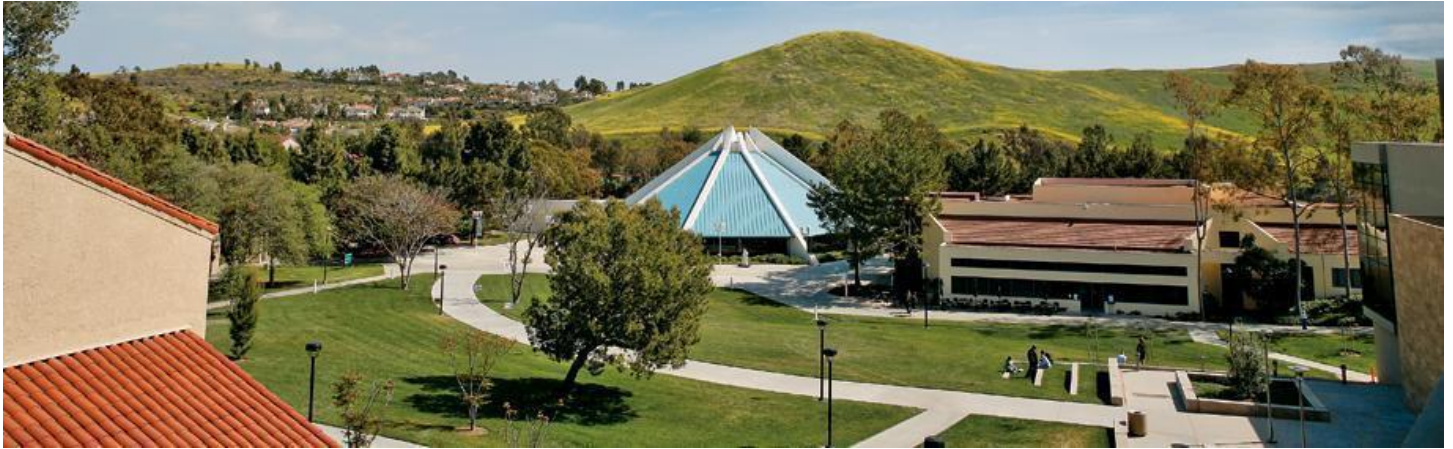




TOWNSEND INSTITUTE
FOR LEADERSHIP & COUNSELING

AT CONCORDIA UNIVERSITY IRVINE

Student Handbook

Organizational Leadership Programs

Student Handbook and Policies

Townsend Institute at Concordia University Irvine

Mission of Concordia University Irvine

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service, and Leadership.

