

# PhD in Leadership Research Handbook



**LANCASTER BIBLE COLLEGE**

**CAPITAL SEMINARY & GRADUATE SCHOOL**

## ***Lancaster Bible College / Capital Seminary and Graduate School Philosophy of Doctoral Education***

LBC | Capital exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the church and society. As such, the vision of LBC | Capital is to be a leader in collaborative contextualized biblical higher education in the US and around the world. Five institutional values shape this vision: biblical (applying God's Word to all of life), stewardship (maximizing and multiplying God's resources), collaboration (working with others to accomplish our mission), innovation (striving to give God our best), and servanthood (serving others to bring out our best). LBC | Capital doctoral programs are an extension of the institutional and academic mission and vision expressed through the following philosophy and core values.

LBC | Capital doctoral education seeks to cultivate Christian scholar-practitioners to make meaningful contributions to the church and society. Our doctoral programs award terminal degrees for experienced practitioners and researching professionals. They are based on the presupposition that knowledge is more than academic. Learning is the practice of using the lens of God's Word to reflect on God's world as one pursues the development of a biblical worldview for purposes of refining the head, heart, and hands of a Christian leader. As a result, Christian doctoral education necessitates collaboration and humility (Ps. 25:9; Prov. 15:22).

Doctoral education at Lancaster Bible College | Capital Seminary and Graduate School is *biblical, formational, and missional*. It is *biblical* in that it aligns with orthodox Christianity. It is rooted in the historic evangelical movement, from a theological position not a political one. It is *formational*, employing critical thinking towards the integration of theological and social science literature, specifically cultivating spiritual, moral, and intellectual virtues. It is *missional* by seeking to impact the local church and society through excellent ministry practices, skills, and research contributions. To ensure fidelity and accountability to these values, it is accredited through two institutional accrediting agencies. A preeminent goal of LBC | Capital doctoral education is to raise the prestige and academic credibility of the institution by cultivating educators, scholars, and practitioners, in their fields.

To accomplish these aims, we are committed to the following ethos:

- *Learning and teaching* is best done in the context of community by means of critical dialogue and collaborative scholarship through mentoring and discipleship (Prov. 27:17; Rom. 12:4-5).
- *Leading* requires sacrificial service and investment in people, not the accumulation of power or titles (Matt. 20:26-28; John 13:12-16).
- *Being successful* is defined by degree completion but more so the enhancement of the church and organizations within society (Eph. 4:12-14; 1 Pet. 4:10-11).

The following aims frame our doctoral programs:

### **1. Excellent Christian Scholarship that Impacts Church and Society**

We value academically rigorous programs that foster excellent Christian scholarship for the benefit of the church and society. We desire to collaborate with peer institutions across the

globe and receive approval from premier accreditation agencies in theological and higher education (i.e., Middle States, ABHE, PDE, CCCU & ATS).

**2. Integration of Theory and Practice for All Vocational Callings**

We value the integration of theory and practice to advance the development of diverse vocational callings through effective learning, teaching, and writing (Ezra 7:10).

**3. Global and Diverse Faculty, Students, and Contextualized Curricula**

We value global and diverse faculty and students who engage in contextualized learning and teaching that promotes understanding and the application of knowledge and skills to diverse environments. We pursue diversity in ethnicity, gender, denominational affiliation, and vocational calling as a reflection of biblical principles articulated in Galatians 3:7-9, 26-29 and Revelation 7:9.

**4. Collaborative, Cohort-based Community of Christian Scholars**

Since Christ established the church (Matt. 16:16-19) and calls his body to a life focused on one another (e.g., Romans 12:16, 13:8; James 5:17), we value teaching and learning that is done in intentional community. We are committed to creating environments and experiences that promote collaboration and mutual support.

**5. Academic Success and Personal Mentorship for Kingdom Impact**

Following a pastoral care model, we value the importance of academic success (i.e., program completion) and personal mentorship that will result in a meaningful, creative, and significant contribution to the leadership of the Christian church.

**6. Interdisciplinary and Innovative Learning Displayed through Critical Thinking, Diverse Research Methods, and Leadership Application Skills**

We value interdisciplinary engagement across academic fields, drawing on multiple perspectives, to cultivate well-rounded scholar-practitioners. Equally, we foster innovative learning and application in different modalities that encourages critical thinking (Acts 17:22-23) by using sound research methods (i.e., technological resources, software, and research tools and strategies).

**7. Unique Contribution to the Field of Knowledge and Practice Displayed through Original, Applied, or Action Research**

We value the importance of making unique contributions to the field of knowledge through original, applied, or action research with a depth of content and broad and meaningful application. We encourage the integration of theology and social sciences in this endeavor. As an expression of this contribution, we encourage academic publishing and presenting, namely in the PhD programs, and professional leadership and consulting in the EdD and DMin.

# INTRODUCTION

The Research Doctoral Studies (RDS) Handbook contains the policies that govern the Doctor of Philosophy in Leadership. The RDS Handbook is organized according to the stages of degree completion. Click the appropriate link to access the part of the handbook pertaining to your status in the 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 PhD in 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.

The PhD in Leadership is comprised of five Core Competencies in which, upon completion of the program, the student will have been developed.

**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.

**Leader-Teacher** This core competency focuses on the acquisition of indispensable 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 and organizational leadership and development.

**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.

**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** 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, Research Course Sequence, Mentored Research, and Dissertation.

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# ADMISSIONS

## 1.1 APPLICATION PROTOCOLS

Application for admission to the Doctor of Philosophy in Leadership (PhD) should begin with as much lead-time as possible, as some application requirements involve time delays.

PhD administrators and faculty 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 experience can be evaluated on the basis of both achievements, not just the GPA. Some applicants mistakenly assume a shortcoming in one admission criteria automatically disqualifies them from admission. In reality, significant achievements in other admission criteria may accommodate a shortcoming in another area.

## 1.2 PREREQUISITES TO PROGRAM APPLICATION

### 1.2.1 GENERAL DEGREE PREREQUISITES

Applicants to the PhD program 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 successfully complete "leveling" work to prepare the applicant for the biblical and theological component of the program.

### 1.2.2 DEGREE LEVELING

Applicants who are deficient in meeting the above requirements must take additional course work to attain equivalency. This process is called "leveling." Several options for leveling academic deficiencies are available to students. You should discuss deficiencies with the Director of PhD in Leadership Studies. Equivalency options through the completion of additional approved academic courses include: campus-based courses; web-based courses; taking courses at a Capital site; completing academic courses at another accredited institution; etc. Documentation of experiential learning is not an option for the demonstration of equivalency.

NOTE: Completion of equivalency course work does not guarantee admission to the targeted doctoral program.

All deficiencies identified in the application process must be satisfied prior to the first term of enrollment. Please notify the Doctoral Student Support Specialist of work completed to satisfy deficiencies by submitting official transcripts to be retained in your application file.

### 1.2.3 GRADE POINT AVERAGES

The minimum cumulative grade point average (GPA) for admission to a research doctoral program is equivalent to the letter grade "B+" (3.2 on a 4.0 scale).



