Advanced Program Descriptions of Field Experiences

Adaptive Special Education
A candidate must complete two practica in Adaptive Special Education to be recommended for a license. With the new Kansas licensure standards, the faculty has added many additional specific requirements for the successful completion of the practicum standards. Some of the standards require the completion of a written product for a portfolio. For other standards, supervisors rate the candidate’s performance on a four-level checklist. A few standards require both a portfolio product and a rating on the checklist. A candidate must achieve at the third level or higher on a checklist standard to pass the standard. Candidates who score below the third level are given additional time to improve performance. At the conclusion of each practicum, the faculty make a judgment on each candidate’s performance, taking into account information provided by field supervisors, candidate self-ratings, portfolio products, and other indicators to assess whether a candidate will be recommended for a license or not.

Advanced Business
The supervisor of the clinical practice (practicum) recommends and approves the school setting for the clinical practice. School faculty members who work with the clinical students are selected based on their business teaching experience and the size and type of school setting, assuring a high-quality clinical experience. School faculty members must have more than one year of business teaching experience in that particular school setting; exceptions can be made given special circumstances such as an abundance of previous teaching or department chair experience at a previous school.

The clinical experience is a component of the BE 882 Business and Computer Curriculum course, a required course for all advanced candidates in this program. Candidates must exhibit up-to-date knowledge of business education curricula in a practicum situation. This is a practicum (field) project that requires candidates to work directly with personnel in a business department in a school. After reviewing state and national business education standards to determine current trends in business education, candidates work with a mentor who is an experienced and practicing business or computer teacher in a school as well as the course instructor. Candidates gather information related to the curricular offerings at that school, analyze that curriculum, and make sound recommendations for changes in the curriculum. Candidates evaluate the business curriculum in a school in relation to national and state standards in business education, analyze skills needed in the local workforce, determine deficiencies in the local curriculum, create an ideal curriculum for that school setting, and prepare a report to be presented to the business department chair at that school.

Advanced Music
Candidates have the option to select one of three field experiences: instructional practicum (2 credit hours), instructional project (2 credit hours), or thesis (1-4 credit hours). The instructional practicum option includes the development and instruction of an 8 week music content unit to any P-12 level music class of the candidate’s choice. The instructional practicum must include pre- and post-testing of student achievement of learning outcomes. The project must be a practical application of a research-based instructional activity for any level P-12 music course. Data on student achieving outcome goals must be included. The thesis option is a research-based
extensive study of a topic applicable to music education. The thesis can be either an original quantitative empirical study or a qualitative exploration. Candidates work with a practicum, project, or thesis committee of three faculty members, one member serving as committee chair. The thesis or project, completed and submitted in standard reporting format, is assessed by each committee member.

**Advanced Physical Education**
The degree is non-teaching. For field experience, candidates complete the PE868 Final Masters Project.

**Building Leadership**
The EA896 (4 hrs in Fall) and EA897 (4 hrs in Spring) total eight-credit hours consisting of approximately 57 activities plus a major project totaling approximately 100 hours over the course of both semesters.

**Curriculum and Instruction**
The ED895 practicum is one three-hour course for one semester. There is a major project, an action research project, and various mini assignments/projects.

**District Leadership**
The EA997 (3 hrs in Fall) and EA998 (3 hrs in Spring) total six-credit hours consisting of approximately 44 activities plus a major project totaling approximately 80 hours over the course of both semesters.

**Early Childhood Unified Birth-Grade 8**
For CD 891 Clinical Experience Center Based Practicum (3-5), the candidate must spend 150 hours in an inclusive center based setting with children ages 3-5 with and without special needs. The candidate must administer 1 formal and 1 informal assessment with a child in the inclusive setting and report how that information informs the planning of curriculum for that child. In addition, the candidate creates developmentally appropriate lesson plans in collaboration with the center professionals for all the curricular domains for at least two weeks of full student teaching.

