check-in, etc., and ends with the benediction or another appropriate closing experience.

The Registrar is generally the first point of contact and the Teaching Assistant may be the last point of contact with our students and are asked to observe the following guidelines:

Tardiness

If a student arrives more than 30 minutes late for two or more consecutive classes, or is late on a consistent basis, the Registrar is to immediately inform the Lead Teacher and Teaching Assistant or POD Leader. Through loving conversation with the student determine the underlying cause for repeated tardiness and offer to support their arriving on time.

Early Departure from class

If a student leaves class following the break or before the end of class, the Registrar or Teaching Assistant is to immediately inform the Lead Teacher. Through loving conversation with the student, determine if the student is experiencing some life change that is preventing their being fully present for the entire class. Remember this is the opportunity to demonstrate unconditional love and concern for the student. It may be appropriate to recommend the student schedule a Practitioner session and/or take the class at another time when they can commit to be fully present for the entire class.

Attendance requirements for class credit:

13-15 week class – Foundational	80% attendance or 2 absences
10-week classes	90% attendance or 1 absence
8-week classes	90% attendance or 1 absence
Practitioner Preview	mandatory attendance for all sessions
Professional Studies	90% attendance for each term or 1 absence per term

*Ultimately the Lead Teacher is responsible for the overall management of their class. If a student exceeds the allowable absences, the Lead Teacher in consultation with the Minister, Assistant Minister or Coordinator of Education determines an action plan for the student to follow if the student is allowed the opportunity to complete the class. It is important to document the action plan agreement, which both the Lead Teacher and the student signs and dates. A copy of the signed agreement is to be given to the Coordinator of Education and a copy is placed in the student's EBCRS file in the event questions arise in the future. The action plan must have a specific completion date. The student is not permitted to enroll in future classes until the action plan is completed. **This action is to be the exception and not the rule.***

Student Record Sheet

The Lead Teacher is responsible for the accurate completion and approval of the Student Record Sheets for students in their class. This task may be delegated to the Lead Teaching Assistant for the Foundational class and the Teaching Assistant for all other classes. The local church retains and submits evidence of class completion to Home Office so that eligible students receive credit for completed class work. These records are crucial for the matriculation of the students through the Science of Mind Certificated classes, including Professional Practitioner Studies, or if a student transfers to another church and requests evidence of completed classes. The church office does not accept incomplete Student Record sheets.

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The Student Record sheet is found in most of the curricula provided by Home Office. If the curriculum for your class does not contain a Student Record sheet, please create one that contains the following information:

- Weekly attendance and homework record for each student,
- Teaching Assistant or POD leader comments related to homework, attendance, participation, project status, exam results, etc.
- Record if the student transferring to a different class (i.e., transfer from the Tuesday Foundational class to the Saturday Foundational class.)

SERVICE CREDITS

Continual Licensing Units (CLU's) and Continuing Education Units (CEU's) for Practitioner License Renewal

Licensed Practitioners who serve as Teachers, Teaching Assistants or Registrars earn CLU credits toward their license renewal. It is the individual responsibility of each Practitioner to keep accurate records of the hours served. Refer to the current Practitioner Code for the requirements and credits earned for the hours of service.

Service Hours for Students Enrolled in Professional Studies

Students enrolled in Professional Studies and serve as Registrars or Teaching Assistants for certificated classes are eligible to earn service hour credits toward their total service hour requirement. The Lead Teacher for the Professional Studies class establishes the total service hour requirements, the service areas and the credit for each area of service. It is the individual responsibility of the Professional Studies student to keep accurate records of the hours served.

MISCELLANEOUS POLICIES AND FEES

The UCRS Education Code establishes the minimum tuition and fees guidelines for each class. It is the practice of EBCRS to follow the UCRS minimum tuition recommendations with some modifications. The tuition established for each class anticipates the following costs to EBCRS:

- Required student fees paid to Home Office,
- Costs of duplicating student and instructor curriculum and other related materials,
- Costs associated with the use of the church facility for classroom space, (i.e., utilities for lights and heat, janitorial services, equipment rental, purchase or replacement, security services, office administrative support, etc.),
- Teaching team compensation,
- Fees for Certificates of Completion,
- Graduation celebration brunch and program.

Class Tuition/Fees and Payment Policies

It is the policy of EBCRS Education Ministry that all tuition payments be complete prior to the end of each class. Students may pay their tuition in full at any time during the term. Students who choose the optional payment plan will receive a recommended payment schedule at the beginning of the class that outlines the payment amount and due rates. Tuition payments are accepted in class, by cash, check, or money order. For security purposes, Credit/Debit card payments are only accepted in the bookstore during their open hours on Sunday and Wednesday following the mid week service. Tuition payments may also be mailed into the church office.

