

# Doctor of Philosophy in



Theory & Practice of Leadership / lbc.edu/capital



# Get the education you need

to further prepare and equip yourself as a leader, educator, and administrator. Capital Seminary & Graduate School's Doctor of Philosophy in Leadership degree is cohort-based and has alternative delivery methods. Students learn from expert faculty and international ministry leaders. Read on to get the specifics and discover if Capital's PhD in Leadership is right for you.

## **Contact Us**

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## **CAPITAL SEMINARY & GRADUATE SCHOOL**

## **MISSION**

Capital Seminary & Graduate School exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.

## **ABOUT THE INSTITUTION**

Capital Seminary & Graduate School is the graduate division of Lancaster Bible College. The institution offers a full range of collegiate programming, from undergraduate to master's, and doctoral degree programs. Since 1933, the college's Bible-centered education has helped students follow God's plan for their personal and professional lives. Studies take place in a caring environment that integrates biblical teaching across a culturally diverse curriculum. Its faculty bring a wealth of academic credentials and real-world experience to each class.

#### **ACCREDITATION**

Lancaster Bible College | Capital Seminary & Graduate School is accredited through the Middle States Commission on Higher Education (MSCHE) and the Association for Biblical Higher Education Commission on Accreditation (ABHE). The College is also approved by the Pennsylvania Department of Education (PDE) and the Association of Christian Schools International (ACSI).

LBC | Capital is also approved by the U.S. Department of Justice for the training of nonimmigrant international students.

## DOCTOR OF PHILOSOPHY IN LEADERSHIP

The Doctor of Philosophy in Leadership (PhD in Leadership) is the highest academic degree offered in the theory and practice of leadership. The PhD in Leadership offers an alternative delivery, cohort-based system of study to those students actively engaged in leadership roles in a widerange of career contexts and who are unable due to life demands to enter a traditional residency program.

The PhD in Leadership is a research-based, terminal degree designed to develop research, leadership, managerial, and educational competencies. The PhD in Leadership further equips candidates for leadership, management, administrative, and faculty roles in churches, mission organizations, faith-based organizations, non-profit organizations, and institutions of higher education. Experienced ministry leaders join a cohort of peers who, together, progress through a prescribed sequence of seminars, develop sustainable habits of scholarly inquiry, and learn to function in a cooperative learning environment.

#### **PURPOSE**

The purpose of the PhD in Leadership is to further prepare and equip demonstrated leaders who show exceptional academic promise in the areas of research, teaching, leadership, or management.

## **Doctor of Philosophy**

## LEADERSHIP PHILOSOPHY

The program is built upon an analytical framework that understands organizations to be dynamic and developmental in nature. The program promotes a balanced model of leadership that recognizes the importance of biblical values, inspiring vision, godly virtues, and attention to the details of venture management.

## **EDUCATIONAL PHILOSOPHY**

The PhD in Leadership is built on an applied theory/theology model of leadership study that integrates a biblical worldview with study of the fields of leadership, education, and the social sciences. Since leadership, education, and the social sciences are connected fields of study rooted in a common theory-base, this program enables students to acquire a breadth of knowledge across these disciplines and gain the skills needed to conduct doctoral level research. The following statements express the educational philosophy of this program.

- We believe the Bible provides the philosophical and practical foundations for leadership in any context—therefore, classroom content and scriptural principles are integrated and applied, in every seminar, to professional practice in all contexts including the Church and society.
- We believe that the character of the leader is crucial for impacting leadership practice—therefore, seminars will seek not only to educate the mind, but to nurture the development of biblical character qualities in our students.
- We believe that a doctoral level curriculum should provide a balance between rigorous attention to contemporary scholarship and a focus on the application of that scholarship to professional practice—therefore, seminar content will facilitate a knowledge of and reflection on social science research and theology with the application of learning to the practice of leadership.
- We believe the mentoring process is the most effective means to equip people for the task of doctoral level research—therefore, each student will have a personal relationship with an assigned faculty advisor, who will guide the academic research process from matriculation to graduation.
- We believe adult learners, particularly at the doctoral level, benefit most from participation in a learning community rather than through an individualized academic experience—therefore, doctoral students are encouraged to abandon any competitive habits accumulated during previous years of formal schooling. The research seminar will engage the doctoral student in the giving and receiving of ideas, information, sources, and materials in the context of a community of scholarship. This sort of exchange includes sharing foundational research and advanced research manuscripts with other students for analysis and evaluation. Doctoral students will be expected to ground their research in significant and pertinent literature and to share ideas and resources with their colleagues.
- We believe in life-long education—therefore, seminars will emphasize critical thinking and research skills for maintaining continuing education and development beyond a formal degree program.



