



Exhibit 4.4.b.1

**Curriculum Components and Experiences
Addressing Diversity Proficiencies**

Table 4.4.b.1.1: Initial Certification Programs

Course Number	Course Title	Initial Certification Program	Diversity Proficiency	Experiences Addressing Diversity Proficiencies
ED 206	Introduction to Education	Elementary & Secondary	4a. Design, Implementation, and Evaluation of Curriculum and Experiences 4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • Introduction to the basic foundations of the Western educational tradition with specific emphasis on the American pattern. • An examination of teaching as a career, the legal and organizational frameworks, international education, cultural diversity and mainstreaming will be conducted. • Completion of fifteen hours of required classroom exposure throughout the semester is designed to combine theory with educational practices. • Diversity in Society and Schools; Designing Programs for All Learners: Curriculum and Instruction
EPY 203	Child Development	Elementary & Secondary	4c. Experiences Working with Diverse Students 4d. Experiences working with Diverse Students in p-12 Schools	<ul style="list-style-type: none"> • Major theories and research about child development in school settings are emphasized. • Other topics include the interrelationship of heredity and environment; cognitive and socialization processes; learning and teaching styles; conflict resolution; and family, peer and media influences on growth in a culturally diverse society. • Completion of fifteen hours of required classroom exposure throughout the semester is designed to combine theory with educational practices
EPY 204	Adolescent Development	Elementary & Secondary	4c. Experiences Working with Diverse Students 4d. Experiences	<ul style="list-style-type: none"> • Major theories and research about adolescent development in school settings are emphasized. • Other topics include the effects of heredity and environment; socialization processes; measurement and assessment of

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			working with Diverse Students in p-12 Schools	<p>intelligence; learning styles; conflict resolution; exceptionality; and family, peer, school, and media influences on growth in a culturally diverse society.</p> <ul style="list-style-type: none"> • Completion of fifteen hours of required classroom exposure throughout the semester is designed to combine theory with educational practices.
HPX 215	Health Issues in Schools	Elementary & Secondary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • This course is designed to meet the needs of individuals who are in education programs to learn about teaching health topics as mandated by Connecticut law (i.e., child sexual abuse, AIDS, alcohol, nicotine and other drugs, suicide prevention, conflict resolution). • Curricula and developmentally appropriate lesson plans which can assist educators in providing information, attitude clarification and living skills will be presented and discussed. • The course will provide a strong information base and the opportunity to practice those skills needed to teach potentially controversial and sensitive health topics.
HPX 271	Health Education Programs in the Community		4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • The students enrolled in the <i>Health Education Programs in the Community</i> are from a regional public school program, for students ages 18-21, that provide academic opportunities, work experiences, and life skills instruction to assist students in developing the vocational, study and social skills necessary for future post-secondary study, competitive employment and community living. A significant emphasis is on developing social skills appropriate to college age students. Students participate in a social skills group for one hour weekly. Western Connection students are encouraged to join clubs and attend special college presentations. They take advantage of the fitness facilities and the game rooms. Graduates of this program have opted for a variety of settings after graduating from the program. They

