

LICENSING FOR TEACHERS

United States and Canada

UNITY WORLDWIDE MINISTRIES

Administration
Adult Education
Pastoral Care
Youth and Family Ministry

Rev. 5/1/11

Licensing for Teachers

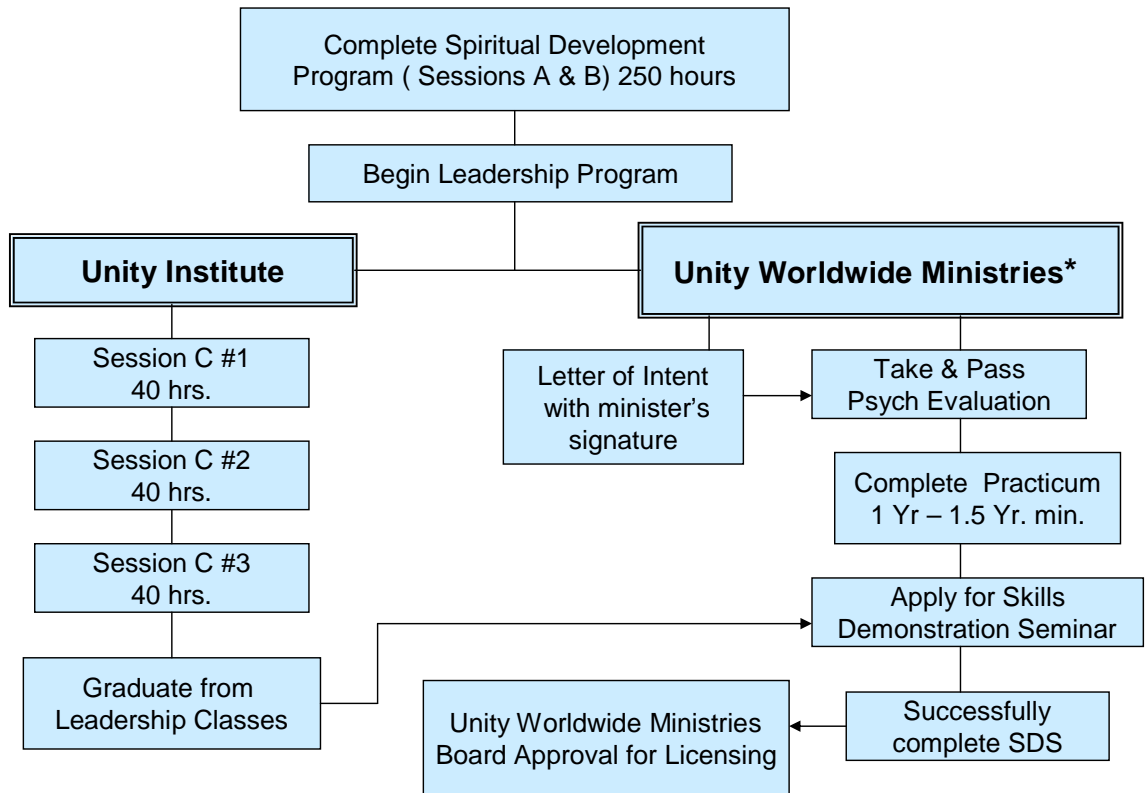
United States & Canada

Table of Contents

5/1/11

	<u>Page</u>
Flow Chart	2
Overview of Licensing for Teachers	3
Skills Demonstration Seminar (SDS)	5
Practicum Requirements–Administration, Adult Education, Pastoral Care	6
Additional Practicum Requirements–Administration, Adult Education	7
Additional Practicum Requirements–Pastoral Care	8
Practicum Requirements–Youth and Family Ministry	9
Additional Practicum Requirements–Youth and Family Ministry	10
Specialty Courses/Classes	11
Additional Training in the Ministry	12
Check List–Administration, Adult Education, Pastoral Care	13
Check List–Youth and Family Ministry	14
Teaching Texts for Practice Teaching	15
Learning Agreements	18
Syllabus Format	22
Syllabus Example	23
Lesson Plan Format	25
Lesson Plan Example	26
Book Review Guidelines	27
Book Review Example	28
Recommended Books for Book Reviews	29
Licensed Unity Teacher Code of Ethics	34

Licensed Teacher Program



* aka Association of Unity Churches International

Licensed teacher candidates are required to have access to a computer and to the Internet and have the ability to communicate via e-mail and to open attachments.

We encourage you to visit our website at www.unity.org often to stay current with licensed teacher requirements and to read the monthly LUT e-newsletter. Sign up for this newsletter at www.unity.org/enews

Overview of Licensing for Unity Teachers

Purpose

The purpose of the Licensed Unity Teacher Program is to provide the Unity ministry with a leader who is equipped to serve and support a Unity minister and ministry. This program is designed to deepen your understanding of Unity principles and assist you in acquiring leadership training which will enable you to be a valuable asset to your church community. The use of the title of Licensed Unity Teacher is granted only to those who are affiliated with a ministry recognized by Unity Worldwide Ministries (aka The Association of Unity Churches International).

Sponsoring Minister

The role of the sponsoring minister is to be a mentor for the licensed teacher candidate as well as an evaluator of the candidate's teaching skills, interaction with the congregation and readiness for a leadership position in a Unity church. The sponsoring minister continues in this role even after the candidate is licensed. The licensed Unity teacher serves the Unity ministry in accordance with the mission and vision of the Unity church and at the direction of the minister. The sponsoring minister must be an ordained or licensed Unity minister or a qualified and approved Unity spiritual leader.

Licensed Unity Teacher Program Structure

Education and licensing of Unity teachers is a joint venture between Unity Institute (UI) and Unity Worldwide Ministries (aka The Association of Unity Churches International). Candidates will be working with UI Spiritual Education and Enrichment (SEE) Department as they complete the required courses. They will be working with Unity Worldwide Ministries as they complete the Practicum and Skills Demonstration Seminar. The Board of Trustees of Unity Worldwide Ministries approves licensing for each candidate. (Refer to flow chart on previous page.)

Prerequisites to Beginning the Licensed Unity Teacher Practicum

1. Complete 250 hours of the Spiritual Development Program.
2. Be an active member of a Unity church which is recognized by Unity Worldwide Ministries.
3. Enter into an agreement with your sponsoring minister regarding your future role as a licensed Unity teacher in a specific ministry.
4. Mail a Letter of Intent, signed by your sponsoring minister, to the Licensed Teacher Coordinator (LTC) at Unity Worldwide Ministries.
5. Have access to a computer and the internet and have the ability communicate via e-mail and to open attachments.
6. Take and pass a psychological evaluation. This is completed prior to beginning the work described in this booklet, and ideally during your first Leadership class week. Contact the Licensed Teacher Coordinator well ahead of time to arrange for this evaluation. Additional evaluation may be required at a later time, depending upon results of the initial evaluation.