## **CORE COMPETENCIES**

## **SERVANT LEADER**

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as a servant leader. This core competency focuses on the acquisition of the essential knowledge, heart-level commitments, and skills needed to carry out the servant leadership model. Using both a biblical perspective of servant leadership and a values-based model of servant leadership promoted in leadership literature, this core competency serves as the fundamental distinctive of this program. Servant leaders are driven by a foundational commitment to personal integrity and to the worth and dignity of the follower.

#### **LEADER TEACHER**

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as a leader-teacher. This core competency focuses on the acquisition of indispensible knowledge and rational skills necessary in comprehending human development processes, learning theory, and the teaching-learning process. Students gain an understanding of the relationship between learning and teaching theory as well as organizational leadership and development. Students explore appropriate teaching modes based on an examination of human development and learning that are applicable to leadership contexts.

## **ORGANIZATIONAL LEADER**

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as an organizational leader. This core competency focuses on the acquisition of comprehensive knowledge of major leadership theories and related practice. Based on this knowledge, students identify leadership practices appropriate to a church, faith-based organization, non-profit organization, business, or an institution of Christian higher education. Current research in and theories of interpersonal and public communication, leadership, motivation, and group dynamics are examined with a view to the improvement of leadership praxis.

## **CHANGE AGENT**

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as an organizational change agent. This core competency focuses on the essential knowledge, theory-base, and skills needed to function as an agent of

change within a church, mission organization, faith-based organization, non-profit organization, or an institution of higher education. This competency promotes an understanding of organizational dynamics, management, and change processes including: coordination, administration, and management processes; the role of power, politics, and conflict in organizational development; and the place of strategic planning in the organizational advancement.

## RESEARCHER-SCHOLAR

As a result of completing the PhD in Leadership program, the student will gain the ability to think and execute skillfully as a researcher-scholar. This core competency focuses on the development of research skills necessary in the completion of a research doctoral degree. This is accomplished through four primary means.

- Foundational Literature Review: Upon admission to the PhD in Leadership program, participants will be required to read (or review if read previously) a significant literature base before the end of the first year of study. The foundational literature requirement enables students to share a common knowledge base.
- Research Course Sequence: This core competency focuses
  on the acquisition of the skills required to conduct doctoral
  level research. Skill development includes identification of the
  research problem, conducting a literature review, designing
  of research approach, collecting data, data analysis, and
  writing of the dissertation. This core competency includes the
  development of analytical and critical thinking skills necessary
  to evaluate and interpret research findings. This competency
  culminates with the writing of the dissertation.
- Mentored Research: All students are assigned a scholar-mentor who will assist them in gaining the skill of research. The mentor will supervise the student's research and serve as the chair of the student's dissertation committee.
- Dissertation: Each candidate for the PhD in Leadership
  must complete a dissertation based on the candidate's
  own systematic inquiry into an area of advanced research
  in leadership. The dissertation is intended to demonstrate
  competency in research design, methodology, and the ability
  to think critically. The dissertation allows the student an
  opportunity to make a substantive contribution to the literature
  base in the field of leadership and church ministry.

## **PROGRAM DESIGN**

## DESIGNED FOR "LIFE-ENGAGED" LEARNERS

"Life-engaged" learners are students who are actively engaged in family, church, and professional life while participating in the doctoral program. While the program is intensive in nature, the time required on campus will not necessitate relocation or require students to leave their current leadership context. This is accomplished through an internet enhanced delivery model. Students are physically on campus for six days, two times per year—in October and March. Between these sessions, students are involved in an internet enhanced learning environment where interactions and assignments occur online.

