

# **Doctor of Education in Educational Leadership**

## **Program Handbook**

**2024-2025**



**LANCASTER BIBLE COLLEGE**  
CAPITAL SEMINARY & GRADUATE SCHOOL

## *Introduction*

The Doctor of Education (EdD) Handbook contains the policies that govern the Doctor of Education in Educational Leadership program. The handbook should be regarded as an official supplement to the policies and procedures found in the current Capital Seminary and Graduate School (Capital) catalog.

The current edition of the handbook governs the EdD in Educational Leadership program design and expectations on the student enrolled in this program. Since it is subject to change, students should recognize that changes to this handbook may have immediate impact on their program regardless of the policies or handbook in place at the time of enrollment. This handbook does not constitute a binding contract on the part of Capital.

## *Program Overview*

The EdD in Educational Leadership degree is a terminal doctorate that prepares Christian students for leadership in education at the local, state, national, and international level. The program is designed for currently practicing educators who want to remain in the profession and make a difference through servant leadership; who are inspired to lead positive, systemic change to influence teaching and learning for all students; who have the desire to navigate complex problems and design solutions; and who have the capacity to collaborate, listen, and reflect.

With an emphasis on the integration of theory and practice, the EdD prepares students to:

- Employ research-based leadership practices in a variety of educational settings
- Utilize data-informed decision-making principles in a methodologically sound manner
- Steward human and financial resources for student learning
- Apply successful strategies for leading change in educational organizations
- Engage in systematic study of complex problems of practice
- Apply research findings to professional education contexts
- Translate visionary ideas into strategies and actions
- Make decisions that promote student success based on ethical and legal principles, professional integrity, and fairness
- Navigate the rapidly changing demands of education with a solid grounding in the enduring truths of Scripture

Students will be prepared to employ these skills and practices in system-level leadership positions in schools, school districts, and state and federal departments; and in roles such as head of school, division director, chief academic officer, curriculum director, executive director, and other leadership positions.

## *Significant Features*

- 54-credit program is delivered fully online with a weekly 30- to 60-minute synchronous session for each course
- Students enter the program as a cohort of students who enroll together in the prescribed sequence of courses.
- Scholar-practitioner model enables students to continue serving in their current setting while engaging in studies
- Integrates theory and practice
- Teaching and learning take place through the lens of a biblical worldview

## *Program Mission*

The mission of the EdD in Educational Leadership is to prepare Christian scholar-practitioners for reflective, relational, and relevant leadership in education at the local, state, national, and international levels.

## *Program Outcomes*

As a result of this EdD program, the student will do the following:

1. **Articulate** a biblical and personal philosophy of educational leadership.
2. **Apply** leadership theory and research to professional education contexts and practice.
3. **Make decisions** that promote student success based on ethical and legal principles, professional integrity, and fairness.
4. **Utilize** data-informed decision-making principles in a methodologically sound manner.
5. **Engage** in systematic study of complex problems of practice.
6. **Steward** human and financial resources for student learning.
7. **Apply** successful strategies for leading change in complex educational organizations.

## *Curriculum Overview*

### Program Scope

<b>COURSE</b>	<b>CREDITS</b>
BTC 503 Foundations for Integration OR BTC 504 Perspectives on Integration	3
EDL 801 Philosophical and Theoretical Foundations of Strategic Educational Leadership	3
EDL 805 Organizational Behavior and Change	3
EDL 810 Faith, Ethics, and Equity in the Educational Context	3
EDL 815 Instructional Supervision and Professional Development	3
EDL 820 Data Analysis and Evidence-Based Improvement	3
EDL 825 Politics, Policy, and Governance	3
EDL 830 School Law	3
EDL 835 Planning and Managing Financial Resources	3
EDL 840 Personnel Management	3
EDL 845 Curriculum Design, Management, and Evaluation	3
EDL 850 Technology for Educational Leaders	3
EDU 829 Collaborative Team Approach	3
EDL 860 Systematic Study of Complex Problems of Practice	3
EDL 901 Dissertation I - Action Research Dissertation Proposal	6
EDL 902 Dissertation II – Action Research Dissertation	6
<b>Total</b>	<b>54 credits</b>

