

Cedar-Field Leadership and Theological Institute (CLTI)

Institutional Handbook

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1. Preamble and Institutional Identity

Cedar-Field Leadership and Theological Institute (CLTI) is established as a faith based academic and leadership formation institution committed to raising biblically grounded, ethically sound, intellectually alert, and socially responsible leaders for the Church, society, and the public sphere. The Institute exists to combine spiritual depth with intellectual discipline, leadership competence, and community impact.

CLTI understands leadership as service, theology as lived truth, and education as formation of the whole person spirit soul and body. The Institute therefore places equal emphasis on character formation, doctrinal clarity, ministerial skill, leadership ethics, and contextual relevance.

2. Vision Statement

To become a leading theological and leadership formation institute that produces spiritually mature, intellectually equipped, and socially transformative leaders for Africa and the global Church.

3. Mission Statement

The mission of Cedar-Field Leadership and Theological Institute is to:

- ✓ Provide sound biblical and theological education rooted in Scripture and guided by the Holy Spirit
- ✓ Equip leaders with practical ministry, leadership, and administrative skills
- ✓ Promote ethical leadership, integrity, and accountability in ministry and public life
- ✓ Encourage contextual theology that responds to African realities and global challenges
- ✓ Foster spiritual discipline, academic excellence, and lifelong learning

4. Core Values

The Institute is guided by the following core values:

- (i) Biblical Authority – Scripture as the final authority for faith, doctrine, and practice
- (ii) Spiritual Formation – Commitment to prayer, holiness, and Christlike character
- (iii) Academic Integrity – Excellence, honesty, and rigor in scholarship
- (iv) Servant Leadership – Leadership modeled after Christ’s humility and service
- (v) Accountability – Transparency and responsibility in conduct and governance
- (vi) Community – Mutual respect, unity, and collaboration
- (vii) Relevance – Engaging theology and leadership within real life contexts

5. Statement of Faith

Cedar-Field Leadership and Theological Institute affirms:

- ✓ The divine inspiration, authority, and sufficiency of the Holy Scriptures
- ✓ One God eternally existing in Father, Son, and Holy Spirit
- ✓ The deity and humanity of Jesus Christ, His virgin birth, atoning death, resurrection, and ascension
- ✓ Salvation by grace through faith in Jesus Christ
- ✓ The ministry and gifts of the Holy Spirit
- ✓ The unity of the body of Christ
- ✓ The return of Christ and the final judgment

6. Academic Philosophy

CLTI adopts an integrative approach to learning where theology, leadership, and practice interact continuously. Learning is not limited to the classroom but extends to spiritual disciplines, mentorship, ministry exposure, and community engagement.

Education at CLTI emphasizes:

- ✓ Critical thinking grounded in faith
- ✓ Doctrinal clarity without intellectual rigidity
- ✓ Contextual application of biblical truth
- ✓ Balance between theory and practice

7. Programmes and Courses of Study

Cedar-Field Leadership and Theological Institute operates intensive Postgraduate Diploma (PGD) programmes structured on a twelve week academic cycle.

7.1 PGD in Leadership

This programme equips participants with advanced leadership skills for ministry, organizational, and societal contexts.

Indicative course structure includes:

- ✓ Foundations of Leadership Studies
- ✓ Servant Leadership and Ethical Authority
- ✓ Organizational Leadership and Governance
- ✓ Strategic Planning and Decision Making
- ✓ Conflict Resolution and Team Leadership
- ✓ Leadership Practicum and Reflective Portfolio

7.2 PGD in Women in Leadership

This programme prepares women for effective leadership across ministry, education, community development, and public engagement.

Indicative course structure includes:

- ✓ Biblical and Theological Perspectives on Women and Leadership
- ✓ Leadership Identity and Professional Development

- ✓ Gender, Culture, and Leadership Practice
- ✓ Administration and Ministry Leadership
- ✓ Emotional Intelligence and Resilient Leadership
- ✓ Leadership Practicum and Mentorship Portfolio

7.3 PGD in Leadership and Theology

This programme integrates leadership training with theological depth and doctrinal clarity.

Indicative course structure includes:

- ✓ Biblical Theology and Christian Doctrine
- ✓ Leadership Theology and Ministry Ethics
- ✓ Hermeneutics and Contextual Interpretation
- ✓ Church Leadership and Governance
- ✓ Theology and Contemporary Leadership Challenges
- ✓ Integrated Leadership and Theology Practicum

NOTE: Course content may be reviewed periodically to maintain relevance and academic quality.

