



CONCEPT-THERAPY®
Consciousness. Evolved.



FTTC

TEACHER HANDBOOK

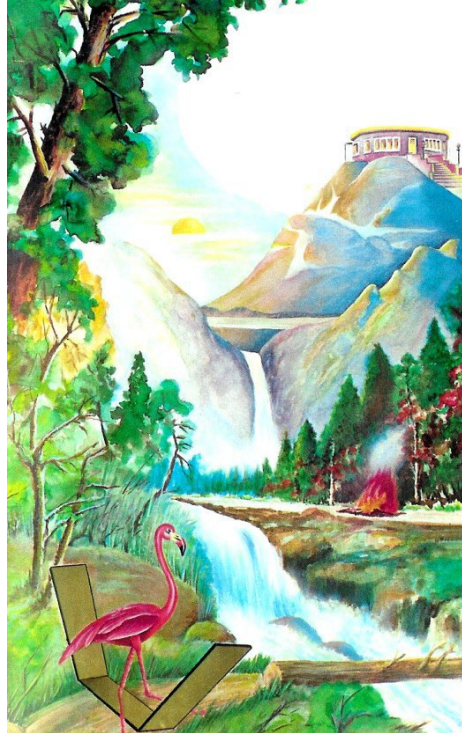
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Rev JUNE 2023

**A Message from Dr. Thurman Fleet,
Founder of
Concept-Therapy:**

Dedicate yourself to something and work for it. If not to this, then to something in which you BELIEVE. It is the DEDICATED ONES who will deserve the thanks of those yet to come. Expect as your only reward the KNOWLEDGE of a job well done. That is something you can take with you. All else must be left behind. The world will always remember the DEDICATED ONES – the real TORCHBEARERS. Lend a hand, Beamer; it is service to the "X."





**Principles and Objectives for Concept-Therapy Teachers
and On-The-Beam Clubs:**

- ❖ *Loyal allegiance to the philosophy of Concept-Therapy as defined by its originator, Dr. Thurman Fleet.*
- ❖ *Cherish the memories of the founder and pioneers of Concept-Therapy.*
- ❖ *Promote true fellowship and brotherly understanding among Concept-Therapists (also known as “Beamers”).*
- ❖ *Extend all possible assistance to the Concept-Therapy Movement.*
- ❖ *Stimulate understanding of Concept-Therapy in the mind of the public.*



CONCEPT-THERAPY®
Consciousness. Evolved.

Concept-Therapy Institute

Tagline: Consciousness Evolved

**Vision: Transforming Humanity through teaching the
Universal Laws of Life**

**Mission: Concept-Therapy is an educational organization dedicated
to teaching a correlation of the Universal Laws of Life for creating
Health, Happiness, Peace, and Success:
Body-Mind-Soul**

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Introduction to the Concept-Therapy Institute



The 2010 gate entrance to Aum-Sat-Tat Ranch

Policy Statement on Non-Discrimination

The Concept-Therapy Institute is committed to providing an inclusive and welcoming environment for all members of the community. The Concept-Therapy Institute admits students of any race, color, gender, sexual orientation, and national or ethnic origin. It does not discriminate in the administration of its educational and admission policies, or any CTI administered programs.

Definitions

Aum-Sat-Tat Ranch (A-S-T)

In 1949, Dr. Fleet purchased the Loma Vista Ranch located at Leon Springs in northwest San Antonio, Texas from the prominent Duerler family for the home of the Concept-Therapy Institute. He renamed the ranch Aum Sat Tat. The Main Office of the Concept-Therapy Institute occupies the original Loma Vista Ranch house. Aum Sat Tat Ranch is also the official name of the subdivision that includes all the ranch private residences. It is the home of the International “On the Beam” Club and the Concept-Therapy Institute.

Dr. Fleet always explained Aum-Sat-Tat simply as meaning Body, Mind and Soul, or the three-fold nature of all Life, Physical, Mental and Spiritual.

Aum – The First Cause. The Beginning. The Basis for our Study.

Sat – Dedication to the Supreme. The recognition of a Higher Power.

Tat – For Those Seeking Immortality. A Part of our Spiritual Well-Being.

The above definitions were derived from Yogi Ramacharaka’s translation of the Bhagavad Gita.

“AUM-SAT-TAT, is the Three-fold Designation of the ABSOLUTE. By the Absolute, in the beginning were appointed the Teachers; the Sacred Teachings; and Religion. Hence before the ceremonies, sacrifices, rites, and religious teachings, cometh the pronouncing of the Sacred Syllable, 'AUM.' And before the performance of the rites of sacrifice and the ceremonies, almsgiving, austerities, zeal, and worship, of those who seek Immortality, comes the pronouncing of the word 'TAT.' And in the state of mental worship, sacrifice, and renunciation, when action is at rest – also in the performance of good actions, and in the observance of good qualities – also in the dedication of action and life to the Supreme – then is pronounced the word 'SAT.'”

Beamer

A Beamer is a member in good standing who has completed the basic Concept-Therapy course, Suggestive Therapy, or Chiropractic Principles & Practice.

Concept-Therapy (C-T)

A study and application of universal principles of biology, theology, theosophy, health, disease, death, immortality, and all other philosophies and sciences pertaining to the human personality.

It is a science of causes of disease, whether the causes are from physical, mental, or spiritual planes of being, and the science and art of removing the cause of disease by means of physical, mental, and spiritual methods.

Concept-Therapy teaches the Natural Laws which govern the Body, Mind, and Soul. Concept-Therapy literally means, “working with fixed ideas.”

Concept-Therapy is a trademark registered with the U.S. Copyright Office and refers to all the courses of instruction offered by the Concept-Therapy Institute. It is to be designated with a hyphen between words or initials in all written applications, as presented above.

Concept-Therapy Institute (CTI or Institute)

A state chartered, not-for-profit federally tax-exempt (501c3) educational organization offering seminar courses, lectures, additional workshops, and activities based on the Concept-Therapy coursework compiled by Dr. Thurman Fleet.

Located on a large acreage of property about 15 miles northwest of San Antonio Texas. Also known as Aum-Sat-Tat Ranch, or simply “the Ranch.”

Concept-Therapy Institute Courses

CTI offers a full array of courses, beginning with entry level courses: Concept-Therapy, Suggestive Therapy, and Chiropractic Principles & Practice (must be followed by Concept-Therapy before advancing to Phases) followed by Conceptology courses Phase 1 through Phase 7, Psychiatric Principles Applied, Basic Principles, culminating in Cosmic Principles. Course descriptions may be viewed under Courses.

Conceptology

Phases 1 through Phase 7 and Basic Principles classes.

Constant Contact

A popular website used by non-profit organizations and small businesses for sending out bulk emails. CTI uses this platform for most of the emails that are sent out to the public and the membership.

CTI Facebook Pages

CTI maintains one official Facebook public site that is administered by the CTI staff.

<https://www.facebook.com/ConceptTherapyInstitute/> Other official CTI Facebook Groups are co-administered with IOTBC, such as the IOTBC private group, and ROD public group.

CTI Website

Concept-Therapy history, information, educational course descriptions and registration for scheduled introductory courses are available to the public, on the CTI website. In addition, the CTI Member website and Teacher website logins provide access to advanced coursework and additional information of interest to members. www.concept-therapy.org

CTTV

The Concept-Therapy TV site offers both Live and On Demand access to Concept-Therapy courses, lectures open to the public, selected Study Club meetings, and member update presentations. <http://concept-therapy.tv>

International “On the Beam” Club (IOTBC)

After an individual has completed an introductory course, they are known as a Beamer and are considered to be a member of the International “On the Beam” Club.

International “On the Beam” Club Membership

Membership in the International “On the Beam” Club is automatically paid for the first year for graduates of CTI introductory courses. New to the Movement enrollees October-December of each year are automatically renewed for the succeeding year. Members are referred to as Beamers, Pathseekers, or Teachers. All membership renewals are due January 1 following the prior membership period. Members may renew as individuals or families, yearly or biennially, or as an individual or lifetime membership.

Mentor

More experienced active teacher who has previously qualified to teach most or all of the CTI coursework, and who agrees to work with and assist a new or less experienced teacher (the Mentee) in advising, guiding, and helping the Mentee to build and establish, teach and follow up on a Concept-Therapy or Conceptology class.

Mentee

A new or less experienced teacher who is building, promoting, teaching and following up on a Concept-Therapy or Conceptology course under the guidance and with the advice of a Mentor.

Path of Attainment

Symbolic representation of a way of living a life when an individual begins to master aligning themselves with the natural laws of the universe and lives accordingly.

Pathseeker

A Pathseeker is a Beamer in good standing who has completed the coursework through Phase 4 and Basic Principles and has submitted a Pathseeker application approved by CTI. Pathseekers are the “Big Brothers and Big Sisters” of the Concept-Therapy Movement. Pathseekers are encouraged to actively participate in the perpetuation of the philosophy and to accept the responsibility of helping and encouraging new Beamers in their study of Concept-Therapy and Conceptology by attending Beam Club meetings and participating in discussions at the level appropriate for new Beamers.

Person-to-Person Program

The Person-to-Person Program is a scripted talk designed for the public. A Beamer or Club can use the Person-to-Person Program to introduce their friends and family to Concept-Therapy in an informal, personal setting such as their home. Person-to-Person packets are available on the CTI website and require an approved application and report for reimbursement.

S.L.U.M.P. Souls Live Upon Many Planes.

The SLUMP consists of a group of songs selected by Dr. Fleet to be used as musical therapy in teaching our philosophy. The words of each song symbolize experiences of the soul walking the Path of Attainment. This advanced knowledge or consciousness, coupled with sufficient experience, enables the soul to have a high degree of peace in a world of confusion.

Teacher Definitions

Active Teacher

A Certified Teacher who teaches at least two classes in a 36-month period AND who has participated in events to maintain their knowledge of CTI rules, policies, and procedures affecting classes (i.e., special teacher meetings, conventions, teacher focused workshops, etc.).

Certified Teacher

A Beamer in good standing who has taken Teacher's Training and met the criteria to receive full certification from the Concept-Therapy Institute to teach the Concept-Therapy course.

Guest Teacher

A Certified Teacher who is allowed to teach one or more lessons in a Primary Teacher's class but does not necessarily receive compensation for doing so.

Inactive Teacher

A Certified Teacher who has not taught at least two classes in a 36-month period.

Primary Teacher

A Certified Teacher who signs the permit and the class report and is responsible for the finances and conduction of a class.

Provisionally Certified Teacher

A Teacher Training graduate who is completing the teaching component necessary for full teaching certification within a specified time period.

Teaching Assistant

A Pathseeker (preferably) or an active Beamer (one whose dues are paid and regularly attends and contributes to a Beam Club) whom a Primary Teacher feels might make a suitable candidate for Teacher's Training. The Teaching Assistant may assist in class duties, reading a lesson, etc., not necessarily for compensation.

Qualifying Teacher

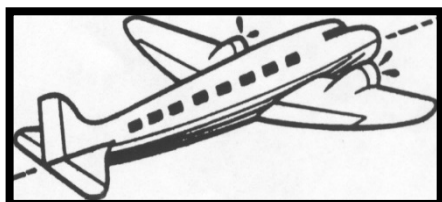
A Certified Teacher who meets the prerequisite education and teaching requirements for qualification in a particular course under the guidance of an experienced Primary Teacher.

Explanation of “On the Beam”

Throughout the Concept-Therapy Teaching, Dr. Fleet refers to being “on” or “off” the Beam. Most new students soon question the meaning of “On the Beam,” “Beamer,” and “Beam Club.” A full explanation of the symbolism of “On the Beam” is below.

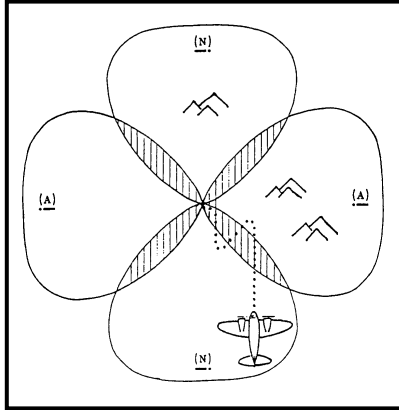
The most logical explanation of “On the Beam” comes from early aviation that was, in fact, contemporary with the beginnings of the Concept-Therapy movement.

The aircraft depicted on the “On” and “Off” the Beam charts is a Douglas DC-3 (Douglas Commercial-3, also known as the R4D in the Navy, and the C47 in the Air Force) and which first flew in 1935. It has been called “the plane that set the standard for the rest of the world to emulate,” “the most important aircraft ever built,” the “plane that won the War (WWII),” and “the plane that taught the world to fly,” and there are still hundreds in service (mainly in transporting supplies in third world countries). Dr. Fleet interpreted the symbolism of the DC-3 as Doctor of Chiropractic and the “3” referring to the Body, Mind and Soul or the 3-fold nature of the human. The officers of the International and local units of the “On the Beam Club” have titles corresponding to military aircraft crew positions (the President of the Beam Club is a Chief Pilot, the Vice-President is the Co-Pilot, the Secretary/Treasurer is the Navigator, the Lesson planner is the Gunner, the advertising/marketing function is the duty of the Bombardier, and the Chaplain provides inspirational quotes from the CT philosophy to open and close the meetings).



The navigation aids used by these crews in this era were low frequency directional radio ranges. The frequencies were in the same band as commercial AM radio.

The radio range transmitters were located where they could serve as a navigation aid to form an airway (think pathway in the sky) to clear obstacles such as mountains, or to provide takeoff and landing corridors for departing and arriving aircraft at airports. The transmitters normally broadcast four energy lobes that were oriented north, south, east, and west. Where the lobes overlap is a steady, continuous signal because the signals reinforce each other. This is depicted as the shaded area on the diagram. This continuous signal forms the beam (the dotted line in the drawing above of the DC-3 airplane) leading toward the transmitting station. These beams were fifty- to sixty-mile-long pathways in the sky.



If the signal becomes stronger, the pilot is getting closer to the station or, conversely, if the signal fades out, he is flying away from the station. The procedure of flying and correcting keeps the aircraft On- the-Beam, that is, on course to its destination (and clear of the mountains on the right side of the diagram).

The Pilot is searching for a path to his destination much like the soul is searching for guidance in attaining a higher consciousness. The “path” or “beam” exists but the pilot must tune it in, get his receiver *en rapport* with the transmitter to find the path just as the soul must get tuned in to the Laws of

the body, mind, and soul to get on his path or On- the-Beam. The “path” or “beam” leads the pilot to his destination when he follows the correct procedures just as the soul will be On-the-Beam by obeying the Laws. Failure to correct to the beam can cause the plane to crash in the mountains just as failure to stay “On the Beam” can lead the soul to catastrophe (illness, loss, unhappiness, etc.) in Life. The beams form an X with its center on the station and staying on-the-beam leads the pilot to the station just as staying On-the-Beam via the Universal Laws in Life will lead the soul to harmony with Nature or the Power Within.

The Paratrooper award is the highest award of the International “On the Beam” Club to an individual Beamer and consists of a citation and gold DC-3 “On the Beam” lapel pin.