## A COHORT COMMUNITY OF LEARNERS

The PhD in Leadership is a cohort-based program. Students will enter the program with a group of 10 to 14 other students. This cohort follows a prescribed sequence of courses together. Because cohort learning involves a group of students who start and finish their degree together, students experience a number of educational advantages. Cohort learning, combined in a blended manner with both face-to-face and internet-enhanced learning, offers one of the most effective learning opportunities available to the doctoral student. Genuine, rich, and deep relationships will be developed through the course of the program as students support and serve each other in the quest for knowledge. As part of a cohort group, doctoral level students will be expected to ground their research in significant and pertinent literature and to share resources with their colleagues in preparation for on site seminars.

## INTERNET ENHANCED LEARNING

This program combines faculty-mediated online interaction with face-to-face seminar participation. This model enables students to benefit from a range of educational delivery systems while maintaining the highest standards of academic quality. Students participate in online discussions and other learning activities led by both the professor and fellow students. On campus interactions involve open dialogue in face-to-face seminar sessions led by nationally renowned and published faculty members.

Using a mediated learning model described above, each course has three learning components.

- Pre-Seminar Component: During the six and a half weeks
  prior to each seminar, students complete readings and other
  pre-seminar assignments. During this component of the course,
  students are required to participate at least three hours each
  week in online discussions led by the professor.
- Face-to-Face Component: Seminars will be conducted at the Lancaster site or at an approved extension site using an accelerated format. Each seminar will consist of 24 hours of face-to-face seminar instruction. Research seminars will engage students in critical reflection with the seminar content.

 Post-Seminar Component: During the six weeks following the face-to-face component of the seminar, students complete post-seminar readings and research. Students will also participate three hours each week in online discussions led by students in the cohort.

## PROGRAM TUITION AND FEES

Non-refundable program deposit (due at acceptance)	\$2,000
All inclusive program fee (includes tuition and all fees)	\$37,270
TOTAL 2020-21 PROGRAM*	\$39,270

\*Actual program costs are established at time of program admission and are guaranteed for the program duration. Continuation fees are not included in the cost.

The program tuition and fees includes academic fees and tuition charges. **Tuition will not rise during the duration of your program.** Additional expenses not included are books, software purchased by the student, housing, meals, travel, transcript fees, dissertation binding expense, and continuation fees. Students may elect a payment plan.

- Payment for program in full, prior to start of program (5% discount)
- Payments by Term: Payments are due two weeks prior to the start of each term.
- Payments by Month: Duration of payment plan is based on length of program. Final payment is due the month of expected graduation. First payment is due the month prior to the start of your first class, remaining payments are due 5<sup>th</sup> or 20<sup>th</sup> of each month, you select the date.

A deposit of \$2,000 is due upon acceptance into the program. The deposit is non-refundable and serves to hold the student's seat in this limited enrollment program.

## **Financial Aid**

Financing a college education can be overwhelming. Our Financial Aid Office is here to help. Together, we'll sort through the many sources of funding to find the right ones for you. Call 717.560.8254 or visit lbc.edu/capital/financial-aid to learn more about several financial aid options.

## **SCHEDULE AND REQUIREMENTS**

## **SCHEDULE**

Seminars begin September 1. The following is a generic seminar schedule. Specific on-campus meeting dates will be announced four months prior to the beginning of the first seminar.

