



School of Education
and Urban Studies

Department of
Advanced Studies,
Leadership and
Policy

COMMUNITY COLLEGE LEADERSHIP PROGRAM

MASTER of EDUCATION (ME.d.)

COMMUNITY COLLEGE
ADMINISTRATION
and
INSTRUCTION

HANDBOOK

2025-2026

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Greetings

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.

Sincerely,

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

Community College Leadership Program Overview (MEd)

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 Program Online (CCLP/Online) offers the convenience of online learning and is governed by the same academic standards as on-site 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 various platforms.

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. The Morgan mission is to serve a multiethnic and multiracial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population. To help fulfill the University mission, the Community College Leadership Doctoral Program provides a program of study that prepares students to address the unique and diverse leadership challenges associated with leading in 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, Local, State, and Federal Policy

Student Success

Leadership

Institutional Transformation

Fiscal Planning and Resource Development

Advocacy

Partnership and Collaboration

Communication

Online 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 university, 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.

Conflicting 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.

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, and 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 master's level 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. Access is also available online.

Online courses are delivered completely through the Morgan State University Canvas learning management system. Most of the courses are three-credit courses that 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.

Therefore, students must learn how to navigate Canvas early on and to become familiar with the menus and tabs that lead to various levels of the course: announcements, calendar, 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 Doctoral 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

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 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 Doctoral Program. To view Morgan State University's Academic Dishonesty Policy, see the Graduate Student Catalog: http://www.morgan.edu/academics/academic_catalog/grad.html.

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, cannot repeat the course
- F Failing, must repeat the course

Dropping Courses and Withdrawals

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

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

Change of Grade

An initial request for a 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 grades; or
3. The instructor deviated from the grading procedure stated in the syllabus, without prior knowledge of the students.

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

Academic Probation

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

Grounds for Academic Dismissal

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

- Failing to meet the specified academic requirements of the degree program;
- Exceeding the statute of limitations (Doctorate – 7 years, Master's – 5 years);
- Failing comprehensive or preliminary examinations (the Department may allow re-testing);
- Earning a grade of "C" in three classes ("C" grades may not be repeated)
- 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.)

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 WEB SIS (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 are made.** Please refer to the appropriate semester's course booklet for due date. (Reminder: If the selection of classes is performed during the late registration period, payment is due upon selection.)

The University will also send periodic statements to the students' billing address to reflect their updated account balance. Students should not wait for the statement to send their remittance.

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 CARD 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 added penalty. Personal checks may not be accepted after receipt of one NSF check.

Money intended for the personal use of a student should not be included in any payment drawn in favor of Morgan State University.

Student Accounts Deferred Payments

Morgan State University offers a tuition and fees deferred payment program to students unable to pay the total balance due at 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 should be addressed to:

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

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

In-person payments are made at the Cashier's window of the Bursar's Office 8:30 a.m. to 4:45 p.m., Monday thru Friday. For extended hours during registration, please refer to the semester's schedule booklet.

Correspondences concerning bills should be forwarded to:

Morgan State University
Office of the Bursar
1700 E. Cold Spring Lane
Baltimore, MD 21251

Via E-mail: bursar@morgan.edu

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/

Coursework Sequence

**Morgan State University
Community College Leadership Program**

**Master of Education in Community College Administration and Instruction
Coursework Sequence**

Year	Course Title	Credits	Semester
Year I - Semester 1 (each course - 5 weeks)			
EDHE 600	The American Community College	3	Fall
EDSR 604	Introduction to Educational Research	3	Fall
EDHE 609	Contemporary Issues in Community Colleges	3	Fall
Year I – Semester 2 (each course - 5 weeks)			
EDHE 601	Leadership and Administration of Community Colleges	3	Spring
EDHE 604	Community College Finance and Budgeting	3	Spring
EDHE 606	21 st Century Learning College	3	Spring
Year I – Summer (each course - 5 weeks)			
ASLJ 601	Legal Aspects of Education	3	Summer
RDHE 725	The American Community College Student	3	Summer
Year II– Semester 1 (course - 15 weeks)			
EDHE 632	Community College Internship	6	Fall
	Total		30

2/3/20

Writing Tips

The “Do’s” of Scholarly Writing

1. Use proper syntax.

Syntax is defined by the Oxford Dictionary as “the arrangement of words and phrases to create well-formed sentences in a language.” Syntax is an important aspect of writing that helps to ensure clarity. Incorrect syntax often results in sentences and paragraphs that do not make sense, and this can pose serious perceptual issues for professional communicators. See [this article](#) for several examples.

2. Follow the rules of punctuation.

Common errors include incorrect placement of quotation marks and erroneous use of the semicolon. As an example, note that quotation marks follow periods and commas, (“The sky is blue.”)

3. Include references, citations, and /or footnotes, no matter what kind of document you’re writing.

Taking the time to locate sources that substantiate your statements demonstrates your proficiency as a scholar-practitioner and your commitment to excellence. Citations are required in your academic papers, but clients also appreciate this attention to detail. When pitching a project or campaign, the inclusion of reputable sources will support your recommendations and boost your own credibility.

4. Proofread and edit your work.

Many errors are missed during the first proofread; be prepared to review your work multiple times.

The “Don’ts” in Scholarly Writing

1. Don’t write in the second person narrative.

The second person voice is typically used in articles like this one, where the writer is intending to inform and instruct. According to [WritingCommons.org](#), “writing from the second person point of view can weaken the effectiveness of the writing in research and argument papers. Using second person can make the work sound as if the writer is giving directions or offering advice to his or her readers, rather than informing [them].”