## *Course Descriptions*

### **EDL 801 - Philosophical and Theoretical Foundations of Strategic Educational Leadership**

**Course Description:** This course will equip students to serve as highly prepared scholar-practitioners who apply leadership theory to practice. With an eye toward meeting the needs of diverse learners, students will evaluate theories and models of leadership for their own education context and will reflect on personal practices within their organizations. Because leadership is influenced by various worldviews and their corresponding value systems, students will be challenged to examine the philosophies behind these theories and models through the lens of Scripture. (3 credits)

### **EDL 805 - Organizational Behavior and Change**

**Course Description:** This course will equip students to apply successful strategies for leading change in complex educational organizations. Students will understand factors of effective organizational culture that are foundational to healthy and positive change, including the alignment of mission, vision, and values with strategies that best utilize the organization's resources. Through the use of case studies and analyses of their own education context, students will assess needs, diagnose problems, and generate theory-based solutions. (3 credits)

### **EDL 810 - Faith, Ethics, and Equity in the Educational Context**

**Course Description:** This course will equip students to intentionally link their Christian faith to issues of ethics and equity in the school environment. Students will ground their philosophy of professional practice in the gospel, such that their vision, decisions, and interactions flow from that foundation and reflect a commitment to high ethical standards, including equity for all learners. To that end, students will be empowered to champion equitable systems and practices in their own school, the surrounding community, and the larger educational landscape, and to employ a critical analysis of national, state, and local policies affecting practices in their educational institution. (3 credits)

### **EDL 815 - Instructional Supervision and Professional Development**

**Course Description:** This course will prepare students to ensure the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for learners. Specifically, students will apply research-based methods to the development of district-wide processes for instructional supervision, evaluation, and professional development, with the aim of improving student achievement. Attention will be given to models and functions of supervision, as well as the practice of data-informed decision-making, and the design, implementation, and evaluation of professional development. (3 credits)

### **EDL 820 - Data Analysis and Evidence-Based Improvement**

**Course Description:** This course will equip students to employ data-informed decision-making principles in a methodologically sound manner to bring about evidence-based improvement. Foundational to this process is building students' data literacy - their ability to understand, analyze, and act on data. Students will learn to critically evaluate research and its claims, specifically examining the appropriateness and strength of the research methods used and the interpretation of the data. Ultimately, this course will equip students to understand, analyze, and act on data to inform decisions made in the classroom, school, and school district. (3 credits)

### **EDL 825 - Politics, Policy, and Governance**

**Course Description:** This course will equip educational leaders to understand the forces that have shaped, and continue to shape, educational policy, and to analyze and effectively navigate the various

political and governance contexts in which the chief school administrator (CSA) operates. Beginning with a brief historical and sociocultural introduction to the politics of education at the national, state, and local levels, the course will examine the relationships a CSA has with both internal and external stakeholders. Specifically, it will prepare a CSA to advise the school board on educational issues and work with the board to set and adhere to educational policy. Special attention will be given to arguments for and against a variety of contemporary educational policies, as well as analysis of how a biblical worldview interacts with issues of politics, policy, and governance. (3 credits)

### **EDL 830 - School Law**

**Course Description:** This course will equip school leaders to anticipate and recognize legal issues involved in public and private education, in order to better understand the potential risks in education management and possible strategies to reduce those risks. Additionally, participants will be prepared to use methods of legal analysis to make sound leadership decisions in areas such as students' rights, academic freedom, religion and education, discipline, and discrimination. By providing an overview of relevant legislation, regulations, and case law concerning the education of students, the course examines general principles of law and applies judicial decisions to educational environments. Implications of legal issues for public versus private schools, and legal provisions for special needs students will also be addressed, as will analysis of how a biblical worldview interacts with legal principles and precedents. (3 credits)

### **EDL 835 - Planning and Managing Financial Resources**

**Course Description:** This course will equip educational leaders to develop a system-wide budget plan that allocates resources aligned with the system's needs and reflective of its values. With an emphasis on stewarding human and financial resources for student learning, participants will learn about sources of revenue on federal, state, and local levels; equity in the allocation of resources; management of business operations, the reporting and auditing of funds, and issues specific to funding special education and school choice. (3 credits)

