



Alternate Route to School Administrator Certification

Candidate Handbook

Introduction

Davenport University's College of Urban Education (CUE) and the Michigan Elementary and Middle School Principals Association (MEMSPA) are in partnership to offer an Alternate Route to School Administrator Certification program. The CUE and MEMSPA partnered to bring their unique brand of preparation to Michigan. The program provides an accelerated pathway to advance your career as a school administrator. Requiring just 21 credits, the credits can be completed in one year for aspiring or current school administrators in need of the certificate.

The curriculum you will experience is a part of the Master of Urban Educational Leadership program within the CUE. Once the certificate is earned, candidates may continue with the full master's program. This program is also a great choice if you want to expand your skills without pursuing another degree.

What are the features of the Alternate Route Certificate program?

- Provides an alternative route to the School Administrator Certificate
- Develops building leadership that serves a growing need
- Offers an expeditious way to achieve principal certification
- Includes embedded field experience and internship
- Candidates receive a mentor provided by MEMSPA

Who is eligible?

Prospective School Administrators

Eligible candidates must:

- Possess a Bachelor's Degree
- Show evidence of achievement (required 3.0 or higher undergraduate G.P.A)
- Two (2) signed professional recommendation forms, and one personal recommendation form are required
- A current resume/CV must be submitted, and it should include prior employment experience, educational background, and any organizational affiliations

Curriculum

Foundations of Urban Educational Leadership

UEDU 622 Educational Leadership

UEDU 710 Race, Culture, and Equity

UEDU 735 Leading and Managing

Business Essentials for Urban Schools and District Administrators

UEDU 744 Human Capital

UEDU 753 Strategic Improvement of Urban Schools/Districts

Instructional Core Transformation Strategies

UEDU796 Transformation/Management: Instructional Core

Internship

Program

State of Michigan School Administrator Certification Program

Learning goals of the program

1. Develop a compelling school and/or district vision and mission that places the success of every student at the center of schooling and actively engages and leverages the unique assets of each stakeholder group.
2. Articulate leadership skills that foster a school and/or district-wide culture of excellence that is grounded in the democratic principles of ethical and professional behavior, engaged in continuous improvement.
3. Construct strategic, curricular and instructional plans essential for and common among high-performing school districts.
4. Design equitable and culturally responsive practices that lead to student engagement and physical and emotional well-being.
5. Create systems that develop a professional learning community.
6. Deconstruct the components of a standards-based curriculum designed for students to achieve mastery of essential grade-level skills and knowledge while meeting the needs of diverse learners.
7. Construct systems for management of urban schools/district operations, resources and communications.

Course and number of credits

UEDU622 - Concepts in Educational Leadership - 3 credits

UEDU710 - Race, Culture, and Equity in Urban Educational Leadership - 3 credits

UEDU744 - Human Capital Management in Urban Schools and Districts - 3 credits

UEDU753 - Strategic Improvement of Urban Schools and Districts - 3 credits

UEDU796 - Transformation and Management of the Instructional Core - 3 credit

UEDU735 - Leading and Managing Urban Schools and Districts - 3 credits

Internship - 3 credits

UEDU Internship Guidelines

A building-level education leader applies knowledge through a substantial and sustained educational leadership internship experience that has practice within a school setting and is monitored by a qualified, on-site mentor. The purpose of the internship is to *synthesize and apply the knowledge and skills developed in the program*. The internship provides an opportunity for performance of all MI-ELCC standards. The placement is the equivalent to 12 weeks or 96 hours. The internship is for one (1)

semester and the equivalent of three (3) credit hours. The internship allows for deeper interaction with students, staff, and parents for a more authentic learning experience.

Certification

Once all course requirements are completed, a candidate may receive the School Administrator Certificate with the principal endorsement issued by the Michigan Department of Education. The advisor will walk candidate through the Michigan Online Educator Certification System (MOECS) application process.