“On the Beam” Analogy

The Pilot is searching for a path to his destination much like the soul is searching for guidance. The path or beam exists but the pilot must tune it in, get his receiver *en rapport* with the transmitter to find the path as the soul must get tuned in to the laws of the body, mind, and soul to get on his path or *On- the-Beam*. The **A** and **N** sectors are a pair of opposites, and the beam is balanced between the pair. The path or beam leads the pilot to his destination when he follows the correct procedures as the soul will be *On-the-Beam* by obeying the laws. Failure to correct to the beam can cause a crash in the mountains as failure to stay on the path can lead the soul to catastrophe. The beams form an X with its center on the station and staying on-the-beam leads the pilot to the station as staying *On-the-Beam* will lead the soul to harmony with the X or Divine Spirit. *Sincere appreciation to Gary Wax, of Pensacola, Florida, for providing this description/analogy.*

CTI Publications

The Beamer

The Beamer magazine, available to all current Beamers in digital format, is published four times per year.

Letters/Flyers via U.S. Postal Service

Occasional letters or announcements are mailed to Beamers throughout the year, as needed.

In Tune With CTI

The monthly Health and Wellness Newsletter is emailed to those who subscribe to the email list.

Daily *Rays of the Dawn* Email

A daily quote from *Rays of the Dawn* is emailed to those who subscribe to the email list.

Class/Event Promotional Emails

Classes and special events are promoted via scheduled emails during the three months preceding the class/event.

Social Media

CTI hosts several social media platforms to promote Concept-Therapy. Our **Social Media Policy** is to be adhered to in a positive, professional manner. Read the SM policy on our website: www.concept-therapy.org

Study Groups

Study groups are extensions of CTI and are chartered to study C-T materials only. This means during regular club meetings ONLY C-T texts, recordings, and materials are used.

***Rays of the Dawn* Study Groups**

Studying the book *Rays of the Dawn* with a group enhances understanding and personal application of this holistic health and wellness handbook. This type of study group is open to anyone, and local groups are encouraged to meet once per week. Club meeting sites are left to the discretion of the local members. Online ROD study groups are also available. For more information including how to receive a permit for a ROD study group, or qualification for incentives: email info@concept-therapy.org or visit the 'CLUBS' tab on our website at concept-therapy.org.

International "On the Beam" Club

After an individual has completed an introductory course, he/she is known as a Beamer and is a member of the International "On the Beam" Club, or IOTBC, which is governed by official By-Laws and Constitution.

Beam Clubs

Local "On the Beam" Clubs, commonly referred to as Beam Clubs, are groups of at least three Beamers who join to study Concept-Therapy together. All Beam Clubs are chartered by CTI and require a submission form and nominal fee at inception and are governed by the official IOTBC By-Laws and Constitution. This type of study group is free of charge to all Beamers as a benefit of yearly dues paid to CTI.

Beam Club Membership

NO Beam Club can require any Beamer to pay fees for attendance. Please refer to IOTBC By-Laws for specific Club Requirements. Beam Clubs may study Concept-Therapy, Phase 1, Phase 2, Phase 3, *The Evolution of the Soul*, Psychiatric Principles Applied, Suggestive Therapy, and other selected audio/visual recordings.

Guests may be invited to special Beam Club meetings designed to inform them about Concept-Therapy, including ROD study and approved workshops. It is not recommended that a chapter from any of the texts except *Rays of the Dawn* be used for a club meeting with guests in attendance.

Beam Clubs are encouraged to meet weekly. Club meeting sites are left to the discretion of the local members. Online Beam Clubs are also available. Visit the 'CLUBS' tab on our website: www.concept-therapy.org

Opening Concept for Beam Clubs

Eternal Spirit, may the concepts that we hold (today, tonight, in this meeting) be those of wisdom, of service, and of right action. In every thought, word, and act, may we show complete accord with Universal Law. *(THIS IS THE ONLY OFFICIALLY ACCEPTED OPENING CONCEPT adopted Nov 29, 1964)*

Closing Concept for Beam Clubs

(Official Addendum; may be used alone or in conjunction with ROD or C-T materials):

You will be inclined to study more, and you will find that you are learning rapidly. You will have a desire to interest others in philosophy, and as you help to raise others in consciousness, you will be raised in consciousness. Your health will be improved as you serve the "X" in this manner. Your mind will be more at peace, and spiritually you will become more aware of the oneness of life. You are going to feel a great urge to assist life; not for reward nor praise, but only because it is the right action. You will want to review classes at every opportunity and take the higher work. From now on, you will image all arrangements in advance, where time and money are concerned, so that the "X" will see that there is no interference with your attending classes. You will neither attend nor refrain from attending any class or club meeting because of any personality. You will keep your attention focused on the One Life expressing through all.

Pathseeker

This group consists of members in good standing who have completed the coursework through Phase 4 and Basic Principles and have attained the status of "Pathseeker" by submitting the application available following the Basic Principles class, to CTI. Once an individual meets these requirements, and the application is approved, they are known as Pathseekers and are members of the International Pathseeker Club.

Pathseekers' Clubs

Chartered local Pathseeker Clubs are groups of at least three Pathseekers who join together to study Concept-Therapy and Conceptology. This type of study group is open to all Pathseekers (free of charge) who are current on membership dues. Pathseeker Clubs may study all the coursework; however, the focus is Phase 4 through Cosmic Principles, Basic Principles, and selected recordings available to Pathseekers only. Club meeting sites are left to the discretion of the local members. Online Pathseeker Club meetings are available regularly. The official opening concept for Pathseeker meetings is the Pathseekers Creed. Visit our website: www.concept-therapy.org. For more information, call the Institute or email info@concept-therapy.org.

Pathseekers' Creed

May the Holy One, whose pupil I aspire to become, so strengthen me that I may give others without reserve. Seeking nothing, asking nothing, hoping nothing for the separated, personal self. May I be content to be in the light, or in the dark; to be active, or passive; to work, or to wait; to speak, or to be silent; to take praise, or blame; to feel sorrow, or joy. My only wish is to be what is needed as an instrument for the mighty work of the "X" and to fill whatever post is vacant in the household of the "X."

Pathseekers' Plea

History: in 1962 at the first presentation of Phase Five, Rev Crump requested that Dr. Fleet prepare final comments for him to offer to students at the closing of class. Dr. Fleet gifted him, and all of us, with what has been known since as **'The Pathseekers' Plea'**:

Before the throne of God the angel, with all the other angels, stands and cries:

"Lord of my life, grant me the strength to tread the path of Revelation; to cross the sea of Dark Illusion and find the Lighted Way of Earth."

God said: "Go forth, and far away."

Before the gate which opens on the Lighted Way of Peace, the angel stood alone and said:

"Lord of my life, the Way of Revelation is the Way of Manifested Life; the Path of Dark Illusion leads to the Lighted Way which leads back to Thy Presence. As yet, the way is dark. What shall I do?"

God said: "Draw near and enter into thine own light, and in that light, see Light."

Before the gateway of each newborn day, which holds within its sealed hours ordered responsibility, each morn I stand, I cry aloud:

"Lord of my life, how can I do the duty of this day, yet seek detachment, meet every need, yet free myself from the ties and bonds?"

God said: "The sun draws near and vivifies the earth; naught can it take from out the earth. Live likewise. Give, and ask naught."

Brother of mine, gather around you afresh those who are thus seeking the Lighted Way and learn to give them of your wisdom and to share it with them that which you possess.

Begin with those you have at hand and them that know and love you.

Together set aside the door to which seekers may find their way; and through your rendered service may they find their way, perchance, to us.

The Role of Teachers/Teacher Trainees in Local Study Groups

It is highly recommended that teachers and teacher trainees participate in local Beam and ROD study groups, and to create clubs of their own, to encourage Beamers to review classes, to apply the coursework in their lives, and to introduce others to Concept-Therapy – the *“Composite Personality at Work.”*

Here is Dr. Fleet’s encouragement from the 1976 Teacher Manual on the Need for Study:

“How often we have dreamed of great exploits and goals far beyond our present ability to attain. We become absorbed in looking for the peak of the “Great Mountain” on the far horizon, rarely recognizing that the STEPS to the heights involve GREAT STUDY, analysis, association, experience, and synthesis.

A reasoning, intelligent student of Concept-Therapy and Conceptology may be taken beyond the possibilities of those who have not been privileged to survey the basic principles of Life and Thought.

If the Teacher is interested in the advancement of Consciousness, he will never change his allegiance from creating a life to earning a living.

Study is but the first step in learning about Life, and to the degree we share our factual knowledge through LIVING and TEACHING we increase it many-fold.

This “Living Science” unfolds, to the eyes of those seeking to know, through much study, work, patience, discipline, and dedication.

Special Events

International “On The Beam” Club Conventions

The first convention was held September 23-28, 1946, at the Hotel Allis in Wichita, Kansas. Since 1946 approximately 50 national and international conventions have been held in several major cities throughout the United States. Beamers and Pathseekers eagerly anticipate conventions as they know the convention is a grand opportunity to learn from the most experienced instructors and to visit long-time Beamer friends.

Conventions in the past have typically been a 4-day event, usually in an even numbered year, starting with a special Pathseekers’ convention on the first day. The following three days were for Beamers, Pathseekers, and guests. The program included Concept-Therapy philosophy, free time for visiting the host city, and special social events. Sometimes a youth convention coincides with the adult convention.

In present day the trend is to schedule a shorter convention and add other activities such as a Beamer mastermind session, annual board meeting, and a special class to be taught immediately following the convention. This trend allows more of a give and take process between CTI and the Beamers in the field.

Area Meetings

The purpose of Area Meetings is to interest new prospects in Concept-Therapy and to enlist the cooperative effort among Teachers and Beamers for training and sharing. Teachers can promote area meetings of a localized nature where costs, time, and travel can be held to a minimum. Although technology allows large virtual gatherings of great benefit, there is nothing so powerful as the personal composite developed by in-person contact.

Area meetings are held in odd years so as not to compete with the international convention. The planning and organization of these area meetings is at the discretion of a local organizer such as a teacher or an “On the Beam” Club. They are usually a one-or-two-day event, and **a permit is required.**

Wise planning will include promotion of upcoming C-T classes, informative materials, including *Rays of the Dawn* study groups for those wanting to know more about Concept-Therapy. A well-planned Informative Lecture should be included in the topics offered, as prospective students will attend. The lectures are not to include advanced teaching. Practical topics based on C-T or *Rays of the Dawn* are appropriate. It is suggested that the registration fee be just enough to cover the expenses, and all surplus monies received from the Area Meeting be donated to the Concept-Therapy Trust Fund to further promote the work.

***Note:** A well planned and represented area meeting with Teachers and Beamers is not complete without follow-through. There should be Concept-Therapy classes scheduled for the prospective students, and invitation to active ROD study groups following the Area Meeting to create serious prospects. The enthusiasm and anticipation generated will promote the Image to interest and secure new students.

Workshops

Workshops are a method by which a Club or Teacher can introduce Concept-Therapy to the public. Workshops can also be developed for Beamers only. These two types require a different approach and different materials.

A workshop for the **public** should include only information and promotional materials that will create interest in wanting to know more about Concept-Therapy. *Rays of the Dawn* can be used for any number of workshops, including health and stress related topics. Workshops should be kept to a maximum of two to four hours. The objective is to elaborate on one or two ideas and interest participants in knowing more about Concept-Therapy – the objective is not to teach the Concept-Therapy course. There is no charge for Workshops.

All workshops for the **public** should have informative materials available appropriate to the topic, such as ROD related items, along with invitational materials to an entry level class, including brochures and current class schedule. A guest list with approved email addresses will be sent by the Teacher or Club to CTI and added to the database as prospective students.

A workshop for **Beamers** may include practicing the demonstrations in Phase One. In this case only graduates of a Phase One class are eligible to attend. Other subjects to consider: *The Composite Personality, Perception, Imaging, How to Organize*, etc. The possibilities are unlimited.

It is of utmost importance that workshops maintain an **EDUCATIONAL THEME**. Topics such as group therapy, unless one is a licensed therapist, incur liability upon the facilitator and CTI, and are not the purview of Concept-Therapy.

NOTE: Workshops differ from Informative Lectures. **A Workshop requires a Permit unless it is a part of a regularly scheduled Beam or Pathseeker Club meeting.**

CTI will advertise Workshop Events (non-club meetings) and host them on the Calendar, according to the information submitted on the permit.

You may locate ‘**Informative Lectures**’ under the heading of ‘Promotion and Organization of a Class’ in the **TOOLS** section of this manual.

Awards

Beamers in good standing are eligible to receive International “On the Beam” and CTI awards.

While a “service to a cause not one’s own” can never truly be recognized in the Third Dimension, CTI has a tradition of presenting various awards to Beamers who have assisted the organization. It is a way of saying “Thank You” and letting the recipient know that the effort put forth on behalf of Concept-Therapy is appreciated and gratefully acknowledged.

When receiving any award, the recipient has typically attained and has been awarded the previous award(s).

Clubs are encouraged to make recommendations to active teachers if possible. The Awards Board at CTI checks the membership files and obtains supporting information on award nominees, which assists in making final selections from the names submitted. Upon selection, recipients are notified and asked to be present at the convention to receive the award in person. Although attending the convention is preferred for many reasons, if the award recipient cannot attend, CTI will make every effort to provide the award to them.

The Commendation Award

For those whose services have contributed to the success of a Teaching that prepares individuals for a higher understanding of life.

Requirements:

- ❖ Member in good standing for minimum of three years.
- ❖ Recommended by an active teacher/chief pilot.
- ❖ Has completed enrollment in Concept-Therapy and Phases 1, 2, and 3 of Conceptology.

The Certificate of Merit

For rendered services of a higher order, and by devotion to duty have contributed to the success of the Concept-Therapy Movement.

Requirements:

- ❖ Member in good standing for a minimum of five years.
- ❖ Recommended by an active teacher/chief pilot.
- ❖ Is a Pathseeker.
- ❖ Has performed one of the following: *Person to Person* lecture, hosted a ROD study group, or held an office in a local Beam Club or Pathseeker Club.

Dedication Award

Presented by the CTI staff to members who have shown dedication to the Cause of Concept-Therapy far beyond any expectation.

The Paratrooper Award

For faithful service, loyalty, and devotion to the principles and objectives of the International "On the Beam" Club.

Requirements:

- ❖ Member in good standing for a minimum of seven years.
- ❖ Recommended by an active teacher/chief pilot.
- ❖ Has taken ALL the work excluding Teacher Training.
- ❖ Has performed at least one of the following: conducted at least three *Person to Person* lectures, conducted three ROD Study Groups, held at least two offices in a local club, or has been an active teacher/teaching assistant for at least two years.

The Numbered "W" Award

Signifies attainment and application of a degree of Higher Knowledge.

Requirements:

- ❖ Member in good standing for a minimum of nine years.
- ❖ Recommended by at least three active teachers or two active teams.
- ❖ Has taken ALL the coursework, including Teacher Training.
- ❖ Has performed at least one of the following: conducted at least five *Person to Person* lectures, conducted at least five ROD study groups, held at least three offices in a local club, or has been an active teacher for at least five years.

The Zero Award

Highest award conferred by the Concept-Therapy Institute. It indicates that the Beamer has received Cosmic Knowledge and has been attempting to gain Cosmic Consciousness.