### **EDL 840 - Personnel Management**

**Course Description:** This course will equip educational leaders to play an integral role in carrying out human resources (HR) policies and practices in their school. Specifically, they will examine both the theories and practices related to the staffing of schools to ensure wise stewardship of human resources and all students learning at a high level of achievement. The course will introduce school leaders to the elements of the HR function and familiarize them with related local, state, and federal regulations. Topics include recruiting, interviewing, selecting, training, developing, and compensating employees, and evaluating their performance. Conflict resolution, effective communication skills, managing the change process, and creating and maintaining a positive school environment will also be addressed. (3 credits)

### **EDL 845 - Curriculum Design, Management, and Evaluation**

**Course Description:** This course will equip students to identify and analyze issues in curriculum design, management, and evaluation. Such issues may include academic standards, diversity, technology, testing and assessment, innovative programs, and state and federal legislation. Included are how professionals, particularly supervisors, curriculum developers, teacher leaders, and teachers, can address these issues to improve student learning. Students develop a biblical approach to critically assess the importance and significance of issues in order to manage curriculum effectively. (3 credits)

### **EDU 829- Collaborative Team Approach**

**Course Description:** This course will examine each of the roles played by educators, other professionals, and parents involved in the educational process for students with specific needs in the classroom.

Emphasis will be placed on the skills to facilitate effective communication and collaboration among team members. (3 credits)

**EDL 850 - Technology for Educational Leaders**

**Course Description:** This course will equip educational leaders to become agents for realizing the powerful potential of technology in their schools. It addresses how technology can be used as a tool for supporting both excellent teaching practices and efficient and effective administrative functions. Participants will understand both the theoretical and the practical considerations for planning and implementing technology, including the importance of building a nimble culture that supports the change inherent in technology updates. To guide strategic decisions around educational technology, students will be equipped to develop a research-based and biblically grounded philosophy of technology. (3 credits)

**EDL 860 - Systematic Study of Complex Problems of Practice**

**Course Description:** This course will equip students to explore approaches to inquiry of a problem of practice and engage in educational research. Conceptual, procedural, and analysis issues from quantitative, qualitative, and mixed methods research traditions will be addressed, such that students will be aware of a range of procedures that may be applied to different types of educational action research studies. Attention will also be given to guidelines that should be used in selecting a set of appropriate research methods, including theoretical and conceptual frameworks to inform research questions and the choice of data. This course will lay the foundation for the student's action research dissertation. (3 credits)

***Pre-requisite: EDL 820 - Data Analysis and Evidence-Based Improvement***

**EDL 901 - Dissertation I – Action Research Dissertation Proposal**

**Course Description:** This course will equip educational leaders to conduct action research by investigating a problem of practice related to school leadership. The educational leader will choose a problem of practice, with the aim of identifying a solution that will ultimately improve student learning. As a method for reflectively investigating and improving practices, action research begins with a proposal containing an introduction that includes a carefully crafted research question related to the problem of practice, a literature review, and a methodology section. Students will submit the proposal and orally defend it. (6 credits)

***Pre-requisite: All non-dissertation coursework must be completed in order to enroll in this course***

**EDL 902 - Dissertation II – Action Research Dissertation**

**Course Description:** This course will equip educational leaders to continue the process of conducting action research by investigating a problem of practice related to school leadership. The problem was chosen by the student, with the aim of identifying a solution that will ultimately improve student learning. In this course, students take the next step in the research process, which is to implement the action research project. The implementation steps include collecting and analyzing data, writing up findings, and orally defending the action research dissertation. (6 credits)

***Pre-requisite: EDL 901- Dissertation I – Action Research Proposal***

### *Admissions: Application Protocols*

Application for admission to the EdD in Educational Leadership should begin with as much lead-time as possible, as some application requirements involve time delays.

The admissions committee will only review fully completed files because a partially completed application does not always give an accurate picture of the ability to do doctoral work. Thus, applicants with borderline cumulative or area grade point averages but with significant successful ministry or professional experience can be evaluated on the basis of both achievements, not just the GPA. Some applicants mistakenly assume a short-coming in one admission criterion automatically disqualifies them from admission. In reality, significant achievements in other admission criteria may accommodate a short-coming in one area.