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				include: 4 year colleges, community colleges, or the work force.
MED 206	Introduction to Music Education	K-12 Music Education	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> Completion of classroom observations where students reflect on topics such as gender bias, associated with playing musical instruments and fields such as conducting.
MED 320	Student Teaching in Music	K-12 Music Education	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> Completion of two placements (elementary and secondary) where candidates create and implement lesson plans, analyzing student learning in relation to teaching (via FLIP videos) and observations by Cooperating Teachers and University Supervisors.
ED 340	Assessment of Teaching Strategies	Elementary & Secondary	<p>4c. Experiences Working with Diverse Students</p> <p>4d. Experiences working with Diverse Students in p-12 Schools</p>	<ul style="list-style-type: none"> Development of a Teacher Work Sample: Candidate creates an instructional unit, teaches the unit and collects data, reflects upon the experience and analyzes the data through various lenses, identifies instructional decisions based on those data. Teacher Work Sample with analysis and interpretation of class, sub-group, and individual work through various lenses
EPY 405	Introduction to Special Education	Elementary & Secondary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> An introductory course to the field of special education. A survey of the various syndromes associated with special needs populations. Various intervention methods and techniques are introduced for each of the special learners.
ED 320	Professional Development School Experience	Elementary	<p>4c. Experiences Working with Diverse Students</p> <p>4d. Experiences working with Diverse Students in p-12 Schools</p>	<ul style="list-style-type: none"> Students who are enrolled in the elementary education professional semester are placed in Danbury Professional Development School, K-12 urban classrooms, for 10 days during the professional semester. They work with students under the direction of Danbury Public Schools classroom teachers. In addition, they receive supervision from Education and Educational Psychology (E&EP) faculty professional development studies liaisons. Students apply what they are learning about diverse learners in professional

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ED 415	Teaching Elementary School Science	Elementary	4c. Experiences Working with Diverse Students	<p>semester courses in the elementary school classroom.</p> <ul style="list-style-type: none"> This course focuses on science content, process skills, instructional strategies, resources, inquiry-based hands-on activities, the Connecticut Science Framework, and the underlying theoretical basis for teaching science to children PK-6. Students will engage in various modalities of learning how to teach and assess students including students with special needs. Informal science settings will also be introduced in order to familiarize candidates with resources for an eclectic learning experience. This course will also provide classroom management techniques for maintaining an environment that is conducive to learning.
ED 425	Teaching Elementary School Social Studies	Elementary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course will provide candidates for certification in elementary education with the knowledge and skills to create effective social studies lessons and units for diverse populations. An interdisciplinary approach to social studies will link history, geography, economics, and civic education. A variety of forms of instructional technology will be infused throughout the course. This course will also provide classroom management techniques for maintaining an environment that is conducive to learning.
ED 210	Foundations of Literacy I	Elementary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course provides an in depth analysis of the pre K through grade 5 foundations of reading strands of phonological awareness, decoding and fluency. It teaches students the theoretical models of reading and language development and differentiated instructional approaches for all students including English Language Learners and special needs students. Focus for the course is on evidence-based instruction and ongoing conversations

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				regarding the linkage between the standards, theory, student work, strategies, assessment, reflection, and technology.
ED 301	Foundations of Literacy II	Elementary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • This course provides an in depth analysis of the pre K through grade 5 foundations of reading strands of vocabulary development, constructing meaning, and reader response. • The course will provide students with theoretical models of reading and language development and differentiated instructional approaches. • Focus for the course is on evidence-based instruction and discourse regarding the linkage between the standards, theory, student work, strategies, assessment, reflection and technology.
ED 430	Foundations of Literacy III	Elementary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • This course provides an in depth analysis with practical application in the area of reading assessment, pre-K through grade five. • The course will demonstrate how to give both formal and informal assessments in the five big idea areas of phonological awareness, decoding, fluency, vocabulary development, and reading. • In addition, the course will also look at spelling and writing assessment and how to provide students with differentiated learning opportunities based on the diagnosis. • Each lesson will also examine how to address the needs of the ELL and special needs student in the class through discussion and demonstrations of linkage of the following: standards, theory, student work, strategies, use of technology, assessment, and reflection.
ED 341	Student Teaching – Elementary Majors (Grades K-6)	Elementary	4b. Experiences Working with Diverse Faculty 4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • This course provides experience in planning and conducting the activities of a full day in an elementary school under the guidance of a trained cooperating teacher. • Full time for one semester, including monthly seminars focusing on diverse learning strategies, behavioral issues, and classroom management. • STEI Competencies 3A and 3B