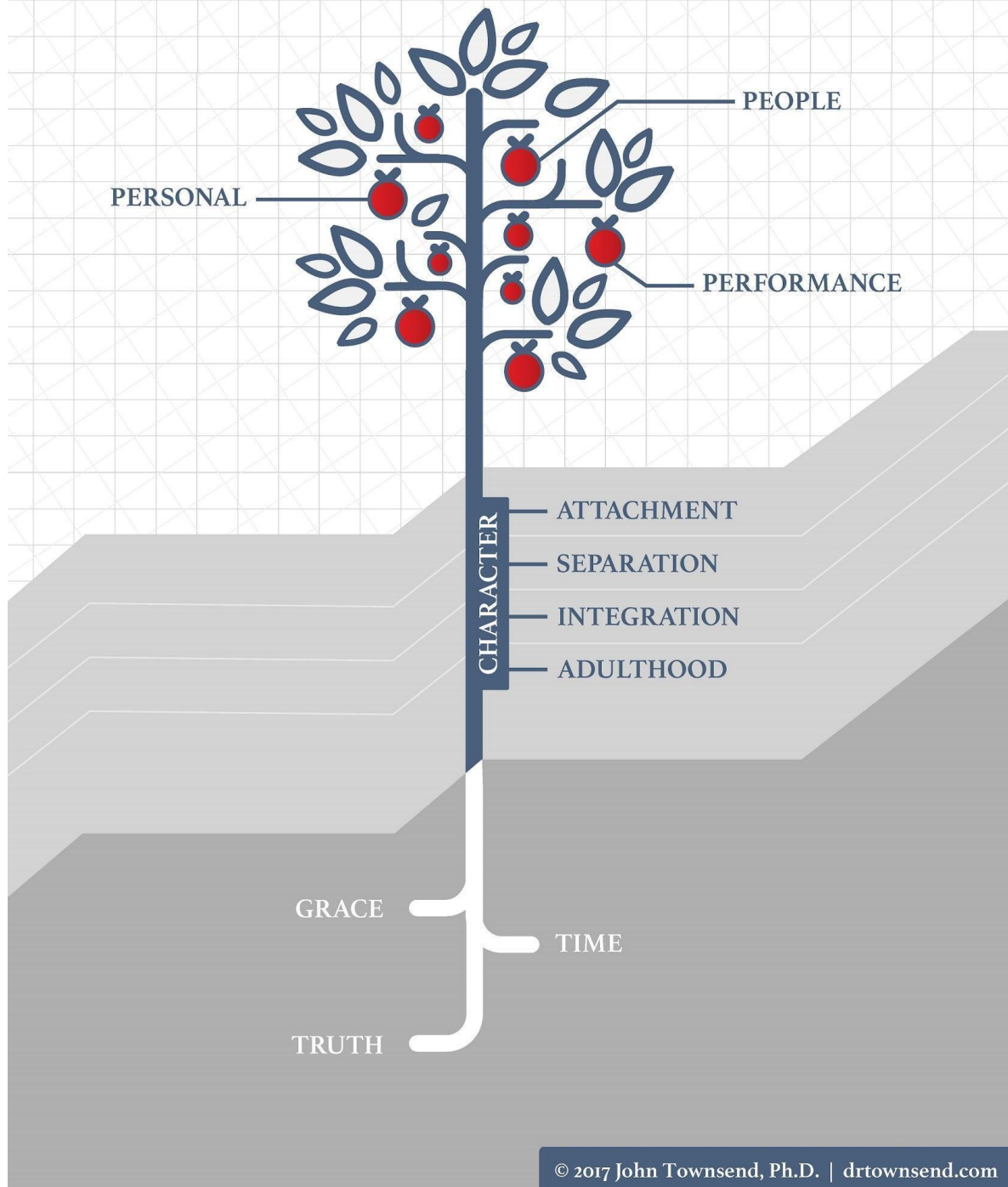
Townsend Institute Mission and Vision

The Townsend Institute is committed to educating thousands of best-in-class business, ministry leaders and counselors impacting the world for Christ and trained by a Competence & Character model, which is biblically-informed, research supported, and skills oriented. The adult learner and the Institute are a partnership. The Institute's tasks are to provide top-tier content, which is experientially learned, faculty who are scholar-practitioners, and personal and administrative support to train you to become a high-level professional. Students are tasked to diligently learn the content, to interact with faculty and classmates, and to grow in competence and character.

The Townsend Institute & Concordia University Irvine

The Townsend Institute and Concordia University have formed a unique partnership to offer graduate programs. John Townsend is an American Christian author and speaker. Dr. Townsend is a New York Times best-selling author, leadership coach, psychologist and organizational consultant who has been helping leaders, organizations and individuals make changes and exceed their goals for more than two decades. The educational degrees and certificates are offered by Concordia University in collaboration with Dr. Townsend.

THE COMPETENCE & CHARACTER GROWTH PATH



Acceptance Procedures

Students must submit the following:

- An application with a nonrefundable application fee of \$50
- One official transcript from a regionally accredited college or university that shows your confirmed bachelor's degree. Official transcripts must be sent in a sealed envelope.
- Possess a GPA of at least 3.0 on a 4.0 point scale
- Written essay (2 pages, 500 word minimum) addressing the following items:
 - Personal, professional, and educational goals
 - In your experience, what is the best way that a person grows or changes? You can add an example of a characteristic about yourself that you wanted to change and how you went about changing it.
 - What interested you in applying to the Townsend Institute as opposed to other programs?
- Minimum of 1 professional reference
- A current professional resume

Transfer of credits

- No more than six (6) credit hours of graduate work may be transferred from another institution.
- Only grades of "B-" or better will be accepted for transfer credit
- Transfer courses are evaluated by the appropriate advisor in consultation with the program director. If approved, the advisor or program director will submit a substitution form to the Office of the Registrar.
- Credit must have been granted by a regionally accredited U.S. institution or foreign university. If the latter, evaluation from an approved foreign transcript evaluation service is required.
- Only graduate-level courses completed for graduate credit at the transfer institution before enrollment in the Concordia University Irvine graduate program will be accepted.
- All prospective students must submit official transcripts of coursework completed at other colleges and universities to the Office of the Registrar at the time of admission.
- All transfers are at the discretion of the Program Director or Assistant Dean of the Townsend Institute.

ADMISSIONS APPEAL PROCESS

When an applicant for any of the Townsend Institute majors or certificates does not meet the preset admissions criteria set forth initially by the faculty, Concordia University Irvine will move the student through the appeal process (which a student begins with a written appeal or with a formal letter to their admissions counselor). The applicant may provide any pertinent information for their appeal, including but not limited to GMAT scores, formal written appeal letter, character references, and any other additional materials or supportive documentation. The admissions counselor will send the complete student file to a review committee to include Director of Admissions (or similar) and Program Director (or approved faculty representative). Application appeals that receive a split vote for admission following the Director of Admissions and Program Director review will be escalated to the Dean for a final recommendation.