Letter of Intent

Each licensed Unity teacher candidate is required to write a Letter of Intent and mail it to the Licensed Teacher Coordinator (LTC) at Unity Worldwide Ministries, to include the following:

1. Candidate's name, home address, phone numbers, email address
2. Number of Spiritual Development Program hours completed
3. The month and year you plan to begin attending Leadership classes
4. Your chosen Focus Area
5. Name and address of your sponsoring ministry
6. Name and e-mail address of your sponsoring minister
7. Your sponsoring minister's signature, confirming his/her willingness to be your sponsor

Spiritual Development Program (Sessions A & B)

25 ten-hour classes (250 hours, to be earned within a 10-year period), which affords Unity students the opportunity to learn Unity basics through these foundational classes.

All classes may be taught in your local ministry or region by a qualified Unity minister or licensed Unity teacher. Online classes are offered through UI's SEE Department. Classes are also offered at Unity Institute three times each year (spring, summer and fall). Contact our SEE registrar at 816.251.3535, extension 2050 or johnsonba@unityonline.org for the most recent schedule and registration information or visit www.unityonline.org for more information.

Leadership Program

This program consists of two parts which are completed simultaneously:

1. **Leadership Classes (Session C):** 12 ten-hour classes (**120** hours). These classes are taught only at Unity Institute three times each year (spring, summer and fall). This program offers Unity students in-depth leadership training. Contact the SEE registrar at Unity School at 816.251.3535 for further information.
2. **Licensed Teacher Candidate:** Sponsored by Unity Worldwide Ministries and designed for those Unity students who desire to become licensed Unity teachers. Requirements include completion of a **Practicum, Specialty Courses/Classes, and Additional Training in the Ministry** which are courses you attend to gain further knowledge in your chosen Focus Area and "hands on" learning in your home ministry. (Refer to Practicum Requirements for each Focus Area).

Focus Areas

Licensed Teacher Specializing in **Administration**
Licensed Teacher Specializing in **Adult Education**
Licensed Teacher Specializing in **Pastoral Care**
Licensed Teacher Specializing in **Youth and Family Ministry**

Skills Demonstration Seminar (SDS)

After successful completion of all required classes and practicum work, you may be invited to attend the Skills Demonstration Seminar (SDS) which is sponsored by Unity Worldwide Ministries.

This final requirement to become a licensed Unity teacher is held three times each year (spring, summer and fall) usually the week after a Leadership class week. It provides the Licensed Unity Teacher Candidate the opportunity to demonstrate teaching skills, to network by sharing information and to learn more about the role of a credentialed Unity leader.

What we are evaluating:

- Ability to teach a class (for those in YFM, ability to facilitate a teachers' training)
- Ability to lead a meditation
- Ability to give and accept feedback
- Listening skills
- Interpersonal skills
- Ability to think on one's feet
- Ability to use more than one method to teach
- Ability to establish a positive connection with the class
- Ability to articulate knowledge of Unity foundational principles
- Understanding of the role of the licensed Unity teacher in a Unity ministry

Evaluation Format:

Each person will have an evaluation session which should be complete in one hour, and will consist of the following:

- A 30-minute mini-class presentation that includes an interactive learning activity which supports the assigned topic and involves all members of the group. An interactive learning activity engages all group members and their senses of sight, hearing, touch, and may include body movement. Discussion may be included, but more activity is required.
- A 5-minute meditation
- Candidates will be asked questions to be answered spontaneously. Questions will cover basic Unity teachings, metaphysics, Bible, and life applications of Unity principles. Questions will also cover the role of the Licensed Unity Teacher.
- Oral feedback from the group (1 minute maximum each person)
- Advisor feedback
- Candidate will have 3 minutes to respond to the feedback.

General Practicum Requirements for Focus Areas: Administration, Adult Education, Pastoral Care

Note Additional requirements for each Focus Area on the following pages

See Pages 9 & 10 for practicum requirements for Youth and Family Ministry

1. **Unity Event:** Attend one of the following events to deepen your connection and involvement with Unity on a national and regional basis.
Annual National Convention, Regional Conference, Sub-Regional Conference
Documentation: Completed attendance form which is available at the event.

2. **Learning Agreement:**
The Learning Agreement is to be used as a **planning document**, as agreed to by you and your sponsoring minister. This is designed to help you and your minister keep track of your progress through the program. See Pages 18 thru 21 of this booklet.

Documentation: Send this completed form to the LTC **3 months** before attending SDS.

3. **Practice Teaching:**
Teach 3 different classes from the list of texts on Pages 15 thru 17, for a total of 30 hours of practice teaching. Classes are to be taught **after completion of the Art of Teaching I class**. Present lesson plans and handouts for your minister's approval one month prior to your first class. Our preference is that classes will be taught as 10 one-hour classes or 5 two-hour classes, as this conforms to the format for teaching credit classes. **Your minister must observe your teaching of at least one class.**

Documentation: Complete **one syllabus and one lesson plan for each class** (refer to pages 22 through 26 of this booklet).

4. **Minister's Letter of Recommendation:**
Minister mails a letter of recommendation and Minister's Evaluation/Candidate's Competency forms to the LTC no later than 3 months prior to candidate's attendance at SDS. Includes candidate's understanding of Unity's teachings, its purpose, structure, and resources, and has the ability to:
 - relate to congregants and other individuals as a potential church leader.
 - demonstrate character in keeping with the role of church leader in adherence to the Licensed Teacher Code of Ethics (Page 34).
 - function in the role of a Licensed Unity Teacher with emotional maturity, integrity, a spirit of cooperation, and to integrate theory with practice.

**Completion of all requirements must be documented.
All documentation must be typed rather than handwritten.**

Additional Practicum Requirements Administration

Documentation is required for each of the following:

1. **Administration Training**

Two years experience in administrative assistant position. Must be documented.

2. **Bookkeeping Training**

Bookkeeping skills **documented** with proof of competency through certificate of completion from a business school, college transcript, and/or statement from a former employer describing the bookkeeping work performed.

