DOCTOR OF EDUCATION
IN CHRISTIAN LEADERSHIP

PROGRAM PROSPECTUS

SCHOOL OF DIVINITY

2017-2018 ACADEMIC YEAR

PROGRAM DESCRIPTION

The Doctor of Education (EdD) in Christian Leadership is a fully online, praxis degree. It is the highest academic degree offered in the theory and practice of Christian leadership.

As an applied theological degree, the EdD in Christian Leadership intentionally seeks to integrate a Christian worldview with study in the fields of leadership, education, and the social sciences. Since leadership, education, and the social sciences are connected fields of study, rooted in a shared theory base; this program will enable students to acquire a breadth of knowledge across these disciplines and gain the skills needed to conduct doctoral level research appropriate to diverse educational, organizational, and ministry contexts.

This document is intended to acquaint the reader with the program and answer many initial questions. Please feel free to contact the program director, Dr. Gary Bredfeldt, at gjbredfeldt@liberty.edu, with any additional questions.

PURPOSE

The EdD in Christian Leadership program is a research-based, terminal degree, designed to prepare further and equip demonstrated leaders with research, teaching, management, and leadership competencies for executive-level leadership roles in churches, mission organizations, faith-based organizations, non-profit organizations, and Christian academic institutions.

LEADERSHIP AND EDUCATION PHILOSOPHY

With regards to leadership philosophy, this program is built upon an analytical framework that understands faith-based organizations to be dynamic and developmental. This program promotes a balanced model of Christian leadership that recognizes the importance of biblical values, inspiring vision, godly virtues, and attention to the details of venture management.

This program creates an educational experience that involves a prescribed sequence of seminars, the development sustainable habits of scholarly inquiry, and learning to function as a community of learners. The following statements express the educational philosophy of this program.
• The Bible provides the philosophical and practical foundations for educational and leadership practice applicable in any context thus; seminar content and scriptural principles are integrated and applied in every seminar.

• The character of the leader is crucial for effective Christian leadership practice thus; seminars will seek to educate the mind and to nurture biblical character.

• A doctoral curriculum should provide a balance between rigorous scholarship and application thus; seminars focus on both theory and application.

• Adult learners, particularly at the doctoral level, benefit most from participation in a learning community thus, doctoral students are encouraged to embrace collaborative learning values and practices.

PROGRAM FORMAT

The Doctor of Education (EdD) in Christian Leadership program is designed to be completed in a thirty-six month to five-year timespan, with most students completing the program in three-and-a-half years. The program is offered in a fully online format that does not require relocation to Lynchburg. There are a few unique features of the program.

Accessible to “Life-Engaged” Learners
Life-engaged learners are students who are actively engaged in family, church, and professional life while participating in the doctoral program. Although this program is rigorous, it is designed with the flexibility of an online program and will not require relocation. Depending on the pace at which the student takes the required courses (one or two courses per term), the program can be completed in as little as thirty months. Typically, the final year is devoted to the writing of the dissertation. Individually scheduled visits are recommended, though not required. The final defense can be done online or on-campus.

A Community of Learners
The EdD in Christian Leadership fosters collaborative learning by building a strong sense of community among the students and professors. As students follow a prescribed sequence of seminars, genuine, rich and deep relationships are developed as students learn to support and serve each other. Further, as each student grounds their research in significant and pertinent literature, they are encouraged to share resources with academic colleagues as they progress through the program. The result is a dynamic of learning where collegiality and community are a hallmark.

Enhanced Online Learning
This program offers faculty-mediated online learning that maintains the highest standards of academic quality while providing time flexibility. Students participate in asynchronous online seminar discussions and learning activities led by the professor. Additionally, students optionally attend synchronous, online dialogues led by authors of national renown.

Dissertation Development Through the Curriculum
As the student progress through the program, they write various elements of the dissertation. These are built into courses through a progressive and systematic design. Six research courses are required. Each course is designed to build the writing of the dissertation prospectus (proposal) directly into the required seminars. For more information on the research elements of the program, see the section entitled “Dissertation Research Model.”
Two Program Phases
The program format is designed around two program phases – the seminar and prospectus phase, and the dissertation research, writing and presentation phase. In phase one, the development of the research topic and design are integrated into the online seminars. This phase culminates with the completion of the comprehensive exams and the dissertation prospectus. In phase two, the student conducts their research, writes the dissertation, and then presents their research results at a final, open online presentation.