This process should take no more than 5 working days from the beginning of the students appeal (with completed file) to the time of decision. If no decision is made within the 5 days, the decision will be made by the Director of Admissions (or similar). This appeal process is for anyone who does not fully meet the admissions criteria set forth and shall have written documentation that will be stored in the students electronic file.

Academic Policies and Resources

Attendance and Participation

Students are expected to attend all classes or watch the class recordings (synchronous and asynchronous), to have completed the readings and assignments by the due date, and to be active and involved in class discussion and discussion boards. On average, students should expect to spend approximately 13-16 hours per week (for a 7-week course).

Absence Policy

Course absences include missing a virtual class and/or not watching the recording, missing a homework partner call, or not participating in a weekly assignment. Unexcused absences of even one class session may incur a reduction of up to one letter grade (i.e., A to B). For an absence to be excused, a valid excuse must be cleared with the instructor prior to the scheduled class time. Excuses that relate to emergent circumstances, illness, and work-related events will be considered for a make-up assignment/activity (one excused absence only). Two or more absences can result in being dropped from the course or a non-passing grade.

Policy on Honesty and Plagiarism

This course seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment.

Academic Honesty

Honesty in the performance of academic assignments is essential to the mastery of a subject and intellectual development. As an accredited institution of higher learning dedicated to the transmission of knowledge and the free inquiry after truth, Concordia strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in Scriptures.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review. Assignments submitted for review will be included as source documents in a restricted access database solely for the purpose of detecting plagiarism in such documents.

Definitions

The responsibility for such honesty rests with the individual student. To help members of the community recognize academic dishonesty, the definitions are listed below.

Cheating

Cheating is presenting someone else's work as one's own. Cheating is knowingly giving, receiving, acquiring or possessing information used for academic evaluation, including tests, term papers, written projects, etc., which has deception as its intent.

Plagiarism

Plagiarism is using the exact words, phrases, or sentences of another person without documentation. Plagiarism is paraphrasing information used by another person (facts, opinions, ideas, or language) without proper documentation.

The result of plagiarism is, at minimum, a zero on the assignment. It may result in failure of the course, or expulsion from the university. Appeals will be handled per the policy stated in the undergraduate student handbook available online.

Reporting Procedures Informing the student

The instructor will remind the student in the course syllabus that this course follows the policy on cheating and plagiarism as found in the student handbook.

Initiating Action in Cases of Cheating and Plagiarism

The instructor, upon discovering the incident of cheating or plagiarism, should be prepared to document the case carefully with appropriate and adequate evidence.

The instructor will confront and personally discuss the alleged dishonesty with the student. This may happen via email, over the phone, or face-to-face depending on the availability of both student and instructor. If the instructor is convinced after this confrontation that the student has been academically dishonest, then the following procedure will be pursued.

Disciplinary Procedure

After the instructor has confronted the student and informed him/her of the situation, the instructor is, within 24 hours or the end of the next business day, to inform the Academic Program Director responsible for oversight of the program major.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to SafeAssign via Blackboard. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.

"Reasonable Accommodation" Statement

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability Access Services (DAS) -

<https://www.cui.edu/studentlife/disability-access-services>.

Late Assignments

Timeliness and effective time management are critical skills for success both in school and in life. Contact the Instructor immediately if you encounter an unanticipated life event that is out of your control and prevents you from meeting an assignment deadline. Requests for leniency are granted at the instructor's discretion. Repeated requests for extensions will be denied and chronic lateness will adversely affect your grade. Requests for extensions after the assignment due date has passed are not likely to be considered, except for emergent issues. Examples of emergent issues include a health crisis for you or an immediate family member for whom you are a caregiver, extended and extraordinarily severe weather events that disrupt communications, or being called to military duty. Poor time management, other work commitments, vacations, not reading or following the Course Syllabus, or failure to obtain the appropriate books or computer equipment are not events that warrant special consideration.

Assignments are usually due no later than midnight PST on the date listed unless otherwise indicated. It is understood that emergency circumstances may interrupt an assignment's promptness. Exceptions will be made only if there is an emergency circumstance and prior arrangements have been made with the instructor for an extension. If the instructor approves an extension, there may be a point reduction for the assignment being late. No assignments will be accepted after one week of the assignment's original due date.

Discussion posts submitted after the week in which they are due are not eligible for credit without prior authorization from the instructor. Discussion posts may incur up to a 10% deduction off the total discussion points possible for each day late on any submission of a main post or a response post. Discussion posts are not eligible for credit if submitted after the week in which it is due. Failure to meet the deadline for papers/assignments without prior approval may result in up to a 25% deduction per day. Any assignment submitted after Day 3 of the following week may not be eligible for credit.

Grading and the Grading System

Coursework is evaluated and grades are awarded as follows. Instructors may employ a point system in individual courses, but the following are the Registrar's standards for grading.