Requirements

While candidates do not receive grades during the internship, to pass the course and be in good standing in the program candidates must:

1. Have a plan for the internship developed and supervised cooperatively by the program and partner school.
 - A. The intern will receive three (3) face to face meetings per semester (1 per month) run by a coach;
 - B. Additionally, interns may receive between 15-30 individual one on one coaching sessions depending on need;
 - C. Previous experience and their progress will determine the number of coaching sessions;
 - D. Interns will be required to record weekly critical assessments of their experiences describing how those experiences align with the MI-ELCC standards within Taskstream.
 - E. Feedback is provided by the mentor/coach. All performance assessments are recorded in Taskstream to determine the outcome of candidate performances throughout the program.

Admission Requirements and Procedures

There is an application process associated with program entry. The entry requirements are aligned with the requirements in the Michigan School Administrator Certification Code [R 380.105].

- A completed bachelor's degree from a regionally accredited institution or approved international institution
- Participants have a cohort grade point average of at least 3.0 on a 4.0 scale or the equivalent on another scale, as determined by the SPI, upon earning the degree required under MCL 380.1531i(2)(b) (see point 4 below). If a cohort member has earned more than 1 degree, the highest grade point average earned by the cohort member must be used in calculating the cohort grade point average under this subparagraph.
- a copy of background check or background check (if not currently employed within a school to enter the school),
- and are accepted based on two groups:
 - Group 1: A candidate possesses a master's or higher degree from a regionally accredited college or university, OR
 - Group 2: A candidate possesses a baccalaureate degree from a regionally accredited college or university and has experience that meets at least one (1) of the following during a minimum of three (3) years:
 - Successful experience as a PK-12 school administrator (administrator as defined by the Michigan Department of Education, per MCL 380.1246);
 - Successful experience as a central office school administrator (as defined by R 380.101 definition); or
 - Management or leadership experience in a field or fields other than PK-12 (criteria for management or leadership is experience in any educational program). Educational programs include those that support student and educator growth (USED, 2017).

Visit the Graduate Admission Page for specifics on each program:

<http://www.davenport.edu/graduate-admissions/graduate-programs>.

1. Submit a complete graduate application to Davenport University at <http://www.davenport.edu>
2. Request official transcripts from all accredited institutions attended. Transcripts are to be sent to directly from the institution(s) attended to:

Davenport University

Attn: Registrar's Office
6191 Kraft Ave SE
Grand Rapids, MI 49512

Or email to electronictranscripts@davenport.edu

Taskstream

The purpose of Taskstream, which has changed its name to Watermark recently, is to have an e-portfolio for the Urban Education program at Davenport University where data can be accessed. This data allows us to know how well the Urban Education program is doing according to how the candidates are performing on their assessments. The assignments on Taskstream are all linked to a specific learning outcome. All assessments are uploaded to Taskstream by the candidates and as well as Blackboard.

1. When beginning the CUE program, candidates are contacted by the Taskstream manager (TM) to be set up in the system.
2. The TM places the candidate in the system provides context on how to use the system.

Admission and Tuition Fees:

Admission *(cost is subject to change)*

Application Fee (undergraduate and graduate), non-refundable 25.00 Application Fee

(international undergraduate and graduate), non-refundable 50.00

I-20 Processing Fee 100.00

Counseling No Show Fee 20.00

Credit Card Convenience Fee (Tuition payments) 3.00%

Deferred Payment Fee 60.00 DU

Competency Exams 105.00

Exams for Credit Fee Actual Test

Cost Exam Proctoring Fee (DU Student) 20.00

Exam Proctoring Fee (Non-DU Student) 35.00

ID Card Replacement Fee 30.00

Internship Management and Authorization Fee 25.00 (One-time fee for all new students)

Judicial Fee: Alcohol or other Drug Education 100.00

Judicial Fee: Alcohol or other Drug Counseling 300.00

Judicial Fee: Non-Compliance 25.00

Late Registration Fee 85.00

Parking Pass Replacement Fee 25.00

Registration Fee (per semester) 210.00

Returned Check Fee 65.00

Student Activity Fee (per semester) 115.00 (W.A. Lettinga Campus only)