### *Admissions: Requirements*

Applicants must have:

- A completed application file
- A personal testimony of faith in Jesus Christ
- An earned and accredited master's degree in an appropriately related field
- A minimum cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) in the master's degree
- 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 100 for the Internet-based test) or an equivalent demonstration of the ability to read, write, and do academic research in standard English.
- A professional reference
- An up-to-date resume or curriculum vitae
- A purpose statement of 750-1000 words
- At least three years of leadership experience and a desire to remain in the profession

### *Admissions: Process*

Application files are not considered complete and students are not considered for admission until the following tasks are completed:

- Complete the EdD application
- Pay \$40 non-refundable application fee (checks made payable to "Capital Seminary & Graduate School"; or call the Business Office to make credit card payment)
- Submit additional documents:
  - Official transcripts from all post-secondary institutions attended
  - One recommendation for admission (professional)
  - A 750-1000-word personal statement, outlining the applicant's leadership experience, current role in education, and purpose for pursuing an EdD in Educational Leadership

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- A current resume or curriculum vitae
- Complete standardized testing if required:
  - If required by the Director of the EdD in Educational Leadership program, applicants may be asked to take and submit official scores for the GRE or MAT.
  - Applicants whose first language is not English must submit scores for the Test of English as Foreign Language (TOEFL) exam.
- Complete an interview
  - All applicants must complete an admissions interview with the program director via conference call. If necessary for additional assessment, applicants will be asked to write a field essay on a topic related to leadership.

### *Application Response*

In order for an applicant to be considered for participation in an EdD cohort, all application materials must be completed in full. Once an application file is complete and the interview has taken place, the Admissions team and the Program Director evaluate the applicant's profile in terms of demonstrated and potential ability to complete doctoral studies successfully. The committee makes a consensus admission decision on applicants (five decisions are possible) using the following scale:

- **Full acceptance:** The applicant is fully accepted with no deficiencies or leveling requirements.
- **Accepted with Deficiencies:** The applicant is accepted into the program with academic deficiencies identified. The student must demonstrate acceptable academic quality (a GPA of 3.0 or higher) by the end of the first term of study.
- **Accepted on Review Status:** The applicant is admitted pending further review.
- **Delay:** The applicant 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 applicant from attending the first program session. Delayed status applicant will not have to reapply to the program; they will become a member of the next cohort.
- **Declined:** The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

### *Reapplication*

Applicants denied admission to the EdD in Educational Leadership program may request permission for one reapplication upon approval of the Director of the EdD. Under no circumstances will applicants denied admission twice be allowed to apply a third time.

### *Enrollment*

Prospective students who are offered admission have 14 days to accept or decline the offering of admission. Prospective students who fail to respond within 14 days automatically forfeit the offer of admission unless they arrange for an extension with the Admissions Office.



## *Registration Process*

Assuming that students are in good academic and financial standing, all students will be automatically enrolled in their upcoming courses, by the program director and the registrar, according to the [course sequence](#) established.

## *Program Tuition and Fees*

The program is designed to be all-inclusive. This means that all fees and tuition charges are incorporated into a single price. Tuition will not increase during the program. Additional expenses not included are books, software purchased by the student, and dissertation binding expense. See Tuition and Fees in the catalog for details.

## *Program Transfer*

Doctoral studies from another academic institution are not normally transferable to the Capital EdD program. Exceptions will be determined by the Director of the EdD in Educational Leadership program. The student must have earned a B or better in the course and it must be from an accredited institution.

## *Course Syllabi and Textbooks*

Course syllabi are made available online in the Canvas site approximately 10 days prior to course start dates. Students are able, though not required, to purchase their textbooks through the campus bookstore ([www.lbcbookstore.com](http://www.lbcbookstore.com)). To access textbook information sooner than 10 days before a course, reach out to the Director of the EdD program.

## *Cohort Protocols*

The Doctor of Education program is delivered in a cohort community of learners who engage in the entire process together. EdD students are encouraged to abandon any competitive habits accumulated during previous years of formal schooling. Rather, students are to engage in the giving and receiving of ideas, information, sources, and materials in the context of a community of learning.

Doctoral students are expected to ground their work in significant and pertinent literature, and to share ideas and resources with their colleagues. They are expected to know what they are talking about and to help one another.

In the facilitation of community and the networking for cooperative learning, three educational principles are considered essential:

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- The outcome of advanced graduate education is the development of refined sustainable habits of scholarly inquiry with professional integrity. These habits include engaging in seamless and life-long learning, and discerning, upholding, and accurately communicating truth.
- Competitive practices and individualistic approaches to scholarly inquiry are considered inappropriate outcomes and inappropriate toward the community of learning.
- The preferred learning environment is one that fosters a community of cooperative inquiry. Faculty and students alike are to be engaged in this learning community toward the development of all participants, not just the individual.