For CD 861 Clinical Experiences Home Based Practicum (0-3), the candidate must spend 150 hours with a home based services agency that serves infants and toddlers and their families in the community setting. The candidate was responsible for the planning for four children: one typically developing child and three with special needs for the last half of the practicum. Candidates collaborate with parents and/or caregivers to write developmentally appropriate lesson plans for each visit in the natural setting, following the prescribed format. Candidates use evidence from observations and assessments to plan activities/lessons.

**English for Speakers of Other Languages**
After completion of the required prerequisite courses, namely TS 700, TS 734, TS 719, and ED 535, candidates must successfully complete their field experiences before being assessed for program completion. Based on the candidate’s performance and input from the University supervisor and off-campus supervisor, if applicable, the University supervisor assigns a grade for the field experience activity. The candidate is required to have a minimum grade of “B” in the
field experience before being allowed to proceed to the program completion decision point. During this time advanced field candidates work with diverse students, use technology in the teaching/learning process, model professional and ethical behavior, demonstrate knowledge/performances/dispositions related to the Conceptual Framework, use student work to evaluate a lesson and success of instruction, evaluate their impact on student performance as applicable to the program, and demonstrate subject matter competency. Inservice teachers complete their practicum in their own classroom as long as they have English Learners (ELs) during the semester they are completing their practicum. All advanced candidates must demonstrate a practical knowledge, grounded in theory, of key concepts and skills included in the curriculum pertinent to their field of study.

**Gifted Education**
Candidates are required to successfully complete two semester-long practica experiences (3 credit hours each). The first experience is completed with an experienced teacher of gifted students (usually at a summer enrichment program for gifted students). Candidates complete the second practicum in their own district to enable observations of their application of knowledge, skills, and dispositions on a day-to-day basis. Candidates’ performance is assessed by their on-site evaluator and the university supervisor. Rubrics are provided for each evaluation. Candidates also provide a portfolio of materials as evidence of satisfying the Kansas Standards for Educators of the Gifted and demonstrating progress in providing service to society, applying interdisciplinary scholarly knowledge, engaging in effective practice, responding to uncertainty and change, relying on self-reflection and belonging to a professional community in becoming The Professional in gifted education.

**Instructional Design and Technology**
Candidates in the Instructional Design and Technology program are required to demonstrate, in an open forum, a culminating project (IT 899). The candidate must apply the principles of instructional design, use multimedia systems, demonstrate mastery of a variety of software packages, demonstrate good presentation skills, and apply sound principles of pedagogy and andragogy. The project typically addresses teaching and learning problems and procedures encountered while working with students in a PK-12 classroom setting, or while working with adults in a business or industry setting. The project is conceptualized at the beginning of the candidate's program, approved by his or her advisor, updated, and refined as the candidate completes class work during his or her course of study. The final project forms a coherent package integrating the candidate’s instructional technology educational experiences and his or her anticipated or ongoing professional responsibilities.

**Master Teacher Elementary Subject Matter**
EL 854 Master Practicum: Action Research in the Classroom is the capstone course of the Elementary Subject Matter degree, candidates select an action research project that they design and implement. The project must be approved by the instructor.

**Reading Specialist**
The candidate completes a thorough formal case study of an elementary level student with reading needs. The candidate completes 30 hours of work with the student. The candidate must complete intake information, administer and analyze pre- and post-assessments, plan and deliver instruction, complete reflections, and make recommendations to the classroom teacher and parent.
School Counselor
Field Experience for Parallel Pathways: SC701/SC706/SC711/SC716/SC821 and SC861. These field experience courses are designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. Each field experience provides candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. Successful completion of the required number of hours for each field experience requires 16 hours per semester with an on-site mentor engaged in activities related to the content of six specific courses (SC700XA: Introduction to Secondary School Counseling, SC705X: Intro. To Elem/Middle School Counseling, SC710: Multicultural Counseling, SC715: Consultation & Collaboration, SC820X: Career Counseling, and SC860X: Leadership & Advocacy).