Here is a comparison of second and third person perspectives from WritingCommons.org:

- *Weak*: You should read the statistics about the number of suicides that happen to your average victim of bullying! (2nd person)
- *Stronger*: The statistics from a variety of research reports indicate that the suicide rate is high among victims of bullying; they are under so much psychological pressure that they may resort to taking their own lives. (3rd person)

2. Don’t rely on software to correct your writing.

Certainly, tools such as spell check, grammar check and Grammarly have some benefit, but they cannot replace firsthand knowledge and mastery of proper writing. I recall one particular paper I received several years ago that was, quite literally, gibberish. When I inquired about the content of the student’s paper, she replied, “Well, I used grammar check!”

Don't hesitate to seek writing coaching if you have questions or concerns about any aspect of good writing. As graduate students in a masters-level communication program, writing excellence should be a top priority.

By taking an informed and proactive approach to your writing, you will strengthen your academic performance, hone your professional and communication skills and enhance your career.

-Purdue University

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.

First Year
Required Textbooks

CCLP First Year Required Texts

EDHE 600: The American Community College

REQUIRED TEXTS:

Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014). *The American community college*. 6th ed. San Francisco: Jossey-Bass.

American Psychological Association. (2020). *Publication manual*. 7th ed. Washington, DC: author (also available on various websites by searching *APA publication manual*).

Recommended Texts & Other Readings

Phillipe, K. & Sullivan, L. (2006). *National profile of community colleges: Trends and statistics*, Washington, DC: AACC. (This book can be read online; Google the title (Google books result, 2006.)

Mellow, G. & Heelan, C. (2015). *Minding the dream: The process and practice of the American community college*. Lanham, MD: Rowman and Littlefield. ISBN: 13-987:1475811032

EDSR 604: Introduction to Educational Research

Required Texts:

Course instructor will provide required textbook information.

EDHE 604: Community College Finance and Budgeting

Required Texts:

American Psychological Association. (2010). *Publication manual*. 7th ed. Washington, DC: author (also available on various websites by searching *APA publication manual*).

Mullin, C.M., Baime, D.S., & Honeyman, D.S. (2015). *Community College Finance: A guide for institutional leaders*. San Francisco: Jossey-Bass.

Recommended Texts & Other Readings

Journals: Use Morgan State University Library to access-
Community College Journal of Research and Practice

Community College Review

New Directions for Community Colleges

EDHE 609: Contemporary Issues in Community Colleges

Required Texts:

Mellow, G. O. and Heelan, C. M. (2nd ed.,2015). *Minding the dream: The process and practice of the American Community College*. Lanham, MD: Rowman & Littlefield.

Pasque, P., Ortega, N., Burkhardt, J. Ting, M. (Eds.) (2016). *Transforming Understandings of Diversity in Higher Education: Demography, Democracy, and Discourse: Engaged Research and Practice for Social Justice in Education*. Stylus, Sterling, VA.

Available on Amazon. **Read: Introduction, Chapters 1,3,7,11,12,15**

Required Articles:

Berkovich, I. (2014). A socio-ecological framework of social justice leadership in education. *Journal of Educational Administration*, 52(3), 282-309.

Boot, M. (2012). The aim of a theory of justice. *Ethical Theory and Moral Practice*, 15(1), 7-21.

doi:<http://dx.doi.org/10.1007/s10677-011-9308-5>

Dubas, K. M., Dubas, S. M., & Mehta, R. (2014). Theories of justice and moral behavior *Journal of Legal, Ethical and Regulatory Issues*, 17(2), 17-35.

Recommended Texts & Other Readings

- Eitzen, D., Zinn, M., and Smith, K. (2010). *In conflict and order: Understanding society*, 12 ed. Boston: Allyn & Bacon.
- Hurtado, S., Mayhew, M. and Engberg, M. (June, 2012). *Diversity courses and students' moral reasoning: A model of predispositions and change*. *Journal of Moral Education* (and as a free download by authors/title).
- Jones, S. and Abes, E. (2013). *Identity development of college students: Advancing frameworks for multiple dimensions of identity*. SF: Jossey-Bass.
- Valadez, J. R. (1996). *Democracy, multiculturalism, and the community college: A critical perspective*. New York: Garland.
- Shaw, K., Valadez, J. and Rhoads, R. (1999). *Community colleges as cultural texts*. Albany, NY: SUNY.

Recommended References

Community College Journal. Monthly Publication of the American Association of Community Colleges, Washington DC

Community College Journal of Research and Practice, Routledge, Taylor & Francis, Inc., 325 Chestnut Street, Suite 800, Philadelphia, PA 19106
<http://www.tandf.co.uk/journals/tf/10668926.html>

Journal of Higher Education Ohio State University Press, 2070 Weil Avenue, Columbus, Ohio

Research in Higher Education. Agathon Press, Inc., New York.

Review of Higher Education. Association for the Study of Higher Education.

Spellings' Commission on the Future of Higher Education
<https://www2.ed.gov/about/bdscomm/list/hiedfuture/index.html>

Clute institute for Academic Research
https://www.cluteinstitute.com/?gclid=CjwKCAiArJvBRACEiwA-Wiqq7h0G8qpbVng5TI-RdNfUO6dL6bxh-jSV1JKskjcr_1iATMNEHMuhoCwZsQAvD_BwE

Required textbooks are subject to update. Students are advised to refer to course syllabus

***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 Med.

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.