A 93 - 100%	Excellent	4.0 grade points
A- 90 – 92%		3.7 grade points
B+ 87 - 89%		3.3 grade points
B 84 – 86%	Good	3.0 grade points
B- 80 – 83%		2.7 grade points
C+ 77 – 79%		2.3 grade points
C 74 – 76%	Satisfactory	2.0 grade points
F 73% and below	Failing	0.0 grade points

Grade Appeal Process

The university recognizes the right of faculty to set standards of performance and to apply them to individual students. Therefore, the instructor is the final authority in determining grades that are assigned to students and that appear in their permanent academic records. Students have a right to inquire how their grade was determined. The following procedures apply to changes of grades except for changes of Incomplete (I) and withdrawal (W) grades.

In general, all course grades are final when filed by the instructor within one week after the course is completed. Students have access to their grades through [MyRecords](#). These grades are a part of the official records. Students are encouraged to regularly review their Degree Works progress, also available through MyRecords.

Students have the right to formally appeal the final grade in a course. When grades are given for any course of instruction the grade given to each student shall be the grade determined by the instructor of the course.

Students who believe they have been subject to a clerical or procedural grading error or to arbitrary or discriminatory academic evaluation shall follow the recommended procedure.

- 1.) Contact the course instructor with concerns. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of the Registrar. Prior to being accepted by the office of the Registrar, the change of Grade form shall be completed and signed by the instructor, noting the basis for the change.
- 2.) If the instructor determines there is not a valid basis for the change and denies the grievant's request, the grievant may proceed by completing the appropriate appeal form. Students must choose between the [Org Leadership/Cert Appeal Form](#). The form must be completed within 60 days after the last day of class. The appeal form will automatically notify the advising team, program director and dean. After completing their portion of the form, the student may be contacted to schedule an interview before the appeals committee. Upon completion of the interview, the appeals committee will make their recommendation, in writing, to the Dean. The Dean shall have fifteen (15) working days to make the final decision. Once made, the student will be notified of the Dean's decision via email.
- 3.) If the matter is not resolved, the grievant may choose to appeal, in writing, to the Provost. The Provost shall have ten (10) working days while classes are in session or fifteen (15) days when classes are not in session to appoint and convene an ad hoc grievance committee. The grievance committee will be convened and render their decision as per Policy 489.2 in the University Handbook.

Definitions:

Clerical or procedural grading error: a course grade which is incorrect due to one or more mistakes in grade recording or computation, pertaining either to grades for individual assignments and examinations, or to the course grade as a whole.

Discrimination

Disparate treatment given equal performance for reasons of Race, ethnicity, religion, marital status, national origin, gender or within the limits imposed by law or university regulations because of age, disability or citizenship.

Maintaining Good Standing

A student must maintain a 3.0 cumulative GPA and a 2.0 semester GPA to remain in good standing. If a student drops below a 3.0 cumulative GPA, the student is placed on Probation and has until the end of the next semester, to achieve the required 3.0 cumulative G.P.A., or the student may be dismissed from the program. Please see the entire Academic Standing Policy [here](#).

Academic Probation & Dismissal

The university is committed to providing assistance to students for academic success while at the same time maintaining a standard of academic integrity for Concordia. When a student's academic achievement falls below the standards set by the university, academic probation and disqualification are imposed.

A student is on probationary status if he/she has been fully or conditionally admitted to the program and does not maintain the appropriate course GPA and/or 3.0 cumulative GPA. A student may also be placed on probation if he/she receives an F in any course. Other reasons a student may be placed on probation include issues relating to moral or ethical character, behavior unbecoming of a student, or other conditions or combination of conditions that cause reason to question the student's compatibility in the program. Students on probation may register for no more than 1 course at a time.

A student must resolve any issues leading to the probationary status by the last day of the following semester. If this is not possible, i.e. the course needing to be repeated is not offered, the Dean may determine an appropriate time-line. If the probationary status is not remedied the student will be dismissed from the program.

Any student whose semester GPA is less than 2.00 in a single semester will be academically dismissed as a degree student. Upon dismissal the student has the right to appeal using the appropriate form posted above under the "Grade Appeal Process." A student can only appeal once during their tenure at Concordia University.

Stopping Out One Course or One Semester

Stopping out one course or semester within your major because of personal or professional concerns does not require readmission to the university. If you do withdraw or skip a course, please contact your academic advisor, as this will impact not only your schedule, but billing and possibly financial aid. When your cohort is finished with the program, you will have the opportunity to take the course(s) you skipped the next time offered.

Stopping Out More than One Semester

Occasionally students will need to stop their participation in the program either because of academic dismissal or a change in personal circumstances (loss of job, etc.). In either case the

student will need to apply to be readmitted to the program.

