

About the Center for Global Studies

In meetings held in 2008, the presidents of Restoration Movement schools across the nation discussed the need for doctoral level education for leaders serving around the world. As an outcome of these meetings, conversations, prayer, and bull dog determination, the idea for the Center for Global Studies and the PhD concept were born. The CGS Advisory board consists of representatives from each affiliate school including: Cincinnati Christian University, Emmanuel Christian Seminary, Hope International University, Johnson University, Kentucky Christian University, Lincoln Christian University, Milligan College, and TCM International. Each participating university agreed to participate in the CGS board activities, propose faculty, share resources where appropriate, and support the efforts of the CGS and proposed PhD program. Johnson was chartered to develop an online PhD program in Leadership Studies that represented the mission and intent of the CGS. The PhD program while advised by the CGS board is a fully accredited program governed by Johnson University.

PhD in Leadership Studies

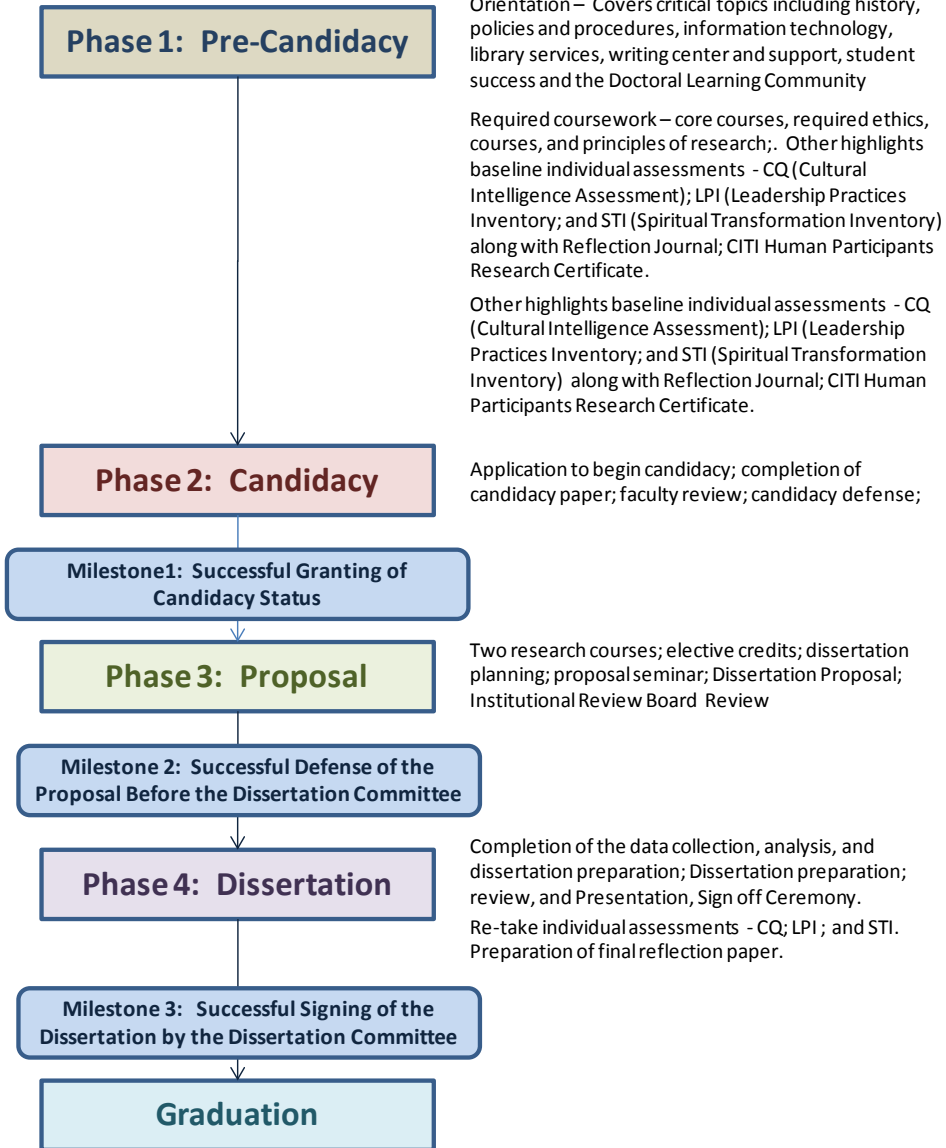
In June 2011, Johnson University was approved to provide an online PhD in Leadership Studies. This is a 60 credit hour interdisciplinary program designed for working adults primarily working in international contexts who are interested in exploring leadership using the lens of individual, organization, and society. Students who complete this program will:

- Articulate biblical, theological, philosophical, and ethical foundations for leadership.
- Exercise effective leadership in higher education and other organizations within their cultural contexts.
- Demonstrate Christian character in exercising leadership.
- Conduct high quality research and make original contributions to the field.