3. **Volunteering**

Active, ongoing volunteering in your sponsoring ministry for a minimum of one year. Examples:

- | | |
|--|-----------------------------------|
| Church finance committee | Budget process for the church |
| Event planning | Active role in church bookkeeping |
| Leadership role in volunteer program (training, supervision, support and evaluation) | |

Documentation: List activities and dates on one sheet of paper with minister's signature.

4. **Book Reviews**

Review three books and complete three written book reviews. See Recommended Books for Review list on Page 29.

Documentation: Complete book reviews following instructions on Pages 27 and 28.

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Additional Practicum Requirements Adult Education

1. **Public Speaking**

Ongoing participation in public speaking forums such as Toastmasters, Dale Carnegie, or Speaking Circles. Must **document** at least ten (10) speeches. (Toastmasters International is accustomed to providing documentation for this requirement. Go to www.Toastmasters.com to request this letter.)

2. **Book Reviews**

Review three books and complete three written book reviews. See Recommended Books for Review list on Page 30.

Documentation: Complete book reviews following instructions on Pages 27 and 28.

3. **Volunteering**

Active, ongoing volunteering in your sponsoring ministry for a minimum of one year.
Examples: Teaching classes, facilitating groups, public speaking

Documentation: List activities and dates on one sheet of paper with minister's signature.

Additional Practicum Requirements Pastoral Care

1. Pastoral Care Training

Complete at least one unit at a local hospital of Clinical Pastoral Orientation (CPO), Clinical Pastoral Education (CPE), or Rev. Lei Lanni Burt's Chaplaincy Program.

Documentation: A letter or certificate of completion from the hospital or from Rev. Burt.

2. Book Reviews

Review three books and complete three written book reviews. See Recommended Books for Review list on Pages 31 and 32. Chosen books will include such topics as:

Hospital chaplaincy	Bereavement	Prison chaplaincy
Domestic violence	Family crisis	Crises intervention
Hospice	AIDS	Other relevant and approved seminar
Chaplaincy program		

Documentation: Complete book reviews following instructions on Pages 27 and 28.

3. Volunteering:

Active, ongoing volunteering in your sponsoring ministry for a minimum of one year.

Examples:

Establish or work with a grief/loss support group, or a prayer support group

Establish or work with a chaplaincy program

Present one or more workshops in the area of Pastoral Care according to your ministry's needs, as approved by your minister

Documentation: List activities and dates on one sheet of paper with minister's signature.

4. Self-Healing

Participate in your own ongoing program of Self-Healing. Examples: psychotherapy, 12 step program, support group, Master Minding, spiritual counseling with your minister, or holistic healing work as approved by you and your minister.

Documentation: List activities and dates on one sheet of paper with minister's signature.

Practicum Requirements for Licensing as a Unity Teacher Specializing in Youth and Family Ministry

1. **Certified Spiritual Educator:** You must have successfully completed the Certified Spiritual Educator Program and your certificate on file with Unity Worldwide Ministries.
2. **Experience:** Must be at least 25 years old, currently working in YFM, and have one year of experience as a YFM ministry director or serve as an assistant to the director with a high-level of responsibility for at least one year.
3. **Unity Events:** Attend two regional or international children's, Uniteen or Youth of Unity ministry events.

Documentation: Send copy of event registration for file.

4. **Learning Agreement:**
The Learning Agreement is to be used as a **planning document**, as agreed to by you and your sponsoring minister. This is designed to help you and your minister keep track of your progress through the program. See Page 21 of this booklet.

Documentation: Send to the LTC **3 months** before attending SDS.

5. **Practice Teaching:**
Candidates are to plan and facilitate two or more teacher trainings (may include parents) for an overall minimum of 10 hours. Topics may include how to present Unity principles or concepts to different age groups, using issue-based curriculum, spiritual development stages, or other agreed-upon subject matter (with Children's Ministry Coordinator). Our preference is that classes will be taught as 10 one-hour classes or 5 two-hour classes, because this conforms to the format for teaching credit classes. Present lesson plans and handouts for your minister's approval one month prior to your first class. **Your minister must observe your teaching of at least one training.**

Documentation: Documentation: Complete **one syllabus and one lesson plan for each class** (refer to pages 22 through 26 of this booklet.).

6. **Minister's Letter of Recommendation:**
Minister mails a letter of recommendation and Minister's Evaluation/Candidate's Competency forms to the LTC no later than 3 months prior to candidate's attendance at SDS. Includes candidate's understanding of perceived knowledge of Unity's teachings, its purpose, structure, and resources. He/she has the ability:
 - a. To relate to congregants and other individuals as a potential church leader.
 - b. To demonstrate character in keeping with the role of church leader in adherence to the Licensed Teacher Code of Ethics (Page 34).
 - c. To function in the role of a licensed Unity teacher with emotional maturity, integrity, a spirit of cooperation, and to integrate theory with practice.

**Completion of all requirements must be documented.
All documentation must be typed rather than handwritten.**

Additional Practicum Requirements Licensed Teacher Specializing in Youth and Family Ministry

1. Administration

- Create a packet of administrative forms needed for a Sunday morning program. This would include but not limited to attendance forms, registration forms, medical release, permission, program brochure, etc.
- Create a needs-assessment tool for your YFM department including projections and evaluations.
- Create a year calendar for YFM for curriculum, events, teacher trainings, holidays, etc.
- Prepare a one-year budget for your YFM.

Documentation: Copies of all the above.

2. Book Reviews

Read two books and complete two written book reviews. See Recommended Books for Review list on Page 33. Chosen books will include such topics as:

Youth and family ministry	Spiritual Parenting	Grief and Loss
Spiritual development	Ministering to special populations of children/teens	
Developing skills as a youth minister		

Documentation: Complete book reviews following instructions on Pages 27 and 28.

3. Intergenerational Event:

Organize and implement one intergenerational event (not to include Easter or Christmas).

Documentation: Completed planning form, flyer, and evaluation. Contact Kathy Kellogg at kid@unity.org for details.

4. Unity Overview

Write a one-page overview on the relationship between Unity (Unity School) and Unity Worldwide Ministries. What is the vision and mission of both, what programs do they offer and who do they serve? Look at the total organization, not just the education programs. Then write a short description of how Unity Worldwide Ministries is structured. Consider the local, regional, national and international levels.

Documentation: Overview and description.

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Specialty Courses/Classes

Purpose: To attain more in-depth instruction and training in your Specialty Area of Focus.