8. Mode of Study (Hybrid Learning Structure)

Cedar-Field Leadership and Theological Institute operates a hybrid learning system, combining online (virtual) and physical (on site) learning to ensure flexibility, accessibility, and effective engagement.

8.1 Online Learning

Online classes are delivered through approved digital platforms and include:

- ✓ Live virtual lectures
- ✓ Interactive discussions
- ✓ Recorded sessions for revision

- ✓ Online assignments and assessments

NOTE: Students enrolled online are expected to participate actively, maintain discipline, and meet all academic and spiritual requirements.

8.2 Physical (On Site) Learning

Physical classes are conducted at designated Institute facilities. On site learning includes:

- ✓ Classroom teaching
- ✓ Group discussions
- ✓ Worship sessions and prayers
- ✓ Leadership workshops
- ✓ Mentorship interactions

NOTE: Online and physical students are subject to the same academic standards, assessment criteria, spiritual formation expectations, and disciplinary policies.

9. Admission Policy

Admission into Cedar-Field Leadership and Theological Institute is open to applicants who demonstrate readiness for postgraduate level leadership and theological training.

Applicants must:

- (i) Possess a recognized first degree, HND, or equivalent professional or ministry experience
- (ii) Have a clear testimony of faith in Christ
- (iii) Demonstrate leadership potential or ministry involvement
- (iv) Submit all required application documents
- (v) Agree to abide by the Institute's policies and code of conduct

NOTE: Admission decisions are made by the Admissions Committee.

10. Registration and Enrollment

- ✓ Successful applicants must complete registration within the stipulated time
- ✓ All tuition and required fees must be paid before confirmation of enrollment
- ✓ Registration includes access to learning platforms, course materials, and Institute communication channels
- ✓ Late registration may attract penalties or deferral to the next cohort

11. Academic Calendar and Programme Duration

All PGD programmes at Cedar-Field Leadership and Theological Institute run on an intensive three month academic cycle.

11.1 Programme Duration

- ✓ Each cohort runs for three months (12 weeks)
- ✓ At the end of each cycle, a new cohort or intake may commence
- ✓ Programmes may include short breaks, retreats, or intensive sessions within the cycle

11.2 Structure of the Three Month Cycle

The academic cycle typically includes:

- ✓ Orientation period
- ✓ Teaching and learning weeks
- ✓ Continuous assessments
- ✓ Leadership practicum and reflection
- ✓ Final assessments and evaluations

12. Assessment, Evaluation, and Grading System

Assessment at Cedar-Field Leadership and Theological Institute follows professional postgraduate standards and is designed to measure intellectual engagement, leadership competence, ethical reasoning, and practical application.

12.1 Methods of Assessment

Assessment methods may include:

- ✓ Written assignments and analytical papers
- ✓ Leadership reflection journals
- ✓ Case studies and project work
- ✓ Oral presentations and group work
- ✓ Practical leadership or ministry tasks
- ✓ Participation and engagement (online or physical)

12.2 Grading Scale

Student performance is graded as follows:

Distinction: Outstanding performance and mastery of course objectives

Merit: Strong and consistent performance

Pass: Satisfactory completion of course requirements

Fail: Inadequate performance

NOTE: A student who fails a course may be required to resit assessments or repeat components of the programme as determined by the Academic Council.

13. Graduation, Certification, and Academic Integrity

13.1 Graduation Requirements

To be awarded a Postgraduate Diploma (PGD), a student must:

- (i) Complete all prescribed courses within the programme
- (ii) Attain a minimum Pass grade in all assessments
- (iii) Complete leadership practicum and reflective portfolio
- (iv) Meet attendance and participation requirements
- (v) Fulfill financial and administrative obligations

13.2 Certification and Records

- ✓ Certificates are issued upon successful completion of the programme
- ✓ Academic transcripts may be issued upon request
- ✓ Replacement of certificates is subject to verification and approved fees

13.3 Academic Integrity

The Institute upholds strict standards of academic honesty. Plagiarism, falsification, or unethical academic conduct attracts disciplinary sanctions.

14. Leadership Formation, Practicum, and Professional Development

Leadership formation is an essential component of all programmes at Cedar-Field Leadership and Theological Institute. Academic learning is complemented by structured leadership practice and reflective engagement.