PROGRAM LEARNING OUTCOMES

Students who successfully complete the EdD in Christian Leadership will be able to:

- Appraise biblical and theological principles as they relate to educational and leadership philosophy, theory, and practice.
- Evaluate the knowledge-base, character qualities, and skill sets essential to leading a faith-based organization.
- Synthesize teaching, learning, and group theory as foundational elements of effective leadership.
- Create empirically-based research in order to provide solutions for educational and ministerial leadership problems.

DEGREE REQUIREMENTS

The EdD in Christian Leadership program is designed to be completed in three-and-a-half years. The curriculum for the first two years requires 48 semester hours; the final year involves 12 credits which include the comprehensive exams and the writing and defense of the dissertation. Courses are taken in three categories, core requirements (24 hours), cognate requirements (12 credits) and research requirements (30 credits). The dissertation is a major element of this program (and any research doctoral degree). In the final phase, student progress through the dissertation is determined by the advisor and appointed dissertation committee. Final committee approval of the dissertation by the dissertation committee is required.

The list below summarizes the degree requirements.

1. Completion of 60 credit hours as prescribed below in the program curriculum 51 or which must be taken at Liberty University
2. A maximum of 9 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree
3. 3.0 GPA with no grades lower than B- to be applied to the degree
4. Successful completion of Comprehensive Examinations
5. Writing and successfully defending the Prospectus and Dissertation
6. Degree must be completed within seven years
7. Submission and acceptance of a Graduation Application
## PROGRAM CURRICULUM

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>EdD Core Courses</strong></td>
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</table>
| Appraise biblical and theological principles as they relate to educational and leadership philosophy, theory, and practice. | CLED700 Biblical & Theological Foundations of Leadership (3)  
CLED720 Biblical & Theological Foundations of Education (3)  
CLED800 Theological Anthropology in Leadership & Education (3) |       |
| Evaluate the knowledge-base, character qualities, and skill sets essential to leading a faith-based organization. | CLED815 Character & Ethics in Leadership & Education (3)  
CLED820 Leadership & Management Theory (3)  
CLED835 Organizational Theory & Development (3) |       |
| Synthesize teaching, learning, and group theory as foundational elements of effective leadership. | CLED845 Group & Team Dynamics: Theory & Practice (3)  
CLED855 Teaching & Learning: Theory & Practice (3) |       |
| **Ministry Leadership Cognate Courses** |                                                                            | 12    |
| Formulate research problems relevant to ministry leadership issues facing churches, academic institutions, and faith-based organizations. | CLED715 Ecologies of Christian Formation (3)  
CLED745 Leadership & Cultural Contextualization (3)  
CLED765 Trends & Issues in Contemporary Leadership (3)  
CLED780 Change, Power & Conflict in Leadership (3) |       |
| **Research Courses**      |                                                                              | 24    |
| Create empirically-based research in order to provide solutions for educational and ministerial leadership problems. | CLED730 Research Methods for Christian Leadership I (3)  
CLED770 Research Methods for Christian Leadership II (3)  
CLED805 Research Methods for Christian Leadership III (3)  
CLED830 Research Methods for Christian Leadership IV (3)  
CLED900 Research Methods for Christian Leadership V (3)  
CLED905 Research Methods for Christian Leadership VI (3)  
CLED989 Dissertation Research & Writing (3)  
CLED990 Dissertation Defense (3) |       |

**TOTAL HOURS** 60

## PROGRAM SEQUENCE

The program has six potential entry points with most students entering in either the Fall or Spring semesters. Courses are taught in an eight-week course configuration.