Requirement: 16 to 20 hours of additional training. This can be fulfilled by attending one semester at a local college, a weekend workshop or seminar, or two full days of classes, workshop or seminar. Relevant classes/workshops can be taught by a minister, licensed Unity teacher, local college faculty or other facilitator. The key is that **the information gained is relevant to the skills needed in your chosen Focus Area.**

Documentation: Copy of a certificate of completion or a statement of completion signed by the instructor and stating title, purpose, dates and time of course or workshop.

Suggested course content for the focus area of Administration

People skills.....personnel management (staff/volunteers)
Finance skills..... working with budgets
Development skills.....fund accounting, event planning
Leadership skills.....serving on nonprofit board, negotiating skills, planning skills,
leadership training

Suggested course content for the focus area of Adult Education

teaching techniques, teaching aids	procedures for effective presentation
models of teaching	support services
learning styles	methods for evaluation
developing methods of discussion	special services training
learning environment	leadership training/mentoring training
classroom management	creating lesson plans
group motivation strategies	facilitator training/use of guest speakers

Suggested course content for the focus area of Pastoral Care

Working with support groups:

prayer	crisis intervention
grief/loss	AIDS
12 Step	spiritual counseling training
domestic violence	chaplancy training

Attending seminars/workshops on the above topics.

Required course content for the focus area of Youth and Family Ministry

These classes are offered on the Saturday (9 a.m.–3 p.m.) after each Session C. Please contact the Children's Ministry Coordinator at 816.434.6869 to register or to inquire if any of these classes will be taught at a different time. All focus areas are welcome to participate.

Historical Context of Childhood and Adolescence (Spring Session C)
Risk Management and Ministry with Volunteers (Summer Session C)
Unity and Family Ministry (Fall Session C)

Additional Training in the Ministry

Licensed Unity teacher candidates will learn more about the work of the ministry through this additional training, which will enable the candidate to be of greater value to the minister and ministry. We require that you participate in one hour of training under the guidance of your minister or other facilitator chosen by your minister, and one hour of hands-on application for each item. Choose 3 to 5 service areas in which to complete this additional training.

Additional training is optional for those specializing in Youth and Family Ministry as you should be currently involved with youth ministry on Sunday mornings. However, it is highly recommended that you take advantage of this training if possible.

Examples of this additional training are:

Advent	Memorial Service	Spiritual counseling
Baptisms	New member	Volunteer training
Burning Bowl	Pet Blessings	Special events
Candlelighting	Weddings	Sunday bulletin
Communion	Care calls/Hospital visits	Office assistant
Maundy Thursday service	Greeter/Usher	
Good Friday service	Mentoring training	
Easter service	Platform assistant	
Christmas service	Prayer ministry	

Documentation: Record your training on a separate typed sheet, along with dates of training. Have your minister sign the sheet, verifying you received this training.

Helpful Information

After the initial training in the above areas is completed, additional work in any of these areas can be counted toward your volunteering requirement.

When recording your Additional Training and Volunteer Requirements, please do not mix the two. Documentation should clearly state which requirement you are fulfilling.

Check List—Administration, Adult Education, Pastoral Care

**For LUT candidate personal use only. Please do not submit this form as documentation.
This is for your use to keep track of documents sent in to the Licensed Teacher Coordinator.**

	Form	date sent to LTC																		
Pre-Req	Letter of Intent (signed by applicant and minister)																			
Pre-Req	Focus Area Application (minister's signature required)																			
Pre-Req	Current Photo																			
Pre-Req	Psychological Evaluation Application																			
Required See P. 6	Unity Event Attendance (documentation form available at event)																			
Required See Pages 22-26	Syllabus & Lesson Plans for 30 hours teaching (one syllabus and one lesson plan for each course) 1. _____ 2. _____ 3. _____																			
Required See P. 7-8	Volunteering (list on 1 sheet of paper with minister signature)																			
Required See P. 11	Specialty Courses (16–20 hours)																			
Required See P. 12	Additional Training in Ministry (3–5 service areas)																			
Available on-line	Skills Demonstration Seminar Application*																			
	For SDS: Focus Area Sample Lesson Plan (We will send this to you, to be completed after registering for SDS.)																			
	Learning Agreement* (This is a planning document for you and your sponsoring minister to complete together.)																			
	Minister's Recommendation (We send directly to your minister after you have applied for a specific SDS.)																			
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*** Send in 3 months before SDS you plan to attend.**

Check List—Youth and Family Ministry

For LUT YFM candidate personal use only. Please do not submit this form as documentation.

This is for your use to keep track of documents sent in to the Licensed Teacher Coordinator.

Form #	Form	date sent to LTC																		
Pre-Req	Letter of Intent (signed by applicant and minister)																			
Pre-Req	Focus Area Application (minister’s signature required)																			
Pre-Req	LT Candidate Profile Form																			
Pre-Req	Current Photo																			
Pre-Req	Psychological Evaluation Application																			
Required See P. 9	Unity Event Attendance—2 (send documentation from events)																			
Required See P. 10	Book Reviews (2) 1. _____ 2. _____																			
Required See P. 10	Paper on Unity and UWM																			
Required See P. 10	Intergenerational Event																			
Required See P. 12	Additional Training in Ministry (3–5 service areas)																			
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*** Send in 3 months before SDS you plan to attend.**

Teaching Texts for Practice Teaching Classes

A Licensed Unity Teacher Candidate is required to teach in a Unity ministry 30 hours (3 different 10-hour classes) of adult education. The following books have been approved for this requirement. Because you cannot teach for credit until you are licensed, books offered for current Spiritual Education and Enrichment (SEE) classes may not be taught for licensed Unity teacher recognition. The following books were chosen because they are Unity texts and are not part of the current SEE curriculum. At least one class must be observed by your sponsoring minister.