#### 1.2.4 GRADUATE RECORD EXAM (GRE), MILLER ANALOGIES TEST (MAT)

Applicants may be asked to take the MAT (Miller Analogies Test, [www.milleranalogies.com](http://www.milleranalogies.com)) or GRE (Graduate Record Exam, [www.etc.org](http://www.etc.org)) 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.

#### 1.2.5 ENGLISH LANGUAGE ABILITIES

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.

### 1.3 APPLICATION PROCESS

#### **Steps to Apply**

1. Complete the Application Form (include \$40 non-refundable application fee)
2. Submit Official transcripts from all post-secondary schools attended (3.2 GPA)
3. Applicants whose first language is not English must show proof of English proficiency (International)
4. Have a passport or Visa (International/Hybrid)
5. Provide a writing sample
6. Provide a Professional Reference
7. Complete Interview

All items requested on the Capital application form should be sent to:

Director of PhD in Leadership Studies  
Capital Seminary and Graduate School  
901 Eden Road  
Lancaster, PA 17601-5036

### 1.4 APPLICATION DEADLINES & ADMISSION EVALUATION

**Application Deadlines:** In order for an applicant to be considered for participation in a Ph.D. cohort, all application requirements should be completed by July 1 of that year. However, it is advantageous to the prospective student to complete all admissions requirements as soon as possible in order to be well-prepared for the program.

**Application Evaluation:** Once the applicant's file is completed in full, the Capital faculty evaluates the applicant's profile in terms of demonstrated and potential ability to complete doctoral studies successfully at the research doctoral level. 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 admissions academic deficiencies identified.

**Accepted on Review Status:** The applicant is admitted pending further review. This may be because a part of the applicant 's application was incomplete (e.g. a score was not received in time) or because the applicant did not meet one of the admissions requirements.

**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 but must pay the program down payment fee.

**Declined:** The applicant who is declined will be notified by mail or email. Specific reasons for the decline are not provided.

Applicants will be notified of the admissions decision within three weeks of the submission of all application materials.

## 1.5 ENROLLMENT LIMITS

The PhD program is limited to 10 to 15 students per cohort enrolled in the research seminar stage of program completion. An additional number of students may be at the comprehensive examination and dissertation stage of the program. Prospective students who are offered admission have 30 days to accept or decline the offering of admission. Prospective students who fail to respond within 30 days automatically forfeit the offering of admission

## 1.6 MATRICULATION: THE FIRST TERM OF ENROLLMENT

Prospective students must enroll/matriculate within one academic year of the term specified on the application. Potential students who wish to delay admission beyond the one academic year window must reapply for admission. This may require the student to retake admissions tests and resubmit all application materials except transcripts already on file.

## 1.7 REAPPLICATION

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

## ENROLLMENT

### 2.1 REGISTRATION PROCESS

Assuming that students are in good academic and financial standing, such students will be automatically enrolled in their upcoming classes by the Adult Learner Services office.

## 2.2 PROGRAM TUITION AND FEES

This 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, housing, meals, travel, transcript fees, dissertation binding expense, and doctoral extension fees.

## 2.3 ORIENTATION

An online asynchronous orientation site will be made available for each incoming cohort of students. Items to be discussed include campus parking, vehicle registration, campus safety, procedures for class cancellation, college closing, classroom locations, the college post office, the bookstore, use of the gym and recreation facilities, library facilities, cafeteria availability, online matters, and other similar items.

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## PROGRAM REQUIREMENTS

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.

## 3.1 PURPOSE AND CORE COMPETENCIES

### 3.1.1 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.

### 3.1.2 CORE COMPETENCIES

The PhD in Leadership seeks to develop five core competencies in the student. These include:

#### 3.1.2.1 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.

#### 3.1.2.2 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 indispensable 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 and organizational leadership and development. Students explore appropriate teaching modes based on an examination of human development and learning that are applicable to leadership contexts.

#### 3.1.2.3 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.

#### 3.1.2.4 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.

#### 3.1.2.5 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 term of study. The precedent 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 a 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 the dissertation.

**Mentored Research:** All students are assigned a scholar-mentor who will assist them in gaining the skill of research. Mentors 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.

## 3.2 PROGRAM FORMAT

Students enter the program as a cohort of students who enroll together in the prescribed sequence of courses. Students are physically on campus two times per year—one week in October and one week in March. Due to the time-compressed nature of the on-campus seminar experience, attendance is required at every session to receive credit for the course.

Students will be involved in online interactions related to each seminar. These cohort dialogues are required and are part of grade for each course. Dialogues begin approximately seven weeks before the scheduled course seminar. Follow-up online discussions are also required of a similar time format. 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 weeks prior to each seminar, students complete readings and other pre-seminar assignments. During this component of the course, students are required to participate a minimum of three hours each week in online discussions led by the professor.

**Face-to-Face Component:** Seminars will be conducted on campus 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 weeks and following the face-to-face component of the seminar students complete post-seminar readings and research. Students will also participate a minimum of three hours each week in online discussions which are sometimes led by students in the cohort.

## 3.3 ACADEMIC REQUIREMENTS

This program requires a minimum of three years of study for seminars; completing the dissertation will differ between students, but the normative time frame is one additional year.

Participants will be able to integrate that study into existing ministry responsibilities. Students who enroll in the doctoral 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 comprehensive exams, Prospectus preparation, and completion of the Dissertation.

Each seminar involves 16 weeks of coursework. This includes seven 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 eight 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.

Core Competency	Requirement
<i>Servant Leader</i> <ul style="list-style-type: none"> <li>• Theological Integration</li> <li>• Ethical Decisions</li> <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)
<i>Leader-Teacher</i> <ul style="list-style-type: none"> <li>• Human Development</li> <li>• Personality Theory</li> <li>• Learning Processes</li> <li>• Teaching Dynamics</li> </ul>	LSP 904 Personality and Development Theory (4) LSP 905 Teaching and Learning: Theory and Practice (4)
<i>Organizational Leader</i> <ul style="list-style-type: none"> <li>• Leadership Theory</li> <li>• Management Theory</li> <li>• Team Dynamics</li> </ul>	LSP 906 Leadership and Management Theory (4) LSP 907 Team Dynamics (4)
<i>Change Agent</i> <ul style="list-style-type: none"> <li>• Organizational Culture</li> <li>• Organizational Process</li> <li>• Leading Change</li> <li>• Power Dynamics</li> <li>• Conflict Resolution</li> </ul>	LSP 909 Organizational Theory and Development (4) LSP 911 Change, Power, and Conflict (4)
<i>Researcher-Scholar</i> <ul style="list-style-type: none"> <li>• Research Process</li> <li>• Research Design</li> <li>• Literature Review</li> <li>• Data Collection</li> <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)
Total Required Credit Hours	

### 3.4 RESEARCH SEMINARS - BLENDED LEARNING MODEL

In each research seminar, doctoral students pursue lines of inquiry in course assignments that are related to both the seminar topic and individual student ministry interests. Thus, one student may research administrative protocols in local church settings, while another student is researching administrative policies and procedures related to Christian schooling.

The goal of the research seminars is for doctoral students to explore the theoretical foundations of a subject in order to generate informed applications for vocational ministry. Research papers will involve identifying precedent theory and practices, evaluating them in light of theological presuppositions and education and leadership assumptions, resulting in the proposition of new theoretical constructs or revised applications for ministry. In many cases the research will influence policies, procedures, and practices in the workplace.