Student Activity Fee (per semester) 30.00 (Campuses other than W.A. Lettinga)

Technology Fee (per semester) 110.00

Transcript Fee (per copy) 15.00

Tuition (cost is subject to change)

Graduate Estimated Tuition

| In-seat Tuition (@ \$792/cr. hr.) | Number of Credits per semester | One Semester | Two Semesters | Three Semesters |
|--|---------------------------------------|---------------------|----------------------|------------------------|
| Full-time | 9 | \$7,128 | \$14,256 | \$21,384 |
| Full-time | 6 | \$4,752 | \$9,504 | \$14,256 |
| Half-time | 3 | \$2,376 | \$4,752 | \$7,128 |
| Online Tuition | \$802 per credit hour | | | |

Note: Total costs do not include books and fees. Costs may vary among campuses.

Funding

Loans are often needed to help pay for college. Get educated, both here on our website and by visiting with a Financial Aid Counselor.

School district/organization reimbursement. There may be funds available based on the district of employment. Funding may be contingent on the position of employment. That is, as an educator, you may receive reimbursement versus a paraprofessional where they may be no opportunity for reimbursement. **Please verify with your school district or organization the rate of reimbursement available before beginning the program.**

Note: Davenport University's (DU) College of Urban Education may have partnerships with school districts. The terms of the partnerships will differ depending on the negotiated terms between DU and the respective school district.

Academic Advising

Davenport offers students the support of an academic advisor to aid in their academic pursuits. Davenport strongly believes in a developmental advising model which guides students through their academic plans to support their career objectives. Academic advising is available at every campus and online to assist students in selecting courses, discussing curriculum change implications, answering questions related to academic programs and policies, or reviewing progress towards graduation. Students are responsible for being aware of and meeting all curriculum requirements, including any changes that may occur therein. Also, students should speak with an advisor for any of the following reasons:

- To answer questions about which courses to schedule and when to take specific classes.
- To confirm the classes remaining for completion of their degree program.
- To discuss short and long-term career goals.
- To learn about switching to another program and know how their current courses will apply.
- To discuss the academic and financial consequences of adding, dropping, or withdrawing from a course.
- To consider changing their program of study.
- To address difficulties in completing their coursework, for personal or academic reasons.
- To discuss any other concerns related to their education including referral to University and community resources.

Orientation

Students are required to attend orientation. Creation of orientation times and dates occurs at the beginning of the academic year.

Course Registration

Students in the College of Urban Education are responsible for registering for classes. However, they must consult with their advisor before registering for classes.

Credit Transfer and Waiver of Courses

The degrees offered at the College of Urban Education require that all courses be completed at Davenport University.

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Grade Appeal Process

The grade appeal process should be used only when the student believes that the final course grade assigned is unfair. It is not to be used to challenge grades on individual assignments or quizzes.

A grade appeal is not appropriate when a student disagrees with the faculty member's judgment about the quality of the student's work. Grounds for a grade appeal are:

- Assigned grades by something other than performance in the course;
- Standards utilized in the determination of the student's grade are more exacting or demanding than those applied to other students;
- An error in calculating the grade; and
- The grade standards are significant, unannounced, and unreasonable departures from those articulated in the course description or syllabus distributed at the beginning of the course.

The Director of Academic Services, the Campus Associate Department Chair, or his/her designee is responsible for resolution of the appeal. The grade appeal should be

finalized within 30 days from Step 1. It is the responsibility of the student to justify that a change of grade is an appropriate action. Students must adhere to the timelines delineated in this policy.

STEP 1:

Within three (3) days of the beginning of the following session/semester, the student begins the grade appeal process by contacting the Instructor in an attempt to resolve the grade dispute in an informal and cooperative atmosphere, utilizing the Grade Appeal Form. The instructor should document this meeting on Part 1 of the Appeal Form. The instructor will forward the complete Appeal Form to the Director of Academic Services, the Campus Associate Department Chair, or his/her designee.

