III. Program Profile: This profile describes a program category, which includes potential variations of program offerings. Each instance or variation must be distinguished among the others in order to ensure regulatory compliance. Please see the “Program Review Technical Guide” for additional details.

Program Identification

Name of Program Category: Director of Pupil Personnel

Program Classification: (check all that apply)
☐ Graduate ☒ Graduate – Cert Only

Program Route: (check all that apply)
☒ Traditional ☐ Option 6

Program Degree/Award Level: (check all that apply)
☐ Master’s for Rank II ☐ Master’s for Rank I
☐ 5th year non-degree for Rank II ☐ 6th year non-degree for Rank I

Program Sites: (check all that apply)
☒ Main/Residential Campus ☐ Off-Site Campus (list each location)

Delivery Modes: (check all that apply)
☐ Face-to-Face Only ☒ Online Only ☐ Hybrid

EPP Submission Coordinator:
Name _______ Carol Ryan ________________
Phone _______ 859-572-5152 ________________
Email _______ Ryanc@nku.edu ________________

If Option 6 - provide Program Coordinator:
Name _______ Carol Ryan ________________
Phone _______ 859-572-5152 ________________
Email _______ Ryanc@nku.edu ________________

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Kentucky Univ</td>
<td>Highland Heights, KY</td>
</tr>
</tbody>
</table>
Program Innovations: (Optional)
Program-Initiated Innovations. These innovations may span over the most recent three years, and should include all variations within this program category

As we interviewed current DPP’s in area schools, we found that they spend a lot of time visiting homes, working with students and working with issues such as drug dependency, trauma focused care, bullying, cyber bullying, mindfulness, special needs, and child abuse. We collaborated with the NKU professors in Social Work and Special Education to offer some of their classes for Level II DPP certification. This is an excellent opportunity for the DPP’s to learn more about the problems they may have to address.

Program Curriculum:

Each EPP must inform a potential candidate about the program’s content, performance expectations and assessment processes.

How does the EPP communicate the following with every student: required coursework and electives for both Level I and Level II certification, and/or degree result? If the EPP offers multiple program routes for this category and certification, you must include each variation.

We use the Graduate Handbook as the primary method to communicate program details with each candidate. Attach the Program Curriculum Guide(s) as an addendum. Link to the 2017-2018 graduate catalog [https://inside.nku.edu/graduate/current-students/Catalog.html](https://inside.nku.edu/graduate/current-students/Catalog.html). DPP will be added to 2018-2019 catalog if approved by KYEPSB. In the meantime, we give students or potential students a copy of the curriculum contract for DPP. Contract given (traditional or option 6) is determined by if they have an offer of employment and would classify for option 6. We do not currently list DPP on our website, if/once approved we will also add the information under the available programs section and to the Graduate Application.

Program Design:

Admission criteria for each instance in this program category: This must include admission criteria such as GPA, admission assessments, evidence of Code of Ethics and Character and Fitness Review. Reference the regulation 16 KAR 3:030, 16 KAR 9:080, and the “Program Review Technical Guide” for additional details.

Transition Point I: Admission to Program
Candidates must minimally meet requirements for admission to the Director of Pupil Personnel (DPP) certification in Counseling, Social Work, and Leadership including but not limited to
An applicant must provide evidence of the following:

1. Application to NKU as a graduate student as non-degree or other appropriate leadership program. Application fee (application fee waived for former graduates)
2. Copy of professional teaching certificate showing Rank II or Rank I and principal Level I and II administrative certification.
3. For admission solely to Option 6 Director of Pupil Personnel Level II certification only candidate must have teaching certificate meeting these requirements in addition to containing the Director of Pupil Personnel Level I P-12 certification. For admission solely to Director of Pupil Personnel Level II certification only candidate must have teaching certificate meeting these requirements in addition to containing the Director of Pupil Personnel Level I P-12 certification
4. Copy of professional teaching certificate showing successful completion of three (3) years full-time documented teaching experience in a school which meets the state performance standards as established in KRS 156.160.
5. Official transcripts indicating a Master’s degree from an accredited institution with a GPA of at least 3.0 on 4.0 scale. One transcript must show completion of an educational leadership degree for principal preparation. Official transcripts sent from every institution previously attended.

Describe the Professional and Clinical Experiences for each instance in this program category.