Courses are offered in an accelerated instructional format consisting of a research triad:

- Foundational research component
- Research seminar component
- Advanced research component

Each course syllabus reflects the three components with educational objectives designed specifically to link each component of the research triad. Internet-based discussion groups and seminar resources allow for mediated instruction immediately prior to and following the on-campus seminar experience.

#### 3.4.1 ONLINE FOUNDATIONAL RESEARCH (PRE-SEMINAR)

During the weeks prior to the first session of the on-campus research seminar, students are required to complete readings and research corresponding to the educational objectives of that seminar. Specific assignments are found in the course syllabus available through the program web site.

Students are also required to post responses to the questions asked by the professor at least twice each week in addition to regularly reading other classmate's posts. Quality participation in the online discussion groups is required. Expected time involvement is approximately three hours per week. The faculty know and understand that every post made will not be stellar or profound, but frequent participation in the discussion groups is an integral part of each seminar experience.

Points are earned for the number and quality of posts. Below is a typical rubric utilized for seminars.

(1) Number of Postings	1-5	6-10	11-15			Points Earned
Points	1	2	3			
(2) Quality of Postings	Poor	Fair	Average	Good	Exemplary	
Points	1	2	3	4	5	
(1) Number of Postings x (2) Quality of Postings = Total						

### 3.4.2. ON-CAMPUS RESEARCH SEMINAR (FACE-TO-FACE)

Research seminars are conducted on campus in a nontraditional accelerated format. Each research seminar counts as four semester hours of credit and consists of 24 hours of classroom instruction built upon the foundational research component completed prior to coming to campus, and preparatory for the advanced research component following the on-campus seminar.

Research seminars engage students in critical reflection and dialogue with additional seminar content and do not duplicate the foundational research component. Research seminars also assist the doctoral student in preparing educational objectives for the advanced research component that follows on-campus study.

Students are physically on campus two times per year. The date of each seminar is fixed at the start of each new cohort and is rarely changed; this allows students to make travel plans and arrangements with their employers well in advance of the seminar. Capital does retain the right to make changes to the calendar as necessary but will inform students in adequate time for students to make adjustments to their travel plans.

Seminars are three days in length, scheduled from 8 AM to 5 PM. The first seminar begins on Monday and continues to Wednesday evening. The second seminar begins Thursday morning and continues to Saturday evening.

### 3.4.3 ONLINE ADVANCE RESEARCH (POST-SEMINAR)

During the weeks following the last session of the on-campus research seminar, students are required to complete readings and research corresponding to the educational objectives of that seminar. Specific assignments are found in the course syllabus. Online Advance Research participation expectations and requirements are the same as Online Foundational Research participation (3.4.1 above)

The faculty knows and understands that every post made will not be stellar or profound, but frequent participation in the discussion groups is an integral part of each seminar experience.

(1) Number of Postings	1-5	6-10	11-15			Points Earned
Points	1	2	3			
(2) Quality of Postings	Poor	Fair	Average	Good	Exemplary	
Points	1	2	3	4	5	
(1) Number of Postings x (2) Quality of Postings = Total						

## 3.5 COURSE SYLLABI, TEXTBOOKS, AND ONLINE DISCUSSIONS

Course syllabi are made available online approximately August 1 and December 1 for the October and March seminars respectively. Syllabi will not be made available prior to these dates.

Doctoral students are expected to be on the cutting edge of knowledge, not the trailing edge. Therefore, current editions of multiple edition textbooks are used in the research seminars.



Although older editions of textbooks are cheaper, doctoral students will be expected to know the information in the current edition.

Foundational research online discussions start the end of August and early January for the October and March seminars, respectively. Discussions pause one week before the on-campus seminars and one week after the on-campus seminars.

### 3.6 FOUNDATION LITERATURE REVIEW

Upon admission to a research doctoral program, all new students are required to read/review a significant literature base of selected texts by December 31 of the second year of study. However, due to the intense nature of course work as well as the relevance of the precedent material to required courses, students are highly encouraged to complete this reading prior to beginning course work. This precedent literature is reflective of the common knowledge base students need in preparation for the research seminars.

Students are not required to purchase these resources but are encouraged to do so. Ideally students will have read the books at some point in their academic training or ministry experience. It is possible students will have some of the resources in their personal library.

Submission: Once you have completed this requirement, please submit your abstracts through this link: [Foundational Literature Requirement Submission Form](#)

#### **Philosophy/Theology**

- Carson, D. A. (2010). *The God who is there: Finding your place in God's story*. Baker Books.
- Pearcey, N. (2008). *Total truth: Liberating Christianity from its cultural captivity*. Crossway.

Choose *one* of the following books.

- Erickson, M. J. (2015). *Introducing Christian doctrine* (L. A. Hustad, Ed.) (3rd ed.). Baker Academic.
- or
- Grudem, W. (2020). *Systematic theology: An introduction to biblical doctrine* (2<sup>nd</sup> ed.). Zondervan Academic.

#### **Teaching/Education**

- Pazmiño, R. W. (2008). *Foundational issues in Christian education: An introduction in evangelical perspective* (3<sup>rd</sup> ed.). Baker Academic.
- Richards, L. O., & Bredfeldt, G. J. (2020). *Creative Bible teaching*. Moody Publishers.

#### **Leadership**

- Bennis, W. (2009). *On becoming a leader*. Basic Books.
- Burns, J. M. (2010). *Leadership*. Harper Perennial Political Classics.
- DePree, M. (2004). *Leadership is an Art*. Currency Doubleday.

- Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power & greatness*. Paulist Press.
- Hersey, P. H., Blanchard, K. H., & Johnson, D. E. (2012) *The management of organizational behavior: Leading human resources* (10<sup>th</sup> ed.). Prentice Hill.

The assignment is to read (or review, if read previously) and create a typed, half-page, single-spaced abstract for each text. Each abstract should begin with the bibliographic citation noted above and be followed by a brief analysis of the strengths and weaknesses of the text, including the identification of key concepts, and issues and/or concerns raised by the text for your ministry. An abstract should not be merely a summary of the contents of the text. You may find it helpful to look at book reviews in educational journals such as the Christian Education Journal for examples of critical reflection of a text.

### 3.7 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 of 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.

#### **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 two publishable papers 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:

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.

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## PROGRAM PROTOCOLS

This section of the Research Doctoral Handbook will provide guidance to you for the completion of program assignments, for relationships with fellow cohort members, for program policies, and for completion of the statistics requirement.

### 4.1 ASSIGNMENT PROTOCOLS

#### 4.1.1 Research Document Prose

The writing of seminar research papers and the dissertation should be with formal writing prose. Avoid contractions like, “can’t” or “don’t”. Instead, use “cannot,” “do not,” etc. Do not use first- or second-person voice unless instructed to do so in the research assignment. 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.”

Research papers follow all the style requirements pertaining to the dissertation.