### *Assignment Protocols*

It is expected that writing of papers in the EdD program will be completed using formal prose. Avoid contractions such as “can’t” or don’t.” Instead, use “cannot” and “do not.” Do not use first or second voice unless instructed in the assignment to do so. Avoid phrases such as, “What do you do with...?” or “I found in my study...” Instead, use phrases such as, “What does one do with...?” or “This researcher observed...”

Careful attention should be given to matters of style as noted in the current edition of the Publication Manual of the American Psychological Association (APA). Documents with spelling errors and significant English grammar errors will be returned ungraded for revision. Students who anticipate a need for writing help will be directed to the Writing Center at LBC/Capital. Papers completed as course assignments should be presented using APA formatting.

Note: Additional style matters pertaining to the Action Research Dissertation are addressed in the EdD Dissertation Handbook.

### *Synchronous Session Protocols*

Weekly synchronous sessions (conference calls/Zoom) are intentional times for building community, engaging in dialogue around course content, clarifying assignments, and providing general group feedback on assignments. Students are expected to have their cameras on and to be seated in a distraction-free location so that the value of this time can be maximized for all students.

### *Academic Policies*

#### **Late Assignments**

Due to the nature of accelerated doctoral studies, late assignments are extremely problematic, as a late assignment impacts one’s ability to complete subsequent assignments and to engage in – and enable others to engage in - discussion forums. Individual professors have the prerogative to create their own late assignment policies, including grade reductions and denial of late work. Students are expected to

communicate directly with their professors in writing on or before the assignment due date if they anticipate turning in late work.

### **Academic Warnings**

If work is consistently submitted late, a student will be placed on academic warning. Academic warnings are also given for work that is substandard or when a student fails a proposal hearing. Two academic warnings result in academic probation. Any academic warning during or after academic probation results in automatic dismissal from the doctoral program.

### **Grading and Academic Probation**

Students must receive a B- or above to receive credit. Any course grade of C+ or below results in loss of credit for that course, and the student is automatically placed on academic probation. At the discretion of the professor of the course and the Director of the EdD program, students who do not receive credit for a course must either retake the course or accept additional “make-up” assignments to have credit restored for the course. In either case, the probationary status is noted in the personal records of the student. If the additional “make-up” assignment is the decision chosen by the professor and director, the professor will write a letter for the student’s file, acknowledging the additional successfully completed work, and the grade will be changed in the Registrar’s office to a “B-.” However, another course grade of C+ or below or any academic warning received will result in automatic dismissal from the doctoral program.

A student admitted provisionally or on academic probation must earn a minimum grade of “B-” in every course the first semester of study in order to remove the provisional or probation status. However, a higher minimum GPA for the first semester of study may be stipulated at the time of admission. Any grade of C+ or below will result in immediate termination from the program. (A student considering doctoral studies at Capital should be aware that an applicant must have a minimum cumulative GPA of 3.0 or above.)

### **Retention and Assessment of Progress**

Although the screening of applicants is intended to discern their ability to complete doctoral studies successfully, some applicants will find their learning style and/or personal circumstances not amenable to the rigors of doctoral level study. Applicants offered provisional admission due to a weak area in the admission profile are evaluated at the end of the first term of study to determine feasibility of the student being able to complete the doctoral program successfully. This evaluation consists of a review of grades earned in each course plus the self-directed learning skills demonstrated by the student. Students whose classroom performance indicates they are unlikely to complete the remaining program requirements successfully will not be allowed to continue in the program and will be encouraged to explore other types of training as appropriate.

Capital faculty evaluate all doctoral students at the end of the second term of study to determine the feasibility of students being able to complete the doctoral program successfully. This evaluation consists

of a review of the cumulative GPA plus the self-directed learning skills demonstrated by the student. Students whose classroom performance indicates they are unlikely to complete the remaining program requirements successfully will not be allowed to continue in the program and will be encouraged to explore other types of training as appropriate. As stated elsewhere in this handbook, a student must receive at least a B- in each course to advance to the dissertation stage of the program.

### **Attendance**

Please see the Global Attendance Policy [here](#).