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				(differentiation)
ED 342	Student Teaching – Secondary Majors (Grades 7-12)		4b. Experiences Working with Diverse Faculty 4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course provides experience in planning and conducting a full teaching day (five teaching periods) in a secondary school under the guidance of a trained cooperating teacher. Full time for one semester including monthly seminars focusing on diverse learning strategies, behavioral issues, and classroom management. STEI Competencies 3A and 3B (differentiation)
ED/BIO/CHE/ENG/ES/HIS/MAT/SPA/SS 385	Methods of Teaching in Secondary Schools	Secondary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> Method of Teaching in the Secondary Schools is designed to help prospective teacher education candidate develop and/or refine the planning, implementation, assessment, and reflection skills and dispositions necessary to be an effective classroom teacher in grades 7-12. Candidates will be introduced to those methods and materials needed for the effective teaching of diverse learners in the secondary school; analysis of research and current learning theory along with a required observation/participation component in a secondary school. Candidates will use Connecticut State Department of Education documents and standards for effective teaching as bases for observation and practice teaching opportunities.
ED/BIO/CHE/ENG/ES/HIS/MAT/SPA/SS 386	Secondary Education Professional Development School Experience	Secondary	4b. Experiences Working with Diverse Faculty 4d. Experiences working with Diverse Students in p-12 Schools	<ul style="list-style-type: none"> Students who are enrolled in the secondary education professional semester are placed in Bethel Middle School and Bethel High School for 10 days during the professional semester. They work with diverse students under the direction of public school classroom teachers. In addition, they receive supervision from arts and science faculty. Students apply what they are learning in professional semester courses in grades 7-12 classrooms
ED 440	Integrating Language	Secondary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> A literature-based approach to the teaching of language arts across the grades 1-12 curriculum, including an understanding of literary values, elements, and genres.

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				<ul style="list-style-type: none"> Classics and content-area texts will be used to enhance listening, writing, spelling, drama, and debate. The study of linguistic variations will provide methods for meeting the needs of special as well as culturally diverse students
ED/ENG 447	Teaching English in Secondary Schools	Secondary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course examines the theories and practices shown to produce effective teaching and learning in the secondary school English class. Primary emphasis is placed on the content of the English language curriculum articulated in state and national standards and on methods for making that content accessible to diverse student populations found in public schools.
ED/BIO/CHE/ES 442	Teaching Science in Secondary Schools	Secondary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course emphasizes the methods, materials, and philosophy needed to become an effective science teacher at the secondary school level. Candidates for teacher certification will briefly review content knowledge in the sciences prior to developing practice lessons and units that include assessment activities, integration of appropriate instructional technologies, and strategies to meet the needs of diverse learners. This course is taught by a member of the Science department faculty
ED /HIS/SS 441	Teaching History/Social Studies in Secondary Schools	Secondary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course provides candidates for teacher certification with an understanding of the methods and materials needed to become effective teachers of history and social studies at the secondary school level. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. Emphasis is placed on making content knowledge accessible to diverse student populations found in public schools. This course is taught by a member of the History/Social Sciences department faculty
ED/MA	Teaching	Secondary		<ul style="list-style-type: none"> This course provides candidates for

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449	Math in Secondary Schools			<p>teacher certification with an understanding of the methods and materials needed to become effective teachers of mathematics at the secondary school level.</p> <ul style="list-style-type: none"> • Emphasis is placed on making content knowledge accessible to diverse student populations found in public schools. • This course will be taught by a member of the mathematics department.
ED/SPA 448	Teaching Spanish in Secondary Schools	Secondary	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • This course provides candidates for teacher certification with an understanding of the methods and materials needed to become a competent teacher of Spanish at the secondary level. • Emphasis is placed on making content knowledge accessible to diverse student populations. • The course will include an examination of the current curricular reform movements and their impact on the teaching of Spanish in the secondary school. • This course will be taught by a member of the World Languages and Literature Department.
ED 500	Contemporary Educational Issues	M.A.T.	4b. Experiences Working with Diverse Faculty	<ul style="list-style-type: none"> • This course focuses attention upon significant contemporary developments in the American and world communities. • Philosophies and functions of educational institutions in our current society may be examined. • Various current practitioners work with candidates in topical areas: Diversity, ELLs and Bilingual Education
ED 502	Secondary Student Teaching (grades 7-12) for the M.A.T. Program	M.A.T.	<p>4b. Experiences Working with Diverse Faculty</p> <p>4d. Experiences working with Diverse Students in P-12 Schools</p>	<ul style="list-style-type: none"> • Designed to support candidates in the Master of Arts in Teaching program, this course provides experience in planning, conducting instructional activities, and assessment of student performance in a secondary school under the guidance of a trained cooperating teacher. • Full-time for one semester. • Includes a weekly seminar that focuses on the application of differentiated instructional strategies, behavioral strategies, and classroom management techniques. • Development of a Teacher Work Sample

