



**Morgan State
University**



Community College Leadership Program

Ed.D. Community College Leadership Handbook

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2025-26

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August 2025

Morgan State University welcomes all new and returning Community College Leadership students! Congratulations on your acceptance into the program. We are excited to have you join our vibrant and distinguished scholars, practitioners, and change agents dedicated to advancing leadership in the nation's community colleges.

The Community College Leadership Program (CCLP) faculty and staff extend an exuberant welcome to a new academic year! The CCLP is celebrating more than 25 years of educating the next generation of exceptional community college leaders who will serve in the more than 1,100 community colleges in the country. Your decision to pursue the M.Ed., Ed.D. or the Ph.D. will afford you the opportunity to open many doors.

You are entering a transformative journey, one that not only deepens your academic knowledge, but also empowers you to shape the future of postsecondary education. The CCLP is designed to prepare equity-minded, innovative leaders who are committed to meeting the evolving needs of diverse student populations and institutions.

At Morgan, you will benefit from the expertise of highly competitive and knowledgeable faculty, cohort engagement, and a curriculum that bridges theory with real-world application. We encourage you to bring your experiences, aspirations, and insights to the classroom...your voice matters.

Throughout your time in the program, we encourage you to take full advantage of the resources, mentorship, and research opportunities available to you. We want you to be courageous in your inquiries, and committed to educational excellence and social justice. Welcome to Morgan State University and the Community College Leadership Program! We look forward to your journey to academic excellence.

Myrtle E.B. Dorsey, PhD
Director & Professor of Practice
Banneker Hall, Suite 200
myrtle.dorsey@morgan.edu

Community College Leadership Program Overview (EdD)

Vision

To provide an environment that nurtures, enhances, and teaches the emerging cadre of 21st-century leaders for the community and technical colleges in our nation.

Mission

To provide essential instruction of leadership competencies necessary for the emerging 21st-century community and technical college leader.

- To increase the diversity of leaders in community and technical colleges.
- To strengthen the role and voice of future administrators and faculty for the nation's community and technical colleges.
- To enhance the intellectual, cultural, social, and ethical potential of scholars and faculty as they pursue upward mobility in the community and technical college organizations.
- To expand the context and content of leadership development by exposing scholars to a cohort learning environment.
- To enrich scholars with the ability to research relevant topics facing America's community and technical colleges and add to the literature base.
- To continue to seek other opportunities to expand course offerings, locations, and services for the doctoral and Master's level programs of learning.

The Community College Leadership Doctoral Program (CCLP) offers the convenience of online learning and is governed by the same academic standards as face-to-face courses:

- Ability to complete the degree without having to leave home or work,
- Access to course work 24/7 via the Canvas platform,
- Ability to submit assignments day or night, weekends or weekdays,
- Ability to complete assignments according to Modular assignments over a five-week, 35-day course structure, three or four courses a semester, and
- Access to professors through Canvas.

Program Foundation

The Community College Leadership Doctoral Program offers students a stimulating and highly structured year-round program of study. The Program is designed for working professionals who are committed to attaining a Doctor of Education degree. Morgan, Maryland's Preeminent Public Urban Research University, serves a multiethnic and multiracial student body and ensures the benefits of higher education are enjoyed by a broad segment of the population. To help fulfill the University mission, the Community College Leadership Program provides a program of study that prepares students to address the unique and diverse leadership challenges associated with leading in the 21st

century community colleges. The Community College Leadership Doctoral Program is based on the belief that community college leadership requires the following specific knowledge base and competencies (American Association of Community Colleges, Fourth Edition, 2022):

Institutional and Cultural Awareness

Governance, Institutional Policy, and Federal Policy

Student Success

Leadership

Institutional Transformation

Fiscal, Planning and Resource Development

Advocacy

Partnerships and Collaborations

Communication

Policies and Procedures

Online and Face-to-Face Policies

General Information

All Community College Leadership Program students are subject to the academic regulations of the School of Graduate Studies as well as the college, school, or department in which they are pursuing a degree. Students may expect to obtain a degree in accordance with the requirements set forth under regulations in force at the time they enter the University or under subsequent regulations published in the most recent catalog (i.e., current) catalog. The School of Graduate Studies catalog may be viewed at http://www.morgan.edu/academics/academic_catalog/grad.html.

Admissions Policies

Each department may identify additional admission requirements for their graduate programs. Occasionally, departmental policies may conflict with or be inconsistent with those of the School of Graduate Studies. Where such conflicting policies exist, the policies of the School of Graduate Studies shall have precedence.

Note: The CCLP requires an admission interview as part of the admission to the program and Morgan State University.

Assignments and Evaluation Policy

As a responsible CCLP student, you should read carefully and thoroughly the entire syllabus for each class and be prepared for a review of the syllabus at the beginning of the course. Be certain that there are no questions regarding any aspect of the course – purpose, content, procedure, or evaluation.

In order for the cohort experience to work effectively, every cohort member must prepare thoroughly for each learning module and should participate actively and enthusiastically in all activities. It is expected that assignments will be submitted by the designated due date.

All written reports **MUST** be prepared in accordance with APA, 7th edition format and should reflect a level of quality appropriate for doctoral study. Unless otherwise specified, papers should be double-spaced, 12-point font, with 1-inch margins and free from spelling, punctuation, and grammatical errors. **This policy is non-negotiable and will be strictly adhered to when assignments are evaluated.**

All assignments must represent a student's original research and writing for each course. Papers submitted to fulfill requirements for previous courses are NOT considered original and will be given a failing grade. For online courses, assignments, and discussion boards will have due dates posted in two areas – the syllabus modules and the course calendar.

Technology

All students are required to have regular access to the internet and the MSU Canvas website (morgan.Canvas.com), an MSU e-mail account, and an activated MSU Bear Necessity Card to enable access to the MSU library's extensive collection of online, full-text reference materials, and articles. Students must visit the Circulation Desk at the Earl S. Richardson Library to register before using library materials. All the library's databases and online resources are available off-campus. You will be asked to log in using the 14-digit number on the back of your BEARcard (it will begin 22058) - do not include the As on either side of the number. If you do not have or are unable to locate your card, please contact the BEARcard office at (443) 885-4045 or bearcard@morgan.edu. You can also contact the library at (443) 885-1710/1711.

Students taking online classes are required to have access to a computer with sufficient memory to ensure stable connection to a high-speed internet and Canvas; be familiar with Canvas navigation, discussion board, and assignment uploading features; have access to Microsoft Word and PowerPoint; and be able to compose written documents, use editing features, open files, save and upload files to Canvas.

Online courses are delivered completely through the Morgan State University Canvas Academic Suite. Each course is a three-credit course that will involve discussions, written reports, presentations, and in some cases, live synchronous chats with the instructor. Students are expected to be able to integrate knowledge learned across the spectrum of issues relating to higher education. Faculty also have the option to utilize Zoom in their classes.