<u>Author</u>	<u>Title (Subject)</u>
Boehm, Toni	Embracing the Feminine Nature of the Divine (I) The Spiritual Entrepreneur (I)
Bottorff, J. Douglas	A Practical Guide to Meditation and Prayer (PM)
Brumet, Robert	Finding Yourself in Transition (HH) Quest for Wholeness: Healing Ourselves, Healing Our World (HH)
Butterworth, Eric	The Concentric Perspective (ST) In the Flow of Life (ST) Metamorality: A Metaphysical Approach to the Ten Commandments (ST) Spiritual Economic (ST) Unity; A Quest for Truth (ST) Universe Is Calling (I)
Cady, H. Emilie	How I Used Truth (ST) (available in complete works of H. Emily Cady)
Connors, Sharon	Adventures in Prayer: Praying Your Way to a God You Can Trust (PM)
Debenport, Ellen	The Five Principles: A Guide to Practical Spirituality (ST)
Errico, Rocco	Setting a Trap for God (I)
Fillmore, Charles	Atom-Smashing Power of Mind (ST) Dynamics for Living (I) Christian Healing (HH) Keep a True Lent (S, ST) Jesus Christ Heals (HH) Mysteries of Genesis (B) Talks on Truth (HH) Mysteries of John (B)
Fillmore, Cora	Christ Enthroned in Man (ST) (Printed in <i>The Twelve Powers</i>) Teach Us to Pray (PM)
Fillmore, Lowell	The Prayer Way to Health, Wealth, and Happiness (PM)

Fillmore, Myrtle	Myrtle Fillmore's Healing Letters (HH) How to Let God Help You (HH)
Fischer, William L.	Alternatives (ST)
Foulks, Francis	Effectual Prayer (PM)
Fox, Emmet	Diagrams for Living (I) Find and Use Your Inner Power Sermon on the Mount (B) Ten Commandments (B)
Freeman, James Dillet	Prayer: The Master Key (PM)
Gaither, Jim	The Essential Charles Fillmore (MM, ST)
Gaines, Edwene	The Four Spiritual Laws of Prosperity: A Simple Guide to Unlimited Abundance (P)
Hasbrouck, Hypatia	Handbook of Positive Prayer (PM) The Trip to Bethlehem (S)
Hasselbeck, Paul	Point of Power (ST)
Hausmann, Winifred	Your God Given Potential (I)
Jafolla, Richard and Mary-Alice	The Quest for Prayer (PM) The Simple Truth: Making Sense of God, Life and Other Stuff (PM)
Kupferle, Mary L.	God Will See You Through (I) Trust in the Goodness of God (I)
Maday, Michael	New Thought for a New Millennium (I, ST)
Marshall, Robert	The Inner Core: Exploring the Mystical Christian Experience
Morris, Dan & Charles M. Olsen	Discerning God's Will Together (H)
Mosley, Glenn	The Power of Prayer Around the World (PM)
Ponder, Catherine	The Dynamic Laws of Prosperity (P) Prayer (PM)
Purcell, Wendy Craig	Ask Yourself This (ST)
Rhea, Rosemary Fillmore	That's Just How My Spirit Travels (H)
Rosemergy, Jim	A Closer Walk with God (PM) Even Mystics Pay Bills (MM) Living the Mystical Life Today (MM) The Quest for Meaning: Living a Life of Purpose (I) The Sacred Human (I) The Third Coming (ST) The Transcendent Life (ST)
Roth, Charles	Mind: The Master Power (ST)

Searcy, Felicia	Do Greater Things (ST)
Shanklin, Imelda Octavia	What Are You? (ST)
Shelton, Charlotte	Quantum Leaps: 7 Skills for Workplace Re-Creation (I)
Stuebaker, Alden	Wisdom for a Lifetime (B)
Teague, Raymond	Reel Spirit (MM)
Vahle, Neal	Torch-Bearer to Light the Way: The Life of Myrtle Fillmore (H) The Unity Movement: Its Evolution and Spiritual Teachings (H)
Wilson, Ernest C.	The Week That Changed the World (B, S)
Witherspoon, Thomas E.	Myrtle Fillmore: Mother of Unity (H)

Subject Key:

B – Bible	M – Music	R – Reference
HH – Health & Healing	MM – Mystic/Mysticism	S – Seasonal
H – History	PM – Prayer & Meditation	ST – Spiritual Teachings
I – Inspirational	P – Prosperity	

Small Group Ministry Books:

The following books are facilitator's guides written for a complete seven-week Small Group spiritual study. Each contains community-building activities, content, and questions for discussion, and guidance for prayer support.

BA1110	Trusting the Process of Change (ST)
BA1111	Knowing the Truth About Healing (HH)
BA1112	Meeting Myself in the Bible (B, ST)
BA1113	Proving the Power of Principle (I)
BA1114	Living an Abundant Life (P)
BA1115	Creating a Life of Prayer (PM)
BA1116	Creative Living (ST)
BA1117	Cultivating God Mind Through Parables (B, ST)
BA1118	Spiritual Social Action (ST)

Learning Agreement—Adult Education

(Use this form to plan your training with your sponsoring minister.)

Name of LUT Candidate:

Sponsoring Ministry:

Expected Practicum Completion Date:

	Volunteer Service	
Position Served		Length of Time

	Classes to Teach	
Class Title		Dates Planned

	Books to Read	
Book Title	Author	Date Completed

Additional Training in Ministry:

_____	_____
_____	_____
_____	_____

Event Attendance:

Event Dates:

Specialty Course:

Dates Attended:

Public Speaking Requirement:

LUT Candidate's Signature Date

Minister's Signature Date

Learning Agreement—Pastoral Care

(Use this form to plan your training with your sponsoring minister)

Name of LUT Candidate:

Sponsoring Ministry:

Expected Practicum Completion Date:

Volunteer Service

Position Served

Length of Time

Classes to Teach

Class Title

Dates Planned

Books to Read

Book Title

Author

Date Completed

Additional Training in Ministry:

Event Attendance:

Event Dates:

Specialty Course:

Dates Attended:

Clinical Pastoral Orientation (CPO) or Clinical Pastoral Education (CPE) or Rev. Lei Lanni Burt's Chaplaincy Program:

Self-Healing Program: (Describe plan and dates)

LUT Candidate's Signature

Date

Minister's Signature

Date

Learning Agreement—Youth & Family Ministry

(Use this form to plan your training with your sponsoring minister.)

Name of LUT Candidate: _____

Sponsoring Ministry: _____

Expected Practicum Completion Date _____

Certified Spiritual Educator _____ Completion Date _____

Experience of one year in YFM leadership _____ Completion Date _____

Teacher/Parent Trainings to Be Facilitated:

Topic Title	Date(s) Planned
_____	_____
_____	_____
_____	_____

Event Attendance:

Event	Date(s)
_____	_____
_____	_____

Books planning to read:

Book Title	Author	Date Completed
_____	_____	_____
_____	_____	_____

Specialty Courses:

	Dates Completed
Historical Context of Childhood and Adolescence	_____
Risk Management and Ministry of Volunteers	_____
Unity and Family Ministry	_____

Additional Training in Ministry: _____

***** Special Requirements *****

Administration: packet of forms, needs-assessment, year calendar, year budget

Intergenerational Event: organize and implement

Unity overview

LUT Candidate's Signature

Date

Minister's Signature

Date

Syllabus Format

The following is offered as a guideline for creating your course syllabus. This document should be a clear and definite guide of what will happen in the classroom.