Requirements:

- ❖ Members in good standing for a minimum of twelve years and recommended by at least 5 active teachers or three active teams.
- ❖ Has taken all the coursework including PPA, ST (Suggestive Therapy), and Cosmic Principles and a minimum of one review of each.
- ❖ Has a record of continuing support and interest in CTI and its activities, as shown by club attendance, numerous class reviews, and attendance at CTI events.
- ❖ See the Zero Citation next page:

THE ZERO CITATION

It is of utmost importance that you realize that today something new is happening. There is the emergence of a new kingdom in Nature, the Fifth Kingdom: this is the Kingdom of God on earth or the Kingdom of Souls. It is precipitating on earth and will be composed of those who are becoming group-conscious and who can work in group formation. This can be possible because these people will have achieved a self-initiated perfection and will be identified with certain group expansions of consciousness. It will also be because they have arrived at love of their fellowmen, just as they have loved themselves in the past. Think on this with Charity, my brothers and sisters, and grasp---if you can the full significance of this last statement.

“You have been with this Movement a long, long time. Thousands of hours have been spent on platforms all over the nation teaching people how to live to gain a higher understanding. This has made it possible for you to understand what is necessary to become one with the cosmic order.

“Your advanced knowledge paves the way for entrance into the life of the One, and even now we know that you are making this transition. So it is with deep gratitude and much pleasure that we announce you as a ZERO. Wear this with pride. It designates your place on the Path.

“And now, Brother of mine, gather around you anew those who are seeking thus the lighted way and learn to give them of your wisdom and to share with them that which you possess. That is for you a duty in the coming months. Begin with those you have at hand and those who know and love you. Together set ajar the door to which seekers may find their way and, through your rendered service, may find their way perchance to us.

“Go now, Zero, and find the Peace that awaits.”

Quarter Century Award

For those who have remained a member of the Concept-Therapy movement for 25 years.

50-Year Award

For those who have remained a member of the Concept-Therapy movement for 50 years.

60-Year Award

For those who have remained a member of the Concept-Therapy Movement for 60 years.

65-Year Award

For those who have remained a member of the Concept-Therapy movement for 65 years.

70-Year Award

For those who have remained a member of the Concept-Therapy movement for 70 years

Prerequisites for Enrolling in Concept-Therapy and Conceptology Work

Concept-Therapy (C-T)

Entry level course, open to anyone.

Suggestive Therapy (ST)

Entry level course. This text is specifically written for the Doctor of Chiropractic, but there is a supplemental booklet that instructs on how to teach it to lay people. It is recommended, but not required, that a layperson attend Concept-Therapy, Phase 1, and Phase 2 before enrolling in a Suggestive Therapy class. The teacher should use his/her own discretion and be prepared to answer questions that would come up from a layperson with no chiropractic background. Taught by a Qualified Doctor of the Healing Arts.

Chiropractic Principles and Practices (CPP)

Entry level course for Chiropractors and their Staff. Taught by qualified Instructors who are also Doctors of Chiropractic.

Conceptology

Refers to seven courses: Phase 1, Phase 2, Phase 3, Phase 4, Phase 5, Phase 6, and Phase 7. It is highly recommended that these courses are taken in consecutive order after an individual has attended the Concept-Therapy course. Exceptions are made on a case-by-case basis. Teachers should contact CTI regarding exceptions before the student enrolls in the class, as there is a form that must be submitted prior to enrollment.

Basic Principles (BP)

Beamer must first attend Concept-Therapy, Phase 1, Phase 2, and Phase 3. Phase 4 will also introduce the student to Basic Principles but is not required before taking Basic Principles.

Psychiatric Principles Applied (PPA)

Beamer must first attend Concept-Therapy, Phase 1, Phase 2, and Phase 3.

Foundational Teacher Training Class (FTTC)

Beamer must first attend Concept-Therapy, Phase 1, Phase 2, Phase 3, Phase 4, Basic Principles, and be a Pathseeker.

Cosmic Principles (CP)

Available to Beamers who have completed Concept-Therapy, Phase 1, Phase 2, Phase 3, Phase 4, Phase 5, Phase 6, and Phase 7.

(Note: If any live classes listed above are unavailable, please consider taking them on demand online. Please visit our website www.concept-therapy.org to sign up.)



OVERVIEW FOR TEACHERS

A Message to Teachers from Dr. Fleet



SOME ADVICE WORTHY OF YOUR DEEP THOUGHT

1. The material we are called upon to impart to others came mainly from the Spirit, Itself. Dr. Fleet was merely used as an instrument for the words, phrases, and so forth to go through.
2. In teaching this material, the Instructor should know that the SPIRIT always recognizes Its own.
3. Therefore, our courses should be taught exactly as written.
4. That is what students come to get; that is what they pay for; that is what we should be very careful to give them.
5. THAT is very, very important.

6. The reason for this is as follows:

- a) Each student sitting in your class is a triune being—Body, Mind, Soul.
- b) An easier way to explain this is that there is not only one person in each student; there are, in fact, three persons—

The Physical Person
The Mental Person
The Spiritual Person

- c) Whenever anything from the Holy Spirit is given out, the Spiritual part of the person listens—for "the Spirit recognizes and hears Its own work." This is in evidence when a minister asks all to bow their heads in prayer. All heads bow. It is at this time that contact may be made with the person's Soul.
 - d) Whenever anything is given out by an instructor that can be classified as of the Mental realm, then the Mental person is contacted. The Spiritual is not on the throne at that time.
 - e) Whenever anything of a purely Physical nature is being discussed, then the Physical person listens.
7. Imagine a minister giving out a prayer who would ruin the continuity of the prayer by inserting remarks other than the prayer. All bowed heads would raise. Contact with the Spiritual part of the person would be shocked and attention lost.
8. Imagine you are reading a beautiful, spiritual poem to a group and you stop in the middle of it to bring in some of your own ideas. You would ruin the poem and attention would be lost.

This is exactly the error we have been making. We do not read the Text verbatim. Rather, we break the continuity of it by inserting some of our own opinions and thereby ruin the continuity of the thought of the Spiritual part of the person, who is listening.

No one has ever understood this before and it is the one and only reason why our Instructors fail to sell Beamers properly on our work.

9. Most of you Instructors do not get out and solicit new students yourselves. You depend almost entirely on the Beamers to do the selling and the convincing, and they have done a magnificent job in this regard. The new student enrolls in your class; and, instead of keeping contact with their Spiritual part, you invariably deviate from the written Text and teach a lot of your own opinions. You therefore alternate in your contact with the Spiritual part of your student by bringing up, even in the midst of a paragraph, their Mental part. They consequently are unsold with this sort of teaching.

10. Last year our Beamers sold over 1500 new people to take Concept-Therapy courses. These new people came into our Movement with enthusiasm. They then sat in your classes, and chaos and confusion reigned in their personalities because the Teacher would read a little part of the Text, thereby contacting the student's Soul. Then the Teacher would break into that with something out of their own mind, which caused the Soul part to lose interest and the Mental part to be contacted. As a result of such teaching, these new Beamers went out confused, disappointed, and failed to remain members of our group. A great many did not pay dues for the ensuing year. Our Roster is getting smaller and smaller each year.
11. This is not finding fault. The writer has known of this for 32 years and knew that somewhere along the line he would have to insist that our Instructors follow the written Text. We are now insisting that you do.
12. Let's get rid, at the very start, of all the "horsefeathers" you may try to put into this problem, some of which are as follows:
 - a) "If I read the Text, people will go to sleep."
 - b) "If I am not allowed to explain the Text in my own way, they won't understand it."
 - c) "I have seen people reading the Text verbatim and everybody seemed to have lost interest," etc.

ALL OF THAT IS HORSEFEATHERS!

13. Imagine, if you will, two small children who are called upon to appear before their classmates and recite a little poem, entitled, "Mary Had a Little Lamb." The first one reads it in a singsong, uninteresting way and no one is impressed thereby. They read it verbatim without gesture, without raising or lowering their voice, and such a demonstration would put anyone to sleep.

The second little child comes out on that stage and gives that same little poem with the proper gestures, rise in tone of the voice, and all of the other little tricks to capture interest—and brings the house down!

14. Likewise, it is with our Instructors. If you read this Text in a singsong tone of voice without gestures, without enthusiasm, without the lowering and raising of your voice, you will surely put everybody to sleep.

On the other hand, if you will read our Text much like the second student who gave "Mary Had a Little Lamb," you will find that your audience will be wide awake with their responses. Remember, "The SPIRIT recognizes Its own work."

16. Look deeply into your own subconscious for the real reason that you find it hard to read the Text written by some other person. Could it be that you have an inferiority complex and to read another's work makes you feel still more inferior?

Could it be that you are subconsciously trying to impress your audience that you are so smart that you really do not need a Text? Could this be?

Could it be that you think you are smart and you wish to impress your audience with just how smart you are? THERE IS A REASON WHY our Instructors seem unable to read our Text verbatim.

17. In St. Louis, we had our pre-class meeting, and I secured a promise from each and every one who taught in that class that they would begin exactly on the hour and stop their talk in 50 minutes. Some did not do this, WHY?? Is it not possible for grownup, intelligent people to operate under a plan? Do you know that we have had hundreds of complaints come in here from people who say that the 10-minute coffee breaks sometimes extend to 30 minutes? They complain that our Instructors do not follow a time-schedule and waste a great deal of time, for which the student is paying per hour.

Won't you all please, from this day on, run your classes for 50 minutes of instruction and a 10-minute recess? Won't you, PLEASE, PLEASE, PLEASE do this?

18. Won't you please, if you still want to be our Instructor, teach the Text as written—with enthusiasm, with emphasis and attention? Then, after completion of the Text—which you are to read WITHOUT A BREAK—you may have time to teach them your ideas, whatever they may be. This is especially true for those who are to teach doctors. These doctors pay to hear SUGGESTIVE THERAPY. They do not pay for your opinion or your ideas, however good they may be. Won't you PLEASE try this new method, for the reasons enumerated above?
19. Be very careful as to who you put on your platform during your class. Some of these characters can undo in a few moments of time all that you have done to keep your class sold. If you desire someone to get on your platform to bring out any salient points needed at the time, for God's sake, write them down on paper and instruct such person to talk of that, and that alone.
- The great majority of them will promise to do this and then when they get before an audience, their subconscious tendencies come forth and they seem to take great delight in forgetting what you put them up there for and proceed to tell your students just what a great person they are. Beware of this in the future and keep people off our platforms who are not qualified and will not obey your instructions. We had much evidence of this in St. Louis.
20. If you do not want to read ALL the Text verbatim, then read paragraphs verbatim and comment on said paragraphs in your own way; but be sure such comment HAS TO DO WITH THE TEXT material. Do not break the continuity of the Spiritual thought.

Sincerely yours,

Thurman Fleet

Thurman Fleet

Copy to all Concept-therapy Teachers
November 13, 1963



Qualifications for Teachers of Entry Level Courses

Teachers must meet the following requirements for teaching all entry level courses:

- ❖ Approved for Pathseeker status.
- ❖ Graduate of Foundational Teacher Training Course.
- ❖ Completed teaching three Concept-Therapy classes within eighteen months, having taught at least one-third of the lessons in each.
- ❖ Can co-originate with one or two (maximum) other FTTC Graduates to qualify for the origination of three classes as the Primary Teacher.
- ❖ Agree to follow ALL CTI policies and procedures as presented in this handbook.
- ❖ Obtain an approved Class Permit on file with CTI prior to the class.
- ❖ Assume all responsibility for class details, including promotion, advertising, enrollment, class report, location, refreshments, materials, and other financial considerations.
- ❖ Actively participate in *Person-to-Person* lectures, ROD Study Groups, local Beam Clubs, area meetings, workshops and CTI conventions, events, and programs.
- ❖ Actively demonstrate a sincere desire to bring new students to Concept-Therapy.

Teachers must meet additional requirements for the following classes:

Suggestive Therapy

The Primary Teacher (vs. the Qualifying Teacher) must have taught C-T, Phases One and Two, and attended at least one review of Suggestive Therapy, and possess professional healthcare credentials as a Doctor in the Healing Arts.

Chiropractic Principles and Practices (CPP)

Entry level course for Chiropractors and their Staff. Taught by qualified Teachers who are also Doctors of Chiropractic. The Primary Teacher must have attended at least one review of CPP and be approved by the state Chiropractic Board if this class is for relicensing or CEU's.

Qualifications for Teachers of Non-Entry Level Courses

Phase 1

The teacher must be a Certified Teacher and must have received a permit for at least three Concept-Therapy classes following Certification and taught them as the Primary Teacher. They must have reviewed Phase One at least once. They must secure an experienced teacher who is willing to conduct a qualifying class for them. The experienced teacher will secure the permit, and with the assistance of the qualifying teacher, will build and teach TWO Phase One classes. The qualifying teacher is required to teach at least one half of the required class hours and perform half of the demonstrations in each class under the guidance of the experienced teacher. This format will provide mentoring of the qualifying teacher with each chapter and demonstration in the text. If the qualifying teacher performs well in these classes, the experienced teacher will provide a letter of confidence to the Teacher Coordinator and the CTI President stating that the qualifying teacher has met qualifications to teach Phase One on their own.

Phase 2

The Teacher must be a Certified Teacher and previously qualified to teach Phase One. The teacher must have received a permit and taught at least three Phase One classes following certification. They must have reviewed Phase Two at least once; and must secure an experienced teacher willing to conduct a qualifying class for them. The experienced teacher will secure the permit, and with the assistance of the qualifying teacher will build and teach a Phase Two class. The qualifying teacher must teach at least half of the hours under the guidance of the experienced teacher. Providing the qualifying teacher performs well in class, the experienced teacher will send the letter to the Teacher Coordinator and the CTI President stating the teacher is now qualified to teach Phase Two on their own.

Conceptology Phases 3, 4, 5, 6, 7

The same procedure as listed for Phase Two will apply except they must have taught the earlier phases at least TWICE on their own before moving on to higher qualifications, e.g.--The teacher must secure a permit and teach two Phase Two classes before requesting a qualification class for Phase Three, two Phase Three classes before requesting a qualification class for Phase Four, etc. To qualify to teach anything beyond Phase Three, the teacher must also be a Pathseeker in good standing.

Basic Principles and Psychiatric Principles Applied

The teacher must have taken and reviewed the Basic Principles Class at least once. The teacher must have received a permit for, and taught, at least two Phase Three classes before requesting a qualifying class for Basic Principles following the procedure outlined for Phase Two (above). The same procedure will be followed for Psychiatric Principles Applied.

Suggestive Therapy

If the Qualifying Teacher is not a licensed Doctor of the Healing Arts, they must work with a Doctor in teaching Suggestive Therapy (because of the diagnostic/healing component) The Qualifying Teacher should have taught Phases One and Two. They must have taken and reviewed Suggestive Therapy. They may then request a qualifying class following the procedure outlined for Phase Two (above).

Cosmic Principles

The teacher must have taught Concept-Therapy and all seven Phases of Conceptology at least twice. They must have taken and reviewed Cosmic Principles at least once. They will then follow the same procedure for requesting a qualifying class as listed above for Phase Two.

Cosmic Principles classes are generally taught in the regional area developed by the Teaching Team. Exceptions may be made on a case-by-case basis.

The qualifying teacher(s) should purchase the set of Cosmic Principles recording by Dr. Thurman Fleet. This set includes a preface by George Fleet, Jr. and the Alpha and Omega recordings 718-A&B. A recording of the Cosmic Principles music should also be acquired (available from online music vendors).

Each qualifying teacher will receive a 27-hour class schedule and a copy of the supplemental chapters not included in the Cosmic Principles text. If possible, the Teacher is expected to follow this schedule, with a reasonable time provided for sales and announcements. The Teacher is free to extend this course to 30 or more hours.

