

DEPARTMENT OF EDUCATIONAL LEADERSHIP, RESEARCH & TECHNOLOGY
COLLEGE OF EDUCATION
WESTERN MICHIGAN UNIVERSITY

**EDLD 6570: Equity & Diversity in Higher Education
Fall 2008**

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Office Hours: For appointment, email or call me directly; standard hours are Monday, 10am-noon,, Wednesday, 1-3pm; Thursday, 1:30-5pm
other hours arranged as necessary
Class time: Monday, 6:00-8:50pm (Sangren 2207)

Special thanks to Dr. Renn at MSU who shared her syllabus and many ideas that helped with the development of this course.

Course Description from WMU Catalog:

The purpose of this course is to understand the individual and organizational issues of diversity and multiculturalism in U.S. higher education. A broad definition of diversity will be utilized in an effort to capture the range of populations served by higher education in this country. Through the integration of relevant information from history, law, interpersonal development, organizational development, and philosophy, this course will attempt to develop a complex, comprehensive understanding of equity and diversity.

Course Objectives:

1. To develop and enhance a complex understanding of oppression, social justice, power, and privilege and how these concepts impact individuals, organizations, and societies.
2. To develop an awareness of the diversity of cultural experiences that affect teaching, learning, and developmental relationships in higher education.
3. To develop and increased understanding of the history and development of social constructions as they work to shape and define identity and society.
4. To develop an appreciation for the dynamic tension between discovering what we hold in common with others and what makes us unique.
5. To attempt to discover the assumptions and tacit beliefs that exist in the professional discourse of higher education organizational practice, as well as discovering the core assumptions of our own socialization.

Diversity Statement: Western Michigan University's College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners, and to maintaining high expectations for each student.

Required Texts:

Turner, C. S., Antonio, A. I., García, M., Laden, B. V., Nora, A., & Presley, C. L. (2002). *Racial and ethnic diversity in higher education*. ASHE Reader Series. Boston: Pearson Custom Publishing.

Johnson, A. G. (2005). *Privilege, power, and difference* (2nd ed.). Mountain View, CA: Mayfield Publishing Company.

Chronicle of Higher Education.

Publication Manual of the American Psychological Association (5th ed.). 2001. Washington, DC: American Psychological Association.

A note for students with disabilities: If you require any accommodation or services, please inform me and contact the Disabled Student Resources and Services (269-387-2116).

Additional WMU resource: Center for Academic Support Programs (<http://www.wmich.edu/casp/>)

Ethics Statement: You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog (pp. 26-28) that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the course instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

COURSE REQUIREMENTS: ASSIGNMENTS AND EVALUATION

1. Readings and topical assignments.

You should come to class ready to discuss all readings. Although not required, some students find it helpful to prepare questions or comments on each reading. Periodically you will be assigned an exercise or other preparation to be done prior to the next class session. These assignments will form the basis of class discussion and group work. Because readings and topical assignments are critical to active class participation, your grade in this area will be reflected in your participation grade.

2. Active participation in class discussions & discussion groups. (20 pts. for all students)

Active participation requires attendance, preparation (through readings and topical assignments), and willingness to contribute to discussions in a variety of group configurations (pairs, small groups, entire class, etc.). After the first occurrence, unexcused absences from any class will negatively impact your grade. At the end of the semester, your group members will be asked to evaluate your participation in the small groups. This evaluation is based on attendance, preparedness to engage, and participation, not knowledge; 10 of the 20 points will come from this group participation.

3. Two short essays reflecting on your personal learning goals for yourself and the course (4-6 pages each). (10 pts. total)

-Essay I: Reflections on and reactions to perspectives shared in *Privilege, power, and difference*, as well as during class discussions of this text: Due in class September 22

-Essay II: End of semester self and course evaluation: Due in class

Note: These essays are ungraded (i.e., treated on a credit/no credit basis) and may take alternative forms, such as bulleted lists.

4. Choose ONE of the assignments below (20 pts. for master's and 15 pts. for doctoral students):

• Issue paper

From the *Chronicle of Higher Education* choose a story related to diversity and/or equity in higher education. Write an essay (approx. 5-6 pages) about the topic in which you summarize the topic, its importance, and the key points (pro/con) and players (institutional, state, or federal policy makers; students; legislators; etc.) involved. Include at least three additional sources from the course readings or elsewhere to support your claims. Issue papers on one of two topics are due October 13th.