Title of Course

Meeting Dates and Times

Location of Course

Instructor Name and Contact Information (phone number and/or email address)

A. Course Description

Describe the course in three or four lines

B. Instructor Description

Briefly describe yourself—your title, position you hold in the church, years of experience, education, etc.

C. Course Presentation

State method of presenting material, i.e.: Socratic method, small group work, activities, etc.

D. Course Objectives

List at least three objectives. Begin each objective with “Students will be able to....” Objectives should begin with a verb, such as “identify,” “describe,” “explain,” “create.”

E. Required Text(s) and Materials

List texts with title and author, describe materials.

Optional texts and/or materials

F. Course Requirements and Assignments

Clearly describe any assignments, how they are to be prepared, and due dates.

G. Student Evaluation

State how the assignments will be graded and number of credits to be given.

Note: You will be allowed to teach for credit after you are licensed and as long as your postgraduate credits are up-to-date.

H. Any other information you wish to give the students may be included here.

I. Class Schedule

List class dates, what will be covered in each class and which sections of the texts the students will need to have read ahead of time to be properly prepared for this specific class.

Syllabus Example

Title of Course: *The Trip to Bethlehem*

Meeting Dates: Wednesdays, November 26, December 3, 10, 17, and 24

Time: 7-9 p.m. immediately following meditation

Location: Community Room, Unity Church USA

Course Description: Class members will explore the Christmas story using the guidance of Hypatia Hasbrouck's book. We will metaphysically interpret the places, people, and events of the story. The class will read the story from Matthew and Luke, identify the similarities and differences, and dialog about how this story corresponds to our own life journey.

Instructor Description: (Insert your name and a short biographical description to include the fact that you are a licensed teacher candidate. Include your role in the church and any other information about yourself that would help the students understand who you are and what your credentials are.)

Course Presentation: This course will include reading aloud the Bible Christmas stories with participants actively listening and recording the names of people, places and events contained in the stories from Matthew and Luke. A Bible atlas will be used to map the journey of Mary and Joseph to Bethlehem. Two small groups will divide the list of people, places and events to investigate the metaphysical meanings contained in the story. The small groups will share with all participants their findings. The large group will dialog about the metaphysical meaning of the characters in the stories. Participants will identify the relationship the story has to their own life and the recognition that Christ is born within them.

Course Objectives: Students will:

1. Identify and list the people, places, and events of the Christmas story according to Matthew and Luke.
2. Identify the similarities and differences between the two Christmas stories.
3. Articulate the metaphysical interpretation for the places, people and events of the story.
4. Identify the relationship of the people, places and events to their own life.
5. Articulate the metaphysical meaning of the story for their own life.
6. Develop a personal celebration of the Christmas story in their own life.

Required Text(s) and Materials: *The Trip to Bethlehem* by Hypatia Hasbrouck, 1995. Available from Toni Stephens Coleman, 816.524.0203, RevToni@UnityAlive.org.

The following reference texts will be provided in the class:

- Bible atlas of territory of the Christmas story
- Bibles for reading the story from Matthew and Luke
- *Metaphysical Bible Dictionary* by Charles Fillmore
- *The Revealing Word* by Charles Fillmore

Course Requirements and Assignments: Successful completion of the course requires attendance at each class, completion of reading assignments, and participation in small and large group discussions.

Student Evaluation:

Course Evaluation: Participants may complete an evaluation of the course upon completion. The evaluation will assist in future course development and teaching methods.

Instructor's Commitment: I will come to class prepared to engage the class in discussion of the topic. I will create a safe environment in which participants feel inspired to explore the topic and to safely share their deepest thoughts and feelings. I will support all participants in their understanding of the material.

Class Schedule:

Class	Class Dates	Theme/Materials/Handouts	Reading Assignment <i>The Trip to Bethlehem</i>
Class 1	Nov. 26	Discovering the people, places, and events of the Christmas story <ul style="list-style-type: none"> • 4-Corners worksheet • Notepaper and pencils • Map of area in black/white 	Forward Introduction Part I “This Is Our Story” and Part A The Literal Meaning (pages vi-25)
Class 2	Dec. 3	Identify the metaphysical meaning of the people, places and events contained in the story. <ul style="list-style-type: none"> • Metaphysical worksheet • Map of area • <i>Metaphysical Bible Dictionary</i>* • <i>The Revealing Word</i>* • Bible atlas* 	Part B The Metaphysical Meaning (pages 27-87)
Class 3	Dec. 10	Identifying the metaphysical meaning of each stage of the journey using 12 Power model <ul style="list-style-type: none"> • List of 12 Powers • Metaphysical worksheet 	Part C Stage One through Stage Five (pages 91-129)
Class 4	Dec. 17	Identifying the metaphysical meaning of each stage of the journey using 12 Power model <ul style="list-style-type: none"> • List of 12 Powers • Metaphysical worksheet 	Read Part C Stage Six through Stage Twelve (pages 131-155)
Class 5	Dec. 24	How does the Christmas story relate to your life? <ul style="list-style-type: none"> • Certificate of Your Grateful Attendance 	Read Part C Live the Story (pages 157-158)

* These reference texts will remain in the classroom throughout the course

Lesson Plan Format

Class Description (Title of Class) _____

Date/Time/Location of Class _____

Textbook & Author _____

Key Concepts: (What are the two or three main ideas you will be covering for this class?)

1. _____

2. _____

3. _____

Instructional Learning Objectives: At the end of the class, the student will...
(Begin each statement with an action verb.)

1. _____

2. _____

3. _____

Planned Activities: (Think about the different learning styles. Try to relate to as many as possible.)

Materials/Handouts _____

Timing: (Think about how much time you want to give to each item on your plan. Map it out.)

Lesson Plan Example

Class 1 of 5: **Title:** The Trip to Bethlehem

Focus:

Read Christmas story from the books of Matthew and Luke

4-Corner diagram to record the places, people, events of each version of the story

Identify similarities and differences between the two versions of the story

Work as a large group

Key Concepts:

- There are two versions of the Christmas story. One story is found in Matthew, the other story is found in Luke.
- The stories have similarities and differences that can easily be identified.
- Even with differences we can relate to the people and events of the story.

Learning Objectives:

Participants will:

1. Identify the places, characters, and events in each story.
2. Identify the similarities and differences between the two stories.
3. Identify two locations in the story that they want to investigate further using Unity metaphysical reference texts.