14.1 Leadership Practicum

All students are required to complete a leadership practicum relevant to their programme of study. The practicum may involve:

- ✓ Ministry or organizational leadership engagement
- ✓ Community or institutional service
- ✓ Leadership project implementation

14.2 Reflective Portfolio

Students must maintain a reflective portfolio documenting leadership experiences, learning outcomes, and personal development throughout the programme.

14.3 Professional Development Requirements

Depending on the programme, students may be required to:

- ✓ Participate in mentorship or coaching sessions
- ✓ Engage in leadership labs or workshops
- ✓ Complete approved professional development tasks

NOTE: Leadership formation requirements apply to both online and physical students, with appropriate adaptations.

15. Code of Conduct

All members of the Institute community are expected to:

- ✓ Live in a manner consistent with Christian values
- ✓ Show respect to staff, fellow students, and the institution
- ✓ Maintain honesty and integrity in academic work
- ✓ Avoid conduct that brings disrepute to the Institute

16. Academic Integrity Policy

Acts such as plagiarism, cheating, falsification of records, or academic dishonesty are strictly prohibited and attract disciplinary action.

17. Disciplinary Procedures and Student Resolution Process

17.1 Professional Conduct and Discipline

As a professional postgraduate institute, Cedar-Field Leadership and Theological Institute maintains clear standards of conduct. Disciplinary action may arise from:

- ✓ Academic dishonesty or misconduct
- ✓ Violation of Institute policies
- ✓ Unprofessional or unethical behaviour
- ✓ Conduct inconsistent with leadership and ministerial ethics

NOTE: Sanctions may include formal warnings, academic penalties, suspension, or withdrawal from the programme. All disciplinary actions follow due process.

17.2 Student Resolution and Complaints Process

Cedar-Field Leadership and Theological Institute is committed to a fair, respectful, and timely resolution of student concerns.

The purpose of the resolution process is to provide an orderly and equitable means of addressing academic, administrative, or interpersonal concerns within the Institute.

Step One: Informal Resolution

Where appropriate, students are encouraged to first address concerns directly and respectfully with the individual involved (student, faculty member, or staff). Many issues can be resolved through clear communication and mutual understanding.

Step Two: Formal Submission

If the concern is not resolved informally, the student may submit a formal written complaint to the Institute within fourteen (14) days of the occurrence.

Complaints must be submitted using the approved Resolution Form

The submission must clearly state the nature of the concern and desired resolution

Anonymous submissions will not receive a formal response

Step Three: Review and Response

The Institute will acknowledge receipt of the complaint

The matter will be reviewed by the appropriate committee or authority

A response will be communicated within a reasonable timeframe

All information submitted is treated with confidentiality and professionalism.

18. Student Rights, Responsibilities, and Professional Conduct

18.1 Student Rights

Students of CLTI have the right to:

- ✓ Receive quality instruction and academic support
- ✓ Be evaluated fairly and transparently
- ✓ Access institutional resources relevant to their programme

- ✓ Be treated with dignity and respect

18.2 Student Responsibilities

Students are responsible for:

- ✓ Meeting academic deadlines and requirements
- ✓ Participating actively in both online and physical sessions
- ✓ Maintaining professional conduct and communication
- ✓ Observing spiritual formation and leadership expectations
- ✓ Representing the Institute responsibly in public and professional spaces

NOTE: Professional misconduct may attract disciplinary measures.

19. Staff and Faculty Responsibilities

19.1 Faculty Appointment and Engagement

Faculty members may serve as full time, adjunct, or visiting facilitators and are appointed based on academic competence, professional experience, and alignment with the Institute's values.

Faculty are expected to:

- ✓ Deliver courses with professionalism and academic rigor
- ✓ Engage students respectfully and constructively
- ✓ Assess student work objectively
- ✓ Maintain confidentiality and ethical standards
- ✓ Support leadership formation and mentorship

19.2 Administrative Staff Responsibilities

Administrative staff support the academic mission of the Institute through efficient service delivery, record management, and student support.

20. Governance and Administration

Cedar-Field Leadership and Theological Institute operates as a professional postgraduate institute with clear administrative and academic governance structures.