OR

• Book review

Choose a book related to the topic of diversity and equity. Write a book review (approx. 800-1000 word) of the sort that would appear in a journal. *Briefly* summarize the content, clearly articulate the book's connection to issues of diversity and equity in higher education, relate it to other relevant literature, and point out its strengths and weaknesses. If you need examples of what a book review should look like, see

the *Review of Higher Education* or the *Journal of Higher Education*. Consider choosing a book and writing a review that you will submit for publication (approach me for ideas). Book reviews are due on or before November 3rd.

5. Master's students complete the Annotated Bibliography; doctoral students complete the Research paper. This assignment may be done individually or with up to 2 other members of the class (caveat: 3 doc students may not work together). If master's and doctoral students choose to work together, you make pick either assignment.

• **Annotated Bibliography (50 pts. for master's students; 40 pts. for doctoral students)**

An annotated bibliography of at least 15-20 sources on a topic you select and to which I agree. The bib is due in stages as outlined below. If you need guidance on preparing an annotated bib, check out the following web sites: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm> or

<http://owl.english.purdue.edu/owl/resource/614/01/>

- A workable topic with a brief description (not to exceed one page) is due on September 29th. Topics for the bibliography must be related to issues of diversity and/or equity in postsecondary education. Topics may focus on any postsecondary sector(s) (e.g., community colleges, four-year institutions, research institutions; public, private, non-sectarian, for profit, religiously- affiliated, etc.) and/or on any population within higher education (e.g., students, faculty, administrators, other employees; groups by gender, race, ethnicity, age, sexual orientation, ability, etc.)—preferably a marginalized population. They may address access, participation, policy, campus climate, curriculum, teaching and learning, history, or another area of importance in higher education. Your annotated bibliography should summarize the source, critique its usefulness, and include a summary of all the sources cited and for whom this bibliography would be useful (as well as why), concluding with recommendations for additional resources to address gaps you found in the professional literature. The sources should be scholarly sources in printed or electronic formats.
- A draft of probable sources is due on October 27th. Sources may include journal articles, books, book chapters, websites (be careful of credibility), popular media (also be careful of credibility), and others. You can add additional sources for the final document, and you may decide not to include some from this preliminary list. Please indicate your topic at the top of your list of probable sources.
- Complete annotated bibliography is due on November 24th

OR

• **Literature Research paper (40 pts.)**

A 15-20 page research paper on a topic you select and to which I agree. The paper is due in stages as outlined below.

- A workable topic with a brief description (not to exceed one page) is due September 29th. Topics must be related to issues of diversity and/or equity in postsecondary education. They may focus on any postsecondary sector(s) (e.g., community colleges, four-year institutions, research institutions; public, private, non-sectarian, for profit, faith-based, etc.) and/or on any population within higher education (e.g., students, faculty, administrators, other employees; groups by gender, race, ethnicity, age, sexual orientation, ability, etc.)—preferably a marginalized population. They may address access, participation, policy, campus climate, curriculum, teaching and learning, history, or another area of importance in higher education.
- A list of probable sources is due on October 27th. Sources may include journal articles, books, book chapters, websites (be careful of credibility), popular media (also be careful of credibility), and others. You can organize this list by topic (e.g., background information, current data, conflicting viewpoints, trends, etc.) or some other means (alphabetically, by type of source, etc.). You should have at least 15 sources in this preliminary list; you can add additional sources later, and you may decide not to include some from this preliminary list. Please indicate your topic at the top of your list of probable sources.
- Complete paper is due on November 24th. Papers should be approximately 12-18 pages of text (excluding cover page and reference list).

6. ORAL (Doctoral students only—must choose one; 15 pts. total)

- **Lead a class session with at least one other doctoral student in the class. You can only choose this activity once and on one of the dates that are asterisked in the course schedule**

Sign up for a date to co-lead a class session. After reading the texts for that session, plan to facilitate the class for 60 minutes, including an activity (or activities) to cover the main points of some or all of the readings. By the class session before the one you will lead, email to me an outline of your plans. You will each receive one grade, the same grade, for this assignment; it is your responsibility to make sure your “partner” participates fully.