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				<ul style="list-style-type: none"> focused on impact on student learning Mock Interviews with diverse faculty from public schools STEI Competencies 3A and 3B (differentiation)
ED 503	Educational Psychology	M.A.T.	<p>4b. Experiences Working with Diverse Faculty</p> <p>4c. Experiences Working with Diverse Students</p>	<ul style="list-style-type: none"> This course provides a constructivist approach to child growth and human development, specifically focusing on the ways that concepts and principles from research and theory may be applied in the classroom. Learning will be viewed through a developmental approach. 5 behavioral observations tied to educational theory
EPY 509	Exceptional Learners: Children and Adolescents	M.A.T.		<ul style="list-style-type: none"> This course helps teachers understand exceptional students and their educational issues by focusing on managing these problems in the regular classroom. Includes methodologies for differentiating instruction for exceptional students including special education and talented and gifted.
ED 514	Teaching Reading in the Content Areas	M.A.T.	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course is designed to help teachers better understand the relationships between content and process by focusing on the skills that students need to comprehend content in various curriculum areas and teaching strategies. Differentiating instruction for all learners, including English Language Learners.
ED 530	Curriculum of the Secondary School	M.A.T.	<p>4b. Experiences Working with Diverse Faculty</p> <p>4c. Experiences Working with Diverse Students</p>	<ul style="list-style-type: none"> This course encompasses a study of the changes, developments, and responsibilities of the secondary school curriculum. The problems and needs of youth are examined and serve as a basis of study for the secondary school program. Unified Final Project, the development of a unit meeting the needs of a diverse population of students, is completed in collaboration with the Biology, Mathematics, or Spanish course (a precursor to the Teacher Work Sample).
ED 532	Computer Literacy	M.A.T.	4c. Experiences Working with Diverse	<ul style="list-style-type: none"> This course, developed for educators, provides information about the use of computers in education and addresses

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			Students	<p>issues pertinent to the use of technology in curriculum development, integration, implementation, and evaluation.</p> <ul style="list-style-type: none"> • Introduction to lesson planning for diverse populations. • Strategies for diverse students using typical computer and web applications, SMART technology, webquests, and other technologies. • Candidates develop their Electronic Professional Educator Portfolio, in which all M.A.T. assignments are posted and reflected upon as an exit portfolio.
ED 546	Inquiry in the Classroom	M.A.T.	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • This course introduces candidates to inquiry in the context of the classroom. • Candidates explore appropriate resolutions to questions and issues, learning how to create knowledge from this questioning to enhance students' learning in the classroom. • Assessment, qualitative, quantitative and action research methodologies are applied to instructional decision making. • An action research project is created.
ED 571	Urban Education Experience	M.A.T.	<p>4b. Experiences Working with Diverse Faculty</p> <p>4c. Experiences Working with Diverse Students Or...</p> <p>4d. Experiences working with Diverse Students in p-12 Schools</p>	<ul style="list-style-type: none"> • This course is designed to enhance participants' knowledge of urban schooling as related to the dynamics of race, class, and culture through the analysis of historical, socioeconomic, and political factors influencing urban education. • The distribution of opportunity is explored through instructional and organizational practices designed to close the achievement gap and build positive school cultures. • A 20-hour service component to an urban organization serving youth and/or their families is completed along with an analysis of the history and impact of the organization. • Current practitioners work with candidates in various topics: Parent involvement, ELLs and Bilingual Education, Achievement Gap
ED 592	Capstone Project in	M.A.T.	4b. Experiences Working with	<ul style="list-style-type: none"> • The electronic Professional Educator Portfolio website, developed in ED 532, is