Planned Activity:

1. Introductions using the “getting to know me” activity.
2. Review the syllabus for the course and the format this class.
3. Volunteer reads the Matthew version of Christmas story.
4. 4-Corner activity—Matthew
5. Volunteer reads the Luke version of Christmas story.
6. 4-Corner activity—Luke
7. Participants report what they have recorded on the 4-Corner diagram to whole group. Write on a large 4-Corner diagram and post for all to see.
8. Large group reviews each 4-Corner diagram, identifying similarities and differences between the two stories.
9. Group responds to open-ended questions hypothesizing for rationale of differences between the two stories.
10. Each participant identifies two locations from the story that they want to investigate further. Participants use Unity metaphysical reference texts to begin their investigation. Participants will use a metaphysical interpretation worksheet. Participants may work in 2-member teams.
11. Participants report their findings to large group. A large group metaphysical worksheet is written for all participants to view.
12. Participants review assignment for Class 2.

Materials and Handouts:

1. 4-Corner Diagram Worksheet
2. Metaphysical Interpretation Worksheet
3. Map of region in black/white

Book Review Guidelines

Purpose

The purpose of this reading requirement is to enrich and cultivate the professional unfoldment of the applicant through an in-depth study of selected readings specifically for the chosen Focus Area.

General Information

A minimum of three book reviews is required for licensing.

Email Address All book reviews are to be emailed to lrc@unity.org.

Guidelines

1. Book reviews are to be submitted from the bibliography of the chosen focus area.
2. Book reviews should reflect good use of English and grammar.
3. Book reviews are to be a maximum of 500 words (one page). Focus on quality rather than quantity.

Format

Name: Your name, address and daytime phone number

Book: Book title, author, publisher

Date: Date of book report

Subject: Book report number and focus area

Purpose: State the author's purpose in writing the book

Content Highlights: Highlight what the book is about, in a few brief paragraphs. Please be sure to enclose quoted information in quotation marks.

Personal Response: What did you like or disagree with? What was the special message for you?

Practical Use: Would this book be useful to you in your focus area? State how and why.

Book Review Example

Name & City/State: Jane Doe Your City, Your State

Book: *Teaching Teachers to Teach*, by Donald L. Griggs
Abington Press/Nashville

Date: Current date

Subject: Book Review #1–Adult Education

Purpose

The purpose of this text is to identify and systematize the basic elements of teaching-learning in a church.

Content Highlights

This text is designed for two groups of church leaders; the regular volunteer or non-professional classroom teacher, and the employed/salaried professional church educator. According to Donald Griggs, “Classroom teachers are those who relate to a student on a regular basis and are responsible for planning teaching-learning activities for an hour or more each week. Church educators are persons who are employed by churches on a full-time or part-time basis, to be responsible for the overall direction and support of teachers and teaching in the church.”

Personal Response

I liked how the text is divided into key areas. Some of the key areas are: “Key Concepts, Instructional Objectives, Teaching-Learning Activities and Resources, Practicing the Planning Process, Increasing Teacher-Student Interaction, Creative Use of Media, Values and Teaching in Church Education, Ways to Increase Student Participation, and Designing Teacher Education Events,” as referred to by author Donald Griggs (p. 108)

The special message I received from this text is that there are as many ways to teach as there are individuals in our classes, and that as educators, we can teach our students to become responsible for their own learning by offering them a variety of learning experiences.

Practical Use

I feel that Donald L. Griggs, in his book, *Teaching Teachers to Teach*, offers a wealth of information that is both practical and current, which will definitely enhance my ability as a professional educator.

The teaching-learning activities that are presented in this text indeed offer a catalyst in which I can draw upon my own professional potential, and convey it to my class in a meaningful yet practical way.

Focus Area: Administration Recommended Books for Review

Book Title	Author	Year
The Second Coming of the Church	Barns, George	1998
More Leadership Lessons of Jesus: A Timeless Model for Today's Leaders	Briner, Bob & Ray Pritchard	1998
Family-Friendly Ideas Your Church Can Do	Freudenburg, Ben F. & Rick Lawrence	1998
Effective Church Growth Strategies	Getz, Gene & Joseph Wall	2000
Organizing God's Work: Challenges for Churches and Synagogues	Harris, Margaret	1998
Rural Ministry: The Shape of the Renewal to Come	Jung, Shannon (Editor)	1998
Ministry Nuts and Bolts: What They Don't Teach Pastors in Seminary	Malphurs, Aubrey	1998
Planting Growing Churches for the 21st Century; A Comprehensive Guide for New Churches and Those Desiring Renewal	Malphurs, Aubrey, et al	1998
Real Small Groups Don't Just Happen: Nurturing Relationships in Your Small Group	McBride, Neal F.	1998
Reinventing Your Church	McLaren, Brian D.	1998
Organic Community	Myers, Joseph R.	2007
Church Administration Handbook	Powers, Bruce P.	2008
44 Questions for Congregational Self-Appraisal	Schaller, Lyle E.	1998
The Everychurch Guide to Growth: How Any Plateaued Church Can Grow	Towns, Elmer L., et al	1998
Jesus on Leadership	Wilkes, C. Gene & Win Mumma	1998

Focus Area: Adult Education Recommended Books for Review

Book Title	Author	Year
How to Teach Adults	Draves, William	1997
Multiple Intelligences: New Horizons	Gardner, Howard	2006
Be Heard Now	Glickstein, Lee	1999
Basic Skills for Church Teachers	Griggs, Donald	1985
Teaching Today's Teachers to Teach	Griggs, Donald	2003
How to Train Volunteer Teachers	Halverson, Delia	1991
Super-Teaching	Jensen, Eric P.	1995
The Modern Practice of Adult Education	Knowles, Malcolm S.	1988
8 Ways of Knowing	Lazear, David & Dee Dickinson	1998
8 Ways of Teaching	Lazear, David & Dee Dickinson	2002
The Laughing Classroom	Loomnas, Diane & Karen J. Kolberg	2002
Effective Presentation Skills	Mandel, Steve	2000
An Operator's Manual for Successful Living	Martin, Nicholas R.M.	1988
Teaching Around the 4Mat Cycle	McCarthy, Bernice	2005
Teach the Bible to Adults	Murray, Dick	1993
The Courage to Teach	Palmer, Parker J.	1997
To Know As We Are Known: Education As a Spiritual Journey	Palmer, Parker J.	1993
The Active Life: A Spirituality of Work, Creativity, and Caring	Palmer, Parker J.	1999
Let Your Life Speak: Listening for the Voice of Vocation	Palmer, Parker J.	1999
A Hidden Wholeness: The Journey Toward An Undivided Life	Palmer, Parker J.	2004