**RECOMMENDED DEGREE COMPLETION PLAN**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 5</th>
<th>Term 6</th>
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<td>CLED700</td>
<td>Biblical &amp; Theological Foundations of Leadership</td>
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<tr>
<td>CLED715</td>
<td>Ecologies of Christian Formation</td>
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<td>CLED720</td>
<td>Biblical &amp; Theological Foundations of Education</td>
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<td>CLED730</td>
<td>Research Methods for Christian Leadership I</td>
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<tr>
<td>CLED745</td>
<td>Leadership &amp; Cultural Contextualization</td>
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<tr>
<td>CLED765</td>
<td>Trends &amp; Issues in Contemporary Leadership</td>
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YEAR TWO - COURSE SEQUENCE (18 Credits)

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<td>CLED780</td>
<td>Change, Power, and Conflict in Leadership</td>
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<td>CLED800</td>
<td>Theological Anthropology in Leadership &amp; Educ.</td>
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<tr>
<td>CLED805</td>
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<tr>
<td>CLED815</td>
<td>Character &amp; Ethics in Leadership &amp; Education</td>
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<tr>
<td>CLED820</td>
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YEAR THREE - COURSE SEQUENCE (18 Credits)

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<td>CLED835</td>
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<td>CLED845</td>
<td>Group &amp; Team Dynamics</td>
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<td>CLED855</td>
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YEAR FOUR – DISSERTATION (6 Credits)

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<th>Number</th>
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<th>Students may extend the dissertation writing and research segment by enrolling in CLED989 additional terms as needed.</th>
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<tbody>
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<td>CLED990</td>
<td>Dissertation Defense</td>
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Note: Terms = 8 weeks in length.

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COURSE DESCRIPTIONS

CLED700  Biblical & Theological Foundations of Leadership
This course is a study of the biblical and theological foundations of leadership as evidenced within Scripture. Learners examine theological themes and biblical assumptions that directly impact one’s philosophy and practice of leadership. Students learn to think theologically about issues and concepts drawn from the discipline of leadership. A framework for biblically-based integrative thinking is developed and practiced with regards to the relationship between education, leadership, and theology.

CLED715  Ecologies of Christian Formation
This course will examine an ecological model of spiritual formation that attends to the role of God’s people, the body of Christ in fostering individual and corporate growth. The course will also include an analysis of the function of Christian social networks in promoting evangelism to non-Christians and facilitating edification in the church.

CLED720  Biblical & Theological Foundations of Education
This course builds on CLED700 and is a study of the biblical and theological foundations of education as evidenced within Scripture. Learners examine theological themes and biblical assumptions that directly impact one’s philosophy and practice of education. Students learn to think theologically about issues and concepts drawn from the discipline of education.
CLED730 Research Methods for Christian Leadership I
As the first of six sequenced research courses, this course provides an overview of the dissertation research and writing process. Students develop the foundational knowledge, skills, and disposition necessary for critical inquiry, research design, dissertation preparation, data analysis, data interpretation, and the evaluation of research results. The course focuses on the critical evaluation of research quality. Students learn to deconstruct dissertations as a way to understand the process.

CLED745 Leadership & Cultural Contextualization
This course assists leaders in defining “a vision for a preferred future” that is culturally and contextually appropriate. The course involves an analysis of the leader’s role as a communicator within and outside the organizational structure. It includes a focus on the role of public and private communication channels in moving the vision and mission of the organization forward. The course looks at communication success and failure in the context of cultural, crisis and change. Skill sets are developed for leading people within the culture and ministry leadership context.

CLED765 Trends & Issues in Contemporary Leadership
In this course, students will research and present contemporary issues and trends relevant to the fields of leadership and education. Current literature and research are presented and discussed. Each topic is then examined biblically and theologically. Topics are determined in consultation with course professors as the student begins to develop a line of research that eventually leads to the development of the dissertation topic and research questions.

CLED770 Research Methods for Christian Leadership II
As the second of six sequenced research courses, this course acquaints the students with quantitative, qualitative, and mixed-methods methodologies and the role of statistical analysis in the evaluation of research results. Students are introduced to the resources and tools available to the doctoral level researcher. Additionally, this course addresses the steps needed to defend the dissertation successfully. Lastly, students will choose their research topic for their doctoral research.