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	Education		<p>Diverse Faculty</p> <p>4c. Experiences Working with Diverse Students</p> <p>4d. Experiences working with Diverse Students in P-12 Schools</p>	<p>expanded and organized into a demonstration portfolio.</p> <ul style="list-style-type: none"> • Includes a Teacher Work Sample that is completed during student teaching. • #2 Content Pedagogy and Planning: Includes <ul style="list-style-type: none"> ○ Evidence of adaptations and accommodations for students • #3 Student Development and Learning: Includes <ul style="list-style-type: none"> ○ Developmentally Appropriate Instructional Design ○ Samples of Differentiated Instruction ○ Evidence of appreciation of the diversity of the community as reflected in instructional planning ○ Multicultural activities ○ A list of strategies used to create a multicultural perspective ○ Lesson Plan demonstrating elements of healthy living
ED/BIO 566	Teaching Science in Secondary Schools	M.A.T. – Biology Option	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • This course is designed to foster confidence in teaching secondary science to middle or high school teachers (7-12). • The course will focus on the nature of science; diverse instructional strategies; fostering development of science concepts; mastering of process skills, organization and assessment; and growth of positive attitudes in the areas of science.
ED/BIO 605	Applied Research Techniques in Biology	M.A.T. – Biology Option		<ul style="list-style-type: none"> • Students will acquire and apply skills and techniques for designing and conducting laboratory, field, or computer based research projects in the biological and environmental sciences. • Students will design research questions, articulate testable hypotheses, design, set-up and conduct experiments, including analysis of data under the supervision of a faculty member that may be used in school settings.
MAD 513	Topics in Secondary Mathematics	M.A.T. – Mathematics Option	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> • This is a review of the concepts of groups, rings, fields, and vector spaces. Discussion of quotient groups and rings, extension fields, linear transformations and canonical forms; and geometries.

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MAD 549	Teaching Mathematics in Secondary Schools	M.A.T. – Mathematics Option	4b. Experiences Working with Diverse Faculty 4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course provides secondary teacher candidates with the content and pedagogy necessary to develop an understanding of the methods and materials needed to become effective teachers of mathematics. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. Emphasis is placed on strategies for differentiating instruction. Candidates develop lesson plans and units of instruction, practice delivering instruction and observe secondary teachers of mathematics in the field. This course will be taught by a member of the mathematics department. Micro-Teaching component is completed at Newtown HS with students and faculty from the school giving feedback
ED/SPA 567	Applied Linguistics in Spanish	M.A.T. – Spanish Option	4b. Experiences Working with Diverse Faculty 4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course provides a specific analysis of complex grammar structures and their relationship to learning and teaching Spanish as a second language, also Spanish for heritage speakers. It highlights specific problem areas for students and involves the practical application of theories to classroom learning and teaching.
ED/SPA 568	Teaching Spanish in Secondary Schools	M.A.T. – Spanish Option	4c. Experiences Working with Diverse Students	<ul style="list-style-type: none"> This course provides candidates in the Master of Arts in Teaching program with an understanding of the methods and materials needed to become a competent teacher of Spanish at the secondary level. Emphasis is on making content knowledge accessible to diverse student populations.