Online Mediated Learning (6.5 Wks)	On-Campus Seminars (24 face to face hours per seminar, two seminars per session)	Online Mediated Learning (6.5 Wks)	
YEAR 1			
Sept 1–Oct 15	October Seminars (one week on campus) LSP 901 Empirical Research I: Critical Inquiry and Research Design (4) LSP 902 Biblical and Theological Foundations of Leadership (4)	Oct 25–Dec 10	
December 11–January 31	Break		
Feb 1–Mar 7	March Seminars (one week on campus) LSP 903 Character and Ethics in Leadership (4) LSP 904 Personality and Developmental Theory (4)	Mar 20–May 5	
May 6-Aug 31	Break		
YEAR 2			
Sept 1–Oct 15	October Seminars (one week on campus) LSP 905 Teaching and Learning: Theory and Practice (4) LSP 906 Leadership and Management Theory (4)	Oct 25–Dec 10	
December 11–January 31	Break		
Feb 1–Mar 7	March Seminars (one week on campus) LSP 907 Team Dynamics (4) LSP 908 Empirical Research II: Research Problem and Lit. Review (4)	Mar 20–May 5	
May 6-Aug 31	Break		
YEAR 3			
Sept 1–Oct 15	October Seminars (one week on campus) LSP 909 Organizational Theory and Development (4) LSP 910 Empirical Research III: Prospectus and Instrument Development (4)	Oct 25–Dec 10	
December 11–January 31	Break		
Feb 1–Mar 7	March Seminars (one week on campus) LSP Change, Power and Conflict Resolution (4) LSP 912 Comprehensive Exams (0)		

LSP 913 Prospectus Defense: Chapters 1–3 (4)

LSP 914 Dissertation Defense (12)

**NOTE:** All dates are approximate and will vary slightly by calendar year. Defense hearings for prospectus and dissertation are held each term—fall, spring, and summer. Dates for defense hearings will be announced several months in advance. Timing of defense hearings in the program will depend on the individual student's progress through the program.

## **Doctor of Philosophy**

## **REQUIREMENTS**

This program requires a minimum of three and one half years of study and will enable the participant to integrate that study into existing ministry responsibilities. Students who enroll in the degree program will complete 60 hours of academic study consisting of 44 credit hours of core competency seminars in leadership and education (11 courses; 4 hours each) plus 16 credit hours of focused, research-related study including comprehensives, Prospectus preparation, and completion of the Dissertation.

Each seminar involves 14 weeks of coursework. This includes 6.5 weeks of online, faculty-mediated learning, plus one week of face-to-face engagement in on-campus seminar work (24 face-to-face hours per seminar), followed by 6.5 more weeks of online student-mediated learning. Online sessions include instruction methods that engage the learner such as case study analysis, discussion, PowerPoint presentations, and interactions with precedent literature. The chart below presents the academic requirements to complete the PhD in Leadership.

## **COURSE DESCRIPTIONS**

# LSP 901 Empirical Research I: Critical Inquiry and Research Design

This course explores critical thinking and reflection processes and then applies those concepts to research evaluation and interpretation. Students develop the knowledge, skills, and disposition for critical inquiry and research development, preparation, analysis, interpretation, and evaluation.

# LSP 902 Biblical and Theological Foundations of Leadership

This course examines biblical and theological themes that directly impact leadership practice. This course builds a theological and ethical foundation for the practice of leadership. Students learn to think theologically about theories, issues, and concepts drawn from the disciplines of leadership, education, and the social sciences. A framework for integrative thinking is developed.

## LSP 903 Character and Ethics in Leadership

This course is an examination of the qualities of a biblical servant leader, essential character qualities for effective leadership, and principles for ethical decision making. This course provides a study of the inherent complex attributes that determine a person's moral and ethical actions and reactions. Ethical dilemmas will be considered in case study format to aid students in applying ethics to management and leadership decisions.

Core C	Competency	Requirement	Hrs
Servant Leader • Theological Integration • Ethical Decisions	<ul><li>Character</li><li>Values-based Leaders</li></ul>	LSP 902 Biblical and Theological Foundations of Leadership (4) LSP 903 Character and Ethics in Leadership (4)	8
Leader-Teacher • Human Development • Personality Theory	<ul><li>Learning Processes</li><li>Teaching Dynamics</li></ul>	LSP 904 Personality and Developmental Theory (4) LSP 905 Teaching and Learning: Theory and Practice (4)	8
Organizational Leader • Leadership Theory • Management Theory	Team Dynamics	LSP 906 Leadership and Management Theory (4) LSP 907 Team Dynamics (4)	8
Change Agent Organizational Culture Organizational Process Leading Change	<ul><li>Power Dynamics</li><li>Conflict Resolution</li></ul>	LSP 909 Organizational Theory and Development (4) LSP 911 Change, Power, and Conflict (4)	8
Researcher-Scholar  Research Process  Research Design  Literature Review  Data Collection	<ul><li>Data Analysis</li><li>Proposal Development</li><li>Dissertation Writing</li></ul>	LSP 901 Empirical Research I: Critical Inquiry and Research Design (4) LSP 908 Empirical Research II: Research Problem and Literature Review (4) LSP 910 Empirical Research III: Prospectus and Instrument Development (4) LSP 912 Comprehensive Exams (0) LSP 913 Prospectus: Chapters 1–3 (4) LSP 914 Dissertation (12)	28
		Total Required Credit Hours	60