A research paper is more than a summary of the various resources reviewed. The writer must move beyond the summarization of resources to the critical evaluation of the research materials. Critical evaluation or critical reflection is more than telling the reader, “This book says this, and this book says that” about the research topic. Critical reflection also:

- Identifies the specific strengths and weaknesses of the resources.
- Describes the validity of the information and the reliability of the sources based on the information reported in other resources.
- Demonstrates how the sources agree or disagree with each other and/or other significant positions held by authorities in the subject area.
- Explains how the research findings impact the discipline(s) from which the topic arises.

- Draws conclusions based on the evidence presented.

Careful attention should be given to matters of style as noted in the Publication Manual of the American Psychological Association (APA). Documents with spelling errors and significant English grammar errors will be returned ungraded for revision.

#### 4.1.2 Stylistic Matters

Doctoral students are required to submit all course papers in the format style as found in the current edition of the Publication Manual of the American Psychological Association and the Capital Seminary PhD Program Style Protocol.

#### 4.1.3 Submission of Assignments

PhD students are to submit all assignments in digital format. The professor may also require hardcopies.

## 4.2 COHORT PROTOCOLS

### 4.2.1 Appointments with Faculty

Students should make appointments directly with the individual faculty member by calling Capital (717-560-8200) or by e-mail. Appointments with the Director of PhD in Leadership Studies are made by calling the same number or made directly via e-mail at kgushiken@lbc.edu. Appointments with adjunct faculty or visiting lecturers should be made directly with the adjunct or visiting faculty member.

### 4.2.2 Calendars

Important program dates relevant to the research doctoral program appear in the Capital catalog.

It is the responsibility of the student to take note of due dates, registration dates, defense hearing dates and submission deadlines in the completion of degree requirements. Failure to track these dates carefully can cause you to incur additional fees and could delay progress in the completion of your doctoral degree.

### 4.2.3 Community of Learning

Doctoral students are encouraged to abandon any competitive habits accumulated during previous years of formal schooling. The idea of the research seminar is to 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 are expected to enter fully into seminar dialogues, and to participate constructively in open hearings for research proposals and oral comprehensive examinations. This community of scholars will be developed and maintained between seminars through the use of email and online discussion groups.

Doctoral students are expected to ground their research in significant and pertinent literature, and to share ideas and resources with their colleagues. In sum, doctoral

students are expected to know what they are talking about and are expected to help one another.

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

- 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.

#### 4.2.4 Dissertation Supervisor

Doctoral students select a Dissertation Supervisor in consultation with the Program Director during the spring semester of the third year of study, following the completion of the first comprehensive. 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 second reader. Faculty members are limited in the number of dissertations they can supervise at one time.

It is inappropriate for doctoral students to approach any faculty member and ask him or her to serve on their dissertation committee.

#### 4.2.5 Faculty Advisors

The Department Chair of Church and Ministry Leadership Studies, the Director of PhD in Leadership Studies, and the Student Experience Specialist (Adult Learner Services) work together to advise students enrolled in a doctoral program. Students are free to contact any of these individuals for advising purposes.

#### 4.2.6 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 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.

#### 4.2.7 Open Hearings

Dissertation prospectus hearings and 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.

## 4.3 PROGRAM POLICIES

### 4.3.1 Late Assignments and Academic Warnings

**Late Assignments:** Due to the nature of doctoral studies, late assignments are extremely problematic as a late assignment impacts your ability to complete the next assignments. Students may have an automatic, one-week extension on assignments which, at the professor's discretion, will result in a 2 to 3 grade reduction (for example an A- will be reduced to B). You must notify the professor in writing that you are taking the extension on or before the assignment due date.

**Academic Warnings and Academic Probation:** If you submit course work late on a consistent basis, you will be placed on academic warning. Academic warnings are also given for work that is substandard or when a student fails a comprehensive exam or prospectus hearing. Two academic warnings result in academic probation. Any academic warning during or after academic probation results in automatic dismissal from the doctoral program.

### 4.3.2 Academic Integrity

Academic integrity is to represent one's own academic work and actions in an honest and responsible way. As a testimony to God and faithfulness to the work of others, the LBC | Capital community – including administration, faculty, staff, and students – prioritizes integrity in all matters through knowing and following this Academic Integrity Policy. This policy is outlined in the student handbooks, course syllabi, and in orientation; therefore, students are responsible for knowing this policy and complying.

#### **Types of Academic Dishonesty**

**Cheating:** Using or attempting to use unauthorized material, persons, technology devices, or study aids for personal assistance in examinations or other academic work.

**Fabrication:** Submitting altered, contrived, or invented information in any academic exercise.

**Misrepresentation of Academic Records:** Tampering with any portion of a student's record.

**Unfair Advantage:** Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students on an academic exercise.

**Multiple submissions:** Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved.

**Facilitating Academic Dishonesty:** Helping another individual violate the Academic Integrity Policy.

**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 instructor and cease and desist, the other student is responsible for addressing the issue with the instructor.

**Plagiarism:** Claiming as one's own, fully or in part, information that is copied, paraphrased, or purchased from a written or spoken source, without proper acknowledgment of that source.

Several types of plagiarism exist but are not limited to:

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. If all professors involved approve, about 10% of the previous work is acceptable for resubmission.
3. **Mosaic plagiarism:** Borrowing phrases from a source without quotation marks.
4. **Accidental plagiarism:** Neglecting to cite sources, misquoting sources, or unintentionally paraphrasing sources by using similar words.
5. **Adopting work that is not your own:** Submitting an assignment written by someone else or generated by artificial intelligence.

### **Violations of the Academic Integrity Policy**

**Minor offenses** are often due to lack of experience or knowledge and may have been unintentional.

**Flagrant offenses** demonstrate indicators of ill-intent, may have been repeated multiple times, or tend to be pervasive in nature.

### **Violations of the Academic Integrity Policy - In a Course**

#### **First Offense:**

If a violation of the Academic Integrity Policy is suspected, the instructor should meet with the student(s) to discuss the incident and determine if a violation has occurred. The instructor and student(s) may choose to have a witness present at the discussion. Both parties should be notified that a witness will be present and be given the opportunity to bring his or her own witness.

After meeting with the student, if the instructor determines that a violation occurred, he or she will complete a report and send it to the Registrar, copying the Program Director/Coordinator, and Department Chair. The instructor, in consultation with the Registrar, Program Director/Coordinator, and/or Department Chair will determine whether the offense was minor or flagrant. If the student is noncompliant in scheduling or attending the meeting, a decision about the violation will be made regardless of the student's attendance.



All violations of the Academic Integrity Policy, even minor offenses, should be reported by the instructor to the Registrar because this will allow multiple violations to be kept on record across departments

- In cases of a first minor offense, the instructor should counsel the student on academic integrity. The instructor, in consultation with the Program Director/Coordinator, and/or Department Chair, should then determine if a grade penalty is appropriate and if a resubmission should be required.
- A first flagrant offense warrants a 0% on the assignment without a chance for resubmission. The student will also be required to seek counsel through the Ally Center, by consulting with Writing Services staff members about the nature of plagiarism and how to avoid it in the future.

### **Subsequent offenses:**

After meeting with the student, the instructor will complete a report to the Registrar, and copy the Program Director/Coordinator and Department Chair. In some cases, multiple instances of plagiarism may be found at the same time. In these instances, the instructor in consultation with the Program Director/Coordinator, Department Chair, and Registrar may conclude that multiple cases may be treated as a single offense.