OR

- **Presentation of your research paper or annotated bibliography**

Plan and present a 10-15 minute summary of the most important points of your paper or lit review. You can use any presentation media you choose (I’ll need to know at least one week in advance of any AV equipment needs you may have). Presentations will be on December 1st.

Note on absences and late assignments:

Class attendance is required and is included in the class participation grade. In fairness to students who attend and participate in every class session, after the first occurrence, an absence for any reason other than those noted below will result in a reduction in the absent student’s class participation grade. Being late to class more than 5 minutes or leaving early for any reason constitutes an absence and will result in a reduction in your final grade. Whenever possible, advance notice of absences is appreciated. An e-mail message or phone call to someone who will be in class (instructor or student) is generally adequate to keep us from worrying about you. If you were unable to contact someone prior to the missed class, please contact me as soon as possible afterwards to learn of any assignments, announcements, etc.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service will not be penalized. If you anticipate being absent for any of these reasons, please make arrangements with me in advance and there will be no deduction in your grade.

Evaluation of assignments:

Assignments earning an “A” grade will be of excellent quality, reflecting critical thinking, creativity, and mastery of course material. They will be well organized and clear. They will be free of errors in syntax, grammar, and APA format. A grade of “BA” might result from minor deductions in any of these areas. Assignments earning a “B” grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some errors in syntax, grammar, or APA format, but will not be seriously flawed. A “CB” grade might result from more significant reductions in these areas. Assignments earning a “C” grade will be of acceptable quality, reflecting familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or APA format. A “DC” grade might result from more severe weaknesses. Assignments earning below a “DC” are unacceptable and will receive no credit.

Course grades:

Any grade below a 3.0 is a sign of serious problems for continued graduate work and merits discussion with me and/or your academic advisor. Final grades will be assigned using the following table:

94-100 points = 4.0

88-93 points = 3.5

81-87 points = 3.0

74-80 points = 2.5

73 or fewer points = 0 (no credit for course)

TENTATIVE COURSE SCHEDULE

Online reserve under course number and my name; password “Talbot.”

September 8 Introduction and Course Overview

What do we mean by “diversity” in higher education? What do we mean by “equity”?

-Review expectations for discussions

-Distribute Proposed Course Assignments Form

Readings for today:

Johnson: *Privilege, power, and difference*

September 15 Setting the Stage

[Group discussions, 6:00-7:00pm; Meet in class at 7:15pm]

Readings for today:

Johnson: *Privilege, power, and difference*

Assignment due: Proposed Course Assignments Form/Contract due by end of class session.

BENEFITS OF DIVERSITY

September 22 Continue setting the stage & Benefits

[Group discussions, 6:00-7:00pm; Meet in class at 7:15pm]

Readings for today:

Johnson, A. G. (2005). *The gender knot*. Philadelphia, PA: Temple University Press. (Chpts. 1-2, pp. 3-50)
ASHE Reader (Chpt. 26), Astin: Diversity and multiculturalism on campus: How are students affected?
pp. 376-382.

ASHE Reader (Chpt. 28), Milem & Hakuta: The benefits of racial and ethnic diversity in higher education, *pp. 389-410.*

Assignment due: Essay I, reflections on and reactions to *Privilege, power, and difference.*

ACCESS and PARTICIPATION

September 29 Historical Overview of Access and Participation

Readings for today:

Anderson: Race in American higher education: Historical... *Racial Crisis, pp. 3-21 (Chpt.1).*

Altbach, Lomotey, & Rivers: Race in higher education: The continuing crisis, *Racial Crisis, pp. 23-41 (Chpt. 2)*

Madaus, J. W. (2002). Services for college and university students with disabilities: A historical perspective. *Journal of Postsecondary Education and Disability, 14 (1), 4-21.*

Dilley, P. (2002). 20th century postsecondary practices and policies to control gay students. *Review of Higher Education, 25, 409-432.*

Benham, M. K. P. (2003). The journey of the Native American Higher Education Initiative and tribal colleges and universities. In M. K. P. Benham & W. J. Stein (Eds.), *The renaissance of American Indian higher education: Capturing the dream* (pp. 3-24). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Assignment due: Workable topic with brief description for research paper, or annotated bibliography.

