Advanced Program Policies, Practices, and/or Procedures that Facilitate Candidate Experiences with Students from Diverse Groups

Adaptive Special Education
In Practicum I and II, all candidates are required to work with students with adaptive learning needs, some of whom are living in poverty, and some of whom represent different races or ethnic groups. Consequently, all candidates demonstrate the knowledge and skills needed to support the educational performance of diverse learners before completing the program.

Advanced Business
Nearly all candidates are full-time business or computer teachers and they already teach students from varied economic, religious, and cultural backgrounds.

Advanced Music
The expectation for the field experiences as part of the Instructional Practice and Instructional Project is they will occur in real classrooms that would include a variety of diverse students. Instructional materials developed and utilized with students must be made available to all students.

Building Leadership
Building level students who are in schools with fewer than 30% minority student population will make arrangements to visit a school with a minimum of 30% minority student population, meeting with the principal of that school. Those with more than 30% minority student population will make arrangements to visit a school will less than a 30% minority population, meeting with the principal of that school.

District Leadership
District level students who are in school districts with fewer than 30% minority student population will make arrangements to visit a school district with a minimum of 30% minority student population, meeting with the superintendent or assistant superintendent.

Early Childhood Unified B-Grade 3
The program does not have formal policies that facilitate candidate experience with students from diverse settings/backgrounds. However, each candidate completes a field experience in communities throughout the state. By definition, these families have children with special needs and some have siblings who are developing typically. Many of those families are struggling economically, and some of the parents are themselves challenged with disabilities.

English for Speakers of Other Languages
The Teaching of English to Speakers of Other Languages (TESOL) program is designed to prepare teachers to meet the needs of linguistically and culturally diverse students. The TESOL program is designed specifically to prepare educators to serve culturally and linguistically diverse student populations, all program content, policies, practices, and procedures aim at developing the candidates’ cross-cultural communicative competence to address the diverse
needs of the target student population. Thus, all its policies, procedures, content standards, and practices facilitate candidate experiences with students from diverse groups.

_Gifted Education_
Gifted Program dispositions assessments administered during four unit decision points measure Respect for Cultural and Individual Differences by Providing Equitable Learning Opportunities for All (item five) defined by four behaviors: (a) is tolerant of, and responsive to ideas and views of others, (b) is respectful of and responsive to individual differences, (c) provides equitable learning opportunities for all, and (d) considers backgrounds, interests, and attitudes of all students when planning. These four decision point evaluations ensure continuous progress in diversity-related competences throughout the program.

Gifted program candidates demonstrate these competencies during gifted program academic coursework with readings, activities and discussions based on diversity among groups of people and individuals; two practica field experiences distinguished by diverse populations; and varied professional experiences that encourage candidate experiences in other geographic areas than Kansas. Gifted program instructional lesson plans give evidence of consideration for diverse gifted learners through standards-based objectives, student-choice activities and unbiased assessment measures. The first practicum field experience is usually completed during a summer enrichment program representative of the highly diverse K-12 student populations found in the Kansas City, Topeka and Wichita school districts, and the second practicum requires a Capstone project comprised of a philosophy of gifted education paper and curriculum portfolio evaluated diverse principles and practices.

Candidates interact with diverse individuals and group members during gifted program seminars, training sessions and dinner meetings on campus and throughout Kansas. Deep discussions between and among gifted program candidates address all aspects of diversity both in content and member group representation.

_Instructional Design and Technology_
There are over 30 international candidates currently enrolled in the MS in the IDT program. As all MS in IDT classes are online, candidates are regularly engaged in conversations and sharing with each other via Blackboard discussion forums and group activities.

_School Counselor_
During their coursework, candidates in the School Counseling Program are exposed to a variety of experiences designed to equip them to work effectively with students in a multicultural, ethnically diverse, and global society. Candidates are required to take a prescribed set of courses (48 hours) from a diverse faculty through the Department of Special Education & School Counseling and from faculty from Mental Health, Rehabilitation Counseling, and Psychology. Faculty members all have extensive professional experience working in various settings and are considered as leaders in their major fields both nationally and throughout the State of Kansas.

Candidates, some of whom come from rather non-diverse settings, are required to complete coursework that is multicultural sensitive. All candidates must participate and complete SC710: Multicultural Counseling, a core course, in which they are challenged to participate in a variety
of activities both in-class and out of class. These assignments expose candidates to a variety of differences in students from those physically challenged to those from social and cultural diverse backgrounds. Throughout all other required courses candidates are continually challenged to apply the course specific content and skills necessary to work effectively with a variety of client populations and settings.

After completion of core and concentration courses, candidates are eligible to apply for SC871: Supervised Practicum in School Counseling (3 credit hours). This field experience course requires 100 clock hours and is completed in the Community Counseling Services Clinic at Emporia State University or through a local area school district. Candidates receive supervision in their work with clients from diverse backgrounds across the spectrum of age and development (counseling with children, adolescents, and adults).

In their final field experience, candidates are required to complete SC881: School Counseling Internship (6 credit hours). Counseling internship consists of 600 clock hours and is carried out at school internship sites and supervised by a licensed school counselor. They also receive weekly group supervision from the School Counseling Program faculty member. During this time, candidates are required to work at three different grade levels, elementary, middle school, and high school as they participate in a variety of service delivery methods. They are also required to successfully complete Assessment 7- Conducting a Successful Diversity Experience in which they must demonstrate effectiveness in working with a diverse population and provide evidence that they have successfully achieved the multicultural counseling competencies listed on the rating scale (see attached). Interns are also required to provide individual, small, and large group counseling with all students, as well as consult with teachers, parents, and other professionals in this educational community. Depending on their placement, candidates are required to seek out additional experiences, both paid and voluntary, in other settings as they continue to expand their ability to demonstrate knowledge, skills, and dispositions in this area.