### **Academic Integrity**

Academic integrity is essential in higher education. As a testimony to God and faithfulness to the original work of others, the Seminary and Graduate School prioritizes integrity in all matters, particularly related to research and writing. Christian leadership should reflect the character and conduct reflective of the high calling and privilege of graduate education. It is the student's responsibility to be knowledgeable as to what constitutes plagiarism. In order to maintain faithfulness in such matters, the following definitions and procedures are adhered to in the program.

Academic dishonesty includes but is not limited to:

1. **Cheating:** Using or attempting to use unauthorized material, persons, technology devices, or study aids for personal assistance in examinations or other academic work.
2. **Fabrication:** Submitting altered, contrived, or invented information in any academic assignment.
3. **Misrepresentation of Academic Records:** Tampering with any portion of a student's record.
4. **Facilitating Academic Dishonesty:** Helping another individual violate the Academic Integrity Policy.
5. **Unfair Advantage:** Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students have on an academic assignment.
6. **Multiple submissions:** Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved. No more than 10% of a previous course paper should be used in an assignment for another course.
7. **Tolerating Academic Dishonesty:** When a student knows about academic dishonesty and fails to address it with the other student, that student is complicit in the dishonesty. If the confronted student fails to confess to the monitor and cease and desist, the other student is responsible to address the issue with the professor.
8. **Plagiarism:** Submitting as one's own work part or all of any assignment that is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source.

### **Types of Plagiarism:**

1. **Direct plagiarism:** Word-for-word transcription of someone else's work, without citation and quotation marks.
2. **Self-plagiarism:** Submitting one's own work from previous classes without permission of all professors involved. As noted, no more than 10% of a previous course should be used in an

assignment for another course.

3. **Mosaic plagiarism:** Borrowing phrases from a source without quotation marks.
4. **Accidental plagiarism:** Neglecting to cite sources, misquoting sources, or unintentionally paraphrasing a source by using similar words.
5. **Adopting someone else's work:** Submitting an assignment written by someone else or generated by artificial intelligence.

### **Procedures for Violations of Academic Integrity**

In a course, each faculty member is responsible to monitor his/her class for academic integrity.

1. If a violation of the Academic Integrity Policy is suspected, the professor should meet with the student(s) to discuss the incident and determine, to the professor's satisfaction, whether a violation has occurred. Professors and student(s) may choose to have a witness present at the discussion. Both parties should be notified in advance that a witness will be present and have opportunity to bring his or her own witness. The professor should thoroughly discuss the evidence of the offense and determine whether a violation has occurred.
2. After meeting with the student, if the instructor determines that a violation occurred, he or she will contact the Program Director to report the matter.
3. The instructor will then write a report and send it to the Program Director and the Department Chair. A duplicate of the report should be provided to the student. (The faculty member must keep originals of tests, papers, and/or projects that provide evidence of the violation.) The report of violation should include the following:
  - a. A complete description of the incident, including date of meeting with the student
  - b. Conclusions regarding exact nature of the violation
  - c. Copies of original tests, papers, and/or projects that provide evidence of the violation
  - d. Faculty recommendation
4. The Program Director shall convene an interview to determine the appropriate penalties for the offense, specifically whether the offense was minor or flagrant.
5. The Program Director, in conjunction with the instructor, shall determine the appropriate consequences and penalties (see below). The conclusion will be sent in written form to the Registrar, the Department Chair, and the student. The letter will be kept as part of the student's record in the Registrar's office.
6. The program desires to act in a redemptive manner rather than one that is punitive. The Program Director will aim to facilitate redemptive growth in the student throughout the process.
7. All violations of the Academic Integrity policy, even minor offenses, should be reported to the Program Director because this will allow multiple violations to be kept on record across professors and courses.
8. If a student is accused of violating the Academic Integrity Policy, but subsequently the professor determines that the student is innocent or insufficient evidence exists to justify further action, the student should be informed. No report of the accusation or of the professor/student meeting should be filed with the Program Director.
9. If a student is found to be in violation of the Academic Integrity Policy after the completion of a course, the Registrar, in consultation with the Program Director and Department Chair, will determine academic sanctions in line with the spirit of this policy.