- A second minor offense will be considered a first flagrant offense. All additional offenses will be considered flagrant. • A second flagrant offense warrants a course failure.
- A third flagrant offense will result in the student being recommended for dismissal with the right to appeal.

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/ Coordinator and/or Department Chair will determine academic sanctions in line with the spirit of this policy.

The steps outlined in this policy are the minimum disciplinary standards for flagrant offenses. In certain circumstances, depending upon contextual factors, more serious consequences may be fitting in flagrant cases. Consequences that are above these minimum disciplinary standards must be approved by the Program Director/Coordinator and the Department Chair. Students should consult their program handbook for additional information and policies related to academic integrity.

### **Violations of the Academic Integrity Policy— Outside a Course**

For instances of violating the Academic Integrity Policy outside a course (such as interfering with college records), the Provost, or his or her designee, will investigate the alleged offense, and based on evidence, suspend the student.

For second offenses, a student will be recommended for dismissal with the right to appeal.

### **Academic Integrity Appeals**

A student's intent to appeal an instructor's response to a violation must be communicated in writing to the Registrar within one week of the receipt of the written notification from the

instructor dealing with the incident. The student must supply information that substantiates the grounds on which the appeal is being made and cite at least one of the following grounds for appeal:

1. Fair consideration was not provided to the student.
2. New and significant information has become available.
3. The sanction imposed is not in due proportion to the seriousness of the offense.

The Registrar will convene the Student Appeals Committee to review the appeal and related documents. The decision of the Committee will be final.

#### 4.3.3 Audit Policy

Students are not allowed to audit doctoral seminars, but rather must take them for credit. Master's degree students are not allowed to audit doctoral seminars or take them for credit.

#### 4.3.4 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 the feasibility of the student being able to complete the doctoral program successfully. This evaluation consists of a review of the grades earned in each seminar plus the self-directed learning skills demonstrated by the students. 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 students. 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.

The comprehensive examinations are a natural certification evaluation point in the program of studies. Students who fail to complete the comprehensive examinations process successfully are automatically terminated from the program of studies.

The dissertation defense is another natural certification evaluation point in the program of studies. Students who fail to complete the dissertation process successfully are automatically terminated from the program of studies.

#### 4.3.5 Grading and Academic Probation

A research seminar grade must be a “B” (GPA of 3.0 on a 4.0 scale) or above to be acceptable for credit. This grade requirement also applies to pre-approved university student course work completed at other academic institutions.

Any course grade of “B-” or below results in loss of credit for that seminar, and the student is automatically placed on academic probation. At the discretion of the professor of the seminar and the Director of PhD in Leadership Studies, students who fail a seminar 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, that professor will write a letter for the student’s personal file, acknowledging that additional successfully completed work, and the grade will be changed in the Registrar’s office to a “B”. However, another course grade of “B-” 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 research seminar the first semester of study in order to remove the provision 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 “B-” or below will result in immediate termination from the program. (A student considering doctoral studies in Capital should be aware that an applicant must have a minimum cumulative GPA of “B” or above.)

#### 4.3.6 Program Transfer

Doctoral studies from another academic institution are not normally transferable to the Capital research doctoral program. Exceptions will be determined by the Director of PhD in Leadership Studies.

#### 4.3.7 Special Student Status

Students who are “Accepted with Deficiencies” must demonstrate acceptable academic quality by the end of the first term of study. Students “Accepted on Review Status” must also complete all initial admission requirements by the end of the first term of study.

#### 4.3.8 Statute of Limitations

The Capital Seminary and Graduate School research doctorate program is designed to be completed in five years if the student is enrolled continuously in courses full-time. The statute of limitations for this program is six years. However, at the recommendation of the First Reader of a student’s dissertation, the Program Director may extend the statute of limitations at his discretion.

#### 4.3.9 Statute of Limitations and Continuation Fee

Students who have not completed their dissertation by August 31 following the established completion date of their program (five years of full-time coursework) will be charged an administrative continuation fee for each term (fall and spring) until the dissertation is completed, or until the student withdraws from the program, or until the

statute of limitations (six years) is reached. In cases where the statute of limitations has been extended beyond the six years, the schedule of administrative doctoral extension fees will remain in force.

Completion of dissertation refers to the student's dissertation having been successfully defended and accepted.

The continuation fee is \$1000 per semester.

- a. The continuation fee applies to full-time students continuously enrolled in courses for five years. If a student is part-time for a semester(s), the program director will determine when doctoral extension fees will be charged to the student. If a student takes a semester off, that semester does not count towards the four and a half years. For example, if a student takes one semester off, doctoral extension fees will be applied after five years (five years + the semester the student took off).
- b. 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 hearing.
- c. Students who feel they have been prolonged by reader changes or other issues caused by Capital Seminary oversight will be directed to speak to the program director for special consideration.

Special circumstances: if students step out of the program for a semester or longer due to significant life circumstances, e.g., health issues, family matters, vocational changes, financial hardships, etc., they are responsible for making an agreement in writing with the program director that the semester(s) they withdrew from the program will not be counted towards the time limits stated above. A determination of the time limit will be assessed by the program director for all students who are part-time.

Waivers will only be granted if the above special circumstances apply.

#### 4.3.10 Visiting Student Status

Visiting student status is available for research doctoral level students at other accredited academic institutions who wish to take one or more research doctoral seminars in the campus-based research doctoral program of Capital.

A visiting student must be in good standing in his or her doctoral program in order to audit a doctoral seminar or take a doctoral seminar for credit at Capital. The prospective visiting student should contact the Director of PhD in Leadership Studies for details about admission procedures and requirements.

#### 4.3.11 Withdrawal

Should students find themselves unable or unwilling to continue in the doctoral program, they must officially inform the Director of PhD Leadership Studies in writing of the intent to withdraw from the program. Official notification can be made via e-mail, fax or postal mail. Phone calls cannot be accepted as official notification.

The date of receipt of the 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 six years of study. The six years of study includes terms attempted prior to withdrawal from the program.

In order to complete a withdrawal from a course this [Course Withdrawal Form](#) must be filled out.

#### 4.3.12 Add/Drop

Students 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 are making any changes to your courses. The form below is what you will use to process a drop, as well as if you were to add a course.

[Course Add/Drop Form](#)

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## COMPREHENSIVE EXAMS

Comprehensive examinations involve two publishable papers 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.

### 5.1 EXAM PREPARATION

The comprehensive examinations mark the shift from “user of knowledge of the field” to the “originator and extender of the knowledge base of the field.” These exams also sample the critical thinking and problem-solving skills of doctoral students.

The comprehensive examinations consist of two publishable articles (25-30 pages each). One article is on leadership; the second article is on a social science theory that will serve as a backbone for the student’s chapter two in their dissertation. Once the student has completed the papers, he/she will defend those papers before a committee of three persons: the director, a specialist in the area of the second article, and a peer.

Comprehensive examinations must be taken within twelve months following the successful completion of all course work.

Doctoral students must complete the comprehensive examinations successfully before the dissertation prospectus can be approved and dissertation data gathering can begin.