CLED780 Change, Power, and Conflict in Leadership
This course provides an analysis of dynamics surrounding the innovation and strategic change process. While innovation and change are essential to the progress of any organization, they often produce conflict situations. This course looks at how innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities of new technologies, creative methods, and strategic initiatives to move their church or organization forward. Additionally, this course explores the role of entrepreneurial leadership in the development of strategic initiatives within a faith-based organization and strategic partnerships outside a faith-based organization.

CLED800 Theological Anthropology in Leadership & Education
This course examines the implications of the doctrine of the image of God in all persons as the central concept for the development of a philosophy, theory, and practice of leadership and education. Building upon this study of the imago Dei (Image of God), this course further considers factors that define and distinguish a Christian view of leadership and educational practice that is consistent with a belief that all persons are created in the image of God.

CLED805 Research Methods for Christian Leadership III
This course is the third course in a series of six research methods seminars. This course is designed to develop research proficiency necessary for the creation of the first chapter of the research prospectus. Students will gain a further understanding of the research process including the identification of a research problem and initial steps in the development of a literature review. Students will submit a working draft of chapter 1, “Introduction to the Research Problem.”
CLED815 Character & Ethics in Leadership & Education
This course builds on the CLED800. Building upon this study of the imago Dei (Image of God), this course further studies the essential character qualities of effective biblical servant leader-teachers, and the principles for ethical influence, communication, instruction, problem-solving, and decision-making. Ethical dilemmas will be considered in case study format to aid students in applying ethics to leadership and education decisions.

CLED820 Leadership and Management Theory
This course provides a critical examination of historic and contemporary leadership theories, principles and practices. This course also includes an analysis of each theory’s worldview assumptions, scientific worthiness and potential contribution to the leadership and management of faith-based organizations. Authentic, transformational, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership.

CLED830 Research Methods for Christian Leadership IV
This course is the fourth in a series of six research methods seminars. This course is designed to develop research proficiency necessary for the creation of the second chapter of the research prospectus. Students will development of a literature review and begin design of research study. In this seminar, students continue work on the prospectus and submit a working draft of chapter 2, “Literature Review.”

CLED835 Organizational Theory and Development
This course provides a review of theoretical understandings of organizations and their development. Students gain skills in the analysis of organizational culture, the formation of organizational culture, and the role of staff training in the transmission of organizational culture. The unique factors shaping faith-based organizations are considered.

CLED845 Group and Team Dynamics: Theory and Practice in Leadership
This course is a study of group theory and team processes and their application to faith-based organizational leadership. Team dynamics, team development and the role of the team leader are examined.

CLED855 Teaching and Learning: Theory and Practice in Leadership
This course integrates a study of teaching and learning theory in relation to leading the faith-based organization. The course develops an understanding of the role of teaching and learning in the processes of both leader and follower development. Major theories of learning are considered, critically and theologically evaluated, and applied.

CLED900 Research Methods for Christian Leadership V
This course provides guided mentorship as well as preparation for the doctoral examination and dissertation prospectus under the supervision of the faculty member. During this course, students will develop the research methodology and design segment of the dissertation (chapter 3).

CLED905 Research Methods for Christian Leadership VI
This course is the final course in a six-course sequence on research methodology. Students continue in a guided mentorship begun in CLED900 as the student continues to prepare for the submission of dissertation prospectus under the supervision of the faculty member. During this course, students will develop and submit the full prospectus (comprised of chapters 1-3) for approval. Upon successful supervisor and IRB approval of the prospectus, students will then enter the field research phase of the dissertation process.
CLED989 Dissertation Research & Writing
This course exists so that the student can conduct approved dissertation research, analyze research findings, and compile conclusions based on the research. This course may be taken additional semesters if necessary.

CLED990 Dissertation Defense
This course exists for students to defend the methodology of the research design, the gathering of the research data, the analysis of the research findings, and the conclusions derived from the research.

DISSERTATION RESEARCH MODEL

Doing dissertation level research can be an intimidating task. This program is designed to help the student move one step at a time through the dissertation process. This is accomplished by integrating the development of the prospectus right into the seminars. In essence, the student writes the first draft of the prospectus as they progress through the program. This model has three features that should be understood.