Table 4.4.b.1.2: Advanced Programs

Course Number	Course Title	Advanced Program	Experiences Addressing Diversity Proficiencies
ED 500	Contemporary Educational Issues	M.S. in Education, School Counseling	<ul style="list-style-type: none"> This course focuses attention upon significant contemporary developments in the diverse American and world communities. Philosophies and functions of a diverse spectrum of educational institutions in our current society may be examined.
ED 501	Introduction to Educational Research	M.S. in Education, School Counseling	<ul style="list-style-type: none"> This course is designed to introduce students to qualitative and quantitative research methodologies that are useful in diverse educational settings. Students address problems relevant to current and diverse educational demands; analyze and interpret relevant research studies; develop a rationale for qualitative and quantitative research studies for a diverse range of students populations; design research procedures to answer pertinent educational questions; examine aspects of education significant to a diversity of educational theories and practices.
ED 514	Teaching Reading in the Content Areas	M.S. in Education	<ul style="list-style-type: none"> This course is designed to help teachers better understand the relationships between content and process by focusing on the skills diverse group of that children need to comprehend content in various curriculum areas and teaching strategies.
ED 515	Curriculum of the Elementary School	M.S. in Education	<ul style="list-style-type: none"> This course considers the nature and scope of a diverse range of elementary school experiences: selecting and organizing planning and guiding experiences, the role of diverse array of subject matter and curriculum materials. The course also considers the basis for evaluating individual learning.
ED 517	Developmental Reading in the Elementary School	M.S. in Education	<ul style="list-style-type: none"> Designed as a basic course in the instruction of reading in the elementary school, this course offers a diverse and comprehensive study of the reading process and the theoretical and practical aspects of a developmental program for a diverse range of students.
ED 519	Improving Thinking Skills	M.S. in Education	<ul style="list-style-type: none"> This course is designed to examine the nature of the thinking process and to help teachers improve their students' diverse abilities to think. The focus is on the utilization of a taxonomy of thinking skills which facilitates a diversity of thinking processes.
ED 525	Teaching Children with Learning	M.S. in Education	<ul style="list-style-type: none"> The focus of this course is on the study of the diverse problems of children who have discrepancies between ability and achievement. A diverse array of learning

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	Disabilities		<p>disabilities and their etiology, including physiological aspects is explored. The study of the disabilities of perception, cognition and communication as they pertain to intellectual development and classroom performance is approached through research, case studies and field experience. A diverse range of interdisciplinary resources is used.</p>
ED 530	Curriculum of the Secondary School	M.S. in Education	<ul style="list-style-type: none"> This course encompasses a study of the changes, developments and responsibilities of the diverse secondary school curriculum. The problems and needs of a diverse population of youth are examined and serve as a basis of study for the secondary school program.
ED 532	Computer Literacy in Education	M.S. in Education	<ul style="list-style-type: none"> This course is developed for educators, providing diverse information about the use of computers in education and addresses diverse issues pertinent to computer curriculum development, integration, implementation and evaluation.
ED 535	Developmental Reading in the Secondary School	M.S. in Education	<ul style="list-style-type: none"> This basic course emphasizes the role of reading and the application of reading and study skills in the various, diverse subject areas of the secondary school for the diversity of students who attend secondary education in the U.S.
ED 538	Electronic Portfolio Development for Educators	M.S. in Education	<ul style="list-style-type: none"> This instructional technology course assists K-16 educators to construct personal, dynamic, standards based electronic portfolios that include text, audio, graphics, photos, internet links and state-of-the-art hypermedia to serve a diverse student population.
ED 539	Developing Cultural Diversity Through Virtual Field Trips	M.S. in Education	<ul style="list-style-type: none"> This course prepares educators to use internet-based virtual field trips (VFT) to develop an appreciation for cultural diversity, stimulate K-12 student learning and increase academic achievement. A variety of VFT are designed to involve educators in constructivist teaching, intercultural communications and the emerging global culture.
ED 545	Teaching Children With Emotional & Behavioral Disturbances	M.S. in Education	<ul style="list-style-type: none"> This course introduces the characteristics and needs of a diverse array of children with serious emotional disturbances (SED) and other behavioral challenges. It includes a survey of historical perspectives, trends and issues, student diversity, theoretical viewpoints, diagnostic and prescriptive assessment practices and intervention approaches. Emphasis is placed on the manner in which SED affects social, psychological and academic growth in children and adolescents. In addition, approximately half the course is spent discussing instructional strategies to address student's individual and diverse needs with an emphasis on inclusionary practices.