All students in this program will work with a currently certified DPP to arrange a 15-hour semester-long experience related to the job responsibilities of a DPP. At the beginning of the fieldwork, each student will meet with a DPP mentor to develop a proposed/tentative schedule of opportunities/experiences for the term. As a part of this experience, each student will keep a weekly job shadowing log/journal including date, time, observation summary, alignment with the Kentucky Department of Education Pupil Attendance Manual, and reflection on what was learned. They will be required to include observation/participation in addressing diverse needs of students/families. Additionally, they must include documentation of how DPPs use technology to enhance their job roles/responsibilities (e.g. Infinite Campus) used for attendance, truancy and dropout reports. They will gather data and create a report to be shared with a group of administrators and/or teachers. Finally, they will keep a log/journal of all fieldwork experiences and meetings with students, families, agencies, principals, deans, attendance clerks, director and assistant director of pupil personnel.

Completion of Level I Coursework is Transition Point II.

Exit requirements for each instance in this program category: This must include exit requirements such as portfolio, GPA, three years of full-time teaching experience, completed master’s degree, Kentucky teaching certificate (these components may also be identified by the EPP as admission criteria).

Transition Point III: Exit Requirements

- Completion of all coursework* listed for Director of Pupil Personnel with minimum 3.0 GPA.
- Satisfactory performance meeting Interstate School Leaders Licensure Consortium (ISLLC) Standards and Technology Standards for School Administrators (TSSA).
- Signed curriculum contract(s) for Director of Pupil Personnel certification.
- Signed Codes of Ethics for Kentucky School Personnel and College of Education and Human Services.

For Certification: Contact the CSWL Graduate Coordinator for the latest information on how to apply for certification from EPSB. EPSB certifications (formerly the CA-1 forms) have moved online.
*EDA 718 required in the DPP certification contains the assessment “School, Family, and Community Partnership Research Project” required for exiting DPP certification
*EDA 720 required in the DPP certification contains the assessment of “DPP Fieldwork” required for exiting DPP certification
Courses

Use the “Program Review Courses” spreadsheet

Provide a list of the program courses (include all courses in the curriculum guide). Ensure that the courses are identified and linked to each program category and program code on the “Program Review Courses” spreadsheet. When completing the “COURSES” tab, the EPP can enter all courses for all programs in one spreadsheet.

Clinical Educators

Use the “Program Review Clinical Educators” spreadsheet

Provide a list of all Clinical Educators who prepare candidates in this program category. Include full-time and part-time faculty; identify the adjunct teachers. These should be members who are directly involved with program delivery. Ensure that each educator is identified and linked to one or more program categories. When completing the “Program Review Clinical Educators” spreadsheet the EPP can enter all educators for all programs in one spreadsheet.

Key Assessment Areas

Use the “Program Review Assessments” spreadsheet

In this section, identify the assessment areas used to generate program data to demonstrate mastery of the ISLLC and TSSA Standards. For each assessment area, indicate the type or form of the assessment and when it is administered in the program. EPPs must identify the assessments for each assessment area to demonstrate meeting the applicable standards. Reference the “Program Review Technical Guide” for additional details. When completing the “Assessments Ed Admin” tab, the EPP can either enter assessments for all programs in one spreadsheet (if all the Ed Admin programs use the same types or forms of assessments), or enter the assessments for each program category in a separate spreadsheet.

Align to Standards

Use the “Program Review SPA Alignment” spreadsheet

The purpose of the alignment section is to indicate where the program courses address the applicable Specialty Professional Standards. Some programs will be expected to demonstrate alignment with multiple SPAs (i.e., ACEI, NCTM, ILA, ISTE, etc.). The Program Review Spreadsheet provides each of the major standard areas, including the SPAs to be used to show this alignment. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.
**Evidence and analysis**

Repeat this section for each assessment

**Evidence for meeting standards** - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the ISLLC and TSSA Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

<table>
<thead>
<tr>
<th>Assessment Title: EDA 718 Assessment</th>
<th>School, Family, and Community Partnership Research Project</th>
</tr>
</thead>
</table>

**Assessment description:** This project will demonstrate your knowledge of school, family, and community partnerships (related to the ISLLC Standards). Select a project that involves a connection with a community agency. You have many choices for a community agency such as: a social service agency, Gateway Community & Technical College, the Brighton Center, businesses that hire graduates, or other community agency that serves schools, families, and/or community. You will work with your district mentor(s) and N.K.U. faculty to identify a topic for your school, family, and community partnership research project. Once the topic has been identified, you will develop a comprehensive proposal including the following components:

- Your project should include a proposal, a plan on how to complete the project, a timeline for completion, documentation of meetings, literature review, discussions with stakeholders in your school district and the agency, and demonstration of your leadership skills.