### 5.2 EXAM COMMITTEE

The committee consists of the director, a specialist in the area of the second article, and a peer. The Director of the PhD in Leadership serves as the first reader. In most cases, the second reader is the content specialist for the student’s eventual prospectus and dissertation. The peer is a fellow student at the same stage of the program.

### 5.3 THE COMPREHENSIVE DEFENSE HEARING

Once completed, the Director of PhD in Leadership Studies distributes the two publishable papers to the committee. The committee discusses the publishable quality of the comprehensives. If the comprehensives are deemed publishable, a hearing is schedule.

he oral defense of the prospectus is an open hearing that includes the student, the comprehensive committee, student colleagues, and other Capital faculty. During open hearings, students take 5 minutes to present the first paper. This presentation is then followed by an approximate 40-minute dialogue with the comprehensive committee and others attending the open hearing. The purpose of this dialogue is to help students refine, delimit, and/or clarify the research design. This process is then repeated for the second paper.

The style of the presentation is formal (business formal dress) and professional (quality of presentation materials).

### 5.4 EXAM EVALUATION

Students will receive one of the following evaluation reports at the conclusion of the hearing: Passed with no significant changes required; Passed with changes required; Failed.

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## DISSERTATION PROCESS

This section of the Research Doctoral Handbook serves as the DISSERTATION HANDBOOK.

Each candidate for the PhD in Leadership must successfully complete a dissertation based on the candidate's own systematic inquiry into an area of advanced research in leadership. The dissertation is intended to: 1) demonstrate the student's competency in research methodology, 2) to demonstrate the student's ability to think critically and systematically, and 3) to make a significant contribution to the literature base of the field of leadership and church ministry.

### 6.1 PREPARATIONS FOR WRITING

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 [LSP 901](#) Empirical Research I: Critical Inquiry and Research Design course. Through seminar course work, students continue to identify potential research questions.

In the [LSP 908](#) Empirical Research II: Research Problem and Literature Review seminar, the student receives formal training in research methodologies including literature review development. In the [LSP 910](#) Empirical Research III: Prospectus and Instrument Development seminar, students will work towards a potential prospectus, and the development of appropriate instruments and statistical techniques for the research process will be carefully considered.

After completing comprehensive exams (one of which is dissertation related), the student formally develops a dissertation 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.

Research methods utilized for the dissertation must be appropriate to the type of research being conducted by the student. Qualitative and/or quantitative social science research methodologies are appropriate for the dissertation. On-campus, individual consultations are required of the student during the writing of the dissertation.

Worthy topics for dissertation research generally will arise out of a specific relational or conceptual problem in reference to human development; theory and praxis of teaching and learning; organizational management; leadership; decision-making; or other social interactional dimensions of ministry leadership and Christian education ministry broadly defined.

The doctoral student is expected to become fully acquainted with the design parameters and requirements of the research method chosen for the dissertation.

## 6.2 THE DISSERTATION COMMITTEE

Doctoral students select a dissertation supervisor and second reader in consultation with the Program Director in the third year of study, following completion of the first comp.

Appointments to the student's dissertation committee are made based upon several criteria including the faculty member's area of expertise, the faculty member's dissertation load and the research interests of the faculty member and the desires of the student. Students will be surveyed for their preferences in the configuration of their dissertation committee. While student preferences are honored whenever possible, other criteria must take priority. The final decision regarding appointment of the committee is made by the Director of PhD in Leadership Studies in consultation with the faculty members and the student.

It is inappropriate for doctoral students to approach any faculty member and ask him or her to serve on their dissertation committee prior to consulting with the Program Director prior to consulting with the Program Director.

If the dissertation supervisor does not have sufficient expertise in the research methodology chosen by the student but was chosen for expertise in the subject area, the second reader should be chosen with the intent that he or she will serve as the methodology expert in the writing of the dissertation.

## 6.3 EXTERNAL READERS

If an external reader is required, the qualified external reader becomes a third member of the committee. The dissertation supervisor serves as chair. The following standards apply to the selection of external readers:

- The external reader must hold an earned research doctorate in the appropriate field of expertise.

- The external reader must be a current graduate faculty member at an accredited academic institution or hold equivalent status if the person is currently serving in a non-academic position.
- An external reader should be used only when the content of the dissertation warrants the feedback of an outside expert; external readers should not be honorary roles for former mentors or colleagues.
- The external reader must be approved by the Director of PhD in Leadership Studies, as well as the dissertation supervisor. The student does not invite the external reader to serve as a consultant on the dissertation committee.
- An external reader who serves as a member of the student’s dissertation committee will be paid a \$350 honorarium by the student at the completion of the dissertation. This honorarium is sent to the external reader through the Church and Ministry Leadership department with a letter of appreciation from the student. The honorarium is paid only to persons not employed by Lancaster Bible College | Capital Seminary and Graduate School.
- The external reader honorarium must be paid by the student in order to graduate, even if the honorarium is waived by the external reader.

## 6.4 SUPERVISION PROTOCOLS

The dissertation provides an opportunity for the student to demonstrate a range of acquired research skills including the ability to work independently, to formulate a proposal and to carry it through to fruition in the form of a dissertation. The dissertation is the STUDENT’S work, not the supervisor’s. The supervisor advises, guides, critiques, and encourages, but does not manage the work. That is the role of the doctoral student. It is important to remember that the responsibility for the research and writing of the dissertation is the student’s.

### 6.4.1 Supervisor’s Role (The First Reader)

The onus of responsibility in the supervision of the development of the prospectus and the dissertation falls to the dissertation supervisor (first reader). The dissertation supervisor provides authoritative oversight to the research process and is the chairman of the dissertation committee.

#### *Supervisors:*

1. Give advice about the nature of the dissertation (viability of the study, clarification of seminar policies and protocols).
2. Assist in developing the dissertation title.
3. Discuss a general strategy for the design of the research.
4. Discuss avenues for literature search and review.
5. Suggest helpful literature and other sources.
6. Oversee the planning of the prospectus and dissertation.
7. Set and maintain the standard of work expected.
8. Offer input for improvements to draft chapters.
9. Discuss possible research methods.
10. Advise on dealing with outside agencies.



11. Warn of major problems.
12. Give feedback on argument, analyses, quality and progress.
13. Encourage, support, and acknowledge progress.

***Supervisors DO NOT:***

1. Act as proofreader of the student's work, including correcting spelling, grammar, punctuation, etc.
2. Come up with a detailed topic or proposal (although individual supervisors may encourage particular areas).
3. Make decisions for the student.
4. Tell the student what to write.
5. Accept any draft for detailed comment less than two working weeks before the deadline.

***Specific Responsibilities:***

The general responsibility of the first reader is to serve like a defense attorney. Therefore, prior to the prospectus and dissertation hearings, the first reader should:

1. Probe and question the legitimacy of the student's research methodology.
2. Probe and question the legitimacy of the student's research.
3. Probe and question a clear theoretical and practical train of thought through the prospectus or dissertation, e.g., is it streamlined, or does it take rabbit trails.
4. Probe and question the relationship between the precedent literature and the research interest.
5. Probe and question whether the research is dissertation worthy. In other words, it attempts to push back knowledge beyond that which currently exists.
6. Identify any potential hurdles to the research.
7. Encourage the student in their research pursuits.
8. Probe and question the validity and generalizability of the research.
9. In general, the first reader's task is to prepare the researcher for an editorial clean and streamlined, and substantive prospectus and dissertation that can pass the hearing. Furthermore, an editorial clean, streamlined, and substantive prospectus and dissertation enables the second reader to focus on the research rather than editorial or tangential matters.