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ED 548	Analysis of Reading Difficulties	M.S. in Education	<ul style="list-style-type: none"> This course focuses on the study of both the word-centered and comprehension-centered methods of analyzing strengths and needs in reading, along with an examination of data related to a diversity of problems in reading and a diverse student population. Emphasis is on 1) understanding the rationale and procedures for using selected individual diagnostic instruments; 2) administering a variety of such instruments; 3) interpreting the results; and 4) reporting diagnostic information to parents and to other professionals.
ED 556	Curriculum Development Using the Internet	M.S. in Education	<ul style="list-style-type: none"> This course allows educators to learn about the diverse aspects of the Internet information highway, ie: researching historical documents, engaging in teacher-to-teacher dialogue, investigating scientific discoveries, joining education debates and uncovering an unlimited amount of available resources for the K-12 educator.
ED 557	Computers in Special Education	M.S. in Education	<ul style="list-style-type: none"> In this course, students examine diverse array of recent advances in technology to evaluate and help a diverse cross section of exceptional students realize their full potential. Technological are studied to understand advances enable the design of learning and living environments that substantially reduce functional limitations resulting from sensory and physical disabilities.
ED 558	Computers in Distance Learning	M.S. in Education	<ul style="list-style-type: none"> In this course, students develop proficiency in distance learning skills and electronic interaction. Mixed media tools are used to improve subject matter expertise, instructional design, teaching strategies, media usage, tutoring and counseling for a diverse range of student learning.
ED 559	Educational Computer Simulations	M.S. in Education	<ul style="list-style-type: none"> In this course, teachers learn how to use PK-12 educational computer simulations to refine basic learning skills and master content areas for an array of diverse learners. Demonstrations and evaluations of interactive software and digital hypermedia simulations are included.
ED 578	Teaching the Gifted and Talented	M.S. in Education	<ul style="list-style-type: none"> Students in this course research and explore areas of the diversity of human talent. Related issues and problems of the gifted are investigated along with strategies for working with this diverse population. Students also develop an understanding of formal and informal assessment and evaluation techniques.
ED 592	Capstone Project in Education	M.S. in Education	<ul style="list-style-type: none"> This course requires students to complete an instructor-approved professional practices capstone project in one of a diverse array of PK-12 educational setting.

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ED 594	Community Reading Practicum	M.S. in Education	<ul style="list-style-type: none"> This course focuses on practical applications of teaching reading in diverse educational environments. Students are placed in clinical assignments based on a diversity of teaching experiences, professional goals and community needs.
ED824	Critical Issues in Diverse School Populations	EdD in Instructional Leadership	<ul style="list-style-type: none"> Assist educators develop a pluralistic and global perspective about the equitable education of diverse PK-12 students. Investigate the philosophical, social, and historical foundations of multicultural education. Develop leadership skills that promote social harmony, cultural integration and student achievement.
ED803	National Standards, Current Practices, and Policies in Education	EdD in Instructional Leadership	<ul style="list-style-type: none"> Provide contemporary information about state and national policies and standards as well as theory and research related to best educational practices. Preparation to articulate educational reform initiatives and standards to colleagues and students as a necessary component of effective teaching and learning. Alignment of school-based curricula with standards initiatives is an indicator of exemplary practice and serves as an initial focal point for school-wide reform.
ED800	Foundations of Instructional Leadership	EdD in Instructional Leadership, Educational Leadership (092)	<ul style="list-style-type: none"> The Leadership Plan is developed by candidates in this first course in the 092 sequence of instruction. In the plan, Candidates work to develop their ideas of what it means to be a leader and relate these ideas to theories of instructional leadership. In the plan, they must state how they will safeguard leadership values related to democracy, equity and diversity.
ED660	Internship and Seminar in Educational Leadership I	Educational Leadership (092)	<ul style="list-style-type: none"> Candidates shadow three building-level administrators and write a reflection about the experience. Candidates are encouraged to shadow administrators in diverse districts (e.g., rural, suburban, and urban). In the reflection, candidates are required to evaluate school policies and procedures that support democratic values, equity, and/or diversity issues.
ED665	Internship and Seminar in Educational Leadership II	Educational Leadership (092)	<ul style="list-style-type: none"> Candidates arrange to observe a classroom teacher's lesson. They then meet with the teacher and provide evaluative feedback on the lesson. They video-record 15 minutes of the post-observation conference and submit the recording, along with a reflection on the experience. In their reflections, they must provide feedback that addresses the needs of diverse students. Candidates shadow two district-level administrators and write a reflection about the experience. Candidates are encouraged to shadow administrators in diverse districts (e.g., rural, suburban, and urban). In the reflection, candidates are required to evaluate school policies and