- Candidates will explore a project under the close supervision of a local DPP and NKU faculty member. The project should reflect intellectual rigor and a pursuit of excellence. Candidates will be required to present the highlights of their project to University faculty, Site Based Councils, and/or district level administrators.

**How do the Assessment and any related measures address the applicable standards?**

Explain how the aligned standard is met at the indicator or component level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.

The “School, Family, and Community Partnership Research Project” is aligned directly with ISLLC and CAEP Standards for Advanced Programs:

**Project Proposal: 10 points**

This section should clearly outline the need or problem that your school district is facing. This section describes the tangible product or process that will result from your project. Remember to write for the uninformed audience and assume that your reader is unfamiliar with your school district and the particular situation about which you are writing (ISLLC 4 B; 6 A, B, C; CAEP 1.1, 1.2).

**Project Plan:** Provide as much detail here as possible – again for the uninformed reader. Describe the
scope of the project including who will be involved and what will occur (ISLLC 1 A, C; 5 A; 6 A, B, C; CAEP 1.1, 1.2)

**Projected Timeline:**
While you may not be able to stay with the timeline exactly as you plan, this will allow you to see the practicality of your plan (ISLLC 3 E; 6 A, B, C; CAEP 1.1, 1.2).

**Documentation:**
Provide documentation of visits to the agency, collaboration with stakeholders, survey results (or related data), and any other documentation critical to the project (ISLLC 3 B; 4 A, C, D; 6 A, B, C; CAEP 1.1, 1.2).

**Literature Review:**
Present a brief (around 5 pages) review of literature on your topic (ISLLC 5 E; 6 A, B, C; CAEP 1.1, 1.2).

**Collaboration with Stakeholders:**
Consider the leadership role that you will take and how you will interact with others - i.e. teachers, administrators, parents, students, and community partners (ISLLC 4 B, C, D; 5 D; 6 A, B, C; CAEP 1.1, 1.2, 2.1, 2.2). Why did you choose these stakeholders?

**Project Outcome:**
Reflect on the conclusions/outcomes of your project. Describe how your findings connect with your review of literature. Also discuss how your project informed the decision-making process including implications and future recommendations. (ISLLC 2 A, C, F; 6 A, B, C; CAEP 1.1, 1.2).

**Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Proposal</strong></td>
<td>Complete description of project proposal including all required components</td>
<td>Partial description of project proposal – missing some components</td>
<td>Minimal description of project proposal</td>
</tr>
<tr>
<td><strong>Project Plan</strong></td>
<td>Complete description of project plan addressing scope of the project including who will be involved and what will occur</td>
<td>Partial description of project plan – missing some components</td>
<td>Minimal description of project plan</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Realistic timeline</td>
<td>Partially developed timeline</td>
<td>Unrealistic timeline</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Accurate documentation of visits to the agency, collaboration with stakeholders, survey results (or related data), and any other documentation critical to the project</td>
<td>Partial documentation or limited collaboration with stakeholders, survey results (or related data), and any other documentation critical to the project</td>
<td>Inaccurate documentation or missing documentation critical to the project</td>
</tr>
<tr>
<td>Literature Review (ISLLC 5 E; 6 A, B, C; CAEP 1.1, 1.2)</td>
<td>Thorough review of literature including 5 - 10 or more pages of relevant information related to your project including current references</td>
<td>Limited review of literature including 3 - 5 pages of relevant information related to your project including current references</td>
<td>Incomplete review of literature and references</td>
</tr>
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</tr>
<tr>
<td>Collaboration with Stakeholders (ISLLC 4 B, C, D; 5 D; 6 A, B, C; CAEP 1.1, 1.2, 2.1, 2.2)</td>
<td>Clear and complete record of collaboration with stakeholders including the leadership role that you will take and how you will interact with others - i.e. teachers, administrators, parents, students, and community partners</td>
<td>Acceptable record of stakeholder involvement but limited description of your leadership role that you will take and how you will interact with others - i.e. teachers, administrators, parents, students, and community partners</td>
<td>Little or no evidence of collaboration with stakeholders</td>
</tr>
<tr>
<td>Project Outcome (ISLLC 2 A, C, F; 6 A, B, C; CAEP 1.1, 1.2)</td>
<td>Complete and accurate project outcome presented including reflection on the conclusions/outcomes (description of how your findings connect with your review of literature; how your project informed the decision-making process including implications and future recommendations)</td>
<td>Partial project outcome presented with limited reflection on the conclusions/outcomes (description of how your findings connect with your review of literature; how your project informed the decision-making process including implications and future recommendations)</td>
<td>Incomplete or no project outcome included in the report</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
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</tbody>
</table>

Discuss how the reliability and validity of this assessment has been established and supported.