Guidelines for Mentoring

Contact an established teacher and propose to mentor under his or her guidance. Establish a composite, create an image agreeing upon time, energy, money, etc. that each is willing to contribute to the manifestation of the image.

❖ Suggestions for the Mentor (Teacher)

- Support trainees in giving promotional lectures.
- Direct trainees in class organization and committees.
- Give trainees an opportunity to present well-prepared lessons in Concept-Therapy classes.

❖ Suggestions for Qualifying Teacher: (Mentee)

- Conduct *Person to Person* lectures.
- Conduct *Rays of the Dawn* study groups.
- Attend an “On the Beam” Club regularly and moderate lessons.
- Attend classes regularly (Concept-Therapy and Conceptology)
- Work on class committees.
- Assist with class mailings, telephone, and other class promotions.
- Make every attempt to bring new students to Concept-Therapy.
- Prepare for presentation of all chapters in the Concept-Therapy text. Use brochures, the study guide, a dictionary, audio/visual recordings, etc. to explain paragraphs and sentences in the text.

Please note: These are guidelines only. Most important is the composite and image agreed upon by the advising teacher and the trainee being mentored. The development of well-trained teachers is vital to the perpetuation of Concept-Therapy.

Attending classes taught by experienced teachers is an excellent way to learn teaching techniques, increase one’s knowledge as to presenting the text, form composites with other Beamers, promotional methods, etc. Watching class videos by different teaching teams is also an excellent way to prepare.

Guest Teachers, Teaching Assistants and Trainees in Class

A **Primary Teacher** may choose to include one or more Guest Teachers, Trainees, or Teaching Assistants in presenting a class. These individuals agree to implement the class image and plan as originated by the Primary Teacher and to abide by all CTI guidelines and rules.

Trainees (Mentees) are Provisionally Certified Teachers working with a Primary Teacher mentoring their skills for Certification.

A **Guest Teacher** may be assigned a single lesson or multiple lessons depending upon their background and qualifications.

A **Teaching Assistant** may help with registrations, handouts, refreshments, computer monitoring and other tasks, and may read a lesson.

Guest Teachers, Trainees, and Teaching Assistants are encouraged to engage with students and assist as needed.

Use of Music in Teaching Concept-Therapy

The purpose of the SLUMP, as used by the Concept-Therapy Institute, is a lesson in concentrating the mind. As you resolve to make your mind listen to the words of these songs, you will perhaps find that it is quite difficult, as your mind will want to scatter away. When it does that, bring your attention back to listening to the song. Try to listen. Do not think – LISTEN – and you will be training your mind to concentrate.

Teachers are asked to acquire a copy of the SLUMP songs and play them during the recesses in their classes (almost all the SLUMP songs are available for download from the various Internet music vendors at 99-cents a song). A short simple explanation of the SLUMP should be made as to why this type of music is played in the class (A SLUMP explanation that lists the SLUMP songs along with an interpretation of the meaning of each song, is available from the Institute upon request).

Many students today are unfamiliar with the older songs and tend to “find fault” with the old music. Once they understand that it is part of the teaching process, they accept it and begin to appreciate its value.

Many teachers incorporate the SLUMP as part of the class, beginning with Phase 3 through Cosmic Principles. To participate in a SLUMP, arrange the classroom or other space to provide for walking in a circle. Adequate space is needed as each person walks at his/her own pace. The outdoors is preferable, as the weather permits. The students are asked to walk around the circle and to keep their steps in tempo with the music of the songs. They should walk alone, concentrating the mind intently upon the words of the songs. Do not talk to anyone during this period. This is a time of concentration. Do not break your own or another’s meditation.

Dim the lights and start the music. “Start walking, Beamer.” Walk counterclockwise, in tempo with the music. The words of the songs are such that they will serve as a great inspiration to keep on with the struggle to overcome the lower nature. The MUSIC will impress the subconscious with the journey that all Souls must take. The music is intended to help one cross over the threshold between the Carnal and the Spiritual phases of Life. Concentrate on the songs, imagining that it is you, your devil part, and your god part conversing with each other. Keep your mind concentrated on the words of the songs and keep walking in tempo with the music.

Phases 4, 6, 7, and Cosmic Principles have special music that is to be played with specific lessons.

Standards of Professionalism

After many years of concentrated research in devising, testing, and refining different approaches in teaching the Philosophy of Concept-Therapy, the founder, Dr Thurman Fleet, and the CTI Board of Directors, have resolved a system for conducting the business and teaching of the Concept-Therapy philosophy. A successful teacher must deal with material and spiritual issues. Maintain a balance of both.

Guidelines for Classroom

- ❖ Plan and organize your classroom and presentation of the course material with care and appropriateness reflecting the value of the C-T instruction and philosophy.
- ❖ Create a pleasant and comfortable environment for student learning.

Guidelines for Personal Appearance

- ❖ The Concept-Therapy teacher should dress professionally.
- ❖ Cleanliness, neatness, and appropriate attire are a part of personal magnetism (as taught in Phase 1) and an indication of respect for the material and organization that you are representing (Concept-Therapy and the Concept-Therapy Institute).
- ❖ Business casual dress is suggested, but there is nothing wrong with wearing a coat and tie.

Other Professional Guidelines

- ❖ It is an act of courtesy to introduce all visiting teachers, international officers, and CTI board members, when such individuals are present in one's class.
- ❖ Refrain from using swearing or using sexual innuendos that might cause students to be uncomfortable.
- ❖ Refrain from using any type of negative comments related to physical or mental disabilities, gender, race, ethnicity, religion, or sexual preference.
- ❖ Refrain from making any political statements and/or jokes in class or in any circumstance where you are representing the Concept-Therapy Institute, as that will jeopardize our 501(c)3 status.
- ❖ Refrain from finding fault, criticizing, or making negative statements about other CTI teachers or classes. Consider your classroom demeanor as representing the Concept-Therapy principles being taught. Help further a teaching fellowship of cooperation, understanding and learning.
- ❖ Support local Study Clubs and CTI events by promoting, assisting, and attending. Set an example for others.
- ❖ Aspire to a program of sincere study and practice. Demonstrate in your instruction a dedication to the content of the text prepared by Dr. Fleet while forming a composite with your student audience.
- ❖ Adhere to a firm conviction, both in your teaching and in your example, to the principles of Concept-Therapy and a dedication to serving the One Life.
- ❖ Any Grievance that may occur is to be managed according to the CTI Grievance Policy, found on our website: www.concept-therapy.org

Preparation for Teaching a Concept-Therapy Class

Create Class Image

Teachers should take the necessary amount of time to plan and organize to enjoy a successful class, including taking time to set the image for the entire class. Share the image with any Guest Teachers or Teaching Assistants recruited for your class. Make sure they understand their role, the standards of conduct and have plenty of time to prepare properly. See Appendix for sample class image and plan.

Select Class Site

To get started, the new teacher can operate with a minimum of expense by setting up classes in his or her home. A home classroom eliminates facility rental fees and allows the teacher to instruct a few students at a time. Many established teachers have created home classrooms that will accommodate large groups, thereby eliminating the use of facility rentals altogether.

For those who need to rent a facility, you will find that many hotels/motels have meeting rooms that are excellent for teaching classes. Try to locate one that offers discounts and/or a free meeting room with restaurant business or with a set number of overnight room reservations. Check thoroughly with several hotels and seek out the best arrangement for you.

Other steps to prepare for a successful class include:

- ❖ Submit Class Permit Application well in advance of the class.
- ❖ After the Permit has been approved, download forms from the Teacher portal such as enrollment forms, sales forms, and class reporting forms.
- ❖ Contact local Beamers – many are willing to assist with class preparations.
- ❖ Request an email and/or mailing list from CTI.
- ❖ Create a class announcement and send it out via email or postal service.
- ❖ Schedule and conduct informative lectures to draw new students.
- ❖ Acknowledge all pre-enrollments with a letter or email.
- ❖ Make plans for onsite registration, sales, class photographer, refreshments, etc.
- ❖ Refine, organize, and adapt as needed, and continue to ‘work your plan’ through the final manifestation of the class.

Public Speaking and Presentation of Materials

Teaching requires public speaking skills so the instruction can be given with authority and enthusiasm. Practice by recording the chapters as you would present them. Listen to your recording. Repeat this process over and over until you feel confident in teaching the text with feeling and conviction. Give Person to Person lectures, hold Rays of the Dawn study groups, and begin mentoring with another teacher. Toastmasters International and The Dale Carnegie Course are other avenues that will help develop speaking skills. Practice board work, use of PowerPoint, and all other methods that will help teach the text.

Suggestions to enhance your presentation skills:

1. Read the chapter aloud several times, just as if you are giving it to a group. Check your pronunciation for anyone in attendance who may have difficulty hearing. In most cases, correct enunciation is heard more clearly than increasing the volume.
2. Consider creating an image for each lesson by using the Lesson Plan templates provided by CTI. An example and the website link are in the Appendix to this Handbook.
3. Define any terms you are not certain of by using a standard dictionary until you have a clear picture of what Dr. Fleet means by his use of that term in that sentence.
4. Find references in *Rays of the Dawn*, which pertain to the chapter and fit them into the presentation.
5. Write out an answer to each question in the Study Guide for each chapter; work the Study Guide paragraphs into the chapter's presentation.
6. Listen to teacher's training and other class audios and choose one or two examples that really explain the topic TO YOU – use those in explaining your lessons. ("As Dr. ----- said when explaining this...).
7. Choose 1 or 2 paragraph(s) from Cause of Disease, Philosophy of Suggestive Therapy, or the books by Rev. Crump and fit those into the lesson.
8. Practice reading the chapter with all the above worked in, to present the most informative and useful information, with the right vibration for the students.
9. Study and practice Phase 1, Chapter 4 *Personal Magnetism* and Chapter 8 beginning on page 87 – *Demonstrating the Art of Fascination*. You will develop skills for teaching this work.
10. Many teachers will go on the Inner-Klean Diet prior to the class to prepare the body and mind for the best function possible.

Minimum Class Hours

The Institute requires presentation of the following information in each class taught:

- CTI structure, history and information on the Founder, Dr. Thurman Fleet
- Money Back Guarantee (see Refunds/Money Back Guarantee section of this Handbook).
- Introduction to Rays of the Dawn.
- Overview of all Conceptology courses.
- New Student Pack information.
- IOTBC dues and benefits of Club Study.
- Events (Convention, etc.), Awards, Donations.
- Future classes.
- Sales (literature and audios).
- Feedback/Comment Form.

Concept-Therapy

Requires a minimum of 21 classroom hours spent on the text and the above requirements. Any additional CTI approved teaching ideas must be added to the 21 hours.

All Conceptology Coursework (Phase 1 through Phase 7 and Basic Principles):

Requires a minimum of 23 hours spent on the text and above requirements.

Cosmic Principles

Requires a minimum of 27 hours spent on the text and above requirements.

Sample Schedules

The following sample schedules provide for a 10-minute recess after each 50-minute lesson and one-hour lunch and dinner breaks (longer meal breaks will require adjusting these hours):

21-hour Class: Friday 7pm-10pm; Saturday 9pm-1pm, 2pm-6pm, 7pm-10pm; Sunday 9am-1pm, 2pm-5pm

23-hour Class: Friday 6pm-10pm; Saturday 9am-1pm, 2pm-6pm, 7pm-10pm; Sunday 9am-1pm, 2pm-6pm

27-hour Class: Friday 9am-1pm, 2pm-6pm, 7pm-9pm; Saturday 9am-1pm, 2pm-6pm, 7pm-9pm, Sunday 9am-1pm, 2pm-5pm

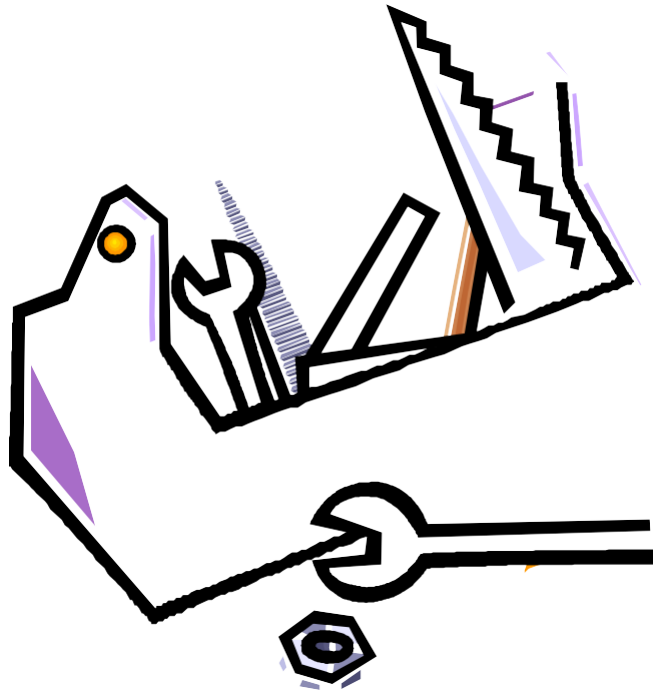
See appendices for detailed sample schedules. The teacher may expand the number of hours for any of the above classes and/or spread the hours over four days or several weeks.

CHILDREN IN CLASS: Well-behaved children are welcome. When they are of an age to show interest and comprehension of the instruction, we appreciate their enrollment in class.

Concept-Therapy Teacher Training Graduate Agreement

By accepting the Teacher Training diploma, I commit to the following conditions to maintain my status as an authorized Teacher of Concept-Therapy.

1. I will maintain loyal allegiance to the philosophy of Concept-Therapy as defined by its founder, Dr. Thurman Fleet.
2. I will cherish the memories of the founder and pioneers of Concept-Therapy and agree to promote true fellowship and brotherly understanding among Concept-Therapists, to extend all assistance to the Concept-Therapy movement, and to stimulate Concept-Therapy in the mind of the public.
3. I will respect and follow other Institute policies and procedures presented in this training program and those included in printed materials I will receive.
4. I will abide by the conditions on Teacher class permits issued for my classes.
5. I will make every attempt to attend the International "On the Beam" Club Convention, Area Meetings, Jam Sessions, and other events when scheduled.
6. I will review the Teacher Training program at least once every five years.



Tools for Teachers and Assistants

Sample Image for a Concept-Therapy Class

Broad – Logical – Lawful – Positive

- ❖ Have a Concept-Therapy class on _____ at _____.
- ❖ Have minimum of _____ NTM enthusiastic, willing to learn, students who pay in advance.
- ❖ Have a minimum of _____ Beamers review the class.
- ❖ Meet at least one new person each day, speak of Concept-Therapy, give them a brochure, invite them to an Informative Lecture and/or a scheduled class, or ROD meeting.
- ❖ Encourage local Beamers to meet at least one new person each day and speak of Concept-Therapy and give them a brochure with class and/or *Person to Person Program*, Informative Lecture, ROD study group dates, etc.
- ❖ Work with local Beamers to conduct a ROD study group before the class.
- ❖ Work with local Beamers to present a minimum of two *Person to Person Programs* before the class.
- ❖ Create an email list or mailing list of Beamers and friends. Send brochures, announce *Person to Person lectures*, workshops, informative lectures, ROD study groups, Concept-Therapy class dates, and any other pertinent information regarding Concept-Therapy activities in the area. Also consider posting information via Social Media Platforms.
- ❖ Organize a committee to distribute flyers at appropriate locations, or to post information on social media sites such as Facebook, Instagram and Twitter, insuring they adhere to our Social Media Policy.
- ❖ Set examples by living the laws and enjoying good health.
- ❖ Study the Concept-Therapy text; refine and practice presentation until it can be presented professionally.
- ❖ Visualize the class in session with goals achieved through this successful image three times per day WITH INTENT right up to the date of the class.