## LSP 904 Personality and Developmental Theory

This course provides a review of major personality and developmental theories and their potential application to leadership, education, and discipleship. Course content includes an analysis of each theory's worldview assumptions, scientific worthiness, and potential contribution to leadership and instruction.

## LSP 905 Teaching and Learning: Theory and Practice

This course is an examination of major theories of learning and their application to teaching methodology and curriculum design. The course provides an understanding of the role of teaching and learning in the process of leadership practice and leader development. Additionally, this course prepares students for teaching in a Christian higher education context.

## LSP 906 Leadership and Management Theory

This course provides a critical examination of historic and contemporary leadership theories, principles, and practices in the light of biblically-based models and criteria for leadership and management. This course also includes an analysis of each theory's worldview assumptions, scientific worthiness, and potential contribution to leadership and organizational development.

## LSP 907 Team Dynamics

This course is a study of group theory and team processes and their application to organizational leadership. Team dynamics, team development, and the role of the team leader are examined.

## LSP 908 Empirical Research II: Research Problem and Literature Review

This is the second course in a series of three research methods seminars designed to develop research proficiency necessary for the development and implementation of the research prospectus. In this seminar, students will gain an understanding of the research process including the identification of a research problem, the development of a literature review, and the design of research study. Students produce three dissertation profiles with view to the development of a research prospectus and a literature review.

## LSP 909 Organizational Theory and Development

This course provides a review of theoretical approaches to management and the development of organizations. It includes an analysis of each theory's worldview assumptions, scientific worthiness, and potential contribution to leadership and organizational development. Students gain skills in the analysis of organizational culture, communication processes, and staff training.

# LSP 910 Empirical Research III: Prospectus and Instrument Development

This course is the final in a three course series designed to develop the research proficiency necessary for the development and implementation of the research prospectus. It provides an overview of survey research

and research instrument design. It covers the process of questionnaire design, providing students with an opportunity to create and revise their own questionnaire and critique instruments used in educational and leadership research.

## LSP 911 Change, Power, and Conflict

This course provides an analysis of the change process, the role of power and authority, and the process of conflict management and resolution.

### LSP 912 Comprehensive Exams

Comprehensive examinations involve a series of individualized research questions incorporating and expanding upon the findings of doctoral course work. Doctoral students must complete the comprehensive examinations successfully before the prospectus can be approved and dissertation data gathering can begin.

## LSP 913 Prospectus: Chapters 1-3

After completing comprehensive exams (one of which is dissertation related), the student develops a prospectus that will present the student's research questions and strategy. The student's Dissertation Committee supervises the dissertation writing process including the writing of the prospectus. The student defends the prospectus in an open hearing. The student cannot begin dissertation research until the Dissertation Committee accepts the prospectus.

## LSP 914 Dissertation

The student implements the research design submitted and approved in LSP 913 Prospectus Defense: Chapters 1–3. Data are collected and dissertation conclusions developed. The student writes and defends the final dissertation product.

The process of writing the dissertation is not a sudden enterprise, but a progressive investigation of a line of empirical inquiry begun in the research seminars. Students first encounter the empirical research model in the first term during the Critical Inquiry and Research Design course. Through seminar course work, students continue to identify potential research questions.

In the Empirical Research seminars, the student receives formal training in research methodologies. As the student progresses through the sequence of required seminars, each student will develop their study of the literature base related to their intended dissertation topic. In the final Empirical Research seminar, students gain skills in instrument design, data collection, and the selection of statistical techniques. Based on these seminars, the student completes the prospectus described above. Once approved, the student embarks on the dissertation research and writing task.