Therefore, students must learn how to navigate the Canvas system early on and become familiar with the menus and tabs that lead to various levels of the course: announcements, calendars, modules, discussion board, grade book, and other tabs on the course menu in Canvas.

Responsible Academic Conduct and Ethical Research

Morgan State University, the School of Graduate Studies, and the Community College Leadership Program promote responsible and ethical research. Graduate students are cautioned to avoid practices that threaten the integrity of their academic careers and their research, including, but not limited to, falsification or fabrication of data, violations of privacy and confidentiality provisions, conflicts of interest, cheating, plagiarism, and copyright infringements.

Academic Integrity/Plagiarism

Each graduate student is expected to comply with all academic integrity policies and the student code of conduct (MSU Graduate Student Handbook) and to online ethical behavior. Plagiarism has absolutely no place in doctoral work and master's level and is punishable according to University policy. At a minimum, plagiarism will result in earning a grade of F for the assignment. Students who engage in plagiarism, or any other form of cheating, may be dismissed from the Community College Leadership Program. To view Morgan State University's Academic Dishonesty Policy, see the Graduate Student Catalog: <https://catalog.morgan.edu/content.php?catoid=13&navoid=831#responsible-academic-conduct-and-ethical-research>.

- **Student Access to Turnitin**

Academic Technology Services has set up a course in Canvas, call "Plagiarism Check", That allows students to have access to Turnitin without it being tied to a "live" assignment and counting against them. This allows students to check for plagiarism before submitting papers for classes, or for their theses and dissertations. Students may submit and resubmit multiple papers at a time without penalty.

Morganites have access to Turnitin through Canvas. Our license with Turnitin is integrated into Canvas, so there's no need to download any software to your devices. Just follow the steps below:

Users can access the course by visiting the Student Canvas Information Hub and clicking the "Plagiarism Check" link at the top of the page.

School of Graduate Studies – Turnitin levels of Matches

The similarity number is not necessarily a percentage of plagiarized material. It may all be quoted and sited correctly. All this number does is indicate how much of the paper matched an outside source (Source: High Point University, 2022).

- **Blue** means no matching text. The paper is likely all original writing. This is good, but are claims backed up sufficiently with research?
- **Green** means less than 24% of the paper matched an outside source. This is ideal if sources are integrated well and cited correctly.
- **Yellow** means 25% - 49% of the paper matched an outside source. If there is no plagiarism, this paper would likely benefit from more paraphrasing and analysis.
- **Orange** means 50% - 74% of the paper matched an outside source. This is not good and needs significant revision whether or not plagiarism has taken place.
- **Red** means 75% - 100% of the paper matched an outside source. If you see this, first make sure the paper does not match up with an earlier version of the same paper that got added to the Turnitin repository. Then check to see if the paper came from just one or two sources. Are they cited correctly or is it plagiarized? When there are many sources, these papers can look like a string of quotes with little to no original analysis. This is not acceptable student work at any level.

Penalties for Academic Dishonesty

Any MSU graduate student who is found guilty of academic dishonesty, including plagiarism in the preparation of a dissertation or thesis, may be subjected to suspension, expulsion, and/or the revocation of the awarded degree. (See *Appeal of Penalties procedure in the MSU School of Graduate Studies catalog*.)

Policies on Grading

Grades for Graduate Students

The following grades are issued for graduate students at the University:

- A Superior
- B Satisfactory
- C Unsatisfactory, can repeat the course
- F Failing, must repeat the course
- P Pass (ASLP 993, EDHE 997, and EDHE 998)
- I Some phase of work is incomplete
- AW Administrative Withdrawal, given for appropriately documented financial, Sickness, or unusual nonacademic reason
- W Official Withdrawal
- S Grade for Professional Development courses

Grading for Theses and Dissertations/ Continuous Enrollment

Once candidates begin writing theses or dissertations, they must be continuously enrolled at the University until the degree requirements are satisfied. Enrollment may be satisfied by being registered for Thesis or Dissertation Guidance courses until the thesis or dissertation is approved and submitted to the Dean of the School of Graduate Studies. Enrollment in Thesis or Dissertation Guidance or Thesis or Dissertation Seminar course constitutes full-time enrollment.

Students failing to maintain continuous registration will be required to pay the costs of all previous semesters for which registration was required. Degree requirements may not be satisfied until this is resolved.

Dropping Courses and Withdrawals

Students must notify the Associate Dean of the School of Graduate Studies so he/she complete and sign the necessary form(s) to withdraw officially from the University. The student is also responsible for submitting a drop/add form to be withdrawn from current semester courses.

Cancellation of charges depends upon the time during the semester that the course(s) is/are dropped and the official withdrawal from the University is submitted.

Change of Grade

An initial request for change of grade should be forwarded to the Chair of the Department of Advanced Studies, Leadership and Policy. Changes in previously recorded grades may be made within one semester. Students should be aware that **ONLY** the course instructor can make a change of grade, and the decision to do so is made at his/her judgment. The ASLP Department will **only** consider the appeal of a grade on one of the following grounds:

1. There has been a grade entry error;
2. There has been a miscalculation of the grade; or the instructor deviated from the grading procedure stated in the syllabus, without prior knowledge of the student.

(See the Grade Appeal process in the MSU School of Graduate Studies Catalog.)

Good Academic Standing

Graduate students are required to maintain a minimum cumulative grade point average of 3.0 to remain in good academic standing.

Academic Dismissal

A student can be dismissed from the Department of Advanced Studies, Leadership, and Policy (DASLP) for any of the following reasons:

- Failing to meet the specified academic requirements of the degree program;
- Exceeding the statute of limitations (Doctorate – seven years, Master's – five years);
- Failing comprehensive or preliminary examinations (the Department may allow re-testing);
- Earning a grade of "C" in three classes
- Failing to maintain a minimum cumulative GPA of 3.0 (i.e., "B" average)
- Receipt of more than two grades of F
- Any other academic infraction determined by the department chair.

(See Grounds for Academic Dismissal and Appeal procedures in the MSU School of Graduate Studies catalog.)

Graduate Assistantships

Full time graduate students who receive Graduate Assistantships (Teaching Assistantships, Research Assistantships, Administrative Assistantships or Fellowships) regardless of the source of funding OR graduate students holding positions in the Office of Residence Life are prohibited from additional employment. Graduate students found in violation of this policy are subject to sanctions, including but not necessarily limited to the following: revocation of financial assistantships and/or fellowships; reduction in the amount of available financial assistance; repayment of stipend, and/or dismissal from the School of Graduate Studies.