STEP 2:

If the student and instructor are unable to resolve, the student will submit a detailed written statement, with supporting documentation, to the Director of Academic Services or his/her designee within ten (10) days of the instructor's denial to begin the formal appeal process following the instructor's response. The Director of Academic Services or his/her designee will facilitate a discussion with the Instructor, the student, and the Department Chair either face to face or via email. The Department Chair will inform the student of the decision. Part 2 of the Appeal Form will be completed and returned to the student with the decision of the Department Chair.

STEP 3:

If there is no resolution to the student's satisfaction in Step 2, the student may submit a request to the Department Chair to appeal to the Student-Faculty Relations Committee (SFRC) within ten (10) days of the Department Chair's denial. For a student to advance the appeal to this final step, the student must provide information that has not previously been considered as a part of the appeal or additional documentation demonstrating why the decision reached by the Department Chair was in error. The Department Chair will establish an ad hoc (pro tem) review committee made up of a student, a faculty member, and a director of academic services. The Department Chair will forward all written documentation, including the Appeal Form, to the SFRC. The SFRC will provide a written decision. The decision of the SFRC is final.

Graduation

Students are responsible for completing the Plan of Work with their advisors within the chosen curriculum as outlined in the catalog or student handbook or on the appropriate college website during the first session/semester of attendance. If a modification occurs, adjustment of the degree requirements occurs at the time of the change. Students are encouraged to utilize the Degree Plan on the Student Connection to check their degree

completion status and to contact their advisor before their last semester to review eligibility requirements for graduation.

The Master of Education in Urban Education students are required to have a minimum 3.0 GPA in each course and a minimum 3.0 cumulative GPA.

Every candidate for graduation must apply for graduation. Students who elect not to participate in the Commencement Ceremony must still file a graduation application.

Note: There is only one commencement exercise per academic year, which is typically in April.

Graduation applications must be completed online at <https://www.davenport.edu/central-records-office/graduation-information>. Diplomas are printed at the end of each semester for those students who have graduated and have submitted an application for graduation. The printed Diploma reflects the academic credential earned and will only show the degree level awarded. The major or concentration will be reflected on the transcript. Diplomas are mailed to the student's address 6–8 weeks after the final date of the semester in which all degree requirements are met. Diplomas cannot be released for any student with a financial obligation to the University.

Graduation Honors

Students with a cumulative GPA of 4.0 are recognized as graduating With Distinction. Only master's degree candidates are eligible for this honor recognition. Prospective winter or spring/summer semester graduates' cumulative grade point average at the end of the last completed session/semester will be used to determine honor eligibility for the graduation ceremonies. The appropriate designation will be indicated on the diploma and transcript of the master's degree graduate when the diploma and transcript are mailed to the students.

Time Limitation

Students admitted into a graduate program have a six-year time limit to complete all requirements for the graduate degree or certificate. Students who do not complete their requirements for the degree within six years of the date of the end of the first session/semester of attendance are required to have all credits re-evaluated. Students may seek approval to continue beyond the six (6) year limit through the appropriate College academic individual. The period begins at the completion of the first graduate program relevant course.

Transcripts

Transcripts may be ordered directly from www.davenport.edu/transcript. Transcripts come in physical paper copies or PDF format. A physical paper transcript (\$10.00 fee) is mailed or sent via Fed Ex (extra charges apply). A PDF electronic transcript (\$11.00) delivery is the quickest method to get the transcript to the recipient.

There are three (3) delivery options for transcripts at Davenport University. The options include:

1. Now – transcripts are released within 24-48 business hours. In order to process in a timely manner, we do not check for pending grades or degrees on those orders;
2. After grades are posted; and
3. After degree is awarded - selection lets DU know that their degree is pending and request a RUSH audit to review graduation requirements and post the degree BEFORE we release the transcript. The published time for NORMAL grad audits (for all degree seeking candidates) is 6-8 weeks. The RUSH audit process reduces the time down considerably.