## ADMISSION REQUIREMENTS AND APPLICATION PROCESS

## **ADMISSION REQUIREMENTS:**

- Applicants must hold an earned and accredited master's degree in an appropriately related field.
- Applicant's transcripts should reflect a background in biblical, theological, and ministry studies at either the bachelor's or master's level. Those applicants who have not completed course work in biblical, theological, and ministry studies may be required to take "leveling" work to prepare the applicant for the biblical and theological component of the program.
- 3. Applicants must hold a minimum cumulative grade point average of 3.25 in previous master's level work.
- 4. Applicants must take the MAT (Miller Analogies Test, www. milleranalogies.com) or GRE (Graduate Record Exam, www. ets.org/gre/general/register) and submit their score as per the application process. The test scores may not be more than five years old at the time of application.
- Applicants whose first language is not English must attain a minimum test score of 600 on the paper-based TOEFL General Test (250 on the computer-based exam or 1,000 for the Internet-based test) or an equivalent demonstration of the ability to read, write and do academic research in standard English.

#### **APPLICATION PROCESS**

In order to complete an application to the PhD in Leadership program, the applicant will need to complete the following tasks:

- Complete the PhD Program Application (include \$40 nonrefundable application fee, made payable to Lancaster Bible College)
- 2. Submit additional documents
  - Official transcripts from all degree granting post-secondary schools attended
  - Three confidential reference forms (two academic, one pastor) using the Recommendation for Admissions form for each.
  - Applicants must submit with the application a personal testimony of faith in Jesus Christ, describing their personal spiritual journey.
- 3. Complete Standardized Testing
  - Students must take and submit official test scores for the GRE or MAT.
  - Applicants whose first language is not English must also submit scores for the Test of English as a Foreign Language exam (TOEFL).
- 4. Interview and Research Sample

All students must come to the Lancaster site for an admissions interview. Students must also submit a graded research paper written at the master's level.

## APPLICATION RESPONSE

Applicants will be notified of the admissions decision within four weeks after all application materials are received. Five decisions are possible.

- **1. Full Acceptance**—The student is fully accepted with no deficiencies or leveling requirements.
- Accepted with Deficiencies—The student is accepted into the program with admissions academic deficiencies identified.
- 3. Accepted on Review Status—The student is admitted pending further review. This may be because a part of the student's application was incomplete (a score for a test was not received in time) or because the applicant did not meet one of the admissions requirements.
- 4. Delay—The student may receive an application delay. This may be due to the program being filled, a change in the student's life situation, or an event preventing the student from attending the first program session. Delayed status students will not have to reapply to the program but must pay the program down payment fee.
- Declined—The student who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

## **GRADUATION REQUIREMENTS**

In order to graduate with the PhD in Leadership ,the student must have fulfilled all of the following:

- Complete all seminar work with B grade or above in all seminars.
- Pass the comprehensive exams.
- 3. Successfully write and defend the dissertation prospectus.
- 4. Successfully write and defend the dissertation.
- 5. Submit the dissertation for publication and binding.
- 6. Fulfill all financial obligations to Lancaster Bible College.
- 7. Complete the program within the statute of limitations period.
- 8. Adherence to biblical standards and ethics in living one's lifestyle.
- 9. Participate in the graduation and hooding ceremony.





## **MISSION STATEMENT:**

Lancaster Bible College | Capital Seminary & Graduate School exists to educate Christian men and women to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.

Lancaster Bible College | Capital Seminary & Graduate School is certified by Pennsylvania Department of Education, Maryland Higher Education Commission, Florida Department of Education; and is approved by the appropriate states to operate at the site in their state: 901 Eden Road, Lancaster, PA 17601; 7852 Walker Drive, Suite 100, Greenbelt, MD 20770 and 2001 W. Lehigh Ave., Philadelphia, PA 19132. The college is approved by the U.S. Department of Justice for the training of nonimmigrant international students. Lancaster Bible College is an equal opportunity educator and employer. For more information regarding the College's anti-discrimination policies, please go to lbc.edu/about.