Grade Policy for Research Courses

All students are required to pass the following research courses that are part of your program at the level of B or better. Courses for which a student has earned a C must be re-taken. A student will not be allowed to take the comprehensive exam until such courses have been re-taken and a grade of B or better has been earned.

| | |
|----------|---|
| EDSR 604 | Introduction to Education Research |
| EDSR 624 | Qualitative Research Methods |
| EDHE 627 | Mixed Methods Res for Comm Coll Leaders |
| EDSR 632 | Introduction to Quant Research Methods |

These pages reflect several policies about which there is frequent inquiry. For a more comprehensive list of MSU Graduate Student Policies and Procedures, access the MSU School of Graduate Studies catalog at <https://catalog.morgan.edu/index.php?catoid=13>.

Important Links

| | |
|--|---|
| Academic Calendar | https://www.morgan.edu/academic-calendar |
| MSU Parking | http://www.morgan.edu/parking |
| The Graduate School: Thesis and Dissertation Handbook | https://www.morgan.edu/gradschool |
| Purdue Owl - One of the most powerful resources for writing | https://owl.english.purdue.edu/owl/ |
| Disability Support Services | http://www.morgan.edu/sdss |
| Frequently Asked Questions (FAQs) | http://www.morgan.edu/sdss |
| Canvas | https://morganstate.instructure.com/ |

Tuition, Fees, and Payment

SCHEDULE OF TUITION AND FEES for Fall 2025-Spring 2026

--The Tuition & Fees Schedule is per semester and subject to change --

| | Maryland Resident | Non-Resident |
|----------------------------|-------------------|--------------|
| GRADUATE (per Credit Hour) | | |
| Tuition | \$485.00 | \$950.00 |
| Fees | \$81.50 | \$81.50 |
| TOTAL | \$566.50 | \$1,031.50 |

Billing and Payments

Billing

After selecting classes, students are required to print their bill using WEBSIS (Morgan State University's website). **Registration is not considered complete, nor is the student considered enrolled until payment in full or other satisfactory financial arrangements is made.** (Reminder: If the selection of classes is performed during the late registration period, payment is due upon completion of registration.)

Payments

Any outstanding balance (amount not covered by verified loans, grants and scholarships) is due prior to registration being finalized and an official clearance is completed. Failure to make satisfactory financial arrangements for the balance due, by the prescribed date, may necessitate a cancellation of the class schedule.

Balance due can be paid by one of the following preferred means: cash (in person only), certified check, cashier's check, money order, VISA, MASTER CARD, DISCOVER and AMERICAN EXPRESS. Personal checks are acceptable, but if returned for non-sufficient funds (NSF), the check amount will be charged back to the student's account with a \$25/\$50 penalty. Personal checks may not be accepted after receipt of one NSF check.

Deferred Payment Program

Morgan State University offers a tuition and fees deferred payment program to students unable to pay the total balance due at the time of registration. Generally, deferments are restricted to 20 percent of the total bill. Timely payments must be made according to the standard University deferred payment agreement.

Mail-in payments:

Morgan State University
P.O. Box 2341
Baltimore, MD 21203-2341

All checks and money orders should indicate the student's name, address and student identification number.

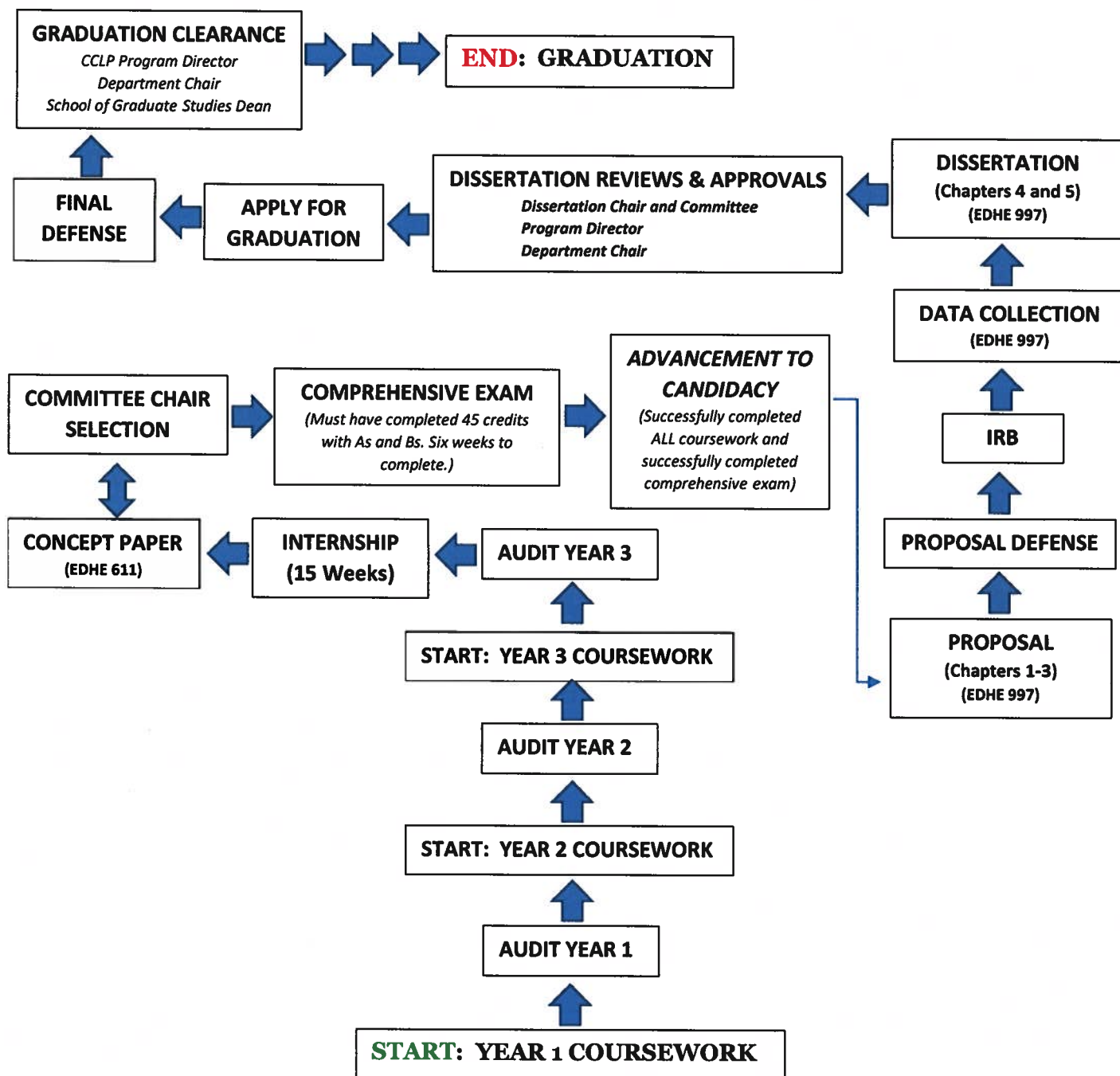
In-person payments are made to the Cashier's office in the Bursar's Office.
Correspondence concerning bills should be forwarded to:

Morgan State University
Office of the Bursar, Tyler Hall
1700 E. Cold Spring Lane
Baltimore, Maryland 21251
443-885-3108

E-mail address: bursar@morgan.edu

Journey Ahead
Admission to Graduation

Morgan State University
Community College Leadership Program
Doctoral Journey Ahead



2/2023

Coursework Navigation
Coursework Sequence (Year 1, 2, and 3)

COURSEWORK NAVIGATION

All good navigators know that any journey begins with a plan. Coursework for the doctoral program is designed so that each course that you take will feed into the next, allowing you, the student, the opportunity to make connections as you go through each course. The first three courses in your program, **The American Community College, Leadership and Administration of Community Colleges, and Introduction to Educational Research** are designed to provide an introductory look into the history of the community college system, what will be necessary for leadership to prepare for in the future, and then how we use data to help us predict, plan, interpret and disseminate all of the information relevant to the context of research in both our academic and professional environments. The second sequence of courses, **Contemporary Issues in Community Colleges, Community College Finance and Budgeting, and Community College Planning and Management** will be taken concurrently with the **Professional Development Seminar: Year One**. The courses in this sequence offer a hands-on protocol that will help you as a student to establish the underpinnings of how and why decisions are made, what influences these decisions, how we finance the plans that we create, and how the budgeting process serves to support the institution in a myriad of processes. While you are studying these concepts, you will participate in the first of two professional development seminars. This course is where you will begin to navigate as a researcher and as a professional in the field through various activities, discussions, projects, and speakers.

As your academic menu becomes more sophisticated, you will connect with your research preferences in courses such as **Qualitative Research Methods in Education and Technology in Contemporary Community Colleges**. These courses will round out year one and take you through the summer offerings. By this time, you will be well on your way with a preliminary idea of what your research topic will be and how you might approach the road to pulling together your ideas for theorizing or conceptualizing your research topic.

In Year Two, you will begin with an **Introduction to Quantitative Research Methods, Legal Aspects of Education** and the **Learning College**, followed by, **Student Development in Community Colleges, Mixed Methods Research for Community College Leaders, and Community College Trustees and Governing Boards**. The courses compiled within these two semesters will delve into the expectations of community college leadership!

Just before you are set free to take comprehensive examinations and begin writing your proposal based on a researchable topic that is relevant to community colleges, you will take **Politics of Higher Education, The Community College Presidency, Professional Development Seminar Year Three, and Clinical Studies and Internship**. Each of these courses, and the out-of-class experiences that support them, provide the perfect conclusion to your journey that will offer a strong foundation in the pedagogy of community college leadership and the major tenets that speak to our work as researchers, professors, and leaders. After you have completed these requirements successfully, you will be more than prepared to accept the challenge of writing an exemplary dissertation.

Community College Leadership Doctoral Program Coursework Sequence 1, 2, 3

| YEAR | COURSE TITLES | SEMESTER |
|---------------|--|---|
| Year 1 | | Year 1 |
| EDHE 600 | The American Community College | Fall 2025 |
| EDHE 601 | Leadership and Administration of Community Colleges | Fall 2025 |
| EDSR 604 | Introduction to Educational Research | Fall 2025 |
| EDHE 602 | Professional Development Seminar: Year I | Spring 2026 |
| EDHE 609 | Issues in Community Colleges: Social Justice/Equity | Spring 2026 |
| EDHE 604 | Community College Finance and Budgeting | Spring 2026 |
| EDHE 605 | Community College Planning and Management | Spring 2026 |
| EDSR 624 | Qualitative Research Methods in Education | Summer 2026 |
| EDHE 608 | Technology in Contemporary Community Colleges | Summer 2026 |
| Year 2 | | Year 2 |
| EDSR 632 | Introduction to Quantitative Research Methods | Fall 2026 |
| ASLJ 601 | Legal Aspects of Education | Fall 2026 |
| EDHE 606 | The Learning-Centered Community College | Fall 2026 |
| EDHE 607 | Student Development in Community Colleges | Spring 2027 |
| EDHE 627 | Mixed Methods Research for Community College Leaders | Spring 2027 |
| EDHE 616 | Community College Trustees and Governing Boards | Spring 2027 |
| EDHE 615 | The Community College Presidency | Summer 2027 |
| ASLP 601 | Politics of Higher Education | Summer 2027 |
| Year 3 | | Year 3 |
| EDHE 617 | Clinical Studies/Community College Internships | Fall 2027 |
| EDHE 611 | Professional Development Seminar: Year III | Fall 2027 |
| ASLP 993 | Pre-Doctoral Candidacy | During comprehensive exam and before proposal defense |
| EDHE 997 | Dissertation Guidance | After successful defense of proposal |
| EDHE 998 | *Dissertation Seminar | Continuing |

*Sequence Subject to Change or Update

Rev 05/2020

Professional Development Seminar Year 1 (EDHE 602)

EDHE 602, Professional Development Seminar for Community College Leaders, is designed to enhance the leadership skills of emerging community college leaders enrolled in the Community College Leadership Doctoral Program. The course provides a structure to nurture participants' spirits for leadership by developing and enhancing self-understanding and by developing a clear understanding of how their leadership skills may advance the mission and purpose of the community college. While the Instructor provides broad guidelines, students actually design their own professional development experiences.

Professional Development Year 3 (EDHE 611) (Concept Paper)

This course is a milestone in the program and prepares students for the first step in the dissertation process. Students should have a thorough understanding of research and have A or B grades in all four research courses - EDSR 604, EDSR 624, EDSR 632, and EDHE 627, before enrolling in EDHE 611.

The Professional Development III seminar is designed to assist students in preparing for program completion, with emphasis on the dissertation process. Upon the completion of a thorough literature review and selecting a conceptual or theoretical framework, undergirded by that literature review, students will focus on their dissertation topic, and develop both the problem and purpose statements. In addition, students will review methodologies and select an appropriate one for their study. The final assignment for this course is to prepare a concept paper, including the following elements: title of dissertation, literature review, problem, and purpose of the study, conceptual/theoretical framework, research questions, and methodology. In addition, students will have an opportunity review in detail the *MSU Graduate School Thesis and Dissertation Handbook*.

The concept paper is five-seven pages in length and includes the following elements:

Title: The title is tentative and may change as the research evolves. Titles are generally no longer than about 10-12 words and convey the actual issue or problem to be resolved.

Introduction (1 or 2 paragraphs): Consideration of the issue or problem is noted here, derived from a broad expanse of knowledge to the specifics that focus the issue or problem. Why is the issue or problem of concern in higher education? What is your particular focus?