Sales of Literature and Multimedia

The purpose for sales of literature and media is to provide the student with the essentials for study at home and in Beam Clubs. In addition, the commission the Teacher makes from the sale of these materials in class can be substantial and is an important revenue stream for CTI. It is a violation of the copyright to copy, in whole or part, any printed or recorded material for dissemination to others without compensation to CTI

Texts

A Beamer must enroll in a class in Concept-Therapy before they may purchase the Concept-Therapy text. The same is true of all courses offered by the Concept-Therapy Institute. When a text is ordered by mail or by telephone, the records are checked to verify that the person qualifies for the text ordered. Texts are not to be made available to the student until class completion. **No texts are sold to the public.**

Multimedia

The Multimedia Department has available to Beamers hundreds of recordings by Dr. Fleet and other leading teachers, including the early pioneers. Listening to these recordings is an excellent way to enhance one's understanding of the Concept-Therapy philosophy.

Teachers are encouraged to purchase recordings of the Concept-Therapy course. They offer many examples and explanations of the textual material which the teacher can incorporate into their explanations in the chapters.

We also suggest that teachers encourage Beamers and Beam Clubs to purchase and learn from our audio and video recordings. Recordings are available on every subject taught by the Concept-Therapy Institute. Some are restricted to graduates of certain classes or to Pathseekers only.

Please see the Sales discussion in the Administrative Policies and Procedures section of this Handbook for details.

Teacher's Discount

An Active Teacher may purchase multimedia and literature at a 30% discount.

Classroom Set-up and Displays

We ask that each teacher have a display kit containing sample literature to be explained and sold in the class. Please keep the materials “like new” and replace them, as necessary. Please display only materials that are current, clean, and unused.

Experience shows that, in most cases, when a student fails to purchase study materials, the teacher has failed to get the “message” across and these students are less likely to pursue further classes, attend Beam Club meetings, review classes, retain membership or help secure new students.

*Only CTI published materials may be offered to students for purchase. A list of recommended display materials is included in the appendices section of this Handbook.

Trust Fund Incentive Programs

X Fund Incentive for New Students

When five or more NTM (New To Movement) (New to the Movement) students are enrolled in the same Concept- Therapy class, the Team will receive \$35.00 for each NTM student paying the Head of Household Tuition and \$20.00 for each NTM enrolling at the Family, Business or Student rate.

Procedure: Send total amount of monies collected to the Institute. The teaching team will receive a separate check from the X Fund for the X Fund Incentive compensation after the class report has been processed through the Finance Department. (Note: Thurman Fleet Educational Fund candidates are excluded from this offer.)

X Fund Incentive for Person-to-Person Program (Previously called “J-Lecture”)

A *Person-to-Person Program* is a scripted talk designed for the public. A Beamer can use this program to introduce their friends and family to Concept-Therapy in an informal, personal setting such as their home. A graduate of Teacher Training may use this program and receive monetary compensation until they teach a class. After teaching has begun, the teacher may continue to use the *Person to Person Program* but will no longer receive monetary compensation from the X Fund, as it is now to be considered an Informative Lecture. *The Person to Person Program* may be given by an individual, a group, or members of an “On the Beam” Club.

The Host of a *Person to Person Program*, (excluding active teachers) will receive payment of \$5.00 per guest from the X Fund by fulfilling the following criteria:

- ❖ File an approved *Person to Person Program* **permit** in advance with the Institute.
- ❖ Have five or more non-Beamer guests at the meeting.
- ❖ Return the guest cards with complete information to the Institute within ten business days of the lecture.

Attendees will receive a guest packet containing a letter, a *Total Health Through Relaxation audio*, a *Health Image Pocket Book*, and a *Concept-Therapy* brochure directly from the Institute.

When a “*Person to Person*” guest attends a Concept-Therapy class as a new to the movement student, the host will receive an additional \$25.00 from the X Fund, providing the new student attended the class within a six-month period of attending the lecture.

Note: *The Person-to-Person packet contains complete details on this program and will be provided to Beamers and Teachers upon request to the Institute.*

Rays of the Dawn Study Group Incentive Program

Rays of the Dawn Study Groups are a series of study sessions of the book, *Rays of the Dawn*. The meetings must be held within a minimum 6–12–week period and open to guests who have not yet taken the Concept–Therapy course. Beamer, clubs, and teachers may conduct *Rays of the Dawn* study groups.

A permit is required for this program. Permit form may be obtained by calling or emailing the Institute. The permit-holder must report the names of the non-Beamer guests attending each week to be eligible for the incentive. If a non-Beamer attendee completes a Concept-Therapy class within 6 months, the host will receive \$25.00 for each person in class.

Non-Beamer guests attending a *Rays of the Dawn* study group will receive the *ROD Self-Evaluation* booklet from CTI as a gift from the Trust Fund.

Promotion/Advertising Assistance from the Trust Fund

Brochures

Please use the brochures available from the Institute to advertise your classes. You may request up to 200 free brochures from the Institute for each Concept-Therapy class.

Mailers

The X Fund will reimburse 60% of the costs of mailing an approved **Concept-Therapy** class flyer, up to a maximum of \$300.00 per Concept-Therapy class. The 60% reimbursement may include the cost of paper, printing, envelopes, and postage. ***Note: Must be at reasonable, competitive prices, and copies of receipts are required.***

Procedure

Send the Institute a detailed accounting of mailing costs with the class report. Please include a copy of receipts and class announcement with reimbursement request.

Reimbursement request should accompany class/virtual class report. This assistance by the Trust Fund for Concept-Therapy class promotion is on a trial basis.

Promotion and Organization for a Class

“Promotion is creation developed slowly and refined continuously.”

Personal Contact

Personal contact is the most effective means of securing new students. Promotion is primarily a *do-it-yourself* project, yet cooperation with Beamers is of immense value. The teacher assumes responsibility for each detail in developing their classes, but by showing Beamers the way through teaching and example, many will be willing to assist with promotion and class duties. Give all willing Beamers an opportunity to be a part of developing a class. Those with whom you have cultivated a composite will be those who will help.

Strengthening Composite with other Beamers

- ❖ Be a personal example of willingness and cooperation.
- ❖ Select willing Beamers to assist.
- ❖ Take an active role in area/local clubs and assist whenever possible.
- ❖ Instruct and train local Beamers as class liaison, class chairperson.
- ❖ Be available to train willing Pathseekers to become teachers/teaching assistants.
- ❖ Assist Beamers to get the most out of their study and experience. They will reciprocate by introducing others to Concept-Therapy.
- ❖ An image with a well-developed plan of action is imperative.
- ❖ Demonstrate Right Action – Service to Life.

The teacher should spend time instructing and training Beamers how to do the best job possible as class liaison, class chairpersons, etc. The teachers assist the Beamer to get as much as possible out of their study of Concept-Therapy. These Beamers will then reciprocate by helping to get new students, and they will review classes.

Growing a Regional Area

Part of the Beamer's training is presenting the *Person-to-Person Program* and *Rays of the Dawn* study group participation. Beamers as well as teachers need to be trained and organized so they can *“play their parts well.”* Promotion and organization, like other creations, are required to go through a period of development and refinement. Do not attempt to force growth; yours, or another's. Use the laws of creation as taught in Concept-Therapy, and you will **create** a lasting and professional teaching experience.

The teacher should be a member of a local “On the Beam” Club. It takes only three Beamers to begin meeting as a chartered Club, and properly conducted, membership grows quickly. By supporting the local Beamers and the club, the teacher establishes a composite with club members. When the composite is in place, the teacher has earned the right to ask the club members to assist in promoting classes. Most times the teacher will not need to ask as club members will offer their help and support. Clubs may sponsor Person to Person Programs and Rays of the Dawn Study Groups to introduce the public to Concept-Therapy. These two programs are by far our greatest source of new students.

For these programs to work, you must **work** the program. Put your entire body, mind, and soul into the image (make the commitment). With dedicated work and effort, a class will be developed. Students that are attracted to classes through this personal effort make the best Beamers, they stay with the philosophy, and will bring others to your classes.

To develop an area, the teacher can hold *Rays of the Dawn* study groups, *Person to Person* lectures, and workshops that are in harmony with Institute policy.

Informative Lectures

An informative lecture is given to prospective students by the teacher with the sole idea of selling the prospects on taking the course. There is no financial consideration from the Institute because these lectures are given to build the teacher’s class and payment comes from students’ tuition. Guests of informative lectures do not receive gift packets, but they should be given Concept-Therapy brochures and class information, such as the CTI calendar schedule of events, by the host.

Informative lectures are free lectures to the public and are a real source of help in promoting a class. They should be well advertised **by the teacher** and held in several different locations surrounding the class site. Plan these lectures well before the class to allow prospective students time to arrange to attend.

The teacher can develop a particularly good informative lecture by using the Concept-Therapy brochures. ***The main purpose of an Informative Lecture*** is to introduce the public to Concept-Therapy, not to teach portions of the class. The lecture should answer the question: ***“What is Concept-Therapy?”*** in a way that creates an interest and desire to attend a class. No permit is required, but it is an implied agreement that the Teacher will observe the suggested format and purpose of an Informative Lecture.

Promotional Multimedia

Use our promotional multimedia to assist you in introducing Concept-Therapy to your friends and family. Our promotional media can be used in entirety or as a supplement to your presentation. It is your responsibility to originate the content and it requires approval from CTI.

Letterhead, Envelopes, Business Cards, Class Flyers

Using the Concept-Therapy logo, teachers may create letterhead, envelopes, business cards, and class flyers with the teacher's contact information. The Concept-Therapy logo cannot be used with any other logos, promotions, or advertisements.

It is suggested that teachers use information from the Concept-Therapy brochures to create advertising announcements. Institute approval is required for all advertising if the information presented is not included on Institute brochures.

Mailing Lists

Mailing lists for Beamers in your area are available from the Institute at no charge. The list will have name, address, telephone number, email, and last dues date. Lists can be obtained by zip code or alphabetical order. Please use your own return address when publicizing classes and lectures. Teacher emails promoting classes must originate from an official @concept-therapy.org mailing address and MUST contain an opt-out message at the bottom saying: "Please reply REMOVE if you do not wish to receive class announcements from the _____ Teaching Team."

Bulk Rate Permits

Teachers may request a bulk rate permit from their post office if it is determined to be an advantage to the teacher. The permit should be purchased in the teacher's name or teaching team's name. Under no circumstances should Concept-Therapy Institute's name appear on the application. Remember, teaching is your personal business and must be conducted as such.

Good Emailing Practices

- ❖ **ALWAYS BC** (Blind Copy) addresses as this protects the privacy of student email addresses when mass-emailing. This will help prevent the students' emails from being picked up by spammers.
- ❖ Please: **ONLY** use the email addresses provided by the Concept-Therapy Institute for promotion of classes, study groups, and other Concept-Therapy events. Improper use of emails provided by the Institute, such as for promotion of personal or non-C-T business-related information will be considered a Policy violation.
- ❖ If a student asks to be removed from your email list, please do so promptly. Remember to notify the Institute so we can remove their email from our database in a timely manner.
- ❖ Make sure to notify students when they provide their email that the Institute uses emailing as a main source of contacting students if there are any issues with membership, classes, payment questions, returned mail, or any other issues for which we need further clarification.
- ❖ Please ask students if they would like to receive our monthly newsletter. If the student does not wish to receive the newsletter, please notate on the individual enrollment form.

Following these practices will ensure you are not in electronic violation of CTI's Privacy Policy.



Administrative Policies and Procedures

Class Permit Applications

Teachers must request a permit for each class. All classes are posted on the CTI website and advertised according to the information provided on the permit application. It is recommended that a teacher submit the application 60 to 90 days in advance of the class to allow time to adequately plan and promote the class. Current Permit Forms are available online in the Teacher Library.

Consider planning a year's schedule in advance and submitting the Class Permit Forms for the year. This allows CTI to publish your entire schedule well in advance of the class on all our promotional channels.

The Permit Holder agrees to the following:

- ❖ To provide a complete lesson plan of the above listed class with this permit request, which must be approved by CTI.
- ❖ To conduct the class using only textual materials furnished by CTI.
- ❖ To charge the CTI-approved tuition in U.S. dollars (latest tuition information will be supplied with permit approval) and to collect all unpaid dues from class participants. (Exception: if student chooses not to be a member and pays the non-member tuition rate).
- ❖ To remit, to the Institute, 100% of all funds collected (IRS requirement) and authorize CTI to deduct all amounts due to CTI prior to remitting payment to the Permit Holder.
- ❖ To sell only products offered by CTI.
- ❖ To advertise using only flyers, brochures, and pamphlets available through CTI, or to submit any other advertising to CTI for prior written approval.
- ❖ To prepare and send to CTI the class report, enrollment form(s), sales reports, the class schedule with each instructor listed per hour, as well as the student feedback forms and lesson reflection summaries, within three (3) business days after the end of the class.
- ❖ To notify CTI of any cancellations or changes to class hours or dates within one (1) business day of the change.
- ❖ Teachers are Independent Contractors and are responsible for all expenses associated with holding the class, including all applicable income tax.

- ❖ Teachers are not agents of CTI, and do not have the authority to bind CTI in any way, including, but not limited to, making any business agreements on behalf of CTI or incur any liability on behalf of CTI.
- ❖ When executed by CTI, this Class Permit grants the Permit Holder a limited license to conduct the class which is terminable at CTI's discretion without cause.
- ❖ CTI owns all intellectual property rights, including all copyrights (including all derivative works), trademark rights, patent rights (including all associated industrial rights), and trade secret rights (the "Intellectual Property Rights") in all material associated with the class. By approving this Permit, CTI grants a limited, one-time, terminable, non-exclusive license to the Intellectual Property Rights, which terminates automatically upon the earlier of (a) cancellation of the class, or (b) completion of the class. No other or further license or rights to the Intellectual Property Rights is granted by CTI.
- ❖ CTI may, in its sole discretion, upon request by the Permit Holder, grant limited access to CTI's Customer lists and/or member lists for limited use to promote the class set forth in this Permit. Any unauthorized use of the Customer lists and or Member lists may result in CTI terminating this Permit or refusing to issue further permits.
- ❖ CTI owns all rights, title and possession in, to and under any and all sound, audio and video recordings of the class set forth on this Permit, in whole or in part, including, but not limited to any and all copyrights, including but not limited to the right to register the sound, audio and/or video with the Library of Congress' Copyright Office, or anywhere else in the world, the right to reproduce, display, perform and or sell or offer for sale of the same.

Enrollment Receipts

All class enrollments should be documented on a Class Enrollment Receipt Form (current forms are available online in the Teacher's Library.) The Beamer's record is created from the information on the enrollment receipt. Therefore, it is especially important that all information is correct and legible.