Coursework includes core courses, ethics (although ethics is integrated throughout), and research courses culminating in a dissertation. Students may select from one of the three elective tracks: Educational Leadership, Organizational Leadership, or Theology of Leadership. A unique aspect of this program is that each student will take three assessment instruments (cultural intelligence, leadership profile, and spiritual transformation) in the first course. Students are then required to maintain a reflection journal throughout the program with each course having reflection questions designed to foster reflection about the program, content, and assessment instrument results. As part of the dissertation completion, each student will be required to write a reflective paper describing their personal philosophy of leadership gleaned from lessons learned throughout the program. Content mastery, application to a ministry context, and personal growth and development are integral parts of this program.

Doctoral Student Journey

Highlights



Program Outline	
Year 1	<p>Orientation</p> <p>Leadership Core (18 units) CFGS 6112 Introduction to Global Studies (3) CFGS 6114 Leadership Studies and Theory (3) CFGS 6116 Ways of Knowing and Leadership Development (3)</p> <p><i>Optional Research Summit</i></p> <p>CFGS6218 Organizational Studies and Theory (3) CFGS 6220 Intercultural Behavior, Worldview, and Communication (3) CFGS 6222 Global Leadership, Systems, and Policy (3)</p>
Year 2	<p>Ethics Core (6 units) CFGS 6124 Leadership and Personal Ethics (3) CFGS 6126 Applied Ethics (3)</p> <p>Research Core: Part A (3 units) CFGS 6130 Principles of Research (3)</p> <p><i>Optional Research Summit</i></p> <p>Candidacy</p> <p>Research Core: Part B (6 units) CFGS 6232 Quantitative Analysis (3) CFGS 6234 Qualitative Research (3)</p>
Year 3	<p>Elective Concentration (18 units) in:</p> <ul style="list-style-type: none"> • Educational Leadership OR • Organizational Leadership OR • Theology of Leadership <p>EDLD/OGLD/BITH 6140 Elective (3) EDLD/OGLD/BITH 6142 Elective (3) EDLD/OGLD/BITH 6144 Elective (3)</p> <p><i>Optional Research Summit</i></p> <p>EDLD/OGLD/BITH 6240 Elective (3) EDLD/OGLD/BITH 6242 Elective (3) EDLD/OGLD/BITH 6244 Elective (3)</p>
Year 4	<p>Research Core: Part C (9 units) CFGS 7112 Proposal Seminar (3) CFGS 7114 Proposal Defense (1) CFGS 7215 Dissertation (5)</p> <p><i>Optional Research Summit</i></p> <p>Dissertation continues...</p> <p>Graduation</p>