Purpose and Problem (a paragraph): Describe the issue you want to investigate. Remember the purpose of your study is the solution to the problem or issue you are investigating. What is the (theoretical or contextual) framework/background of the issue? Are you replicating or extending a study? Are you providing a voice for marginalized groups? Use Creswell's script in Chapter 6, *Research Design*.

Literature Review (1 – 2 pages): Outline the major ideas or researchers' ideas you have gleaned from the literature and explain how these relate to your study. How does the literature frame your study? Are there gaps in the literature? Is the treatment of the issue conceptually sound?

Theoretical or Conceptual Framework (2 or 3 paragraphs): Describe the constructs in the literature that inform the way you will look at the problem/purpose of your study. What are the implications of the way you choose to look at the issue and what are the methods by which you will carry out your investigation?

Research questions: Develop 3 or 4 questions appropriate for your research design and related to your theoretical/conceptual framework and the data that you intend to collect. The construct of quantitative research questions is different from the major qualitative questions.

Methods (2 pages): Identify and justify the research design. How will the data be collected? Participants, instrument, and setting? What are the research questions? How will the data be analyzed? In what form will the answers to your research questions be presented?

References: Cite the references used in the concept paper.

Director's Approval: Generally each 611 faculty member confers with the CCLP Program Director to approve the final concept paper which is used to write the written comprehensive exam.

Obtaining a Dissertation Chairperson

The process for obtaining a dissertation chairperson is as follows: As students proceed through the program, they should be thinking about a topic and a research method. The choice of a dissertation chair is normally made through contact in the coursework and a topic that appeals to the student and the professor. The fit of the chairperson and the student is crucial to a successful completion. Students should consider the research propensities of the professor (qualitative, quantitative, or mixed methods) and the topic when approaching a professor to chair their dissertation committees.

***Descriptive Rubric for Writing:
Graduate Level***

- **APA Style**

Descriptive Rubric for Writing: Graduate Writing

Element: Ideas and Content (Ideas are the heart of the message, the content of the piece, the main theme, together with the details (documented support, elaboration, anecdotes, images) that enrich and develop the theme by building understanding or holding the reader's attention.)

| Not Graduate Level Writing | Acceptable Writing | Exceptional Writing |
|---|--|---|
| There is no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems: | The writer is beginning to define the topic, even though development is still basic or general | This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme. The writing is characterized by most of these qualities: |
| The writer is still in search of a topic, is brainstorming, or has not yet decided what the main idea of the piece will be. | The topic is fairly broad; however, the reader can see where the writer is headed. | The topic is narrow and manageable. |
| Information is limited or unclear. | Support is attempted but falls short of fleshing out the key issues | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. |
| The writer has not yet begun to define the topic in a meaningful, personal way. | The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics. | The writer seems to be writing from knowledge or experience; the ideas are fresh and original. |
| Everything seems as important as everything else; the reader has a hard time sifting out what is of importance. | The reader is left with questions. More information is needed to "fill in the blanks." | The reader's questions are anticipated and answered. |
| The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernible point. | The writer generally stays on topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious. | Insight—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, and is often present in exceptional writing. |
| The idea is a simple restatement of the topic with little or no attention to detail. | Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to demonstrate in-depth understanding. | Reasonably accurate details are present to support the main ideas. |

Element: Voice (Voice is the heart and soul of the piece, the magic, the wit. It is the writer's unique and personal expression emerging through words. Voice is the presence of the writer on the page. When the writer's passion for the topic and concern for the audience are strong, the text is full of life and energy. The reader feels a strong and intimate connection to the writing and writer.)

| Not Graduate Level Writing | Acceptable Writing | Exceptional Writing |
|--|---|--|
| The writer seems indifferent, uninvolved, or distant from the topic and/or audience. The paper reflects one or more of these problems: | The writer seems sincere, but not fully engaged or involved. The result is pleasant and even personable but not compelling. | The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer "aches with caring," yet is aware and respectful of the audience and the purpose for writing. |
| The writer speaks in a kind of monotone that flattens all | The writer communicates in an earnest, pleasing manner. | The reader feels a strong interaction with the writer, |

| | | |
|--|--|---|
| potential highs and lows of the message. | | sensing the person behind the words. |
| The writing is humdrum and risk-free. | Only one or two moments here and there surprise, delight or move the reader. | The writer takes a risk by revealing who they are and what they think. |
| The writer is not concerned with the audience, or the writer's style is a complete mismatch for the intended reader. | The writer seems aware of the audience but weighs ideas carefully and discards personal insight in favor of safe generalities. | The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. |
| The writer is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic. | Narrative writing seems sincere, but not passionate; expository or persuasive writing lacks consistent engagement with the topic to build credibility. | Narrative writing seems honest, personal, and written from the heart. Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why they should care. |
| No point of view is reflected in the writing. | The writer's willingness to share his/her point of view may emerge strongly at some places, but is obscured behind vague generalities. | The piece screams to be read aloud, shared, and talked about. The writing makes the audience think about and react to the author's point of view. |

Element: Organization (Organization is the internal structure of a piece, the thread of central meaning, the logical pattern of ideas. Writing that exhibits strong organization begins with a purposeful, engaging lead and wraps up with a satisfying and thought-provoking conclusion. In between, the writer takes care to link each new detail or new development to a larger picture, building to a turning point or key revelation, and always including strong transitions that form a kind of safety net for the reader, who never feels lost.

| Not Graduate Level Writing | Acceptable Writing | Exceptional Writing |
|--|--|--|
| The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in loose or random fashion; there is no discernable internal structure. The writing reflects more than one of these problems: | The organizational structure is strong enough to move the reader through the text without too much confusion. | The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text. |
| There is no real lead to set up what follows, no real conclusion to wrap things up. | The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie up all the loose ends. | An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. |
| Connections between ideas are confusing or not even present. | Transitions often work well; at other times, connections between ideas are fuzzy. | An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. |
| Sequencing needs lots and lots of work. | Sequencing shows some logic, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the structure takes attention away | Details seem to fit where they are placed; sequencing is logical and effective. |

APA Style

General Format

Summary:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed., 1st printing).

Contributors: Joshua M. Paiz, Elizabeth Angeli, Jodi Wagner, Elena Lawrick, Kristen Moore, Michael Anderson, Lars Soderlund, Allen Brizee, Russell Keck

Please use the example at the bottom of this page to cite the Purdue OWL in APA.

To see a side-by-side comparison of the three most widely used citation styles, including a chart of all APA citation guidelines, see the [Citation Style Chart](#).

You can also watch our [APA vidcast series](#) on the [Purdue OWL YouTube Channel](#).