N/A - this assessment is not an EPP wide measure.

Describe how the data from this assessment is used for the continuous improvement of this program.

This is a new program so we have no data to analyze. Data from this assessment will be used to evaluate the quality of the program and guide the continuous improvement process for this program once it is approved.
Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the ISLLC and TSSA Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

<table>
<thead>
<tr>
<th>Assessment Title: EDA 720</th>
<th>Assessment: DPP Fieldwork</th>
</tr>
</thead>
</table>

Assessment description: Work with a currently certified DPP to arrange a 15-hour experience related to the job responsibilities of a DPP. At the beginning of the fieldwork, meet with your DPP mentor to develop a proposed/tentative schedule of opportunities/experiences for the term. As a part of this experience, you will keep a weekly job shadowing log/journal including date, time, observation summary, alignment with the Kentucky Department of Education Pupil Attendance Manual, and reflection on what you learned. Be sure to include observation/participation in addressing diverse needs of students/families. Additionally, include documentation of how DPPs use technology to enhance their job roles/responsibilities (e.g. Infinite Campus) used for attendance, truancy and dropout reports. They will gather data and create a report to be shared with a group of administrators and/or teachers. Keep a log/journal of all fieldwork experiences and, meetings with students, families, agencies, principals, deans, attendance clerks, director and assistant director of pupil personnel.

How do the Assessment and any related measures address the applicable standards?
Explain how the aligned standard is met at the indicator or component level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.

The DPP Fieldwork is aligned directly with ISLLC and CAEP Standards for Advanced Programs:
Each DPP candidate will work with a currently certified DPP to arrange a 15-hour experience related to the job responsibilities of a DPP. In collaboration with the DPP and a NKU faculty member, each DPP candidate will develop a proposal for the fieldwork (ISLLC 4 B; 6 A, B, C; CAEP 1.1, 1.2). At the beginning of the fieldwork, the DPP candidate will meet with his/her DPP mentor to develop a proposed/tentative schedule of opportunities/experiences for the term (ISLLC 3 E; 6 A, B, C; CAEP 1.1, 1.2). A required component must include documentation of experiences addressing diverse needs of students and families (ISLLC 3 B; 4 A, C, D; 6 A, B, C; CAEP 1.1, 1.2). As a part of this experience, each DPP candidate will keep a weekly job shadowing log/journal including date, time, observation summary, alignment with the Kentucky Department of Education Pupil Attendance Manual, and reflection on what he/she
learned. Be sure to include observation/participation in addressing diverse needs of students/families. Additionally, include documentation of how DPPs use technology to enhance their job roles/responsibilities (e.g. Infinite Campus) used for attendance, truancy and dropout reports (ISLLC 3; CAEP 1.1, 1.2). They will gather data and create a report to be shared with a group of administrators and/or teachers. Each DPP candidate will keep a log/journal of all fieldwork experiences and, meetings with students, families, agencies, principals, deans, attendance clerks, director and assistant director of pupil personnel (ISLLC 3 B; 4 A, C, D; 6 A, B, C; CAEP 1.1, 1.2, 2.1, 2.2).

Provide a link to the assessment scoring guide or rubric. (Not required for Praxis)

<table>
<thead>
<tr>
<th>DPP Fieldwork Rubric</th>
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</thead>
<tbody>
<tr>
<td>2</td>
</tr>
<tr>
<td>DPP Proposed Fieldwork (ISLLC 4 B; 6 A, B, C; CAEP 1.1, 1.2)</td>
</tr>
<tr>
<td>Timeline (ISLLC 3 E; 6 A, B, C; CAEP 1.1, 1.2)</td>
</tr>
<tr>
<td>Engagement of Diversity (ISLLC 3 B; 4 A, C, D; 6 A, B, C; CAEP 1.1, 1.2)</td>
</tr>
<tr>
<td>Use of Technology (ISLLC 3; CAEP 1.1, 1.2)</td>
</tr>
<tr>
<td>Documentation – DPP Job Shadowing Log/Journal (ISLLC 3 B; 4 A, C, D; 6 A, B, C; CAEP 1.1, 1.2, 2.1, 2.2)</td>
</tr>
</tbody>
</table>

Discuss how the reliability and validity of this assessment has been established and supported.

N/A - this assessment is not an EPP wide measure.

Describe how the data from this assessment is used for the continuous improvement of this program.