Practicum: Candidates enrolled in SC871: Supervised Practicum in School Counseling (3 credit hours) are required to complete 100 clock hours (40 hours of direct contact) through either the Community Counseling Services Clinic at Emporia State University or through a local school district (MLC only). Candidates receive weekly supervision (50 minutes of individual and 1½ hours of group) from a program faculty member.

Internship: Candidates enrolled in CE881: School Counseling Internship (6 credit hours) are required to complete 600 clock hours (240 hours of direct contact) and is carried out at school internship sites (PK-12 settings) and supervised by a licensed professional school counselor. Interns receive weekly individual supervision (50 minutes) through their on-site supervisor as well as weekly group supervision (1½ hours) with a program faculty member.

School Media Library Specialist
One-half (40 hours) of the practicum may be undertaken in the library where the practicum student is employed under the supervision of a licensed school librarian who can provide supervision, instruction and guidance. It is important to remember that the practicum should involve participation in current, best practices with a licensed school library media specialist who can teach you more than you otherwise can learn on your own.

School Psychologist
The practicum and internship experiences are cooperative arrangements involving three entities: the University training program (the university supervisor), the field site (the supervising field psychologist) and the practicum or intern student. These guidelines provide an overview of the types of experiences in which a student should be trained and identify areas in which the student is expected to participate. It is expected that within the practicum and internship the role and function of the school psychologist should be comprehensive and well balanced. The university supervisors will help assure that all parties understand the extent to which the practicum or internship site is able to and agrees to provide the training opportunities delineated in syllabi prior to the signing of the practicum or internship contract.

Ed.S. candidates enroll in the practicum at the end of their degree program. The practicum must be successfully completed prior to the internship. Students must also complete all degree requirements for the Ed.S., including the thesis, prior to beginning the internship. Since the
school psychology internship is a professional-level experience, interns are expected to function as entry-level school psychologists. They must be eligible for provisional school psychology licensure by the state of Kansas prior to beginning their internship. Following successful completion of the one-year internship, the intern receives full licensure by the state, and this marks program completion.

Both the practicum and internship may be done either part-time or full-time, and both require at least half of the required hours in a school setting. The practicum requires a minimum of 600 clock hours, including 100 clock hours at the early childhood level. The internship requires a minimum of 1200 clock hours. Nearly all of our students complete both the practicum and internship on a full-time basis and in a school setting, and virtually all students during the past five years have documented well over 1400 clock hours during their internships.

During the practicum, students meet at least monthly with the university supervisor on campus to discuss professional issues related to school psychology. The university supervisor also meets on-site with the practicum student or intern, and his/her field supervisor a minimum of once a semester. Although most of the practicum students are placed in the local multi-district special education cooperative, some practicum students are also placed in more distant locations. The university supervisor makes additional contacts with interns and their supervisors via e-mail and telephone.

During the internship, students meet at least once per semester with the university supervisor, at a location conducive to all participants’ travel needs, to discuss professional issues related to school psychology and documentation requirements of the internship folio. The university supervisor also meets on-site with the intern, his/her field supervisor, and the administrator of the special education program within the district or cooperative, a minimum of once a semester. The university supervisor makes additional contacts with interns and their supervisors via e-mail and telephone throughout the course of the experience. Because of the need for school psychologists in rural Kansas, some interns are located considerable distance from the university. In order to meet considerable shortages in rural Kansas (particularly northwestern and southwestern), the university supervisor will facilitate such placements by, in some cases, traveling to the district rather than requiring that the intern travel to Emporia.

Both the practicum and internship experiences are documented and monitored through a combination of methods, including logs and other specific assignments as outlined in the course syllabi for the practicum and internship, PY 838 Supervised Practice in School Psychology and PY 910/PY 920 Internship in School Psychology I and II, respectively.