Comprehensive Exam
Role of the Dissertation Chair
Role of the Dissertation Committee

Comprehensive Exam

After students have completed all their coursework and have written an acceptable Concept Paper (EDHE 611) they will be ready to complete their written comprehensive exams (Comps). Upon successfully completing the comprehensive exam, students are advanced to candidacy. Students must successfully complete 45 credits prior to sitting for the comprehensive exam.

The faculty see the written comps as a prelude to writing the proposal. The three comp questions are meant to guide the work for chapters 1, 2, and 3 of the dissertation.

- Q1=General knowledge of the American Community College
- Q2=Purpose, problem and literature review
- Q3=Methodology

Written take-home exams, or COMPS, are scheduled for a six-week period. The concept paper provides the focus of a student's comps; then the committee chair writes the comps based primarily on a student's particular dissertation topic, purpose/problem, literature review, and methodology.

Students are asked to write about 20 pages per question and to include a short abstract and appropriate references.

Due dates (strictly enforced) for the written comps are indicated in the comp's templates.

Role of Graduate Chair

- Confirm student is eligible to take the comps
- Inform committee members of a student's readiness to begin the comps.
- Secure the application for comps.
- Ensure the student is conferred with and provided access to "What are the comps?" information.
- Evaluate the comps.
- Recommend, if necessary, conditions for rewrites and appropriate time limits.

Evaluation of Comps

- Readers (at least two CCLP faculty members) of exams use a Comprehensive Exam Rubric to assess the candidate's performance.
- Evaluation criteria include the following:
 - Knowledge: Big ideas from coursework/research
 - Citations: Correct use of APA (7th Edition)

- Language: Grammar, structure, organization, written, and oral communication rules
- Professionalism: Does not use colloquialisms, non-academic terms, or judgments
- The Committee Chair will inform the student of their evaluation based on high pass, pass, fail (one rewrite). High pass or pass evaluations advances students to candidacy.

Request for Extension

- Students unable to comply with the requirements for comps must submit a written request for an extension to the program director.
- Only under extraordinary circumstances will an extension be granted.
- A deadline date for the extension will be provided. Failure to submit responses within the provided deadline date will result in failure of the examination.

Academic Dishonesty and Plagiarism (See page 9 of this handbook)

- Morgan State University has a policy in regards to academic dishonesty and plagiarism; expulsion from the university can result.
- Faculty graders are encouraged to use Safe Assign, Turnitin, or a similar program to determine the use of plagiarism.
- To more fully understand plagiarism: <http://www.youtube.com/watch?v=2q0NIWcTq1Y>

Role of the Dissertation Chair

Doctoral students need a dissertation chair and two committee members to guide them through the process of writing the dissertation. However, many doctoral students wonder what to expect from a dissertation chair. Some doctoral students make assumptions about the role of chair. Hopefully, the following will bring clarity to the issue.

The chair should be able to guide a doctoral student through the process of writing the dissertation and through the procedures in the department to matriculate to a degree. Typically, the chair can help the student focus on a topic, refine theory, and guide a methodological approach. At times, the chair may provide moral support or coaching through this challenging process.

While the chair is a critical part of the dissertation process, he or she does not overstep the bounds of academic integrity. In turn, the chair does not write any part of the dissertation, nor does the chair read every single revision. Learners are responsible for conducting their own data collection and engaging in their own analysis. In short, while the chair is a guide, he or she does not produce any part of the dissertation but instead guides the student on how to produce a high-quality dissertation document.

Lastly, the chair is a great resource, but he or she does not guarantee graduation. Further, while a coach, the chair also is not responsible for the student's timeline or progress to a degree. Learners should think of writing the dissertation as the ultimate independent study. The chair provides the primary guidance throughout the project.

Often the best advice and guidance a dissertation chair can offer is that a student hire and "sit with" an editor (knowledgeable in the requirements of a dissertation written about educational administration) to maintain the elements of good writing and good procedures required by the dissertation process.

Note: DASLP maintains Dissertation Coaches on staff for students enrolled. The Dissertation Chair must refer students to a dissertation coach.

Role of the Dissertation Committee

The dissertation committee, in concert with the dissertation chairperson, provides timely and thorough guidance in the dissertation process. The scholar provides drafts to the committee and the committee is responsible for reviewing the document and providing feedback. All members of the dissertation committee share the responsibility for the scholar to produce a high-quality scholarship. The committee works with the scholar to establish timelines for the submission of the chapters of the dissertation as well as timelines for the return of committee comments (editorial changes, critiques, methodology, and major flaws). The committee serves as a check and balance for the scholar. The committee ensures that all standards and guidelines established by Morgan State University are met. The Community College Leadership Program requires a three-member committee. The members should be CCLP faculty and only one external committee member. The documentation required from the external committee member includes a letter stating he/she does not expect any remuneration for serving on the dissertation committee and a copy of his/her CV/resume for review and approval by the program director.

Major responsibilities include:

- Collaborate with the committee chairperson in the dissertation process.
- Advise the scholar in the preparation and defense of the proposal and the final dissertation.
- Provide subject matter expertise, as requested.
- Read the drafts and provide feedback prior to each defense.
- Guide the scholar through methodology, data collection, and analysis under the direction of the chair.
- Maintain communication with the dissertation chairperson throughout the dissertation process.

Responsibilities of the Dissertation Candidate

- Register each semester (fall and spring) for the dissertation guidance course (EDHE 997).
- Utilize the chair as the central point of contact and establish a regular meeting schedule.
- Engage the active participation of the dissertation committee.
- Select your topic for your research.
- Obtain and maintain human subjects research certification by completing the IRB and any other certifications required.
- Retain a methodologist to assist with the analysis of the data.
- Secure an editor to review the dissertation at all stages of the process prior to submitting the dissertation to the committee.
- Submit drafts for review by the dissertation committee.
- Prepare PowerPoint slides (maximum of 30 slides), reviewed by the committee and approved by the dissertation chair, for the two defenses (proposal and final).
- Maintain a respectful attitude and working relationship with all committee members.
- Complete all paperwork required for graduation, once your chairperson has approved your successful defense of the final dissertation.

Note: Scholars do not have to formally establish their dissertation committee until they have successfully passed the comprehensive exam and advanced to candidacy.

7/2022

Appendix

Community College Leadership Program

Fall 2025

Dissertation Due Dates

| | |
|---|--|
| September 6, 2025 by 5:00 p.m. | Due to Dr. Dorsey |
| September 19, 2025 | Due to Dr. Ampaw (Scholars receiving a conditional pass.) |
| October 3, 2025 | SGS Defense Deadline |
| October 17, 2025 by 3:30 p.m. | Deadline for Dissertation Submissions to Dr. Garrison |

gradETD@morgan.edu

IRB Meeting Schedule

Please visit the IRB website to view current schedule.