Focus Area: Pastoral Care Recommended Books for Review

Book Title	Author	Year
A Guide to the Selection and Care of Your Personal God	Anderson, C. Alan	1991
Soul Healing: A Spiritual Orientation in Counseling and Therapy	Becvar, Dorothy S.	1997
Stretching Lessons	Bender, Sue	
The Joy of Family Rituals: Recipes for Everyday Living	Biziou, Barbara	2000
On Wings of Light: Finding Hope When the Heart Needs Healing	Borysenko, Joan & Joan Drescher	2003
Essential for Chaplains	Cheston, Sharon E. and Robert J. Wicks	1993
The Ministry of Consolers	Curley, Terence P.	2004
Stormy Search for Self	Goff, Stanislov & Christina Goff	1992
Holy Listening	Guenther, Margaret	1992
Caregivers: Reflections of Coping With Caregiving	Halpin, Marlene	1998
Helping Children Grieve: When Someone They Love Dies	Huntley, Theresa M.	2002
Responding to God's Call—Survival Guide	Karaban, Roslyn	1997
The Forgiving Self: The Road from Resentment to Connection	Karen, Robert	2003
The Human Ground	Keleman, Stanley	1976
On Becoming a Counselor, Revised Edition: A Basic Guide for Nonprofessional Counselors and Other Helpers	Kennedy, Eugene	2001
The Sacred Art of Listening: Forty Reflections	Lindah, Kay	2002

Recommended Book Reviews for Pastoral Care, p. 2

Book Title	Author	Year
Bereavement Counseling: Pastoral Care for Complicated Grieving	McCall, Junietta Baker	2004
Readings for Remembrance: A Collection of Funerals and Memorial Services	Munro, Eleanor	2000
Why People Don't Heal and How They Can	Myss, Carolyn	1998
Bereavement Ministry Program	Nelson & Aaker	1998
The Care of Troublesome People	Oates, Wayne	1994
Transforming Rituals: Daily Practices for Changing Lives	Oswald & Trumbauer	1999
Coping With Caring: When Someone You Love Has Alzheimer's or a Related Condition	Roche, Lyn	2006
Freeing the Soul from Fear	Sardello, Robert	2001
Living in Sin? A Bishop Rethinks Human Sexuality	Spong, John Shelby	1990
How Your Church Family Works: Understanding Congregations as Emotional Systems	Steinke, Peter L.	2006
Broken Bodies, Healing Hearts: Reflections of a Hospital Chaplain	Tenbrook, Gretchen W.	2000
Spiritual Resources in Family Therapy	Walsh, Froma	2003
How to Be a Help Instead of a Nuisance: Practical Approaches to Giving Support, Services and Encouragement to Others	Wegela, Karen	1996

Focus Area: Youth and Family Ministry Recommended Books for Review

Book Title	Author	Year
Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management	Bailey, Becky	2001
What Teens Need to Succeed	Benson, Peter and Judy Galbraith	1998
Family Ministry	Garland, Diana R.	1999
Multiple Intelligences: New Horizons	Gardner, Howard	2006
Teaching Today's Teachers to Teach	Griggs, Donald	2003
Stages of Faith: The Psychology of Human Development	Fowler, James F.	1995
The Family-Friendly Church	Freudenbrug, Ben and Rick Lawrence	1998
Compassionate Classroom, The	Hart, Sura and Victoria Kindle Hodson	2004
Super-Teaching	Jensen, Eric P.	1995
8 Ways of Teaching	Lazear, David & Dee Dickinson	2002
The Laughing Classroom	Loomnas, Diane & Karen J. Kolberg	2002
Teaching Around the 4Mat Cycle	McCarthy, Bernice	2005
Hidden Power of the Heart: Discovering an Unlimited Source of Intelligence	Paddison, Sara	1998
To Know As We Are Known: Education As a Spiritual Journey	Palmer, Parker J.	1993
Act of Faith: The Story of an American Muslim; The Struggle for the Soul of a Generation	Patel, Eboo	2008
What Young Children Need to Succeed	Roehlkepartian, Jolene and Nancy Leffert	2000
Nonviolent Communication: A Language of Life	Rosenberg, Marshall B.	2003
My Stroke of Insight: A Brain Scientist's Personal Journey	Taylor, Jill Bolte	2009



Licensed Unity Teacher Code of Ethics

Name of Licensed Unity Teacher _____
(please print)

- I. I look to the indwelling Christ for inspiration and guidance in all that I do.
- II. I honor myself and others and celebrate our diversity as children of God.
- III. I use prayer as the center of my life and encourage others to do the same.
- IV. I acknowledge the minister as the leader of the ministry that I serve.
- V. I maintain a professional relationship with the minister and ministry that is cooperative, supportive, honorable, and keeps me in integrity. I understand the boundaries and appropriate moral behavior with members of the congregation, staff, ministers and other teachers. I hold all confidences as sacred trusts, except where professional intervention is legally required.
- VI. I undertake activities related to the ministry only with the knowledge and approval of the minister.
- VII. I recognize that all formal outreach study groups must be sponsored by my parent ministry or the Expansion Department of Unity Worldwide Ministries.
- VIII. I will, to the best of my ability, serve with excellence and empower others to live the Truth. When teaching, I will present subjects which are deemed compatible with basic Unity principles and acceptable to my minister.
- IX. If a challenge arises, I acknowledge that direct communication with the person or the minister is essential, in an effort to reach a positive and productive solution. If the challenge is with the minister and solution cannot be reached, I will refrain from critical discussion with members of the congregation, staff, board, other teachers in my ministry, or other ministers. I will first take it into prayer, then contact: 1) my Licensed Teacher Regional Representative; 2) the Licensed Teacher Coordinator at Unity Worldwide Ministries, for direction and support. I understand that to communicate any criticism of my minister—whether written, spoken, or even non-verbal— to any member of the congregation, staff, board, or other teachers, would be a violation of this Code of Ethics.
- X. I, as a Licensed Unity Teacher, dedicate myself to the principles of Truth as taught and exemplified by Jesus Christ, and interpreted by Unity Institute and Unity Worldwide Ministries.

Licensed Unity Teacher	Date	Recommending Minister
Chair Board of Trustees		Vice President of Education, Leadership and Ministry Development
President		Licensed Teacher Coordinator