Course Descriptions and Course Learning Objectives

Leadership Core

Course Descriptions	Draft Course Learning Objectives
<p>Orientation (0 credits) Orientation provides students with valuable information to assist in their transition to the doctoral program. Students gain an understanding of the doctoral requirements, process, and policies; who to call for assistance; technology and library use; and student services and support.</p>	<ul style="list-style-type: none"> • Describe doctoral program's expectations of students (e.g., scholarship, integrity, conduct, financial obligations, ethical use of technology). • Explain relevant administrative policies, procedures, and programs, including program flow and requirements, to enable students to make well-reasoned and well-informed choices. • Demonstrate ability to navigate effectively within <i>Sakai</i>, post messages, upload attachments, use Turnitin, and submit assignments. • Formulate a research strategy and demonstrate usage of online library resources. • Locate online student services and support, and articulate three possible uses.
<p>CFGS 6112 Introduction to Global Studies (3) Students explore global studies through an introduction to intercultural leadership theories using multiple lenses: society, organization, and individual. The course lays a foundation by identifying dimensions of culture with a focus on understanding how participants in other cultures see the world, think, make decisions, view leadership, communicate, and lead.</p>	<ul style="list-style-type: none"> • Appraise the ethos of the Restoration Movement and Scripture's relevance to today's context. • Consider the importance of the CGS doctoral program within individuals, organization, and society. • Discuss and synthesize your understanding of globalization, culture, and worldview into a personal response. • Compare and contrast cultural differences and develop strategies for overcoming cultural differences. • Relate cultural dimensions to leadership and discuss impacts and implications. • Assess individual leadership variables, including cultural intelligence, leadership profile, and spiritual transformation. • Reflectively consider individual assessments (Cultural Intelligence assessment, Leadership Practices Index, and Spiritual Transformation Inventory) and develop a personal leadership development plan. • Research a chosen topic related to global studies and prepare an annotated bibliography related to that topic.
<p>CFGS 6114 Leadership Studies and Theory (3) Students develop an understanding in the concept of leadership historically, philosophically, theologically, psychologically, and morally, testing these understandings against their own values and experiences. The course emphasizes issues of contemporary leadership in times of organizational and societal turmoil.</p>	<ul style="list-style-type: none"> • Integrate biblical perspectives, worldview thinking, and leadership theory. • Identify significant historical and contemporary concepts relating to the study of leadership in organizational and community settings. • Compare and contrast various leadership theories as to their purpose, underlying assumptions, and their impact on life in organizations and society. • Demonstrate greater awareness of various leadership traits, styles and behaviors, and correlate this awareness with his/her preferred style and expression of leadership. • Reflect upon personal leadership style and organizational experiences. • Research a topic of interest related to leadership studies and prepare an integrative paper summarizing the research.

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<p>CFGS 6116 Ways of Knowing and Leadership Development (3)</p> <p>This course focuses on the person of the leader, including the nature of human understanding within its philosophical and theological dimensions; knowledge construction, identity and spiritual formation; and transformation. Students gain a clearer understanding of one's true location, how one best leads, and the ability to lead oneself in an increasingly multicultural and complex world.</p>	<ul style="list-style-type: none"> • Derive a biblical and worldview perspective of identity, the human person, the nature of human understanding, spiritual formation and transformation. • Define and critically analyze epistemological assumptions and frameworks related to thinking about the human person. • Identify, analyze, & evaluate the reciprocal interaction and role of narratives in self and society and culture and worldview. • Develop strategies for your work or organization based on understanding how others learn and grow, how they function, and how they perceive the world. • Link theories of the development of the 'self' to your narrative and lived experiences, and to your experience and goals related to the larger topic of leadership. • Reflectively integrate lived experiences into an understanding of leadership and application to your personal context. • Research a topic related to ways of knowing, spiritual formation, or transformation, and prepare a PowerPoint presentation summarizing the research.
<p>CFGS 6218 Organizational Studies and Theory (3)</p> <p>Students examine classical and contemporary organizational theories, viewing organizations as living, dynamic systems. They explore organizations through the frames of structure, human resources, politics, symbols, chaos and complexity, and appreciative inquiry. The course highlights the importance of culture in influencing organizational effectiveness and efficiency, variables impacting and included within organizational culture, organizational structure and its relationship to its culture, and the leadership role and responsibilities related to organizational culture.</p>	<ul style="list-style-type: none"> • Relate biblical concepts of "Church" to organizational theories and structure. • Discuss the history and concepts of various organizational theories as they relate to leadership studies. • Understand the uses of metaphor in thinking about organization theory and be able to apply several specific metaphors to a specific organizational context. • Assess and apply prominent organizational theories to a specific organizational context. • Develop an understanding of change processes and be able to think critically about obstacles to change. • Reflect upon personal leadership within organizational contexts. • Research six journal articles discussing organizational theories and prepare an integrative paper discussing those articles in relation to biblical perspectives and organizational theories and structure.
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<p>CFGS 6220 Intercultural Behavior, Worldview, and Communication (3)</p> <p>Students explore socio-cultural and critical perspectives on identity, language, and how they intersect in diverse cultural communities. Topics include the philosophical and theological dimensions of worldview and how one's worldview translates into behavior, intercultural communication with a focus on what happens when people from different cultures interact, and interactions within organizational contexts. Students define cultural intelligence and explore existing literature on leadership competencies related to intercultural leadership.</p>	<ul style="list-style-type: none"> • Develop a biblical perspective on the necessity for a cross-cultural emphasis. • Define and discuss major theories related to intercultural and cross-cultural interaction and communication. • Identify factors that can influence the cross-cultural communication process. • Critically consider the role of and challenges associated with worldview in cross-cultural interaction and communication. • Reflect upon one's own culture, cultural intelligence, and personal leadership behaviors within an inter-cultural setting. • Research one's own culture and contrast that culture with another, identifying specific biblical, cultural, and strategic actions one can take to interact and work together effectively.
<p>CFGS 6222 Global Leadership, Systems, and Policy (3)</p> <p>Students develop a solid understanding of the concepts linking leadership to global and social systems, giving special attention to the role of policy analysis as a critical connection between leadership and systems. They apply philosophical and theological perspectives to issues raised in the course.</p>	<ul style="list-style-type: none"> • Articulate and apply biblical perspectives to social responsibility, social justice, and leadership. • Identify and differentiate between several approaches to systems thinking and identify the key points in the critique of systems thinking. • Identify and critique policy and political decision-making process within in a specific context. • Explain the meaning of social responsibility and social justice. • Connect the ideas of sustainability, social justice, and social responsibility to intercultural, multi-worldview contexts. • Discuss the relationship of a systems approach to critical issues, such as globalization and world poverty, gender issues, education, food supply or health care. • Reflect upon how one's worldview impacts your conceptions of sustainability, social justice, social responsibility, leadership, and decision making. • Research a critical issue within your context, identify the issues, and formulate strategies for change or improvement.
<p>Ethics Core</p>	
<p>Course Descriptions</p>	<p>Draft Course Learning Objectives</p>
<p>CFGS 6124 Leadership and Personal Ethics (3)</p> <p>Students consider leadership from the perspective of the personal character of leaders and their</p>	<ul style="list-style-type: none"> • Articulate a biblical perspective of ethical behavior and decision-making. • Explain the relationship of worldview, ethics, morals, and values in leadership behaviors. • Examine and evaluate ethical systems that have emerged in various human