The application form for readmission is different from the original application found on the web, and can be obtained by contacting the Graduate Admissions Office. Once completed, the admissions team and program director will review the file. You may be called in for a personal interview as part of this process. The director, in consultation with a committee, will decide on readmission on a case by case basis. Please note that when you are readmitted, it will be at the prevailing tuition rate for the program. Students that are academically dismissed must wait at least one calendar year from the date of dismissal to reapply.

Incomplete (I*)

Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incomplete grades must be resolved within four (4) weeks from the end of the course unless an extension is granted by the instructor with the approval from the dean. Incompletes will be calculated for academic standing using the default grade. Students with incomplete grades are subject to academic probation and academic dismissal based on the default grade. Failure to resolve an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete. Default grades are C, D, F, or NP.

Dropping Courses

A course may be dropped during the open registration window without receiving a "W" on the academic record. Courses dropped after that will receive a grade of Withdrawal "W." For 7-8 week courses, students may withdraw ("W") until the end of week 5; for 14-16 week courses, students can withdraw ("W") until the end of week 11. You must formally withdraw from a course; non-attendance does not constitute a withdrawal. If a course is not officially dropped, the instructor will assign the grade earned.

Students must complete the university [drop form](#) and inform their academic advisor so an updated grad plan can be discussed.

Administrative Withdrawal

Administrative withdrawals will be allowed if the student is enrolled in class and does not attend, log into Blackboard, or participate during the first two (2) weeks of class.

Withdrawal (W)

Full-semester courses may be dropped without record of enrollment during the first 2 weeks of the semester. From weeks 3 through week 11 of the full semester, courses may be withdrawn from with a "W" grade. For shorter terms (7 to 11 weeks), courses may be dropped without record of enrollment for the first week of the term. During weeks 2-5 (for 7-week terms), weeks 2-6 (for 8-week terms) and weeks 2-9 (for 11-week terms), courses may be withdrawn from with a "W" grade.

It is the student's responsibility to bring any error in grades to the attention of the instructor within 1 semester following the issued grade. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next full semester. Submission of extra work after a semester is completed will be permitted only when a

grade of "Incomplete" was assigned for the specific course.

Withdrawal from School

Students who will no longer continue their enrollment at Concordia University must withdraw formally from the university. The withdrawal date is the date we receive a formal request from the student to withdraw from the university. Any courses that have occurred prior to this date the student will receive the grade earned. Non-attendance does not constitute withdrawal from classes and will result in grades of "F."

Satisfactory Academic Progress (SAP)

Overview

Federal regulations require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress (SAP) policy. Title IV financial aid programs include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, Federal Direct PLUS Loans, and Work-Study. The requirements of this policy apply to all students receiving federal and state aid, and institutional aid per university policy.

Minimum Standards

To remain eligible for federal grants, loans, and work-study, students must meet the standards indicated below at the end of each semester. Please note the standards to establish and maintain eligibility for Title IV assistance are more stringent than the University's academic standards for continuous enrollment. At the end of each term of enrollment, students must earn the minimum cumulative GPA, minimum number of units, and be within the maximum time frame. Failure to meet the minimum cumulative standards may result in a loss of financial aid eligibility.

Qualitative Measure of Progress

The qualitative requirement sets a minimum Cumulative Grade Point Average (GPA) for the degree level at which a student is classified. Note: This is the GPA used to determine one's status and includes grades from courses taken at all other schools that are accepted by Concordia. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

- Minimum Cumulative GPA for graduate students is 3.0

Quantitative Measure of Progress

The quantitative requirement contains two components, (1) Pace of Progression and (2) Maximum Timeframe.

1. Pace of Progression/Completion Rate

The credit hour completion rate reflects the pace at which students must progress to ensure that they are able to complete their degree program within the maximum time frame. The pace of progression is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has

attempted. All students regardless of classification must earn 67% of all hours attempted. This is a cumulative calculation and includes credits attempted at all schools before and while attending Concordia.

2. Maximum Time Frame

The maximum time frame for undergraduate students to complete their degree cannot exceed 150% of the published length of the academic program. Hours are counted starting with the semester the student entered school, even those semesters in which he/she did not receive financial aid. The maximum time frames are listed below:

- Bachelor's Degree 180 Attempted Hours
- Master's Degree Attempted Hours required for program (40 units)

Hours Attempted

Hours attempted include all hours pursued in the student's career and are counted in the maximum time frame whether or not financial aid was received. Attempted hours also include the following: withdrawals, incompletes, failing grades, repeated coursework, and transfer credits accepted by the University.

Auditing Classes

Students who wish to enroll in a course without receiving credit may choose to audit the course until the last day to add each semester. Exams and papers assigned to students taking the course for credit do not apply to audit students; all other expectations are the same. Professors are not expected to grade work submitted by an auditing student. A notation of "Audit" will be assigned upon satisfactory completion of the course. Audited courses do not count toward graduation requirements. Additional information may be obtained in the Office of the Registrar.