<https://www.morgan.edu/office-of-research-administration/research-compliance/human-subjects-research>

***Program
Faculty
&
Staff***

CCLP Faculty

Dr. Myrtle Dorsey, PhD, Director & Professor of Practice

Myrtle E. B. Dorsey serves as the Director/Professor of the Community College Leadership Program at Morgan State University. She continues to serve as a consultant to the American Association of Community Colleges in Washington, D.C. facilitating the Roueche Future Leaders Institute. She has served in numerous leadership roles in Maryland, Georgia, Ohio, Louisiana, and Missouri. She is the former Chancellor of Baton Rouge Community College located in Baton Rouge, Louisiana for ten years. After leaving Baton Rouge, she served as the Chancellor of the St. Louis Community College District. Dr. Dorsey is a graduate of Morgan State University with a Bachelor of Arts in Spanish, a Master of Science in reading, and received a Ph.D. in higher education administration with an emphasis on community college leadership from the University of Texas at Austin. She has served as a college reading instructor, academic skills center director, university reading specialist, director of student support services, assistant to the dean of students, associate dean of student services, vice president of student affairs, system vice president of student affairs and institutional development, executive vice president, and chancellor.

Dr. Dorsey has had extensive experience in higher education leadership, teaching, and service to the community. She served on the 21st Century Commission on the Future of Community Colleges, Chair of the American Association of Community Colleges Board of Directors (32- members), Baton Rouge Area Chamber Board of Directors, American Council on Education- Commission on Effective Leadership, Governor-Elect Jindal's Higher Education Council, Baton Rouge Film Commission Board, Baton Rouge Literacy Coalition Board, Advisory Panel-Volunteers in Public Schools, Board of Trustees-Baton Rouge General Medical Center, Woman's Hospital Development Council, Capital Area Network, Mid-City Merchants Association of Baton Rouge Board, and Louisiana Governor's Adult Learning Task Force.

Dr. Dorsey has been honored with the 2020 AACC Leadership Award (Hall of Fame).

Dr. Carolyn Hull Anderson, EdD, Lecturer

Dr. Carolyn Hull Anderson, Lecturer in the, is a seasoned academic leader. She has enjoyed extensive career experiences in teaching as well as mid-level and executive administration in the community college. She served as Interim President of Baltimore City Community College from 2013-2014. In September 2002, she began service as Executive Vice President of Cincinnati State Technical and Community College in Cincinnati, Ohio. In 2009, she was elected Chair of the Greater Cincinnati Consortium of Colleges and Universities.

Dr. Anderson completed a bachelor's degree in English, with honors, from Morgan State University and earned a Master of Liberal Arts degree and a Master of Science degree in Reading from Johns Hopkins University. As a Kellogg Fellow, she completed a Doctor of Education degree in Community College Leadership from North Carolina State University.

Dr. Anderson has served as President of the National Council on Black American Affairs, one of the first councils of the American Association of Community Colleges, the foremost advocate for the academic and professional development of Black Americans in community colleges. Continued service with this organization is in perfect alignment with her educational philosophy, which involves the practice of educating the whole person. It underscores the responsibility of the entire college community to embrace excellence and to acknowledge the value in diversity.

Krishna Bista, EdS, EdD, Professor

Krishna Bista is a Professor in the Community College Leadership Program. His research focuses on college student experiences related to classroom participation, perceptions of academic integrity, faculty-student relationships, role of advisors, cross-cultural teaching, and learning strategies in higher education. His recent publications appear in the *Journal of the Scholarship of Teaching and Learning*, *College & University*, *Journal of International and Global Education*, and *International Education*.

Currently, Dr. Bista is working on his two book projects *International Student Mobility and Opportunities for Growth in the Global Marketplace* (IGI Global, Hershey, PA) and *Global Perspectives on International Student Experiences in Higher Education: Tensions and Issues* (Routledge, New York).

Dr. Bista is the founding editor of the *Journal of International Students* and associate editor of the *Journal of Interdisciplinary Studies in Education*. Dr. Bista serves on the editorial review boards for *Kappa Delta Pi Record*, *Teachers College Record*, *Journal of Leadership and Organizational Studies*, and *International Journal of Leadership in Education*.

Dr. Bista served as the director of Global Education at the University of Louisiana at Monroe, where he was the Chase Endowed Professor of Education in the School of Education.

Uttam Gaulee, PhD, Professor

Dr. Gaulee joined the CCLP faculty in fall 2016 and is now a Professor in the Community College Leadership Program. He is a scholar of international higher education. He studies international higher education at the intersection of public policy, globalization, and multiculturalism. He investigates how U.S. institutions are preparing their students as global citizens. A strong advocate of the idea of American community college, Dr. Gaulee is currently documenting the international adaptations of community college via his book project. He is currently editing *Global Adaptations of Community College Infrastructure* published by IGI Global (www.igi-global.com).

Prior to coming to Morgan, Dr. Gaulee served as Program Director of Community College Futures Assembly, a national think tank that recognizes innovative community college programs nationwide in three categories: instructional programs and services; planning, governance, and finance; and workforce development. In this capacity, Dr. Gaulee also supervised the organization of a national policy summit on reverse transfer and talent pipeline management.

Christine Harrington, Phd, Professor

Dr. Christine Harrington has served as professor and co-coordinator for the EdD in Community College Leadership Program in the doctoral program in community college leadership at New Jersey City University. She was professor of psychology and student success at Middlesex College.

Dr. Harrington was the Executive Director for the Center for Student Success at the New Jersey Council of Community Colleges (two-year appointment), Director for the Center for the Enrichment of Teaching and Learning at Middlesex College, consultant for Guided Pathways Professional Development, and served in other consultancy roles in higher education.

Dr. Harrington is the author of numerous books and articles. Her most recent book, *Keeping Us Engaged: Student Perspectives (and Research-Based Strategies) on What Works and Why* was written with 50 student contributors. She co-authored *Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness* with Todd Zakrajsek and *Designing a Motivational Syllabus: Creating a Learning Path for Student Engagement* with Melissa Thomas, and *Why the First-Year Seminar Matters: Helping Students Choose a Career Path* with Theresa Orosz. She authored *Engaging Faculty in Guided Pathways: A Practical Resource for College Leaders* and *Ensuring Learning: Supporting Faculty to Improve Student Success*. She authored a research-based first-year seminar textbook *Student Success in College: Doing What Works!* 4th edition.

Dr. Harrington received her PhD in counseling psychology from Lehigh University and an MA in counseling and personnel services from the College of New Jersey.