### **Penalties for Violation of the Academic Integrity Policy**

The consequences and penalties for academic dishonesty are as follows:

1. For a first offense, the penalty will be as follows: After meeting with the student, the Program Director will determine with the professor the gravity and intentionality of the violation.
  - a. If the violation is deemed minor and unintentional, the student will receive a failing grade for the assignment. The instructor should counsel the student on academic integrity.
  - b. If the violation is major and intentional, the student will receive a failing grade for the course thus requiring the student to retake the course in its entirety. In addition, the student will be placed on academic probation for a minimum of one year. The student should seek counsel through the Ally Center, by consulting with the Writing Services staff about the nature of plagiarism and how to avoid it in the future.
2. For subsequent offenses, the penalty will be as follows:
  - a. Two minor/unintentional offenses will result in failure of the course thus requiring the student to retake the course in its entirety. In addition, the student will be placed on academic probation for a minimum of one year.
  - b. Three minor/unintentional offenses will result in the Program Director recommending to the President that the student be expelled.
  - c. If the second offense is flagrant, regardless of if the first offense was unintentional or flagrant, the Program Director will recommend to the President that the student be expelled.
3. The Program Director, in conjunction with the Department Chair and the Registrar, will determine what sanctions will be imposed when a student confesses to having cheated in any course already completed.
4. In terms of academic probation, after one year, the Program Director will review the student's work from the previous year and meet with the student. If the student has exhibited academic integrity, academic probation will be lifted.

### **Appeals Process for Violation of the Academic Integrity Policy**

The student may appeal in writing to the Department Chair. A student's intent to appeal a Program Director's response to a violation must be communicated in writing to the Department Chair within one week of the receipt of the written notification from the Program Director detailing the incident. The student must supply information that substantiates the grounds on which the appeal is being made. The Department Chair should hear both the Program Director and the student on the issue as well as review the documents. The Department Chair may convene a committee to review the matter. The decision by

the Department Chair may be appealed next to the Registrar. The Registrar will convene the Student Appeals Committee to review the appeal and related documents. The decision of the committee will be final.

### *Continuation Fees and Statute of Limitations*

The Capital Seminary and Graduate School Doctor of Education program is designed to be completed in three years. Students who have not completed the Action Research Dissertation (defended and approved) by August 31 of the third year of study will be charged an administrative continuation fee of \$1000 for each term (fall and spring) until the project is completed, or until the student withdraws from the program, or until the statute of limitations is reached. The statute of limitations for the Doctor of Education program is 5 years. All requirements for graduation from the EdD program must be completed within 5 years of the student's original cohort start date. In cases where the statute of limitations has been extended beyond the five years, the schedule of administrative doctoral extension fees will remain in force.

- a. Students who are defending their dissertations and thus completing the program that term will still be required to pay the fee. Students who successfully defend their dissertations before the first day of class for a term will not be charged the fee even if revisions are required from their defense.
- b. Students who feel they have been prolonged by reader changes or other issues caused by Capital Seminary and Graduate School oversight will be directed to speak to the program director for special consideration.

Special circumstances: If a student requests to step out of the program for a semester due to *significant* life circumstances (e.g., a major health issue, a death in the immediate family), they are responsible for making an agreement in writing with the program director that the semester they withdrew from the program will not be counted toward the three-year time frame for completion before continuation fees are charged, nor toward the 5-year statute of limitations. Because of the cohort nature of the program, however, each course is offered only once per year. As such, students will have to wait a full year to make up a course they stepped away from.

### *Adding/Dropping Courses*

Students facing special circumstances, as outlined above, can drop a course within the first week with no penalties as long as there has been no academic engagement within the course. Please be sure to connect with the Program Director as well as the Financial Aid office if you need to make such a change to your courses. The Global Course Drop Form is located on the student portal.

### *Withdrawal From a Course*

## EdD in Educational Leadership

In order to complete a withdrawal from a course, the student must notify the director of the EdD program, who will direct the student to the Course Withdrawal Form, located on the student portal, to finalize their withdrawal. No paper forms or email requests will be accepted.

Students may withdraw from a course at any time up through the end (Sunday) of the second to last week of the course. When a student withdraws from a course, a course grade of “W” is issued. The course shows as credits attempted but zero credits earned on the student’s academic record (transcript). Ceasing to attend class or engage in an online course does not constitute an official withdrawal from a course.