October 6 Overview of Access and Participation & Current Status

[Group discussions, 6:00-7:00pm; Meet in class at 7:15pm]

Readings for today:

ASHE Reader (Chpt. 5), Moreno: The elusive quest for equality: 150 years of Chicano/Chicana Education, *pp. 65-72.*

ASHE Reader (Chpt. 6), Nakanishi: Asian Pacific Americans and colleges and universities, *pp. 73-90.*

ASHE Reader (Chpt. 8), Thompson: Historical origins of change: Implications for African Americans in Higher Education, *pp. 112-121.*

ASHE Reader (Chpt. 9), Wright: The “untameable savage spirit”: American Indians in Colonial Colleges, pp. 122-134.

ASHE Reader (Chpt. 7), Olivas: Indian, Chicano, and Puerto Rican colleges: Status and issues, pp. 91-111.

ASHE Reader (Chpt. 42), Bernal, Cabrera, & Terenzini: The relationship between race and socioeconomic status (SES): Implications for institutional research and admissions policies. 603-610.

Class Assignment: Pick an institution other than WMU (your undergraduate school, for example) and find out as much as you can about the demographic composition of the student, faculty, and administrative bodies. At a minimum, have data on student gender and race/ethnicity. Also locate this information for WMU, with as much detail as you can (undergrad versus grad; in-state, out of state, international; etc). Be prepared to discuss in class. The IPEDS data base may be helpful here in gathering some data (<http://nces.ed.gov/collegenavigator/>). Also: Go to the Postsecondary Contexts section of the NCES *Digest of Educational Statistics 2006* (at <http://nces.ed.gov/programs/coe/2008/section5/index.asp>) and read the introduction. Then link to “characteristics of postsecondary students” from the summary page. Find, print, and bring the Tables you wish to talk about.

* **October 13 Affirmative Action in Employment and Admissions**

Readings for today:

ASHE Reader (Chpt. 50), Tierney: The parameters of affirmative action: Equity and excellence in the Academy, pp. 727-749.

ASHE Reader (Chpt. 51), Kane: Misconceptions in the debate over affirmative action in College Admissions, pp. 750-758.

+Alger, J. (2003). Summary of Supreme Court decisions in admissions cases. Ann Arbor: University of Michigan. Retrieve from <http://www.umich.edu/~urel/admissions/overview/>

+Schmidt, P. (2003, July 4). Affirmative Action survives, and so does the debate. *Chronicle of Higher Education*, S1-S4.

In addition to the two readings above, read enough on the UM Affirmative Action website to be able to describe what the cases were about and what the implications of the decisions are. This may involve reading the text of the decisions and/or other supporting documents.

Assignment due: Issue paper

CAMPUS CLIMATE

October 19-21: Michigan College Personnel Association (MCPA) Conference at EMU

October 20: Defining and Assessing Campus Climate [NO CLASS: Dr. Talbot will be attending the MCPA Conference in Ypsilanti—Keep Reading]

Readings for today:

ASHE Reader (Chpt. 47), Hurtado, Milem, Clayton-Pedersen & Allen: Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. pp. 671-685.

Allan, E. J. (2003). Constructing women’s status: Policy discourse of women’s commission reports. *Harvard Educational Review*, 73 (2).

Dolan, J. (1998). Out on campus. *Academe*, 84 (5), 40-46.

Class Assignment: Go to the website for the Consortium of Higher Education LGBT Resource Professionals (<http://www.lgbtcampus.org/>); browse around. What year did WMU establish an LGBT Office? Then go to the LGBT-Friendly Campus Climate Index, National Assessment Tool (<http://www.campusclimateindex.org/about/default.aspx>), Read about the philosophy, goals, background and basic overview. Then link to the LGBT-Friendly Campus Climate Index Questions. Print and bring with you to class. Also note the areas of campus climate suggested by the summary, choose an institution (WMU or elsewhere) and see how your chosen institution fares in at least three specific recommendations on the Summary. Then pick another category of diversity (gender, race/ethnicity, ability, etc) and see how the institution fares in regard to the categories addressed in the Campus Climate Index.