At the prospectus and dissertation hearing, the first reader should:

1. Identify any glaring deficiencies in the research requiring further editing, reflection, and/or writing.
2. Identify any necessary changes prior to publication.
3. Defends the prospectus and dissertation if the second reader is unfairly critiquing the research based on bias or unfair treatment or unaware of conversations between the first reader and the researcher prior to the hearing.
4. Clarifies the prospectus and dissertation to the second reader if the researcher is significantly stuck in answering questions about the research.

#### 6.4.2 Second Reader's Role

Second readers function in a consultant role. While they receive copies (and third readers when assigned) of the prospectus as it is developed, they are not required to comment on those copies to the student. Rather, all input from the second reader is channeled through the supervisor to the student unless otherwise agreed upon by the supervisor (first reader).

With the dissertation supervisor's permission, the second reader's role may be expanded to an ongoing consulting role with the student during the development of the prospectus and dissertation. When this occurs, the dissertation supervisor must be informed of these consultations and any changes made to the prospectus or dissertation as a result. In general, then, doctoral students should not ask second readers or external readers to read draft editions of individual chapters or the dissertation without the prior approval of the dissertation supervisor. Second readers and external readers are only to be consulted on the defense-ready version of the completed prospectus and/or completed dissertation unless arrangements are made with the supervisor.

#### *Specific Responsibilities*

The general responsibility of the second reader is to serve like a prosecuting attorney. Therefore, at the prospectus and dissertation hearing, the second reader should:

1. Probe and question the legitimacy of the student's research methodology.
2. Probe and question the legitimacy of the student's research.
3. Probe and question a clear theoretical and practical train of thought through the prospectus or dissertation, e.g., is it streamlined or takes rabbit trails.

#### *Responsibilities Specifically at the Prospectus Hearing*

1. Probe and question the student's full understanding of the precedent literature.
2. Probe and question the relationship between the precedent literature and the research interest.
3. Probe and question whether the research is dissertation worthy. In other words, it attempts to push back knowledge beyond that which currently exists.
4. Identify any potential hurdles to the research.
5. Encourage the student in their research pursuits.

#### *Responsibilities Specifically at the Dissertation Hearing*

1. Probe and question the validity and generalizability of the research.
2. Identify any glaring deficiencies in the research requiring further editing, reflection, and/or writing.  
Identify any necessary changes prior to publication

#### 6.4.3 PHONE CALLS AND MEETINGS

Students are to make phone appointments in the discussion of dissertation material, rather than making impromptu phone calls or writing lengthy e-mails with numerous imbedded questions. Prior to scheduled phone appointments, students should e-mail the dissertation supervisor with a list of the primary questions to be discussed, attaching an electronic copy of

the chapter(s)/section(s) of the dissertation under discussion. The more context information that is provided, the more accurate the response will be.

Quick e-mailed questions are appropriate from time to time. However, if numerous questions need to be discussed, a phone appointment should be scheduled instead.

Impromptu phone calls are discouraged, as the dissertation supervisor may not be able to devote full attention to the questions if other classroom commitments or appointments are in progress at the time of the call or immediately pending.

Students are responsible for keeping dissertation supervisors frequently informed of progress made in the research and writing of the dissertation.

## 6.5 PREPARING THE PROSPECTUS

The dissertation prospectus is a document used to propose and design the research study to be completed by the student. A typical dissertation is five chapters in length. The dissertation prospectus is generally comprised of the first three chapters of the dissertation.

### 6.5.1 PROSPECTUS CONTENT

Essentially, the Prospectus is written in future tense and is comprised of the first three chapters of the dissertation fully developed (research problem, precedent literature, and methodology), an overview of chapters four and five (findings and conclusions), plus correctly formatted preliminaries, appendices, vita, and brief abstract (written in future terms).

### 6.5.2 COPIES REQUIRED

Once the defense copies of the prospectus are submitted, no further changes can be made to the document.

Students who discover minor changes that are needed in the prospectus after the defense copies are submitted should make note of the changes and identify them during the open hearing.

## 6.6 THE PROSPECTUS HEARING

### 6.6.1 GENERAL INFORMATION ABOUT THE HEARING AND PRESENTATION

The oral defense of the prospectus is an open hearing that includes the student, the dissertation committee, student colleagues, and other Capital faculty. During open hearings, students take 10 minutes to present the rationale for the study and describe the proposed research design. This presentation is then followed by an approximate 75-minute dialogue with the dissertation committee and others attending the open hearing. The purpose of this dialogue is to help students refine, delimit, and/or clarify the research design.

The prospectus defense hearing will normally include the use of a PowerPoint slideshow. The style of the presentation is formal (business formal dress) and professional (quality of presentation materials).

### 6.6.2 PRESENTATION CONTENT

The prospectus presentation must consist of the following content common to all research designs, appearing in the following order:

- Dissertation Title (15-17 words maximum) followed by the Research Purpose Statement or Research Thesis as appropriate to the research design.
- Delimitations of the Study
- Research Questions, Hypotheses, or Focus Statements as appropriate to the research design
- Terminology
- Research Assumptions
- Abbreviated reference list of the most significant literature to the research design, both theologically and educationally correct citation format required
- Population and Sample
- Delimitations of the Sample and Limitations of Generalization
- Synopsis of the Research Process
- Proposed Instrumentation and Protocols
- Proposed Statistical Measures and Data Displays
- Value of Conducting the Research (anticipated contribution to the literature of the field)

The dissertation committee will recommend necessary changes to the prospectus and/or the research design during the hearing. The student and others in the room will be dismissed at the conclusion of the hearing so that the dissertation committee can determine that the student has passed or failed the prospectus defense hearing and to recommend future steps.

Doctoral students are required to record the open hearing in order to free themselves to interact with the dissertation committee rather than focusing on taking notes on changes to the research design made during the hearing.

### 6.7 PROSPECTUS SUBMISSION

Once the prospectus is defended in open hearing, students document any required changes in a revised version of the prospectus. Style corrections are to be reflected accurately in the revised version.

### 6.8 EXPERT PANELS

Some research designs will require the use of an expert panel of consultants for purposes of compilation or evaluation of research data. The following guidelines must be followed for the use of expert panels:

- Any outside contact that may represent Capital, including consultation with outside academics or professionals, must be approved by the Director of PhD in Leadership Studies and monitored by the dissertation supervisor. Also, contact with research subjects and volunteers, the distribution of data gathering protocols, must be carefully monitored by the dissertation supervisor.