- ❖ Make sure the name, address, zip code, telephone number(s), and email address are all correct and legible.
- ❖ One receipt may be used for all family members attending the same class, providing they live at the same address. List all family member names and relationship to the primary payer.
- ❖ Make out separate receipts when there is a different last name or address when anyone is enrolled at the family or business rate. Indicate the relationship to party paying full rate.
- ❖ When father and son have the same first name, please be sure to indicate Sr., Jr., or II, etc.
- ❖ In case of name changes by marriage, adoption, or other, please indicate on the enrollment receipt the name under which they were previously enrolled so the Institute records can be kept up to date. Also indicate address, email, and telephone changes. If unsure, simply ask the person enrolling if any information has changed since the last class attended. Check space for yes/no response to the question about enrollment receipt, "Is this student new to the Concept-Therapy movement?"
- ❖ Be sure to check the box for "online" or "in-person" student.
- ❖ Ask the student the question, "How did you hear about us?" and fill that in.

Types of Payment Accepted

The Institute accepts PayPal, Visa, Mastercard, AMEX and Discover Card, personal checks, and money orders. See Online Payments Procedure Below. All payments must be processed before materials are shipped and before credit is given for class attendance.

IMPORTANT: If the teacher accepts cash payments for class registration, the teacher should not mail the cash. Instead, the teacher should write a check or provide credit card information to cover the amount of cash that was received and include a detailed list of what the check or credit card is covering.

Tuition Rates

Tuition is set by CTI, and tuition rates are in U.S. Funds. The following tuition rates apply:

Enrollment Type	Cost
New Enrollment (Member)	\$470.00
Review Enrollment (Member)	\$150.00
Group Rates (Members)	
1 st Member of Household or Business	\$470.00
Each Additional Member of Household or Business	\$260.00
New Enrollee Full-Time Student (Full-Time Student in Accredited School)	\$260.00

All 'New' Enrollment Tuitions include the TEXT and supporting materials.

Note: *Approved full-time students in accredited schools may attend a Concept-Therapy class* with 50% of the Tuition paid via the Thurman Fleet Educational Fund upon submission of approved forms. Forms must be approved two weeks prior to the class being held for the student to be eligible. *Note – the TFEF Program only applies to the Concept-Therapy class.*

Member Rates apply to Beamers that are current on their membership dues. If the teacher is unsure, please call the Institute for verification. Dues may need to be collected.

Class Audits

To audit a class, you may contact the teaching team for approval to register as an auditor for the class. You must be an Active Teacher to qualify to audit a class.

There will not be a tuition charge for the class, and CTI credit for the class will not be issued. The audited class is solely for your added learning experience and support for the teaching team.

Class Commission for Teachers

The teacher may choose to have commission payment made by direct deposit. Contact CTI Accounting for details. All payments are made in U. S. Dollar amounts. Commission checks are mailed within 2-3 business days of receipt of Class Report pending any corrections required.

Complimentary Enrollments

The Institute does not recognize “complimentary enrollments” as such. If a teacher extends a complimentary enrollment to a student, the teacher should pay the Institute’s portion of tuition (40%) so the Beamer receives credit for the class. Since CTI requires that all monies be sent to the Institute because of IRS rules, this means that the teacher should send the full amount of tuition to CTI, and CTI will reimburse the teacher portion. That is the proper way to pay the Institute portion so the student will get credit for the class.

Visiting Teachers

It is not unusual for an experienced teacher to visit or ‘audit’ a new teacher’s class. The question may arise...does the experienced teacher enroll in the class? This decision is left to the discretion of the originator of the class.

Consider these points in making the decision:

- ❖ Consider the help the visiting teacher can give to the class.
- ❖ Consider the advantage of having the visiting teacher in the class.
- ❖ Is the teacher actively teaching?
- ❖ Have they been active in the past?
- ❖ Have they remained an active member of the International “On the Beam” Club?

Class Report Processing

The class report consists of one page and is available on the Teacher Portal. Always ensure you have the **latest version of the Report Form**, as they are subject to change.

Within three business days after completion of the class, send to CTI:

- ❖ Class report form with all funds collected attached. Send your personal or business account check, and student's checks.
- ❖ Copies of all enrollment receipts attached. Copies of all literature and media order forms attached. The team should keep copies of all media and literature orders.
- ❖ If reporting digitally, teacher reimbursement is significantly expedited. A three-day reporting period is still required.

VERY IMPORTANT: To make sure that you receive your commission promptly, the class report should be accurate and complete. Commission payments are delayed when CTI Staff must make corrections to the report. If you have questions about how to complete the forms, please contact the finance department for assistance.

By receiving the correctly completed class report within a few days following the class, the student is assured of receiving their student packets and materials without undue delay, and the teacher is assured of receiving their commission without delay.

Promptness impresses your students of your business-like nature and begins to establish a good composite with the Institute. First impressions are usually lasting ones. Do your best to always make a good impression on your students and the Institute, and we will do our best to do the same with you.

All information on the class report and enrollment receipts should be legible to the reader. Membership records and email lists are made from the information you send us. Make sure the data is legible and correct.

All checks sent to the Institute should be made payable to Concept-Therapy Institute. Any checks received as donations to the X-Fund, Thurman Fleet Educational Fund, or Legacy Fund should be sent with a notation for the desired use and should be separate from tuition and sales.

Please do not send cash to the Institute. The teacher should total all cash payments and either write a check payable to Concept-Therapy Institute or provide a credit card number to cover the cash receipts. In either case, an itemized list should be provided with the check or credit card specifying what is covered.

Do not use the Concept-Therapy Institute's name on a banking account that you establish for conducting your business of teaching Concept-Therapy.

Please feel free to contact the Institute with any questions, concerns, or comments. We are here to support you!

New Student Packet

The *student packet* of materials is mailed to each New to the Movement student who resides in the **U.S. or Canada** immediately upon receipt of the Class Report.

The new student packet for US Students includes:

1. CTI welcome letter.
2. *Concept-Therapy* text and Study Guide
3. Paperback Rays of the Dawn – 2nd edition.
4. A small set of On and Off the Beam charts.
5. *A Conceptology Phase 1* brochure.
6. 2 C-T brochures to share.
7. Access to digital versions of the current calendar of events, Beamer, ROD daily message, Throwback Thursday, etc.
8. New to Movement Membership Letter.
9. Membership Card.
10. All current informational material pertaining to upcoming CTI events: Classes, conventions, area meetings, workshops, etc.

The NTM Student Packet for enrollments originating outside the U.S. and Canada includes an audio version of Rays of the Dawn, and digital versions of the remainder of the New Student Packet as stated above.

Rays of the Dawn is a complimentary gift from the Institute to each New to the Movement student. If the student has a copy of Rays of the Dawn prior to attending the class, the amount of the book cannot be deducted from the tuition. The new Rays of the Dawn will make an ideal gift to pass to another seeking a better life.

Commission Calculation

Teacher/CTI Commission Split:

- ❖ Tuition – CTI retains 40% and Teacher Commission is 60%
- ❖ Literature/Media sales – CTI retains 70% and Teacher Commission is 30%
- ❖ Audio Library Sales - \$450 commission on each Beamer-level Audio Library and \$850 commission on each Pathseeker-level Audio Library

Note: Teachers may choose the direct deposit option for receiving their commission. Contact the finance department for details. All monies are payable in U.S. Funds.

Credit

The Institute has no credit system for class tuition or sales. The teacher may at his/her discretion, make any arrangement with the student he/she considers acceptable. The teacher is held responsible for sending to CTI the total tuition for those listed in the class report.

Refunds/Money Back Guarantee

Concept-Therapy Institute offers a standard complete money-back guarantee that reads as follows: **“Take the entire Concept-Therapy class and if you are not completely satisfied with what you have learned, request a refund from the teacher(s) at the end of the class. The entire amount paid for tuition will be refunded to you by the teacher(s).”**

- ❖ Note: There are exceptions to all rules. There are times when it is for the good of the group that an unhappy, disgruntled student may ask for a refund before the end of the class. The teacher is to use their own judgment in such cases.
- ❖ The deadline for a student to request a tuition refund is **at the close of the class**. This should be made clear at the **beginning of the class**.
- ❖ In the event of a student requesting their money back, the teacher should collect all workbooks, handouts, order forms, etc. from the student at the time of the refund.
- ❖ **This Money Back Guarantee is for the Concept-Therapy class of instruction only.**

Concept-Therapy Institute reserves the right to refund the student’s tuition at any time during the class, if in the good judgment of the teacher said student is deemed unqualified or unable to benefit from the instruction. This is the logical corollary to the money-back guarantee giving the student the right to ask for the return of his/her tuition at the end of the class.

The teacher is “honor bound” to return money to fulfill the Institute guarantee which has been in force from the very beginning of this philosophy. These requests are rare.

If, in the judgment of the teacher it is in the best interest of everyone concerned to honor the guarantee even though a request for refund may come several weeks after the class, the procedure would be:

1. Contact the Institute and explain the situation.
2. If, by mutual agreement, a refund is indicated, the teacher should secure the student packet, the *Rays of the Dawn*, any class handouts, and materials that may have been purchased in the class.
3. When the above transaction is complete, notify the Institute. The Institute will then request the teacher’s commission for that student.
4. The Institute will then refund to the student the amount paid as tuition.
5. Return the *Rays of the Dawn*, student pack and materials purchased to the Institute.

Again, to avoid the possibility of a delayed request for a tuition refund, clearly indicate to the students during the class that the guarantee applies only then and there.

Sales of Literature and Multimedia

The sale of CTI literature, audio recordings and videos are provided to enable students to continue their personal study at home and in Beam Club Study Groups. Teachers are required to plan a “Sales Presentation” during each class to introduce the wide range of materials available.

A PowerPoint sales program is provided for download in the teacher Library on the website to assist teachers in presenting the materials pertinent to a particular class. Please use the most current Sales Forms available for download in the teacher Library on the website.

Materials are not sent out on consignment for class sales.

Active teachers may purchase multimedia and literature at a 30% discount.

Materials may be purchased by completing the Sales Form during a specific class, through the CTI online store, or by contacting the CTI office.

Materials purchased during a class provide a percentage commission to the teaching team for total sales.

Students may receive a special “in class” discount for selected items. See the class sales information for details.

Multimedia options include MP3s (audio), MP4s (video) delivered on a USB flash drive.

Listening to or viewing these materials provides an excellent opportunity to experience hundreds of recordings by Dr. Fleet, CTI pioneers and other leading teachers. These materials offer teachers and students hours of study and enhanced understanding of the principles offered in the Concept-Therapy philosophy.

Some materials may be restricted to graduates of certain courses or to Pathseeker status members only. **CTI course texts are not sold to the general public.**

The sales of texts are confined to students enrolled in or who have completed the specific course.

All purchases requested online or by contacting CTI are checked to ensure the person qualifies for the text ordered.

Demonstrate a dedication to the content of the text prepared by Dr. Fleet in your instruction while forming a composite with your student audience.

Adhere to a firm conviction, both in your teaching and in your example, to the principles of Concept-Therapy and a dedication to serving life.

Thurman Fleet Educational Fund

Students in middle school or higher (accredited high schools, colleges, universities, graduate schools, and other accredited professional and vocational schools) may qualify for a voucher for 50% of the tuition for a Concept-Therapy class.

A sponsor for students who maintain 95% attendance in one of the accredited schools indicated must apply and the student must provide a written statement indicating why they want to attend a Concept-Therapy class.

Forms for application are available in the Teacher Library. Sponsors submit the Student Application along with the sponsor's written recommendation to CTI ten (10) days prior to the Concept-Therapy class to allow time for processing voucher to student. Students will present a voucher for 50% of tuition along with their payment of 50% of tuition. The teacher will include the voucher in the class report. The 50% tuition voucher will be funded by the Thurman Fleet Educational Fund.

Class Photos

All teachers are encouraged to have a class photo made and send a copy to the Institute for publication in the Beamer. Whenever possible, send photos electronically. If that is not possible, send hard copies. All photos should be identified by type of class, date, location, and teaching/facilitating team. Identify hard copies on the back of the photo. Print or type all information on a "stick-on" label or piece of paper and then secure to the back of the photo. (Often writing directly on the photo will "bleed" through and does not copy well for publishing.)

Copyrights

All rights to printed and recorded material are reserved. No part of this work, including books and multimedia, covered by the copyrights thereon may be reproduced or copied in any way or by any means – graphic, electronic, or mechanical; including – but not limited to – photocopying, recording, or information storage and retrieval systems – without written permission from the Concept-Therapy Institute.

Online Payments and Procedures

Online Payment options are provided to accommodate credit card and PayPal payment processing by the teacher or registration contact.

1. Go to www.concept-therapy.org
2. SELECT Login in the top menu for the Login page to appear.
3. CLICK on “Teacher” login. Login password is onthepath
4. SELECT “Teacher” in the top menu for the Teacher Services page to appear.
5. SELECT “Payments/Enrollment” for the PayPal payment options to appear,
6. Use the Tuition PayPal option to process tuition payments for the class.
 - a. A drop down menu is provided to select the appropriate tuition rate.
 - b. Enter the class, teaching team and class date. This is important to help apply the payment to the correct class.
7. Use the Membership PayPal option to process IOTBC membership renewals.
 - a. A drop down menu is provided to select the appropriate payment amount.
 - b. Enter the member’s name to ensure accurate processing/updates.
8. Use the Class Sales, Lodging PayPal option to process the total sales payment or lodging payments for those renting lodging while attending classes at Aum Sat Tat. Enter the payment type (Sales, Lodging, Donation, etc.) class, teaching team and class date. This is important to help apply the payment to the correct class.
9. After selecting/entering the required information for the payment type, CLICK the BUY NOW or ADD TO CART button.
 - a. Confirm the amount of the payment and CLICK “Continue.
 - b. If the purchaser already has a Paypal account, they can login now and pay.
10. SELECT “Pay with debit/credit card” to check the purchaser out as a guest. Enter the purchaser’s relevant information and credit card # and CLICK “continue.”
11. Once the purchase has been confirmed, go to the PRINT function of your device, and choose Adobe PDF.
 - a. Once the PDF has been created, save it to your files.
 - b. Email the saved file as a receipt to both your student and you.
 - c. Use these receipts when doing the class report.

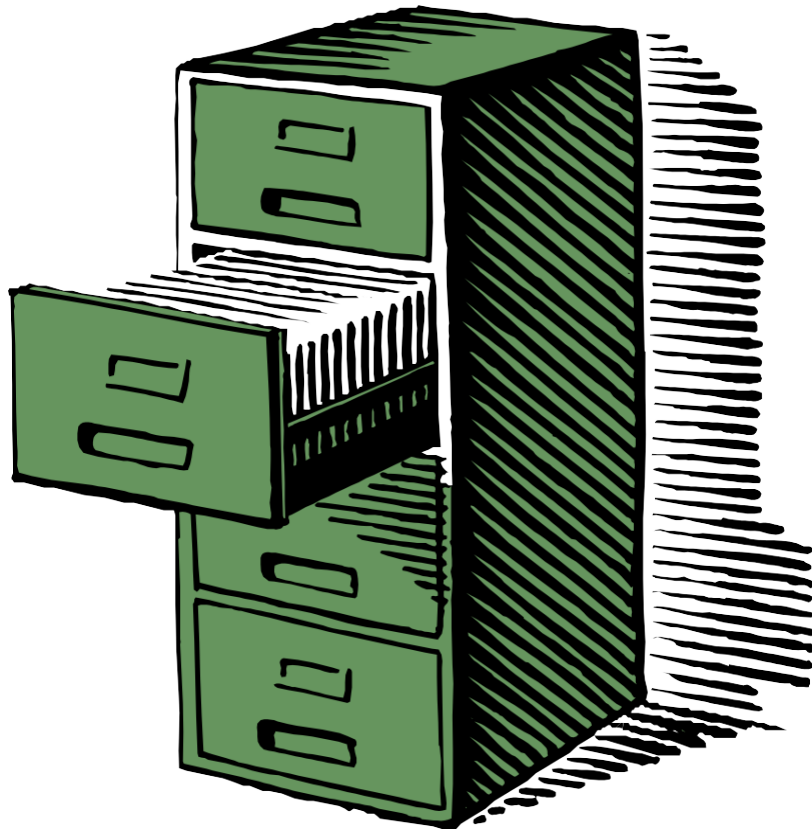
Closing Message from Dr. Fleet

In writing about the soul who has looked UP, who is inspired through the practice of virtue and service to LIFE, Dr. Fleet explains that such a soul is “among the few who have advanced to the front of this endless multitude that is climbing along the winding road.”