The following classes may not be audited:

- ORGL600
- ORGL608

Non Degree Students

These are students attending Concordia on a part-time basis who are not working toward a degree, certificate, or credential. These students must complete a Guest Application for non-degree coursework through the Office of the Registrar before registering for classes. Credit for these courses cannot be applied toward a degree, certificate, or credential until these students have completed the degree seeking application process through the Office of Admission.

The following classes may not be taken as a non-degree student:

- ORGL600
- ORGL608

Repeated Coursework

A master's degree course may be repeated in order to improve the GPA necessary for continued enrollment in the program. Courses must be repeated at Concordia University Irvine. When a course is repeated, the higher grade takes precedence and is calculated in the GPA. The lower grade is still indicated on the transcript but is not calculated in the GPA. One (1) course may be

repeated one (1) time.

Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeats count against the maximum time frame (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once.

Financial Aid Warning

Students who do not meet the SAP standards will be placed on Financial Aid WARNING. While on WARNING status, students will continue to receive financial aid. All students who are notified of their WARNING status should seek academic counseling and take advantage of all other student services available to ensure student success at Concordia University.

Financial Aid Termination

Students who do not meet the SAP standards for more than one term will be TERMINATED from receiving all financial aid. Being on TERMINATION status does not prohibit a student from continuing their education. Students who have lost their financial aid eligibility may be reinstated once they demonstrate satisfactory academic progress.

Appeal Process

Only appeals for the following reasons will be accepted:

- A death of an immediate family member of the student.
- Medical/hospitalization of the student.
- Mitigating circumstances beyond the student's control that affected their academic progress.

All appeals must be submitted in writing, and include the Financial Aid Satisfactory Academic Progress (SAP) Appeal Form, with supporting documentation attached, to the Financial Aid Office. Acceptable documentation for each circumstance must be stated in the appeal letter and supporting documentation must be attached, such as medical records, death certificates and any documentation that supports the student's mitigating circumstances. The Director of Financial Aid will approve or deny appeals as they are submitted. Results of an appeal will be sent to the student in writing. Any student whose appeal is denied by the Director of Financial Aid has the right to appeal to the Financial Aid Committee. The Financial Aid Committee will use the same criteria in rendering its decision.

Academic Resources

Writing Expectations

All writing will be assessed for APA format following the APA Manual (7th ed.) as listed in the recommended course materials. The use of proper APA paper format, style, citations, and references is required for all papers and assignments. Consult the syllabus and/or instructor for clarification on specific assignments. All written work must exhibit clarity of thought, and be free of grammar, spelling, and sentence structure errors. Concordia University/Irvine has a [Writing Studio](#)

and writing resources accessible via the [library website](#). Please plan ahead to schedule time for assistance in the Writing Studio or with a librarian on papers and assignments as needed.

Writing Resources

The Writing Studio: Make an appointment with a Writing Studio consultant to receive feedback on your paper(s). The Writing Studio is located in Theta Lounge. Appointments can be made by visiting the [Appointments page](#) of the Writing Studio website. The site also has links to more than 60 resources for writers such as sample papers showing citation styles and information on plagiarism.

Grammarly (Free for CUI students): Get help with grammar from this automated grammar tutorial and revision support tool. As a CUI student, you can upload segments—or drafts—of your paper to receive immediate feedback, assess the editorial suggestions, and make the necessary corrections. Simply log-in using your CUI email and E#.

DO NOT try to access Grammarly from the internet directly or the system will try to charge you a fee. Instead, access Grammarly through the CUI Writing Studio website link.

The Little Seagull Handbook:

Bullock, R., Brody, M., & Weinberg, F. (2014). The little seagull handbook (2nd ed.). New York, NY: W.W. Norton & Company, Inc. ISBN-10: 0393935809; ISBN-13: 978-0393935806 *Available in the CUI bookstore.

Library Resources

The library services at Concordia can be accessed online at cui.edu/library. There are hundreds of thousands of journals, ebooks and other titles that can be found in the 30+ research databases.

Technology Resources

This course will be conducted using Blackboard. Blackboard can be accessed by going to cui.blackboard.com using most web browsers such as [Firefox](#) (Firefox.com), [Google Chrome](#) (Google.com/Chrome), [Internet Explorer](#) (Microsoft.com/InternetExplorer) and [Safari](#) (Apple.com/Safari). Blackboard's official list of supported web browsers can be found at <http://goo.gl/zH21E>. As a best practice, it is highly recommended that you have at least two, if not three, web browsers installed on your computer. You can install these additional free browsers by visiting the sites listed above. If something does not work correctly in one browser, simply try again using a different browser.

At any time you experience technical problems, you may contact our Information Technology Services (ITS) department. The email address is ITS@cui.edu and the phone number is 949-214-3175. For specific hours of operation and additional help information, go to <http://www.cui.edu/it>.