October 27 Climate Issues for Specific Groups (Gender, Ability, Social Class, Religion)

[Group discussions, 6:00-7:00pm; Meet in class at 7:15pm]

Readings for today:

- Abel, C. F. (2002). Academic success and the international student: Research and recommendations. In B. H. Carmical & B. W. Speck, *Internationalizing Higher Education: Building Vital Programs on Campuses* (pp. 13-20). Wiley Periodicals, Inc.
- Lacina, J. G. (2002). Preparing international students for a successful social experience in higher education. In B. H. Carmical & B. W. Speck, *Internationalizing Higher Education: Building Vital Programs on Campuses* (pp. 21-28). Wiley Periodicals, Inc.
- Lee, J. J. (2002). Changing worlds, changing selves: The experience of the religious self among Catholic collegians. *Journal of College Student Development*, 43, 341-356.
- Constantine, M. G., Wilton, L., Gainor, K. A., & Lewis, E. L. (2002). Religious participation, spirituality, and coping among African American college students. *Journal of College Student Development*, 43, 605-613.
- Adair, V. C., & Dahlberg, S. L. (2003). *Reclaiming class: Women, poverty, and the promise of higher education in America*. Philadelphia, PA: Temple University Press. (pp. 131-156).

Assignment due: Probable sources for research paper and annotated bibliography

*** November 3 Climate Issues, continued (Gender, Ability, Social Class)**

Readings for today:

- hooks, b. (2000, November 17). Learning in the shadow of race and class. *Chronicle of Higher Education*, B14-16.
- LaPaglia, N. (1995). Working-class women as academics: Seeing in two directions, awkwardly. In C. L. Barney Dews & C. L. Law (Eds.), *This fine place so far from home: Voices of academics from the working class* (pp. 177-186). Philadelphia: Temple University Press.
- ASHE Reader* (Chpt. 22), Rendón: From the Barrio to the academy: Revelations of a...scholarship girl, pp. 316-321.
- Fisher, M. (July 18, 2002). Light at the end of the tunnel. *Black Issues in Higher Education*, 19 (11), 24-26.
- Chou, R. S., & Feagin, J. R. (2008). *The myth of the model minority: Asian Americans facing racism*. Boulder, CO: Paradigm Publishers. [Chpt. 1, pp. 1-27]

Assignment due: Book review

*** November 10 Climate Issues for Specific Groups (Race & Ethnicity)**

[Group discussions, 6:00-7:00pm; Meet in class at 7:15pm]

Readings for today

- Hurtado, S. Creating a climate of inclusion: Understanding Latina/o college students, *Racial Crisis*, pp. 121-135 (Chpt. 6).
- ASHE Reader* (Chpt. 18), Bray: Refuse to kneel, pp. 263-272.
- ASHE Reader* (Chpt. 19), Chang, & Kiang: New challenges of representing Asian American students in U.S. higher, pp. 273-286.
- ASHE Reader* (Chpt. 20), Cuadraz: Chicana/os, higher education, and the politics..., pp. 287-298.
- ASHE Reader* (Chpt. 23), Renn: Patterns...among Biracial and multiracial college students, pp. 322-335.

CURRICULUM & FACULTY/ADMINISTRATORS

November 17 Approaches to – and Controversies Regarding – Diversity and Multiculturalism in the Curriculum & Faculty Issues

Readings for today:

- ASHE Reader* (Chpt. 15), Tierney, & Bensimon: Socialization and cultural taxation: Race and ethnicity in the academy, pp. 209-221.
- ASHE Reader* (Chpt. 11), Baez: Race-related service and faculty of color: Conceptualizing critical agency in academe, pp. 151-168.

- ASHE Reader (Chpt. 13)*, Johnsrud, & Sadao: The common experience of “otherness”: Ethnic and racial minority faculty, pp. 185-201.
- ASHE Reader (Chpt. 16)*, Turner, & Myers: Snapshots from the literature: Elements influencing the workplace environment, pp. 222-247.
- Aguirre, A., Jr. (2000). *Women and minority faculty in the academic workplace*. San Francisco: Jossey-Bass. [The academic work place for women and minority faculty, pp. 39-56]
- Madden, M. (2002). The transformative leadership of women in higher education administration. In J. DiGeorgio-Lutz (Ed.), *Women in higher education: Empowering change*, pp. 115-143. Westport, CT: Praeger Publishers.