Wilbur Hicks, JD, Lecturer

Professor Wilbur Hicks teaches in the CCLP. He began his teaching career in higher education at the Community College of Baltimore and served as the Dean of Instruction before accepting the position of Assistant Vice President for Student Affairs at the University of Maryland Baltimore County (UMBC). At Princeton University he established the Office of the University Ombudsman and served as the first Campus Ombudsman. He then moved on to Shell Oil Company, Shell US in Houston, Texas, where he established the Office of the Corporate Ombudsman and became the Director of Shell Resolve, the employee conflict resolution program.

In 2005, Professor Hicks was appointed Ombudsman for the International Monetary Fund in Washington, D.C., from which he retired in 2010. His undergraduate study began at the Community College of Baltimore and was completed at Fisk University, Nashville, Tennessee. He holds graduate degrees from Harvard University and Johns Hopkins University. Professor Hicks earned the Juris Doctorate from The University of Maryland School of Law.

Steven Smith, EdD, Assistant Professor

Dr. Steven C. Smith is a dedicated and results-driven professional with extensive experience in social science, education, leadership, and research. Dr. Smith is known for his ability to identify students' learning capacities and design curriculum to meet varied class needs. His teaching style focuses on encouraging life-long learning, promoting critical thinking, and fostering rich class discussions.

With a Doctor of Education degree with a Concentration in Higher Education Administration from the University of North Carolina Charlotte, Dr. Smith has a strong foundation in educational leadership. Dr. Smith's academic journey includes a Master of Science in Sociology & Sports Studies from the University of Tennessee Knoxville, Master of Science in Public Service Administration with a Concentration in Strategic Planning from DePaul University, and a Bachelor of Science in Health Studies with a Concentration in Health Promotion from Eastern Illinois University.

His faculty experiences include designing various online, seated, and blended courses, forming professional relationships with non-profit organizations, and utilizing various teaching and learning technologies. Beyond teaching, Dr. Smith has contributed to the academic community through research publications, conference presentations, and grant projects. Notable publications include co-authoring "Expanding Notions of Student Activism and Advocacy in the Community College", his work with the Interfaith Youth Core, and his doctoral dissertation.

With a commitment to continuous improvement and innovation in education, Dr. Steven C. Smith brings a wealth of knowledge, experience, and passion to the field of higher education, community, and educational leadership.

Robin Spaid, EdD, Associate Professor

Dr. Robin Spaid joined the faculty at Morgan State University in August 2008 as an Associate Professor. She taught in and coordinated the higher education PhD program for three years before joining the CCLP faculty. She earned her doctorate from Virginia Polytechnic Institute and State University and was an American Council on Education Fellow. She has a robust background in higher education with experience working with public and private universities and colleges as well as community colleges. Her experience includes serving as an adjunct faculty member at several different institutions and teaching in a variety of formats- - traditional, accelerated, and online.

Prior to accepting the faculty position at Morgan State University, she worked for five years as the Director of Mount Olive College in Research Triangle Park, North Carolina. Her presentations and publication topics include marketing, accelerated cohort programs, adjunct faculty, international issues in higher education, leadership, equity issues, workforce development programs, and food insecurity.

Michael Sparrow, EdD, Assistant Professor

Dr. Michael Sparrow has teaching and administrative experience in higher education at various colleges. He has taught for more than 14 years at the undergraduate and graduate levels in multiple disciplines. His most recent experience was in the EdD program in community college leadership at New Jersey City University. Dr. Sparrow has worked in enrollment management and retention, academic success, and veterans' affairs.

Dr. Sparrow has presented at conferences, provided professional services, and published in several journals. He is currently developing articles for publication.

Dr. Sparrow received his EdD in higher education leadership from Northeastern University. He has an MSL in Legal Studies from the University of Pittsburgh and an MA in American History from the University of Delaware. He is a proud graduate of Lafayette College (two-year college) with an AB in American History and Government/Law. He holds an Executive Leadership Certification in Equity/Diversity from the University of Southern California. Dr. Sparrow is a U.S. Navy veteran.

Solomon Tention, EdD, Assistant Professor

Dr. Solomon Tention's leadership experience spans across various community college settings to include Institutional Advancement & Development, Academic Affairs, Student Affairs, and Enrollment Management. Solomon is committed to inspiring others to live a life of purpose and building the next generation of ecosystem mid-senior-level leaders. In addition to serving on various review boards and facilitating national presentations, he has authored several articles, book chapters, and other publications. Solomon lives by the quote..., *"Success can't be climbed with your hands in your pockets.* Solomon earned his Bachelor of Arts in Sociology and Youth and Family Advocacy from Nicholls State University, Master of Educational Leadership from Liberty University, and Doctorate of Higher Education from Trident University. Solomon is also an AACC John E. Roueche Future Leaders Institute (FLI) graduate.

Research Agenda: Research Enterprise, Psychology of Purpose (Student Success & Workforce Readiness), Higher Ed-Non-Profits, and Community College Executive Leadership.

CCLP Staff

Kendle Cross, Administrative Assistant/Resource Specialist

Kendle Cross serves as the Administrative Assistant/Resource Specialist. She oversees the course scheduling with the office of the Registrar. Her duties include business manager, financial officer, and general management liaison to the program. She is committed to serving Program scholars and the University as efficiently and effectively as possible. Her skills for record keeping, retrieval, and interpretation are unparalleled. She serves as an advisor on all Title III literature to Morgan State and the Department of Education.

Prior to joining the CCLP, she taught in the Baltimore City Public Schools System, experienced success as a Broker at T. Rowe Price, and continues her connection to education as a Professional Scorer for Pearson Education. Ms. Cross is a graduate of Morgan State University, where she earned her B.S. degree in Business Administration and M.Ed. in Administration and Instruction.

Henry Linck, EdD, Quality Matters Specialist

Dr. Linck has over 45 years of full-time teaching and combined management experience in community college higher education and private industry. He holds an EdD in Higher Education Administration from the University of Maryland and was the Dean of the Collier Campus of Florida Southwestern State College before he retired from full-time administrative responsibilities.

Dr. Linck has a strong connection to MSU, having earned his M.A. in English at MSU in 1968. He has taught a variety of undergraduate and graduate courses at MSU throughout his administrative career and joined the CCLP as a faculty member in 2010 where he was instrumental in assisting with the development of the fully online CCLP. Currently, his major responsibility is to provide faculty and students with the support they need to be successful facilitators and learners in both the MEd and EdD programs.

Earlene Roberts, PhD, Academic Student Support Specialist

As the Academic Student Specialist, Dr. Roberts provides academic support services to the CCLP doctoral and master's students at Morgan State University. She supports students as they enroll, progress, and complete their work in the program. She also assists with course scheduling and provides general program information, such as admission requirements, credits needed to complete the program, cohorts, class meeting schedules, and implementing and updating student audits. She has several years of experience in academic student advisement, Accuplacer testing, and registration.

Dr. Roberts received her PhD in higher education from Morgan State University. She was in the initial class of this program created by Dr. Howard Simmons.