Concordia provides a 24 hour 7 days a week self-help password assistance program. To access this service, go to myaccount.cui.edu. If you need further assistance, please email ITS@cui.edu or call ITS at 949 214-3175.

Disability Access Services

[Disability Access Services](#) (DAS) works with university departments to ensure that their programs are accessible to every person in the university community.

Additionally, DAS provides reasonable accommodations so that otherwise qualified students with disabilities may, as independently as possible, meet the demands of university life. DAS also serves university faculty and staff with disabilities who should address employment concerns directly to Human Resources and may utilize DAS as an information resource.

Wellness Center

The Wellness Center is dedicated to providing high quality medical and psychological care to CUI students in a private, confidential, and safe setting - both in person and online/phone. The staff is committed to the total wellness of our students. The Wellness Center is located on the first floor of the Student Union building (next to the MailRoom). For an appointment or for more information, please contact the Wellness Center at: Phone: (949) 214-3102 Email: wellness@cui.edu Website: <https://www.cui.edu/studentlife/wellness-center>

Counseling/Mental Health Resources

We are committed to the continued growth and development of our students, both as people and professionals. Students are encouraged to seek out their own mental health care and/or personal counseling, coaching, and/or support for psychoeducational, self-care, or personal growth reasons.

All students at Concordia University Irvine have access to our [on-campus counseling center](#) which offers the following resources:

- **Individual Therapy:** Many students meet with the counselor, one-to-one, usually weekly, to work through personal concerns.
- **Crisis Counseling:** At times a student is experiencing personal issues that need immediate assistance.
- **Ongoing education** through lectures and seminars.
- **Referrals:** Provide resources for off-campus groups, medical or psychiatric services that offer more or different services from those available at Concordia University. E-therapy or tele-therapy are not available from Concordia University.

There is a fee per counseling session for part-time and graduate students. Counseling sessions are not billed to health insurance. However, scholarships are available based on individual financial needs. No one will be turned away for financial issues.

Students who do not live in close proximity to the CUI counseling center are encouraged to utilize their local community resources to secure private counseling services. They may wish to check with their own respective insurance companies for in-network providers, or check with local counseling organizations for referrals. Students are never to engage in private counseling, coaching or other mental health care from other students or faculty within the Townsend Institute.

Program Descriptions

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP PURPOSE

Leadership must always begin with God and His design for his people. His plan from the start of time was that we lead His creation toward His paths. He instructed Adam and Eve to “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground” (Gen. 1:28). We were given the responsibility to grow, develop, and structure the world, and everything in it.

Leadership is the most important factor in an organization’s success or failure. The leader who is equipped will lead the organization to succeed and perform at scalable levels. Dr. Townsend’s competence-plus-character model of training provides those skills. For an organization to perform at high levels, leaders have to understand the strategic and process elements: mission, vision, core values, strategic thinking and operations. At the same time, they must know how to navigate relationships, teams, culture, messaging, and understand themselves as a leader. The Masters of Organizational Leadership is designed to produce leaders who have mastered these essential skills. This program will align with our strategic goals to be fiscally sustainable and increase graduate and adult programs. It is an opportunity for us as a University to train future leaders and Christian leaders who are fit to serve while fulfilling our most basic Call as a University, to prepare graduates for lives of learning, service and leadership.

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LEARNING OUTCOMES

The Masters of Arts in Organizational Leadership program is guided by the program learning outcomes listed below. Its Graduates will:

PLO 1: Scholarly Research

Master all aspects of carrying out a research project directed at a problem in the field of organizational leadership.

PLO 2: Systems Thinking

Analyze and apply concepts and skills necessary to create, lead, and manage organizations as systems.

PLO 3: Ethical Leadership

Assess and apply standards of ethical leadership and management, informed by Christian principles and values.

PLO 4: Effective Communication

Communicate clearly through applicable methods adjusting for diverse settings and context.

PLO 5: Reflective Practice

Engage in reflective practice balancing data driven decision making, informed logical thinking, and human dynamics.

PLO 6: Global and Community Commitment

Interact with local, regional, national, and international communities by contributing to the body of research, participating in professional development to engage their local and global society.

MASTERS OF ARTS in ORGANIZATIONAL LEADERSHIP

33 credits

ORGL 600 Personal Development Skills Process Group (On Campus Intensive, 3 credits)

ORGL 601 Organizational Leadership and Character Development

ORGL 603 Leadership Styles, Neuroscience and Emotional Intelligence

ORGL 602 Building Healthy Culture and Performance

ORGL 604 Leading Change and Motivation

ORGL 605 Team Building, Conflict Management and Managing Difficult People

ORGL 606 Leadership and Transformation

ORGL 607 Decision Making, Creativity and Problem Solving

ORGL 608 Capstone Seminar in Organizational Leadership

Elective Courses - Choose 2 (6 units)

ORGL 610 Leadership and Organizational Assessment

ORGL 611 Systems and Project Management

EXCC 607 Group Coaching

EXCC 609 Advanced Theories in Organizational Design and Development

Core Courses:

ORGL 600 Personal Development Skills Process Group (3 credits: Pass/Fail): Students will participate in a process group training experience led by a trained faculty facilitator. They will grow in the critical relational skills that are necessary to lead well, have stimulating interactive times and receive targeted feedback. Students will have a confidential place for personal character development. This course is offered in the following grade mode: Pass/No Pass.