Course Descriptions and Course Learning Objectives

<p>ability to make decisions and take actions considered good and right. The course includes examination of the foundation, purpose, and methodology of various ethical systems, approaches to ethical decision-making, and applications to leadership issues.</p>	<p>cultures from historical, philosophical, and biblical perspectives.</p> <ul style="list-style-type: none"> • Demonstrate applications of effective decision-making to leadership, and explain implications for real-world leadership and decision-making across varied contexts. • Reflect upon the relationship between biblical values and individual character, and develop strategies to cultivate and transform character. • Research and critically assess the worldview and ethical stance of selected world or business leaders who reflect (or do not reflect) the values and processes of ethical leadership.
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<p>CFGS 6126 Applied Ethics (3) Students consider a variety of moral dilemmas that prevail in societies and organizations. They gain a deep understanding of the complexity of such moral dilemmas by establishing and applying ethical principles derived from philosophical and theological perspectives on how humans can and should interact ethically and morally. <i>Prerequisite: CFGS 6124</i></p>	<ul style="list-style-type: none"> • Discriminate between varying worldview perspectives related to power, influence, manipulation, service, and personal character. • Critically evaluate varying worldviews in light of established theological and philosophical ethical principles. • Consider how one leads ethically in light of organizational goals and objectives, policies and procedures. • Consider leadership challenges associated with “doing the right thing” in light of biblical perspectives. • Analyze leadership dilemmas which confront those in leadership roles. • Reflect upon one’s personal character and integrity. • Research a societal dilemma and formulate a leadership perspective and strategies for overcoming.
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Elective Concentration

Tracks	Draft Course Learning Objectives
<p>Elective Concentration (18 credits) in:</p> <ul style="list-style-type: none"> • Organizational Leadership (OGLD) OR • Educational Leadership (EDLD) OR • Theology of Leadership (THLD) 	<p><i>(developed by students under the oversight of faculty mentors)</i></p>

Research Core

Course Descriptions	Draft Course Learning Objectives
<p>CFGS 6130 Principles of Research (3) Students learn research processes and principles of research design, including both quantitative and qualitative methods.</p>	<ul style="list-style-type: none"> • Describe how we learn (gain new meanings) from research, including the influence of one’s epistemological framework. • Compare and contrast two predominant social science research paradigms (quantitative and qualitative), their underlying assumptions, and how they impact what we learn from research. • Demonstrate basic understanding of principles for conducting quantitative research in the form of survey, experimental, and unobtrusive research: (a) methods of observation, (b) sampling, (c) data collection, (d) data analysis, and