Research “Pods” Option
Students typically do independent research toward the development of their dissertation under the supervision of a faculty supervisor and a second reader. Alternatively, highly capable students may be selected to join a research pod. A research pod is a group of three to four students researching in a common area of concern. While students are not required to join a research pod, this model allows the student an opportunity to work in a team under a faculty member in order to address a substantive research problem.

Sequential Research Skill Development
Many students fear research. That fear sometimes prevents good students from taking the next step toward earning their doctorate. Even the term “research doctorate” creates significant hesitancy for many to pursue a degree they are quite capable of achieving. Faculty understand that fear and address it by helping the student gain research skills through a step-by-step process. The program develops research skills in four ways to accomplish this result.

- **Doing a Precedent Literature Review**: Upon admission to the EdD in Christian Leadership program, the student is required to read (or review if read previously) a literature selection before the end of the first term of study. The precedent literature requirement enables students to share a common knowledge base and builds comfort in discussing seminar topics with their peers.

- **Completing the Research Course Sequence**: Through six research courses, students acquire necessary competency in conducting doctoral level research. Skill development includes identification of the research problem, conducting a literature review, designing of research approach, collecting data, data analysis, and writing of the dissertation. Analytical and critical thinking skills required to evaluate and interpret research findings are also developed.

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Research Product</th>
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<tbody>
<tr>
<td>CLED730 Research Methods</td>
<td>Deconstructing a Dissertation</td>
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<tr>
<td>CLED770 Research Methods</td>
<td>Three Potential Dissertation Profiles</td>
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<tr>
<td>CLED805 Research Methods</td>
<td>Chapter One of the Prospectus</td>
</tr>
<tr>
<td>CLED830 Research Methods</td>
<td>Chapter Two of the Prospectus</td>
</tr>
<tr>
<td>CLED900 Research Methods</td>
<td>Chapter Three of the Prospectus</td>
</tr>
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<td>CLED905 Research Methods</td>
<td>The Prospectus and The IRB Process</td>
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<tr>
<td>CLED989 Dissertation Research &amp;</td>
<td>Researching and Writing the Dissertation</td>
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<tr>
<td>Writing</td>
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<tr>
<td>CLED990 Dissertation Defense</td>
<td>Dissertation Completed and Defended</td>
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</table>
• **Developing the Prospectus:** As students complete the various research courses, they must write the “Research Prospectus” (a proposal). The Prospectus presents the purpose, research questions, and design strategy. This is a formal document which serves as the plan for the research and writing of the dissertation. It is reviewed by the advisor and dissertation committee. When completed, a hearing is held, at which, the plan is considered, revisions are suggested, and approval is granted to do the proposed research.

• **Writing the Dissertation:** As a candidate for the *EdD in Christian Leadership*, the student must complete a dissertation based on their systematic inquiry into an area of advanced research in leadership or education. 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 education.

**Mentored Research**

All students are assigned a scholar-mentor who will assist them in gaining the skills of research. The mentor will supervise the student’s research and serve as the chair of the dissertation committee.

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**APPLICATION PROCESS**

Application to the program should be made online with Liberty University Online. The application process can be initiated by going to [http://apply.liberty.edu](http://apply.liberty.edu). Select “Online Degree” and then “Doctorate”. Scroll down to “Divinity” and select the “Christian Leadership: Ministry Leadership EDD” button.

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**PROGRAM TUITION AND FEES**

The tuition information for this program can be found at [www.liberty.edu/online](http://www.liberty.edu/online). At this site, just scroll over the tuition tab and select [tuition and fees](http://www.liberty.edu/online).

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**LEARN MORE**

To learn more about the program, or if you have questions answered that are not addressed in this document, please contact Dr. Gary Bredfeldt by email [gbredfeldt@liberty.edu](mailto:gbredfeldt@liberty.edu). Dr. Bredfeldt serves as the *EdD in Christian Leadership* program director.

**IMPORTANT NOTE:** This document is shared with the reader to assist in evaluating the *Doctor of Education in Christian Leadership* program offered through the School of Divinity at Liberty University. Content in this document is subject to change and is not an official statement of the program.