“This soul constitutes one of the small groups who are advancing swiftly because there is more purpose in [his/her] traveling.”

“This swifter climb can be accomplished by the teaching of Concept-Therapy.”





Appendices

Concept-Therapy Institute Privacy Policy

The Concept-Theray Institute requires strict adherence to Institute's Privacy Policy by all teachers, staff and board members. The Privacy Policy can be found on the Institute's website at <https://concept-therapy.org/privacy-policy/>.

Concept-Therapy Institute FAQs

Is CTI Affiliated with any other organization?

CTI is not associated with any other organization. It is an independent, non-profit, tax-exempt corporation.

How is CTI governed?

CTI is governed by a board of directors comprised of dedicated Beamers and Pathseekers, most if not all of whom have been associated with CTI for many years. Board members are nominated by the Board when there is a vacancy, and all board members serve staggered terms. As Fiduciaries and Trustees, the Board sets policy for CTI and appoints an administrative management team to facilitate the day-to-day operations of the organization. Various committees and sub-committees are also created by the Board to facilitate and assist the Board and CTI in conducting and implementing CTI policy.

Is CTI tax-exempt?

CTI has been given a tax-exempt rating as a not-for-profit educational organization. Tax-exempt privileges may not be utilized by any employee, board member, teacher, or Beamer. Teaching by individuals involves “personal income” and, as such, the teacher income is taxable.

Are donations to CTI tax-deductible?

Donations to the Trust Fund, Legacy Fund, Thurman Fleet Educational Fund, or any CTI special project fund are tax-deductible, in the same way as donations to other tax-exempt organizations, such as universities, churches, or other charitable groups.

How is CTI funded?

CTI's work is funded through donations and income received from tuition, literature, multimedia, and other items sold. There are two primary funds that support CTI: the Trust Fund and the Legacy Fund.

What is the purpose of the Trust Fund?

The purpose of the Trust Fund is to promote and promulgate the Concept-Therapy philosophy. Money from the Trust Fund can be used only for expenditures related to advertising, promotion, training of teachers and facilitators, or the building of a campus or related facility for training students.

What is the purpose of the Legacy Fund?

The purpose of the Legacy Fund is to support CTI headquarters. Money from the Legacy Fund can be used for operational expenses, property enhancements, and maintenance and enhancements to the Institute grounds.

What is the purpose of the Thurman Fleet Educational Fund?

The purpose of the Thurman Fleet Educational Fund, which is a subset of the Trust Fund, is to provide tuition for approved students to take a Concept-Therapy class at reduced cost to them. Beamers may make recommendations for tuition recipients. Pre-class approval is required.

How can Beamers help Concept-Therapy?

Beamers who wish to help the Concept-Therapy movement may do so by becoming a teacher, bringing others to Concept-Therapy, volunteering their time or services, or by making a tax-deductible donation to one of the funds mentioned above. All assistance and gifts are appreciated and carefully stewarded.

Display Materials

Display materials may include any or all items listed below. Building your library will assist you in building sales.

Classroom Charts (Required for Class Room Setup and Sales Presentation)

- ❖ Evolution of Consciousness Chart (LG)
- ❖ Composite Personality Chart (LG)
- ❖ Know Thyself Chart/Sign
- ❖ Large On and Off the Beam Charts
- ❖ Health Image Zone Charts (set of 6)(Large 20 x 16)

Basic Teacher Literature Display Kit (Required for Sales Presentation)

- ❖ *Concept-Therapy Text – Contemporary*
- ❖ *Study Guide for Concept-Therapy*
- ❖ *Rays of the Dawn* (Hard Cover and Soft Cover, 2nd Edition)
- ❖ *Study Guide for Rays of the Dawn*
- ❖ *Rays of the Dawn Study Guide*
- ❖ *Rays of the Dawn in a Nutshell*
- ❖ *Am I ALL of That?*
- ❖ *Rays of the Dawn Self-Evaluation booklet*
- ❖ *Where There's a Will There's a Way*
- ❖ *Concept-Therapy Highlights (50 Year Booklet)*
- ❖ *Evolution of the Soul*
- ❖ *Hypnosis in Religion*
- ❖ *Thoughts on the Mind*
- ❖ *Thoughts on the Soul*
- ❖ *Thoughts on the Ten Commandments*
- ❖ *One=Many, Many=One (for children)*
- ❖ *The Cause of Disease Booklet*
- ❖ *Philosophy of Suggestive Therapy*
- ❖ *Health Zone Pocket Handbook – Individual*
- ❖ *"Image of Health" Brochure*
- ❖ *The Power That Heals*
- ❖ Know Thyself Chart/Sign
- ❖ *Balanced Meals Booklet*
- ❖ *Inner-Klean Diet (IKD)(2020 update – NO MEAT PICTURES)*

Basic Teacher Literature Display Kit (Optional for Sales Presentation)

- ❖ *Selected Writings of E. L. Crump I*
- ❖ *Selected Writings of E. L. Crump II*
- ❖ *Articles and Essays*
- ❖ *CT Questions and Answers*
- ❖ Inner-Klean Diet – 2007 version
- ❖ IKD Progress Report (100 Per Pad)
- ❖ On & Off The Beam Magnetic Set
- ❖ Rays of the Dawn Index Reference Guide (2nd Ed)
- ❖ *Memories of My Father*
- ❖ *Innate to Innate*
- ❖ *Philosophy of Concept-Therapy*
- ❖ *Chiropractic Adjusting Technique of Concept-Therapy*
- ❖ *Muscle Technique of Concept-Therapy*
- ❖ Composite Personality Chart (L 17 x 11)
- ❖ Composite Personality Chart (Sm 5.5 x 4.25)
- ❖ Evolution of Consciousness Chart (L 17 x 11)
- ❖ Evolution of Consciousness Chart (Sm 5.5 x 4.25)
- ❖ Stickman T-Shirt
- ❖ Logo T-shirt
- ❖ One (1) Set of Each Zone-pad(s) (1-7)
- ❖ On & Off the Beam Charts (Sm)
- ❖ *Health Image/Zone Anatomy Charts (Set of 6)*

Health Practice Materials

- ❖ Adjusting Technique of Concept-Therapy
- ❖ Muscle Technique of Concept-Therapy
- ❖ Chiropractic Image Charts
- ❖ Muscle Charts
- ❖ Zone Anatomy Charts

CTI Campus Buildings

Wiebelhaus

A large one-story building housing the Institute main offices. Wiebelhaus is the original ranch house, circa 1880. Dr. Joseph Wiebelhaus of Crofton, Nebraska, was a friend to Dr. Fleet and an early pioneer for Concept-Therapy and Aum-Sat-Tat Ranch. Dr. Wiebelhaus was a major benefactor of Concept-Therapy. He gave freely of his time, talent, and treasury. For more information about Dr. Wiebelhaus, refer to Where There's a Will, There's a Way, page 262.

Dr. Herbert Dill Memorial Studio

Serves as special guest quarters. In memory of Dr. Herbert Dill, Dean of the Concept Therapy Institute from 1974-1979, and CT teacher from 1958-1979.

Dempsey Auditorium

This large teaching facility incorporates an auditorium that seats 150 classroom style, or 300 theater style. It also houses the Flamingo Grill and kitchen facilities. The Auditorium is named for Mrs. Naomi Dempsey, dedicated Beamer and benefactor. The renovations were a gift from Beamer Carol Lindwall.

Smith Memorial Hall, also known as the Civic Center

Contains meeting room, lounge, and ranch residents' mailboxes. Smith Hall is the remains of Taggart Hall that was destroyed by fire in 1973. The Smith Family were loyal Beamers and benefactors to the Concept-Therapy Institute.

Delia Fleet Children's Center

Used for children's classes, miscellaneous, and Beam Club meetings. Named in honor of Dr. Fleet's wife Delia.

Triangle Building

Used for Concept-Therapy Store, Museum, and CTI order fulfillment department.

Pathseeker's Paradise

On the highest point of the ranch sits Pathseeker's Paradise. The observation deck on the roof gives marvelous views of the surrounding Texas Hill Country.

Higdon Mart

Upper level used for storage. Lower level used as a maintenance workshop and for equipment storage. Named for Dr. Bernie F. Higdon and his wife Kathy, pioneer teachers.

Swimming Pool

Situated adjacent to Wiebelhaus, CTI's central office building. Open April through September.

Opal's Guest Apartments

A two-story building with eight dorm rooms, each with a private bath and two beds. Each apartment includes a small refrigerator, microwave, coffee maker, and toaster. The apartment building is named for the late Opal Downs, pioneer teacher, and loyal Beamer since 1953.

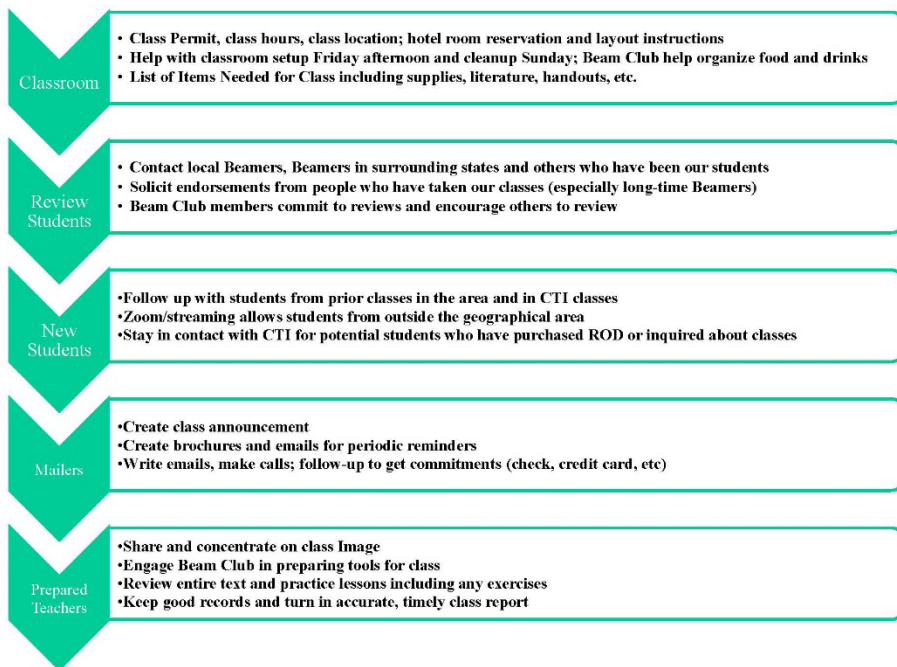
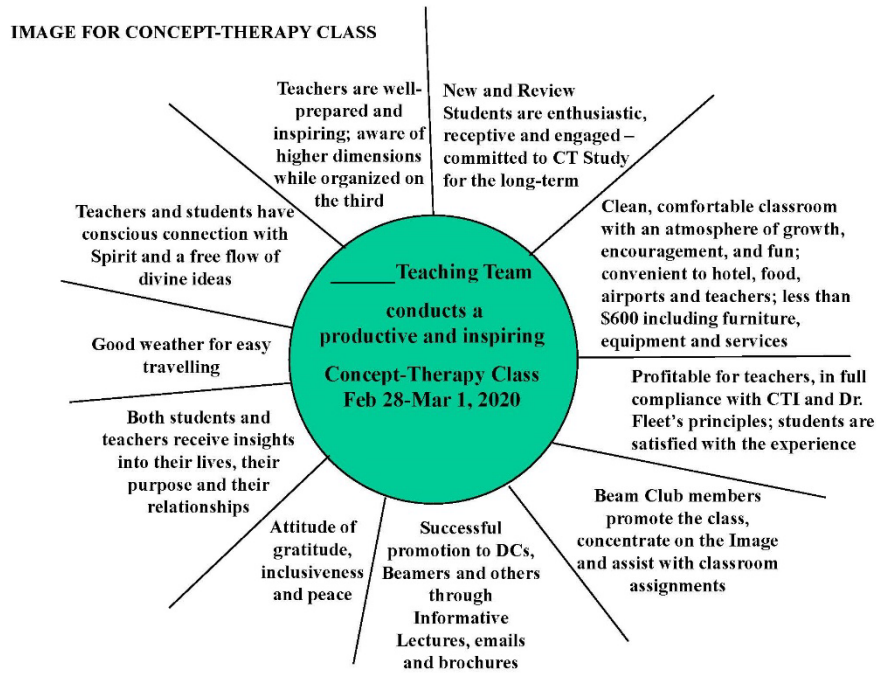
Shangri-La

This group of 12 buildings is nestled among beautiful oak trees and conveniently located near the grill and auditorium. Each room has two beds, a private bath, small refrigerator, microwave, and coffee maker.

Fleet Cottage

Small cottage beside the Triangle Building where Dr. and Mrs. Fleet often stayed when attending events on the Ranch. Also used by Dr. Fleet when making many of his tape recordings. The Fleet family furnished the cottage with many of Dr. and Mrs. Fleet's personal possessions, along with period furniture. A visit there will take you back in time, and you can almost see and hear Dr. and Mrs. Fleet as they went about growing the Concept-Therapy Movement. The cottage is painted adobe pink, Mrs. Fleet's favorite color. Dr. Fleet would park his car immediately in front of the door when he visited.

Sample Class Image and Plan



Items Needed for CT Class

Items Needed for CT Class

Enrollment

Pre-filled out forms and receipts for all we know are attending
Nametags and markers

Room Set Up

Wall Charts – Evol of C; Composite, Know Thyself, On and Off the Beam
Duct tape or clear tape for hanging posters, removable hooks
Framed zone charts, posters
Bell, clock and timer, pointer
Whiteboard, easel, markers and eraser for whiteboard (or hotel)
Flowers/Plant

Audio/Visual

Sound system for slump music
Camera and tripod for class photo
Zoom computer, camera, tripod
PowerPoint computer, camera, tripod, screen
Extension cords and power strips

Teaching Tools

CT tape lists
All Slumps and CP Music
PowerPoints
Electronic, Mineral, Vegetable, Animal Phase examples (magnets, crystals, stuffed animals, clay, etc)
Universal Laws examples (pendulum, pointer, Newton's cradle, etc.)

To Distribute to Students

Class Program
Class Comment Form
Handouts and C-T in Action booklets
Plain White Paper

Literature

Display Literature for Sales Period (only latest versions)
Class Brochures
Literature and audio order forms (current)

Food

Tea/Water, other refreshments
Jar for "kitty", napkins, plates, recycle bags, etc

Teachers

Teacher name tags, CT pins, and other jewelry

Tips for Zoom (Streaming) Class Students

Tips for Zoom Class Students

BEFORE CLASS

- [Print all of the handouts](#)

That way you will not be searching for a computer file during class and miss the instruction.