20.1 Governing Board

The Governing Board provides strategic direction, policy oversight, and institutional accountability. Its responsibilities include:

- ✓ Safeguarding the vision, mission, and values of the Institute
- ✓ Approving major policies and programmes
- ✓ Ensuring financial and ethical accountability
- ✓ Appointing senior management officers

20.2 Academic Council

The Academic Council is responsible for academic quality assurance and programme integrity. Its duties include:

- ✓ Approving curricula and course content
- ✓ Setting academic standards and assessment policies
- ✓ Overseeing examinations and certification
- ✓ Reviewing academic performance and programme effectiveness

20.3 Management Committee

The Management Committee oversees day to day operations of the Institute, including:

- ✓ Admissions and enrollment processes
- ✓ Student affairs and welfare
- ✓ Staff coordination and administration
- ✓ Implementation of institutional policies

21. Financial and Fee Policy

Cedar-Field Leadership and Theological Institute operates transparent, accountable, and professional financial practices consistent with postgraduate institutional standards.

- ✓ Tuition and programme fees are published per cohort and programme
- ✓ All fees are payable before the commencement of each academic cycle
- ✓ Approved payment plans may be granted at the discretion of management
- ✓ Fees paid are generally non refundable once a programme has commenced
- ✓ Financial clearance is required for graduation and certification

22. Use of Facilities, Learning Platforms, and Resources

22.1 Physical Facilities

Institute facilities are to be used strictly for academic, leadership formation, and approved Institute activities. Students must:

- ✓ Use facilities responsibly and respectfully
- ✓ Avoid damage or misuse of Institute property
- ✓ Comply with safety and usage guidelines

22.2 Digital Learning Platforms

Online platforms provided by the Institute are official academic environments. Students are expected to:

- ✓ Maintain professional conduct in all online interactions
- ✓ Respect privacy and data protection guidelines
- ✓ Refrain from unauthorized recording or distribution of materials
- ✓ Violations may attract disciplinary sanctions.

23. Health, Safety, and Risk Management

- ✓ The Institute prioritizes the health and safety of all members of its community.
- ✓ Students must comply with safety guidelines during physical sessions
- ✓ Health emergencies should be reported promptly to Institute authorities

- ✓ The Institute is not liable for personal medical expenses
- ✓ Online students are encouraged to maintain healthy study practices and seek support when necessary.

24. Student Support, Mentorship, Communication, and Welfare

24.1 Academic and Leadership Support

The Institute provides structured support services including:

- ✓ Academic advising and guidance
- ✓ Leadership coaching and mentoring
- ✓ Programme coordination support
- ✓ Technical assistance for online learning

24.2 Attendance and Participation Policy

As a professional postgraduate institute:

- ✓ Students are expected to attend and participate in all scheduled sessions
- ✓ A minimum participation threshold applies to both online and physical students
- ✓ Consistent non participation may affect assessment or certification

24.3 Communication and Information Management

Official Institute communication is conducted through approved channels. Students are responsible for staying informed and responding promptly to official notices.

24.4 Student Welfare

The Institute promotes the emotional, spiritual, and professional wellbeing of its students and encourages timely engagement with support structures when needed.

25. Student Orientation Programme

Orientation is compulsory for all newly admitted students, both online and physical, and marks the formal commencement of each academic cycle.

25.1 Objectives of Orientation

Orientation is designed to:

- ✓ Introduce students to the vision, mission, and institutional culture of CLTI
- ✓ Explain programme structure, assessment standards, and expectations
- ✓ Train students on the hybrid learning model and digital platforms
- ✓ Clarify spiritual formation and leadership development requirements
- ✓ Outline professional conduct and institutional policies

25.2 Orientation Activities

Orientation activities may include:

- ✓ Formal welcome and institutional briefing
- ✓ Academic and programme overview sessions
- ✓ Learning platform demonstrations
- ✓ Leadership formation briefing
- ✓ Question and response sessions

NOTE: Completion of orientation is required for full academic participation.

26. Convocation, Alumni Relations, and Institutional Advancement

26.1 Convocation and Award Ceremonies

Graduation and award ceremonies may be organized at the end of academic cycles or at approved intervals. Participation is subject to completion of all academic and administrative requirements.

26.2 Alumni Relations

Graduates of Cedar-Field Leadership and Theological Institute become members of the Institute's alumni body and are encouraged to:

- ✓ Maintain professional and ethical leadership standards

- ✓ Support institutional growth and mentorship initiatives
- ✓ Engage in continuing professional development activities

27. Amendment of Handbook

The Institute reserves the right to amend, revise, or update this handbook as necessary. Students will be notified of any significant changes.

28. Final Declaration

Enrollment at Cedar-Field Leadership and Theological Institute signifies acceptance of all policies, standards, and regulations contained in this handbook. Students are expected to uphold the values and professional standards of the Institute throughout their period of study and beyond.