ORGL 601 Organizational Leadership and Character Development (3 credits): Students will gain an historical overview of leadership theory development and effective leadership characteristics. The Townsend Character-Growth Model and its seven developmental character structures will be a focus for student learning. A beginning integrative framework between Christian theology and leadership research and theory will be established.

ORGL 602 Building Healthy Culture and Performance (3 credits): The various aspects of organizational structure will be explored. Students will learn how leaders create a healthy culture that drives individual, team and organizational performance. Various drivers and obstacles to performance will be discussed along with strategies to enhance performance.

ORGL 603 Leadership Styles, Neuroscience and Emotional Intelligence (3 credits): Students will gain an overview of the different styles of leading a team or organization. The latest research from neuroscience will be explored and applied to leadership. Students will understand the concept of emotional intelligence and its different relational and self-management skills.

ORGL 604 Leading Change and Motivation (3 credits): The major drivers or inhibitors of motivation and organizational change will be explored. Students will learn the leadership competencies to provide rapid, profound and sustainable change. This course will also focus on how to assess and make structural changes in the organization's culture that make change easier.

ORGL 605 Team Building, Conflict Management and Managing Difficult People (3 credits): Students will learn the key elements of a high performing team and how to build each element. An 8-step process for managing conflict will be presented. Students will develop the skills to manage team members who have a challenging character structure and contentious relationships.

ORGL 606 Leadership and Transformation (3 credits): Students will learn the different affective, cognitive and behavioral strategies that lead to transformational change in a coaching relationship. Emphasis will be placed on creating affective experiences that lead to character growth. Students will also learn to design leadership programs for organizations.

ORGL 607 Decision Making, Creativity and Problem Solving (3 credits): Students will learn various decision-making strategies and the common pitfalls to good decisions. The critical role that creativity plays in leadership will be explored. Using a variety of methods, students will gain experience in creativity and problem-solving.

ORGL 608 Capstone Seminar in Organizational Leadership (3 credits): The course is focused on student scholarship. Students will write a scholarly article or do research to be presented at the Townsend Institute's annual conference. Students will have direct communication with Dr. Townsend on ideas for their project and during the writing process. Research and scholarly writing skills will be taught. The Institute's Faculty will help students in taking the next steps in their career.

Electives – Choose Two Courses:

ORGL610 Leadership and Organizational Assessment (3 credits): This course will review the various assessment instruments for individual leaders, teams and entire organizations such as: Emotional Competency Inventory; Kolb Learning Style Inventory; Inventory of Leadership Styles; Organizational Climate Survey). Students will learn how to communicate findings to leaders to empower them.

ORGL 611 Systems and Project Management (3 credits): Leadership requires the capacity to get things done on a scalable level, from large projects to designing systems that integrate resources in the proper channels. This involves thinking strategically, accumulating resources, bringing the right talent into the right teams, and driving the process.

EXCC 607 Group Coaching (3 credits): This course will enable students to effectively coach and lead groups of people. Fundamentals of group dynamics will be the foundation for the learning. In addition, students will set up and lead their own groups and obtain feedback from their peers and professor. Additionally, students will interview coaches who have successfully integrated group coaching into their practices.

EXCC 609 Advanced Theories in Organizational Design and Development (3 credits): This is an advanced course on ways organizations are designed that impact strategy, leadership talent, culture, performance, and change either positively or negatively. Students will understand the various components of organizational processes that reflect and reinforce healthy organizational design. They will develop the skills to evaluate organizational design and how to develop it to ensure governance and management processes align power effectively, engage the right people and increase the capabilities of being a "learning organization" that is optimized for peak-performance.

Policy Statement Regarding MAOL and related Certificate Programs

- Students enrolled in the MAOL program are not eligible for either the Professional or Advanced Certificates in Organizational Leadership.
- At least 50% of the units counted to earn a graduate certificate must be distinct from units counted to earn a different graduate certificate or degree. (see [Educational Policies](#); Certificate Program Policy 3.1.3.6)

Policy Statement Regarding Students Seeking MAEC as a Second MA degree from CUI:

- Students must complete 18 distinct units from the units earned in the previous MA degree. For example, a student may earn their MAOL (33 units) and then take an additional 18 units for a MAEC degree, thus earning two Master's degrees with a minimum of 51 units. Please reach out to tiadvisor@cui.edu for more details.