See **Appendix D** for the current policy related to tuition and fee payments, refunds, audit and incomplete classes:

EDUCATION MINISTRY TEAM COMPENSATION and CLASS DOCUMENTATION FORMS

Teachers, Teaching Assistants and Registrars are considered Independent Contractors and are not employees of EBCRS based on current Federal Internal Revenue Service (IRS) and California State Labor Codes. Independent Contractor compensation is reported on Form 1099-MISC Miscellaneous Income in accordance with current IRS guidelines. Annually, the church office mails a copy of Form 1099 to the most recent address on file for each Teacher, Teaching Assistant and Registrar documenting compensation paid for the prior year.

The schedule of compensation is established and documented in **APPENDIX - A**.

APPENDIX – B and C describes the required documentation forms that the Instructors are required to submit. These forms record and document student attendance, completed class work, tuition payment history, and objective, positive personal comments related to the student's progress along with completed a EBCRS invoice for the Instructor, each TA and Registrar who served the class. Instructors approve Teacher Assistant and Registrar invoices. The Coordinator of Education, Senior Minister or Assistant Minister may approve Instructor invoices. Please submit a complete package to the Church Office, attention of the Coordinator of Education, within two weeks following the last class meeting. Incomplete requests will be returned to the Lead Teacher for correction and resubmission. The Education Coordinator approves all invoices before they are processed by the bookkeeper for payment.

APPENDIX – A

EBCRS EDUCATION MINISTRY COMPENSATION

INSTRUCTOR/LEAD TEACHER:

The following schedule of compensation is based on classes with ten (10) or more students.

- UCRS Ministers receive \$150 per class session taught. If the Ministers Letter of Call specifies a different agreement, that agreement will be honored.
- UCRS Practitioners receive \$100 per class session taught.
- When the Instructor/Lead Teacher is absent, the fee for that session is paid to the substitute teacher.
- When there are Co-Instructors, the total fee for the term is divided equally. (Example – 8 week class = \$800 divided by 2 = \$400 each instructor).
 - Co-facilitated classes do not require a substitute teacher. Any exceptions require prior approval of the Minister, Assistant Minister or Coordinator of Education.

If there are nine (9) or fewer students in a class, the Instructor/Lead Teacher compensation is based on a 60/40 split (60% to the Instructor and 40% to EBCRS).

**** Classes with three (3) or fewer students may be consolidated into another class or cancelled and rescheduled when more students register.**

TEACHING ASSISTANT:

To acknowledge the administrative and instructional support provided by the Teaching Assistants the following stipends are paid for their services:

- | | |
|--|--------------------|
| • Lead Teaching Assistant (Foundational Class only) | \$200 for the term |
| • Teaching Assistant – (except Professional Studies) | \$100 for the term |
| • Teaching Assistant – Professional Studies | \$450 for 30 weeks |

REGISTRARS:

To acknowledge the administrative support provided by the Registrars the following stipends are paid for their services:

- Registrar – all classes \$50 for the term

APPENDIX – B

CHECKLIST FOR END OF TERM REPORTING AND INVOICING

Place this checklist on the top of the required documents and submit to the Church Office: Attention Education Coordinator, within two weeks following the completion of the class.

- Completed Student Record Sheet for each student clearly indicating eligibility for certificate or not.
- Copy of notification of complete or incomplete status.
- Copy of completed **UCRS Student Registration Form.**
- Completed and signed EBCRS Vendor Invoice request for payment.

NOTE: Incomplete documentation and invoicing packages will returned unprocessed to the Instructor/Lead Teacher. Invoices will not be approved until all required documentation is complete.

APPENDIX – C

GUIDELINES FOR DOCUMENTATION AND INVOICING

The following guidelines establish the criteria for the end of term class documentation. Submission of all documentation supports timely payment of invoices and fulfills the EBCRS and UCRS Home Office requirements for documentation of student class work. Remember the Home Office records only reflect what the member church provides; therefore, accuracy is required.

The Instructor/Lead Teacher submits the completed end of class documentation to the church office. For the Foundational class the documentation is prepared by the Lead Teaching Assistant and approved by the Instructor/Lead Teacher for submission to the church office.

Required Documentation:

1. Completed **Student Record Sheet** indicating whether or not the student met the attendance requirements, completed homework, projects or extra assignments, paid tuition as agreed, and is eligible to receive a certificate.
 - If the student registered for the class but did not attend or dropped the class, please submit a Student Record Sheet indicating Dropped or Did Not Attend Class.
2. Document notification to each student of his or her status complete or incomplete status (i.e., phone call, letter, email, etc.) See attached sample letter(s) for notification.
3. Completed original **Student Registration Form**. This form is submitted to UCRS Home Office and serves as the documentation for Certificate requests. A sample is attached and includes our EBCRS Account # 1872502 which must appear on the document.
4. Completed **EBCRS VENDOR INVOICE** for payment of teaching team stipends. Please remember to include all information requested and check the box to indicate tithe deduction. A separate invoice is required for each person receiving a stipend.
5. Submit the complete package to the EBCRS Church Office: Attention Education Coordinator within two weeks following the completion of class.