- [Find a quiet space without interruptions/background noise](#)

Someplace you can position the computer or phone with access to your text, handouts, notepaper, etc. and where you are unlikely to be interrupted.

- [Position your camera properly](#)

If you choose to use a web camera, be sure it is in a stable position and focused at eye level, if possible. Doing so helps create a more direct sense of engagement with other participants. Have a plain background with good lighting on your face so you can be seen clearly – avoid back or side light from bright windows. If you choose to use a virtual background, please make sure there is no motion as it will be distracting to the other students.

- [Join early – up to 15 minutes before the meeting start time](#)

Try to test your microphone and video settings yourself beforehand to ensure that all technical aspects are working properly, you are set up correctly, and you are visually prepared to participate in the call. Please be sure to enter your whole name when requested, not just initials. When you join early we can check your connections and review the screen options plus you'll meet the other on-line students.

- [Inexperienced Zoom Users](#)

If you haven't used Zoom before, click the class link to download Zoom prior to the day of the meeting and familiarize yourself with any features you may need to use on the day – mute/unmute microphone, stop/start video, view gallery/speaker, pin/unpin, etc. Here's a link to a video which is helpful, especially the first 6 minutes. <https://www.youtube.com/watch?v=l-NgrlxQVf4>

DURING CLASS

- [Limit technological distractions](#)

You can make it easier to focus on the class by turning off computer notifications, closing unnecessary apps, and muting your phone.

- [Avoid multi-tasking](#)

Just as in a live class, your concentration on the subject matter at hand and being completely "present" will produce tremendous results in your life. You'll retain the lessons better if you refrain from replying to emails or text messages during the class. Feel free to take care of those tasks during breaks and mealtimes.

- [Mute your microphone when not speaking](#)

All students will be muted upon entry to the class so as not to disturb a speaker. We request that you remain muted most of the time. The class will hear everything – shuffling papers, blowing noses, barking dogs, music, flushing toilets – if you are **not** muted.

- [Set your screen to Speaker View during lessons](#)

The image of the speaker/teacher will enlarge to make it easier to see any referenced handouts, charts, etc. At the breaks you may want to switch to Gallery View in order to see your fellow students.

- [PowerPoint slides](#)

You will see the PowerPoint slides as a Shared Screen. To make the Slide image larger (and at the same time the Speaker image smaller) hover over the center of your screen until you see 2 small vertical lines; move those lines to the right or left to re-size the images.

- [You may ask questions through the Chat box](#)

Just as in a live class, we request that you hold questions until a break. You may type a comment or question in the Zoom Chat box at any time. Please note that all participants will be able to see the Chat entries. If you are having trouble hearing the speaker or other technical problem with the transmission, enter that in the Chat as

well. One of the teachers will be monitoring the Chat communication in case an immediate adjustment is necessary. We will review the questions at break.

➤ [You may want to turn off your camera at times](#)

We can see everything your camera sees. If you stand up, we'll see what you are wearing. If your child runs naked through the room, we will see. Please employ the same respect you use in a live classroom. In addition, studies show that turning off your camera periodically allows you to relax as we all tend to tense up when "on camera".

➤ [If you are experiencing connection issues, try turning off the camera](#)

Often the sound quality and consistency will improve without video.

DURING BREAKS

➤ [You may want to turn on \(unmute\) your microphone and turn on your camera](#)

During the hourly breaks and lunch times, you may want to talk with others on the Zoom call.

➤ [Be sure to move around](#)

Just as in a live class, the 10 minute breaks allow you to get up from your chair and restore your body through movement. Studies show this is even more valuable when on Zoom.

➤ [Disconnecting from Zoom](#)

Please do not leave the Zoom call during the 10 minute breaks. If you want to leave during lunch, please log back in several minutes before the lesson starts as you will need to be re-admitted by the host. This time will also allow you to make sure all the connections and audio/video settings are correct again. If you return after the lesson has started, it may be a few minutes before the host can re-admit you.

FINAL NOTES

➤ [We will be recording the class](#)

We will be using the Zoom Record function and will provide a link which may be viewed by registered students for 3 weeks after class. At the beginning of the first lesson of each day you will receive a message that the class is being recorded. Please respond as indicated.

➤ [Please bring your patience](#)

Unexpected technical interruptions may happen. We will address any issues as fast as possible.

➤ [Thank you for registering and participating in this class](#)

Although using a virtual format, we assure you that all of Dr. Fleet's information will be shared and the teachers are focused on making this Concept-Therapy class as meaningful and enlightening as possible. Your attention and focus are appreciated to heighten the shared vibration.

Detailed Concept-Therapy Sample Schedules

Sample 21-hour Concept-Therapy Class Schedule

Friday

7-7:50pm – Introduction to the class, hours, meals, money back guarantee, handbooks, CT history, – Creation of the World

8-8:50pm – Electronic Phase of Creation

9-9:50pm – Mineral Phase of Creation

Saturday

9-9:50am – Short review; Vegetable Phase of Creation

10-10:50am – Animal Phase of Creation

11-11:50am – Human Phase

11:50am–1pm LUNCH/CLASS PICTURE

1-1:50pm – Short review; Evolution of Consciousness (Part 1)

2-2:50pm – Evolution of Consciousness (Part 2) – Explain Convention, Area Meetings, etc.

3-3:50pm – Spirit; Soul

4-4:50pm – Mind - Explain multimedia and order forms (10 min)

4:50-6pm - DINNER

6-6:50pm – Body - Do literature/multimedia sales (20 min)

7-7:50pm – Factors of Personality

8-8:50pm – The Composite Personality

Sunday

9-9:50am – Short review, The Basic Concept

10-10:50am – Becoming of the Body (Optional – Personality Types)

11-11:50am – Becoming of the Faculties

11:50am-1pm LUNCH /COMPLETE ORDERS

1-1:50pm – Short review; Laws Governing the Change of Concepts – Part 1

2-2:50pm – Laws Governing the Change of Concepts – Part 2

3-3:50pm – Universal Laws (Part 1) 4-4:50pm – Universal Laws (Part 2)

5-5:50pm – Announce upcoming classes, CT events, local “On the Beam” clubs, etc., invite all to attend. – Natural Laws & Their Relation to Health & Disease, Close of Class, Adios Amigos!

Sample 23-hour Concept-Therapy Class Schedule (A)

Friday

6-6:50pm – Introduction to the class, hours, meals, money back guarantee, handbooks, CT history

7-7:50pm – **Creation of the World**

8-8:50pm – **Electronic Phase of Creation**

9-9:50pm – **Mineral Phase of Creation**

Saturday

9-9:50am – Short review; **Vegetable Phase of Creation**

10-10:50am – **Animal Phase of Creation**

11-11:50am – **Human Phase**

11:50am–1pm **LUNCH/CLASS PICTURE**

1-1:50pm – Short review; **Evolution of Consciousness (Part 1)**

2-2:50pm – **Evolution of Consciousness (Part 2)** – Explain Convention, Area Meetings, etc.

3-3:50pm – **Spirit**

4-4:50pm – **Soul**

4:50-6pm – **DINNER**

6-6:50pm – **Mind** - Explain multimedia and order forms (10 min)

7-7:50pm – **Body** - Do literature sales (20 min)

8-8:50pm – **Factors of Personality**

9-9:50pm – **The Composite Personality**

Sunday

9-9:50am – Short review, **The Basic Concept**

10-10:50am – **Becoming of the Body**

11-11:50am – **Becoming of the Faculties**

11:50am-1pm **LUNCH/COMPLETE ORDERS**

1-1:50pm – Short review; **Laws Governing the Change of Concepts – Part 1**

2-2:50pm – **Laws Governing the Change of Concepts – Part 2**

3-3:50pm – **Universal Laws (Part 1)**

4-4:50pm – **Universal Laws (Part 2)**

5-5:50pm – Announce upcoming classes, CT events, local “*On the Beam*” clubs, etc., invite all to attend. –
Natural Laws & Their Relation to Health & Disease, Close of Class.

Sample 23-hour Concept-Therapy Class Schedule (B)

Friday

6-6:50pm – Introduction to the class, hours, meals, money back guarantee, handbooks, CT history, **Creation of the World;**

7-7:50pm – **Electronic Phase of Creation**

8-8:50pm – **Mineral Phase of Creation**

9-9:50pm – **Vegetable Phase of Creation**

Saturday

9-9:50am – Short review; **Animal Phase of Creation**

10-10:50am – **Human Phase**

11-11:50am – **Evolution of Consciousness (Part 1)**

11:50am–1pm **LUNCH/CLASS PICTURE**

1-1:50pm – Short review; **Evolution of Consciousness (Part 2)** – Explain Convention, Area Meetings, etc.

2-2:50pm – **Spirit**

3-3:50pm – **Soul**

4-4:50pm – **Mind**

4:50-6pm - **DINNER**

6-6:50pm – **Body**

7-7:50pm – Explain multimedia and order forms ; Do literature sales

8-8:50pm – **Factors of Personality**

9-9:50pm - **The Composite Personality**

Sunday

9-9:50am – Short review, **The Basic Concept**

10-10:50am – **Becoming of the Body**

11-11:50am – **Becoming of the Faculties**

11:50am-1pm **LUNCH/COMPLETE ORDERS**

1-1:50pm – **Laws Governing the Change of Concepts – Part 1**

2-2:50pm - **Laws Governing the Change of Concepts – Part 2**

3-3:50pm – **Universal Laws (Part 1)**

4-4:50pm – **Universal Laws (Part 2)**

5-5:50pm – Announce upcoming classes, CT events, local “*On the Beam*” clubs, etc., invite all to attend. – **Natural Laws & Their Relation to Health & Disease, Close of Class.**

Outline for First Hour of Concept-Therapy Class

1. Greetings and Welcome – Introductions of Teachers, Club Officers, etc.
2. Class Details
 - a. Hour schedule - recesses - meals - etc.
 - b. Location of restrooms.
 - c. No smoking in the room, use designated outside areas during breaks.
 - d. Money-back guarantee.
3. Facts concerning the Concept-Therapy Institute and Movement
 - a. Originated by Dr. Thurman Fleet in 1931.
 - b. A non-profit, Educational Institution chartered under the Laws of Texas and recognized as tax-exempt by the U.S. Federal Government.
 - c. The Concept-Therapy Movement was turned over to the Beamers in 1962, governed by a Board of Directors composed of full-time, dedicated associates.
 - d. The Institute is debt-free and operates on a “pay as you go” basis.
 - e. International membership, with access to live and virtual study groups, chartered and governed according to By-Laws and Constitution.
4. Concept-Therapy teaches a CORRELATION OF FACT - from the two recognized authorities - Science and Theology
 - a. Teaches A Way of Life - not a religion.
 - b. A teaching to provide the KNOWLEDGE of ONESELF and the Laws of Life - Body, Mind, Soul, Universe.
5. Suggestions to each student:
 - a. Hold questions temporarily or write them down - avoid interruptions.
 - b. Keep an open mind - neither accept nor reject until all the facts have been correlated.

What is Concept-Therapy? (Explain the meaning of)

- c. Working with Ideas Changing fixed ideas or concepts in the conscious mind.
 - d. False or negative ideas that enslave humans.
 - e. Concept-Therapy enables the student to change the negative to positive.
 - f. New Ideas go through a "birthing process" such as those brought by: Jesus, Galileo, Fulton, Bell, Westinghouse, Wright Brothers, etc.
 - g. Concept-Therapy brings the TRUTH that MAN is a triune being - Body, Mind, Soul.
 - h. Man is a Soul operating through the Mind and Body, all of which are governed by Natural Laws (35)
 - i. 7 Universal Laws.
 - ii. 12 Laws of the Mind.
 - iii. 12 Laws of the Soul.
 - iv. 4 Laws of the Body.
6. Concept-Therapy is the only course in the world today which explains the "Divine Paradox" or the "Laws of the Opposites."
7. Concept-Therapy teaches the way to harmonize with Laws of Life and is a "Do-It-Yourself" proposition. Nobody will teach you what to think, only HOW to think correctly.
8. THE NEED
- a. Knowledge of the FACTS (Truth).
 - b. Application of these truths individually (the "know-how").
 - c. Mastery of the Power in one's OWN LIFE EXPRESSION (Body-Mind-Soul).
 - d. Present the Lesson on CREATION from the Concept-Therapy Text.

Sample Lesson Plan



CONCEPT-THERAPY INTERNATIONAL Lesson Plan

Announcements/reminders:

Lesson	05 FOURTH STAGE: THE ANIMAL PHASE	Materials	Health Image Charts C-T Questions and Answers ROD/AIAOT?	Objectives	Introduce the attribute of movement in the Plan of Creation. Delineate the increasing complexity of form through which Spirit manifests. Examine the development of the five urges. Relate the Consciousness within animal forms with the Consciousness within atoms.
Pages	19 – 24 in the Contemporary text; 20 – 25 in the Classic text				
Reference	Phase II: the five basic urges				
Timing	50 minutes				

Board: "Be not afraid of going slowly, be afraid only of standing still." Chinese Proverb

LESSON	SEGMENT	TIMING	CONTENT/KEY POINTS	STUDENT ACTIVITY/ASSIGNMENT	SLIDES	HANDOUTS	REFERENCE MATERIALS
	Introduction	5 min	Quick recap of last three lessons—emphasize that there are no "hard lines" between phases. Review the definition of "evolution of consciousness." Introduce the attribute of movement.	Review work done in Electronic through Vegetable Phases of Creation	slide 1	<i>Evolution of Consciousness</i> chart	Evolution of Consciousness chart Audio BT49 <i>Animal Phase—Locomotion</i> (E. Mattox)
	Theories of creation revisited (pg 19)	3 min	Review the views of our two authorities, Theology and Science, regarding creation of animal life.		slides 2 - 5		Audio BT11 <i>Animal Phase</i> (Lynn)



CONCEPT-THERAPY INTERNATIONAL Lesson Plan

LESSON	SEGMENT	TIMING	CONTENT/KEY POINTS	STUDENT ACTIVITY/ASSIGNMENT	SLIDES	HANDOUTS	REFERENCE MATERIALS
	animal forms (pgs 19 – 24)		Underscore that these stages of creation have no definite lines of demarcation; each blends into the next.				
	Animal Phase in relation to whole Evolution of Consciousness (pg 24)	2 min	Note the steps within the animal phase are but steps within the whole Evolution of Consciousness. All lie within the greater Whole.	Review Evolution of Consciousness chart; note the continuing increase of complexity of all forms.	slide 22		
	Workbook and practice	5 min					



CONCEPT-THERAPY INTERNATIONAL
Lesson Plan

Lesson Reflection

Class date: _____

Notes:

What went well?

What could we improve?

What would we add/change next time?

Student Feedback (based on class comments)

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Link to Lesson Plan Library: <https://concept-therapy.org/teachers/library/>

IOTBC Constitution & Bylaws

It is strongly suggested that teachers acquire a copy of the IOTBC Constitution & Bylaws in order to familiarize themselves with these documents.

Signed Agreement – Teacher Handbook Attestation

An “Agreement – Teacher Handbook Attestation” must be signed, dated and returned to CTI. This is required on an annual basis of all teachers.