Course Descriptions and Course Learning Objectives

	<p>(e) ethical issues.</p> <ul style="list-style-type: none"> • Demonstrate basic understanding of principles for conducting qualitative research in the form of field research, case study, and phenomenology: (a) methods of observation, (b) sampling, (c) data collection, (d) data analysis, and (e) ethical issues. • Reflect upon your role as a researcher, including biases and assumptions about ways of knowing. • Access, read, understand, critique, and synthesize scholarly materials in an integrative paper using APA format (6th ed.). • Complete and provide evidence of CITI Ethics training.
<p>CFGS 6232 Quantitative Analysis (3) This course develops proficiency in quantitative analysis for interpreting social and organizational data. Topics include experimental, quasi-experimental, and multivariate designs; critical analysis of quantitative studies; and the ethics involved in research. Students discuss, critique, and apply appropriate statistical techniques, demonstrating the ability to recognize valid data and valid evidence for decision-making within organizations. <i>Prerequisite: CFGS 6130</i></p>	<ul style="list-style-type: none"> • Formulate research questions and corresponding statistical hypotheses that can enhance understanding of given phenomena. • Select appropriate quantitative techniques (methods) for a given question or hypothesis statement. • Create or use existing databases to seek answers to research questions or to test hypotheses. • Apply statistical procedures to test hypotheses and interpret data using Microsoft Excel. • Correctly interpret statistical and/or numerical application output. • Communicate findings in written format using APA.
<p>CFGS 6234 Qualitative Research (3) Students develop qualitative research skills while gaining familiarity with related theories, issues, and problems. The course provides multiple opportunities for practicing research skills, analyzing data, and writing the results. <i>Prerequisite: CFGS 6130</i></p>	<ul style="list-style-type: none"> • Identify terms and definitions associated with qualitative research. • Summarize the use of qualitative methodologies within leadership studies. • Summarize the various theoretical and philosophical perspectives underlying qualitative research. • Formulate research questions, select appropriate researcher roles, and describe participants and the setting/context investigated. • Practice a variety of data collection strategies used in qualitative research. • Apply techniques used to analyze data collected during qualitative studies. • Interpret and apply findings from qualitative studies. • Communicate findings in written format using APA.
<p>CFGS 7112 Proposal Seminar (3) Students develop a dissertation research proposal according to university standards. <i>Prerequisites: CFGS 6130, CFGS 6232, and CFGS 6234</i></p>	<ul style="list-style-type: none"> • Articulate the critical elements in the dissertation process and the CGS doctoral program expectations. • Explain the processes, characteristics, and outcomes of doctoral dissertation research, including: (a) ethics and IRB requirements; (b) dissertation advisor and committee; (c) proposal preparation and defense; (d) research and data analysis; (e) dissertation preparation and defense; and (f) professional

Course Descriptions and Course Learning Objectives

	<p>presentations, publications, and applications.</p> <ul style="list-style-type: none"> • Produce written material in APA format that is easy to read and that meets the requirements of a doctoral dissertation, including the use of references. • Develop a knowledge base pertaining to the dissertation topic and communicate this knowledge base in a meaningful, interesting, and clear manner (Chapter 2). • Identify a research problem that is supported by this knowledge base (Chapter 1). • Develop a clearly-articulated statement of purpose for the study (Chapter 1). • Identify methods for researching the topic to be studied (Chapter 3). • Identify ethical considerations and limitations of the study, given the chosen research design (Chapter 3).
<p>CFGS 7114 Proposal Defense (1) The proposal defense includes review and approval of the dissertation research proposal by the Advisor, Committee, and Institutional Review Board.</p>	<ul style="list-style-type: none"> • Prepare a dissertation research proposal that includes Chapters 1, 2, and 3. • Verbally present the research purpose, underlying theoretical foundations, research methodology, and contribution to body of knowledge. • Appropriately incorporate considerations for protection of human participants. • Reflect upon self as a researcher and the role of a researcher in data collection and analysis.
<p>CFGS 7215 Dissertation (5) Students prepare a formal research study that meets university standards and makes an original contribution to the body of knowledge.</p>	<ul style="list-style-type: none"> • Prepare a written dissertation in accordance with the CGS dissertation writing guide. • Verbally present and defend research observations, findings, contribution to the body of knowledge, and areas for further research. • Repeat the Cultural Intelligence assessment (CQ), Leadership Practices Index (LPI), and Spiritual Transformation Inventory (STI). Reflect upon entire doctoral program, the process, and its impact on self, perceptions, and future actions.