Withdrawing from a course will likely impact a student’s financial aid, including Satisfactory Academic Progress, for the current term as well as future terms. When considering a withdrawal, students should talk with their program directors and staff in the financial aid office ([globalfinancialaid@lbc.edu](mailto:globalfinancialaid@lbc.edu)). Students may receive a refund to their account for a course withdrawal. Tuition refunds will be made according to policies established by Capital Seminary & Graduate School as listed in the catalog section on Financial Aid.

Students deployed to military service while enrolled in LBC courses may withdrawal from all current classes without financial penalty.

### *Withdrawal From the Program*

Should students find themselves unable or unwilling to continue in the doctoral program, they must officially inform the Director of the Doctor of Education program in writing of the intent to withdraw from the program. Official notification can be made via email, fax, or postal mail. While a phone conversation between the student and the Program Director about the circumstances is appropriate, phone calls cannot be accepted as official notification.

The date of receipt of official notification determines eligibility for and the amount of down payment and tuition reimbursement.

Students who withdraw from the program and are readmitted at a later date must still complete all degree requirements within a total of five years of study. The five years of study includes terms attempted prior to withdrawal from the program.

### *Additional Protocols*

#### **LBC/Capital Community**

Doctoral students are welcomed and encouraged to participate in community events such as Homecoming, Missions Conference, Chapel, athletics, and events at The Trust Performing Arts Center. An updated list of events is available at the events page of the LBC website.

Chapel services are streamed live and catalogued on the LBC website.



### **Appointments with Faculty**

Students should make appointments directly with individual faculty members by email. Appointments with the Director of the EdD program are made by contacting [rbronkema@lbc.edu](mailto:rbronkema@lbc.edu) or by calling 717-569-7071 ext. 5386.

### **Faculty Advisors**

The Director of the Doctor of Education degree program will serve as the advisor for students enrolled in the EdD in Educational Leadership for academic issues or general shepherding.

### **Dissertation Supervisor**

Doctoral students are assigned a Dissertation Supervisor before the fall semester of the third year of study. Every effort is made to match student research interests with the areas of expertise of the graduate faculty of Capital.

Students will be surveyed for their preferences in the configuration of their dissertation committee, consisting of a dissertation supervisor and a second reader. Faculty members are limited in the number of dissertations they can supervise at one time. As such, Doctoral students should not approach any faculty member to ask the member to serve on their dissertation committee; rather, the student should discuss the assignment of Dissertation Committee members with the Director of the EdD.

For more information on the action research dissertation, please see the EdD Dissertation Handbook.

### **Internet Access and Resources**

Doctoral students must have easy access to a personal computer and the Internet. All doctoral students receive a free email account. This is the official account for all communications. Students are responsible to check this account on a regular basis. Notifications of Capital matters are sent to your LBC email account and constitute formal notification to the student.

### **Open Hearings**

Dissertation defense hearings are open to all students and faculty. Open hearings provide an opportunity for doctoral students to engage in observation and reflection of hearing protocols and lines of inquiry in preparation for those hearings in the completion of their own program requirements. Attendance and participation in open hearings is encouraged for purposes of collegial support of the person whose work is being evaluated.

## *Graduation*

In addition to completing all academic requirements for graduation, all financial obligations to the college must be paid in full before a doctoral student can graduate. It is strongly encouraged to consider payment in full to include payment for the binding, microfilming, and copyrighting of the dissertation.

Final versions of the Action Research Dissertation, including the paper copy and the digital copy, must be submitted to the Director of the EdD in Educational Leadership by May 1 in order to graduate in the spring semester, or December 1 in order to graduate in the fall semester. Incomplete submissions may delay graduation to the following semester.

## **Cap and Gown**

The doctoral tuition price automatically includes the cost of rented regalia appropriate for the acquired degree. Information on how to be measured for the cap and gown will be sent to graduates early in the semester of graduation.

Doctoral students may wish to purchase their own cap, hood, and gown at their own expense. Those who purchase the doctoral gown often opt to have the light blue chevrons on the sleeves and front panels of the gown (the traditional color for an EdD in Educational Leadership degree). Students planning to order a cap, hood, and gown should do so as early in the semester of graduation as possible so that the regalia arrives in time for graduation.

## **Commencement**

Doctor of Education graduates are expected to participate in the commencement ceremony. Ceremonies are typically in early May at the end of the spring semester.