***November 24 Curriculum: Approaches and Controversies, continued**

Readings for today:

- ASHE Reader (Chpt. 29)*, Terenzini, Cabrera, Colbeck, Bjorklund, & Parente: Racial and ethnic diversity in the classroom: Does it promote student learning? pp. 411-424.
- ASHE Reader (Chpt. 30)*, Banks: Multicultural education: Historical development..., pp. 427-457.
- ASHE Reader (Chpt. 34)*, García, & Smith: Reflecting inclusiveness in the curriculum, pp. 501-512.
- ASHE Reader (Chpt. 36)*, Morrison,: How can values be taught in the university? pp. 520-522.
- Martínez Alemán, A. M. (2001). Community, higher education, and the challenged of multiculturalism, *Teachers College Record*, 103, 485-503.

Assignment due: Annotated Bibliography and Research Papers (hard copy and sent to me electronically)

POLICY & OUTCOMES

December 1 Policy & Outcomes

Readings for today:

- ASHE Reader (Chpt. 24)*, Steele: How stereotypes shape intellectual identity and performance, pp. 336-356
- ASHE Reader (Chpt. 41)*, Rendón, Jalomo, & Nora: Theoretical considerations in the study of minority student retention in higher education, pp. 584-600.
- ASHE Reader (Chpt. 43)*. Brown, II: Ebony men in the ivory tower: A policy perspective, pp. 611-617.
- ASHE Reader (Chpt. 44)*, Duster: They’re taking over! And other myths..., pp. 623-632.
- Horn, L., Berktoold, J., Bobbitt, L. (June, 1999). *Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes*. National Center for Education Statistics Statistical Analysis Report. Washington, DC: U.S. Department of Education Office of Educational Research and Improvement. [locate at: <http://nces.ed.gov/surveys/peqis/publications/2000092/>]

Assignment due: Oral presentations of research papers or annotated bibliography for those doing presentations.

December 8 Faculty and Administrator Outcomes, Wrap-up and Celebration

Readings for today:

- Miller, K. L., & Miller, S. M. (2002). A model for evaluating gender equity in academe. In J. DiGeorgio-Lutz (Ed.), *Women in higher education: Empowering change*, pp. 103-114. Westport, CT: Praeger Publishers.
- Gordon, M. (2004). Diversification of the faculty. In F. W. Hale, Jr. (Ed.), *What makes racial diversity work in higher education*, pp. 183-198. Sterling, VA: Stylus Publishing.
- Moody, J. (2004). Departmental good practices for retaining minority graduate students. In F. W. Hale, Jr. (Ed.), *What makes racial diversity work in higher education*, pp. 165-179. Sterling, VA: Stylus Publishing.

Assignment due: Final self and course evaluation

Useful/Interesting Web Sites

www.apastyle.org/index.html (APA style manual home page)

www.acenet.edu (American Council on Education)

www.naspa.org (National Association of Student Personnel Administrators)

www.myacpa.org (American College Personnel Association)

www.chronicle.com (*The Chronicle of Higher Education*)

www.aera.net/divisions/?id=75 (Division J: Postsecondary Education of the AERA)

www.Studentaffairs.com (a private site with excellent links, including instructions to sign up for listservs related to student affairs)

www.Higher-Ed.org (a private higher ed resource site; links to many useful and interesting higher ed sites)

M.A. in Educational Leadership Website Information: Students are encouraged to review information about recent changes to the M.A. in Educational Leadership program at the following website: <http://www.wmich.edu/coe/elrt/edleadership/masters.htm>. This site also contains a multi-year plan as to when various EDLD courses are slated to be offered.

Performance-Driven Leadership Handbook & Capstone Course (EDLD 6791/6792) Information: Early in their program, all M.A. in Educational Leadership students must develop an electronic portfolio using iWebfolio and begin placing at least 2-3 samples of his or her work from each course taken within that portfolio. That portfolio will be completed and reviewed during the Capstone course (EDLD 6792), and will serve as one method for displaying understanding of course content and activities. More information can be found at: <http://www.wmich.edu/coe/elrt/edleadership/masters-pdl.htm>

Applying for Graduation: All students must apply for a “graduate audit” many months in advance of completing their programs as follows: December 1st is the deadline for April graduation; February 1st is the deadline for June or August graduation; and August 1st is the deadline for December graduation. The application form and other information are found at: <http://www.wmich.edu/registrar/graduationaudit.html>