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Please use official EBCRS letterhead with the approved SOM symbol for mailing. You may obtain a copy from the Church Office

Sample completion letter

Date:

Name
Address
City, State, Zip

Dear:

Thank you for committing to your personal spiritual transformation by enrolling in the _____ Science of Mind Class for the _____ term.

I am pleased to inform you that you successfully completed the requirements for this class and are eligible to receive a Certificate of Completion. The certificates are presented at our annual Graduation Ceremonies following the Spring term. Please check the Sunday bulletin and our website, www.ebcrcs.org, for the date, time and location of the event. Graduates are guest of the church, a small fee may be charged for guest of the graduating students.

If you have questions, please contact me.

Sincerely,

(Instructor's name)

cc: Student file – EBCRS Church Office

EBCRS Education Ministry Handbook

Please use official EBCRS letterhead with the approved SOM symbol for mailing. You may obtain a copy from the Church Office

Sample incomplete letter

Date:

Name

Address

City, State, Zip

Dear

Thank you for committing to your personal spiritual transformation by enrolling in the _____ Science of Mind class for the _____ term.

Based on the class records you did not successfully complete this class and are not eligible to receive a Certificate of Completion.

We recognize that life changes often alter some of our best-made plans. With prayerful support, we encourage you to remain open to inner guidance and enroll in the class at a future date with the intention to fulfill all of the requirements for completion.

If you have questions about this correspondence, please contact me.

Sincerely,

(Instructors name)

cc: Student file – EBCRS Church Office

APPENDIX - D

ENROLLMENT FEES, INCOMPLETE CLASSES, AUDIT AND TUITION REFUND POLICY

Thank you for making a commitment to your spiritual growth and transformation by enrolling in the Science of Mind classes. We recognize that life changes alter some of the best-made plans. In view of this, the following policies establish the East Bay Church of Religious Science (EBCRS) guidelines related to class registration, incomplete classes, auditing classes and tuition refunds.

Enrollment Fees:

POLICY: All classes require a \$50.00 *non-refundable* enrollment fee at the time of registration. This applies to new students as well as continuing students.

Incomplete classes:

POLICY: If all of the requirements for credit and a certificate of completion (i.e., attendance, homework, class project(s), participation, tuition payments) were not met, you may take the class again for completion and pay the required fees.

Tuition:

The tuition is 100% of the *current* fees for that class. All students are required to pay the current fee, even if you previously started the class and did not complete it. We do not offer tuition credits. See the **Tuition Refund** policy below.

Refund Policy:

Students who drop or withdraw from a class may be eligible for either a full or a partial refund of their tuition payment. The student must deliver a written notice to the class instructor or to the EBCRS Church office stating their intent to withdraw from a Science of Mind class.

TUITION REFUND:

- **If** we receive written notice of withdrawal **on or before** the third class meeting the refund is 100% of any tuition paid *less (-)* the \$50.00 *non-refundable* enrollment fee.
- **If** we receive written notice of withdrawal **after** the third class meeting and **prior** to the fourth class meeting, the refund is 50% of any tuition paid *less (-)* the \$50.00 *non-refundable* enrollment fee.
- **NO** tuition is refunded if you fail to notify us in writing or if your written notice is received **after** the fourth class meeting.

Audit, Family, Senior and Student Discount Policy and Fees:

AUDIT POLICY: Students who have successfully completed all the requirements for a class and have received a Certificate of Completion may audit that class depending on space availability.

AUDIT FEES: The audit tuition rate is 50% of the current class fees for that class.

FAMILY DISCOUNT POLICY: When two members of the same household are enrolled in concurrent classes they are eligible to receive the Family Discount.

FAMILY DISCOUNT FEES: The Family Discount is \$50.00 off the total class fees. Example: two family members enrolled in Foundational Class receive \$50.00 off the total class fees - $\$250 \times 2 = \500 - \$50 discount - \$450 total fees.

SENIOR DISCOUNT POLICY: Students age 62 and over are eligible to receive a Senior Discount.

SENIOR DISCOUNT FEES: The Senior Discount is 50% of the current class fees for that class.

STUDENT DISCOUNT POLICY: Student is defined as an individual enrolled in an accredited institution of higher learning.

STUDENT DISCOUNT FEES: The Student Discount is 50% of the current class fees for that class.