Guidelines for Candidates

Professional Behavior

- A. **Interpersonal Relationships:** As the candidate of the College of Urban Education, you are expected to be respectful of faculty, staff, other candidates, and guest-speakers regardless of race, political affiliation, creed, nationality, and gender or sexual orientation, so that everyone can feel free to engage in an open exchange of ideas. At all times you are also expected to respect multiple points of view and be open to constructive feedback from your professors, observation instructors, and peers.
- B. **Punctuality and Engagement:** Candidates are expected to arrive on time for class and be engaged in class activities. Unrelated activities such as private conversations, texting, grading students' work, or other activities that may be distracting must be avoided.
- C. **Professional Attire:** The College of Urban Education expects that candidates dress in a professional manner when attending classes and other activities promoted by the College.
- D. **DU Email:** You are required to use your DU email for all electronic communications related to your work at the College of Urban Education since this email address is evidence of your professional affiliation with the College. It is recommended that you use your DU email for academic and professional correspondence.

Faculty and staff are not required to respond to messages that are not sent using via your DU email. When contacting faculty, staff or peers, follow basic rules of email etiquette. Always include a clear and direct subject line, be clear and concise in the body of the email, and obey standard rules of grammar. Be aware that written communication is different from face to face communication.

Academic Honesty

The College of Urban Education expects candidates to abide by strict rules of academic honesty. The university may discipline a student for academic dishonesty, which is defined as any activity that tends to undermine the academic integrity of the institution. Academic dishonesty includes, but is not limited to, the following:

Cheating

A candidate may not use or attempt to use; give or attempt to give unauthorized assistance, materials, information, or study aids in any academic exercise, including but not limited to, the following:

1. A candidate must not use or give external assistance on any “in-class” or “take-home” examination unless the instructor has specifically authorized in writing external assistance. This prohibition includes but is not limited to, the use of tutors, books, notes, and calculators.
2. A candidate must not use another person as a substitute in the taking of an examination or quiz.
3. A candidate must not steal examinations or other course materials.
4. A candidate must not allow others or offer to conduct research or to prepare work for him or her without advance written authorization from the instructor for whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or materials prepared by other persons.
5. A candidate must not collaborate with other persons on a particular project and submit a copy of a written report, which is represented explicitly or implicitly as the student’s work.
6. A candidate must not use or give any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
7. A candidate must not submit substantial portions of the same academic work for credit or honors more than once without written permission of the instructor to whom the work is being submitted.
8. A candidate must not alter a grade or score in any way.

Fabrication

A candidate must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations of the sources of information.

Facilitating Academic Dishonesty

A candidate must not intentionally or knowingly help or attempt to help another student to commit an act of academic dishonesty. A student is responsible for taking reasonable precautions to ensure his or her work is not accessed by or transferred to another individual wherein it may then be used to commit an act of academic dishonesty.

Interference

1. A candidate must not steal, change, destroy, or impede another student's work. Impeding another candidate's work includes, but is not limited to the theft, defacement, or mutilation of resources to deprive others of the information they contain.
2. A candidate must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Plagiarism

American standards of plagiarism refer to the intentional or unintentional use of previously created words, ideas, images, or creative works without proper documentation which includes citations of the sources used and a list of references. It is a student's responsibility to ask the faculty member to clarify any questions on the correct use of documentation for the work submitted in the course.

The following are examples of activities considered plagiarism but may not be inclusive of all plagiarism activities:

1. Purchasing any portion a paper
2. Copying print or electronic text
3. Having someone else write any portion of a paper
4. Rephrasing/paraphrasing text to avoid detection
5. Rephrasing/paraphrasing text without proper citation
6. Copying diagrams, illustrations, charts, pictures, or other visual materials without proper citation
7. Using information from audio, visual, or other media without proper citation

8. Using information from personal communication (interviews, group discussions, telephone conversations, email, blogs, etc.) without proper citation
9. Using information from an employer Intranet without proper citation and permission
10. Using an entire paper, word-for-word, written for one class in another class; small portions can be reused with proper citations, with the intent of building on the previous paper, thus creating a new paper
11. Submitting previously created material, including one's own (self-plagiarism), without proper citation

Violation of Course Rules

A candidate must not violate course rules as contained in a course syllabus which is related to the content of the course or the enhancement of the learning process in the course.