This is a new program so we do not have data to analyze. Data from this assessment will be used to evaluate the quality of the program and guide the continuous improvement process for this program once it is approved.
Summary Analysis for Program

Provide a summary and rationale for how the key assessment areas demonstrate the program’s overall quality, and how each candidate has acquired mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and replaces the analysis summary and improvement sections below.

Assessment data analysis summary:

N/A - as this is a proposal for a new program, no assessment data analysis summary is available at this time. However, upon program approval, all data from these assessments will feed into the continuous improvement process.

Continuous Improvement Plan for this program: Provide an explanation of how assessment data are/were used to improve this program.

Throughout the year, program faculty first review data from the previous academic year. Then, at the end of each academic year, a representative from each program at NKU serves on the Quality Assurance Committee (QAC) to review and discuss the data from each program. Each program develops a Quality Assurance Report which is then reviewed by the QAC during its annual meeting. Based on the most current data, the QAC discusses findings across programs and make recommendations for changes with the ultimate goal of developing candidates who will positively impact PK-12 children. Once the DPP program is approved, data from the two major assessments will be included in the ongoing cycle of program improvement. Diverse stakeholders will be involved through multiple sources in each of the following:

- decision-making
- program evaluation
- selection and implementation of changes for improvement
Option 6

If this program category has any Option 6 alternative routes, then the following data is also required:

How does the EPP differentiate between the Level 1 and Level 2 program experiences?

<table>
<thead>
<tr>
<th>Recommendation for temporary provisional certification will only be recommended for DPP Level I unless a candidate already holds DPP Level I then a temporary provisional certification for DPP Level II would be recommended.</th>
</tr>
</thead>
</table>

“Level I” means the standards-based program of studies designed for minimal preparation to serve in the position of director and assistant director of pupil personnel.

“Level II” means the standards-based program of studies to attain the first five year renewal of the certificate for the position of director or assistant director pupil personnel.

Reference 16 KAR 8:010, 020 and 030.

Option 6 Mentoring Experiences: (limit of 2000 characters)

(Per KAR 9:080 Section 3)

Your response text can be all in one section; however you must address each item.

Your response may be a URL link.

<table>
<thead>
<tr>
<th>1. Provide evidence of selection criteria and evaluation of University and District mentors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district superintendent or their designee selects the mentor for the DPP candidate based on the mentor’s certification, ability to guide, assess, and assist candidate as candidate is on CA-TP for DPP. The university selects mentor based on past experience in that or similar position, educational credentials, and certifications held or previously held (i.e. retired administrator).</td>
</tr>
</tbody>
</table>

Established in NKU Option 6 Administrator Mentorship Agreement.

http://inside.nku.edu/coehs/collegeaccreditation/caep/EPSBProgramSubmissions/DPP.html

<table>
<thead>
<tr>
<th>2. Explain the process through which at least 15 annual observation hours (minimum 5 for university faculty, minimum 5 by district-based mentor, minimum 5 additional by university faculty or district-based mentor) are assigned to the mentors. If the program uses a template for the mentoring plan that is submitted to the EPSB for certification, please attach a copy of that template.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established in NKU Option 6 Administrator Mentorship Agreement although it does not specify how hours are reported. The program director for NKU, DPP mentor, and principal for the employing district will communicate via e-mail, phone, or in person to assure the candidate is not struggling their position of DPP or in their NKU coursework.</td>
</tr>
</tbody>
</table>

http://inside.nku.edu/coehs/collegeaccreditation/caep/EPSBProgramSubmissions/DPP.html

<table>
<thead>
<tr>
<th>3. Explain how the hours are monitored and reported.</th>
</tr>
</thead>
</table>

Established in NKU Option 6 Administrator Mentorship Agreement although it does not specify how hours are reported. The program director for NKU, DPP mentor, and principal for the employing district will communicate via e-mail, phone, or in person to assure the candidate is not struggling their position of DPP or in their NKU coursework.

http://inside.nku.edu/coehs/collegeaccreditation/caep/EPSBProgramSubmissions/DPP.html

<table>
<thead>
<tr>
<th>4. Describe how support will be offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher’s instructional responsibilities.</th>
</tr>
</thead>
</table>
5. Describe the process established to maintain regular communication with the employing school to assist the candidate and address identified areas of improvement.

Option 6 ONLY - How does the EPP (Provider) monitor and support candidate completion through KTIP? (Per 16 KAR 9:080. University-based alternative certification program - Sections 3, 7 and 8)

KTIP and KPIP are not applicable for Director of Pupil Personnel Certification. The certification may be renewed on a CA-TP only one time provided all other conditions of Option 6 are met and the mentorship agreement would then be updated for that coming year.