- The persons to be contacted must be approved by the dissertation supervisor and reported to the Director of PhD in Leadership Studies.
- The actual letters, forms, materials, and protocols to be sent to individuals must be approved by the dissertation supervisor.
- A cover letter must be included that states clearly what is being requested of the individual, what time will be involved, and what use will be made of the research.
- Materials should be clear and concise so that the time and involvement of the individual is respected and maximized, e.g. forms should be easy to read and complete, and questions should be direct and clear.
- Academics and professionals who participate in the research should receive a letter of appreciation from the student, and a summary of the findings at the conclusion of the study. Both the letter of appreciation and the research summary are to be sent through the Director of PhD in Leadership Studies office.
- Acknowledgement of the participation of academics, professionals and volunteers must be made in the dissertation as appropriate and as directed by the dissertation supervisor.

The purpose of these guidelines is to protect professionals from being overly used as consultants or being consulted prematurely in the research design process.

## 6.9 ETHICS AND HUMAN SUBJECTS

Instrumentation used to gather research data from human subjects (interview, questions, surveys, inventories, etc.) must be approved by the Institutional Review Board (IRB) before distribution for field testing or data collection. Protocols for securing permission to use human subjects in the research will be approved by this committee and made available to students both in research classes and on this web site.

Distribution of research instrumentation before approval of the IRB will result in immediate termination from the program of studies.

Field testing or gathering data with instrumentation prior to the prospectus hearing will result in immediate termination from the program of studies. Students must contact their respective dissertation supervisors to discuss field testing options.

## 6.10 THE DISSERTATION AND DEFENSE HEARING

### 6.10.1 LENGTH OF THE DISSERTATION

The text of the dissertation must conform to the following normative length requirements: be no less than 150 pages and no more than 300 pages. These page limitations apply to the chapters of the dissertation and do not include the preliminary pages, appendices, or other referential matters. Students may petition the dissertation committee for the waiver of normative length requirements.

### 6.10.2 PREPARING THE DEFENSE COPY OF THE COMPLETED DISSERTATION

The completed dissertation must follow all matters of style as found in the latest edition of the Publication Manual of the American Psychological Association (APA format) and the Capital Seminary & Graduate School Style Manual.

The defense copies of the dissertation are due to the dissertation committee a minimum of three weeks prior to the defense hearing.

Once the defense copies of the dissertation are submitted, no further changes can be made to the document. Students who discover minor changes that are needed in the dissertation after the defense copies are submitted should make note of the changes and identify them during the open hearing.

### 6.10.3 THE DISSERTATION DEFENSE HEARING

#### 6.10.3.1 The Presentation of Findings

The oral defense of the completed dissertation is an open hearing that includes the student, the dissertation committee, student colleagues, and other Capital faculty. The following guidelines and expectations are designed to aid the student in preparation for the defense hearing.

#### 6.10.3.2 Presentation Content

The dissertation defense presentation must consist of the following PowerPoint slides in the following order:

- Dissertation Title (15-17 words maximum) followed by the Research Purpose Statement
- Research Questions or Hypotheses as appropriate to the research design
- Population and Sample
- Synopsis of the Research Process\Analysis of Findings using key tables and figures-meanings proposed by the data should be stated in short one sentence summary statements
- Research Implications and the Precedent Literature
- Research Applications for Ministry Praxis
- Evaluation of the Current Research Design
- Suggestions for Further Research
- What the student has learned through the exploration of the dissertation topic

#### 6.10.3.3 Hearing Process and Protocols

The dissertation committee will recommend necessary changes to the dissertation during the open hearing rather than in a closed session including or excluding the defending student.

Doctoral students are required to bring a recording device to the open hearing in order to free themselves to interact with the dissertation committee rather than focusing on taking notes on changes to the final copy of the dissertation that are made during the hearing.

#### 6.10.3.4 Potential Dissertation Hearing Presentation Times

Students wishing to graduate in the May graduation time must have hearings scheduled by April 1. Students wishing to graduate in the December graduation

time must have hearings schedule by November 1. The prospectus hearing and dissertation hearing cannot occur in the same semester.

#### 6.10.3.5 DISSERTATION EVALUATION

Students will receive one of the following evaluation reports at the conclusion of the hearing: Passed with no significant changes required; Passed with changes required; Failed.

## 6.11 SUBMISSION OF THE FINAL PAPER COPIES OF THE DISSERTATION

### 6.11.1 APPROVAL OF FINAL DRAFT

The final hardcopies of the dissertation are due in to the Director of PhD in Leadership Studies no later than April 1st for spring graduation, or November 1st for Fall graduation.

The final copy of the dissertation is in essence equivalent to a printed and bound book. Most professionals would be unlikely to consider a book trustworthy or reliable if it is full of spelling errors, grammatical errors, and looks shabby. Most professionals would probably refrain from acquiring future volumes from a publisher that produced poor quality work. Thus, it is with the dissertation. It is the ultimate professional document that demonstrates the highest caliber of academic preparation and skill. Grade school errors are not appropriate, and are in fact an insult to the students, the faculty, and the institution. Spelling, grammar, and style errors are easy enough to correct if students are conscientious about their work and take pride in the final product.

The dissertation ultimately says a lot about the researcher more than anything else. It is easy for students to convince themselves that those errors really do not matter, but when someone else picks up their study and finds them in mass quantities, the researcher's personal and professional credibility is brought into question.

THEREFORE, final copies of dissertations that evidence excessive error of grammar, spelling, punctuation, or style may be rejected, and graduation delayed until an acceptable copy is received.

### 6.11.2 DISSERTATION SUBMISSION FORMS AND FILING FOR COPYRIGHT

Doctoral students must submit the proper forms permitting copyrighting and microfilming at the time the final copies are submitted. Students retain copyright of the completed dissertation. Information about copyright law can be found at the ProQuest web site at <http://www.umi.com/>.

As part of the copyright process, the Lancaster Bible College | Capital Seminary and Graduate School retains the right to reproduce and disseminate the dissertation in any form and by any means for any purposes chosen by the college. This includes use in the classroom as a model for instructional purposes.

### 6.11.3 DISSERTATION COPYRIGHT PAGE

The copyright page of the dissertation must contain the information contained in the example below and appear at the bottom of the copyright page in the dissertation.

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## GRADUATION

### 7.1 PREPARING FOR GRADUATION

Doctoral students are encouraged to remember that all financial obligations to the college must be paid in full before they can graduate. It is strongly encouraged to consider payment in full to include payment for the binding and microfilming and copyrighting of the dissertation.

All paper copies and the digital copy must be to the Director of PhD in Leadership Studies on April 1st in order to graduate spring semester, or November 1st in order to graduate Fall semester. Missing pages, paper copies, and digital copies will delay graduation to the next semester.

### 7.2 CAP AND GOWN

The doctoral tuition price automatically includes the cost of a rented cap and gown for graduation. Information on how to be measured for the cap and gown will be sent to graduates early in the semester of graduation. The rented cap and gown is only a mortarboard with a basic all black gown. However, the regalia associated with the Church and Ministry Leadership department will reflect appropriate colors for the degree and school.

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 royal blue chevrons on the sleeves and front panels of the gown (the traditional color for PhD degrees).

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.

### 7.3 COMMENCEMENT

Doctor of Philosophy graduates are strongly encouraged to participate in a commencement ceremony. Ceremonies are typically offered in December and in May at the end of the Fall and Spring semesters, respectively. PhD graduates may have the opportunity to select a graduation location based on what ceremonies are scheduled at the time of their program completion.