Grading System

A grade represents an evaluation of student academic achievement in a given course. Candidates will be assessed on academic progress throughout the program of study.

Grading Scale

The grading scale and grade-points used for the graduate programs are as follows:

| | | |
|---------------|------|---|
| Superior | 4.00 | A |
| | 3.70 | A- |
| Above Average | 3.30 | B+ |
| | 3.00 | B (an acceptable level of attainment) |
| | 2.70 | B- |
| Average | 2.30 | C+ |
| | 2.0 | C (lowest acceptable level of attainment) |
| Failure | 0.00 | F |

Good Standing

All candidates admitted to the College of Urban Education are required to maintain a minimum cumulative GPA of 3.00. A candidate cannot be awarded a degree with a cumulative GPA below 3.00.

Candidates must make steady progress toward their degrees. The academic advisor will conduct evaluations of candidates' progress each term to assist them in selecting appropriate courses and to ensure that candidates move toward graduation. A

candidate may request permission to repeat a class (only once) in which a grade of “B-” (2.70) or lower was earned. The candidate is responsible for submitting the request in writing to the Department Chair. When a course is repeated, both of the course grades will remain on the student’s transcript, but it is the highest grade received for the repeated course that will be used to calculate the cumulative GPA. Course credit can be received only once for the same course unless the course is specifically designated as repeatable for credit in the course description.

A candidate who is unable to achieve a GPA of 3.00 will be subject to probation or suspension from the College of Urban Education. The College of Urban Education hears the appeal of the suspension. The Department Chair and the Dean grant approval.

Incomplete Grade

If faced with an emergency such as a severe illness that prevents the completion of a course within the session/semester, students may request an Incomplete, using the Incomplete Request Form. A student must have successfully completed a minimum of 70% of the coursework for the request to be considered. The faculty member may accept or deny the request. Documentation of the extenuating circumstances may be required. If the request is accepted, the faculty member will sign the form and forward it to the campus Director of Academic Services or the Campus Associate Department Chair. If the request is approved, a grade of “I” will be recorded on the grade report. A copy of the Incomplete Request Form will be filed in the Registrar’s Office, and the student and the faculty member will each retain a copy. The maximum time allowed for an Incomplete is 30 business days after the start of the next semester. Faculty may designate fewer than 30 business days if they so choose. After 30 business days, the grade will automatically be changed to an “F.”

Candidates should be aware that an “I” grade in a course does not reflect credit for the course. If a course with an “I” grade is a prerequisite for another course, the other course may not be taken until the “I” grade has been changed to reflect a passing grade.

Grades may be viewed and printed from the Student Connection on the University website at the end of every session/semester.

Failing Grade

Candidates who earn a failing grade in the semester will be sent a letter notifying them that they must contact their academic advisor before the end of the first week of the subsequent semester. The advisor will discuss the reasons for the failing grade and recommend appropriate academic support services. Candidates must repeat the failed course the next time it is offered.

Candidates who receive a 2nd failing grade in the same or equivalent course in the semester will be sent a letter notifying them that all subsequent semesters' classes have been dropped and the student has been placed on Graduate Academic Suspension. Graduate Academic Suspension Students placed in Graduate Academic Suspension must meet with the appropriate academic individual for their College. Students must submit a letter of appeal for reinstatement with the Davenport University approved Cover Sheet before the meeting. The letter should detail any extenuating circumstances that prevented academic success in the course. It should also provide a detailed plan that the student will follow to ensure academic success in the same course if granted re-entry to the program.

Candidates reinstated following Graduate Academic Suspension who fail the same course for the third time or do not maintain a 3.0 or better GPA in each subsequent semester will face final dismissal. The decision of the College academic individual is final.

Candidate Acknowledgment Form

I _____, hereby confirm that I have reviewed the
Print Name

'Candidate Handbook' and understand that it describes all responsibilities of me as a student at Davenport University.

Signature

Date