Course Number	Course Title	Advanced Program	Experiences Addressing Diversity Proficiencies
			<p>procedures that support democratic values, equity, and/or diversity issues.</p> <ul style="list-style-type: none"> • Through a survey, candidates are evaluated by their university supervisors and building-based mentors on their ability to advocate for the diverse needs of students, parents, and faculty at the building and district levels. • Candidates complete an internship lasting from 432-576 hours. During this internship, they work with school and district administrators to develop an action plan containing goals and objectives in five areas: school improvement planning, clinical foundations, curriculum and instruction, program and building management, and parent/community relations. In the action plan goals/objectives that will allow for advocacy for impoverished or other disadvantaged students.
EDL 618 (CCSU partnership)	Understanding the Political and Ethical Environment of School Leadership	Educational Leadership (092)	<ul style="list-style-type: none"> • Knowledge and skills for political and ethical leadership, including ethical and legal decision making, policy development, fiscal management, and contract negotiations. Summer.
EDL 656 (CCSU partnership)	Leadership and Supervision in Teaching and Learning	Educational Leadership (092)	<ul style="list-style-type: none"> • Focuses on strategic leadership skills of using instructional leadership, supervision, communication and technology to improve teaching and learning. Summer.
EPY 509 or equivalent	Educational Problems of Exceptional Children	School Counseling	<ul style="list-style-type: none"> • All candidates must complete a state-mandated course in dealing with issues regarding special education and gifted and talented.
ED 585	Intro to Clinical/School Counseling	School Counseling	<ul style="list-style-type: none"> • Students are taught that racism (and other –isms) are not polarized, the way we’ve learned. They are put into groups to talk about their own experiences, then talk about how judgments affect them as counselors. • Students are required to shadow a school counselor for a day and report back a variety of information, including diversity issues.
EPY 607	Pupil Personnel Services	School Counseling	<ul style="list-style-type: none"> • Students do a MEASURE project which requires them to use data to identify an injustice within the school. Then, they propose a plan to address the injustice that’s led by the school counselor.
EPY 600	Assessment for Counselors	School Counseling	<ul style="list-style-type: none"> • Students do a test review and report how the publishing company’s norming studies do or do not reflect the diversity in our communities.
			<ul style="list-style-type: none"> •
EPY 602	Interviewing and Consultation	School Counseling	<ul style="list-style-type: none"> • Cultural differences in behaviors evidenced during counseling such as eye contact, conversational style are discussed.

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	Across the Lifespan		<ul style="list-style-type: none"> • Candidates view developmental tasks across the lifespan through the lens of culture and consider how culture impacts developmental tasks. • Each candidate must conduct at least one interview with a person from a culture different from his or her own.
ED 587	Counseling Diverse Populations	School Counseling	<ul style="list-style-type: none"> • Candidates interview two people who are from different races and cultural/ethnic identities from themselves. • Candidates develop a cultural genogram. • Candidates demonstrate their content knowledge of cultural realities, worldviews, and counseling needs of people from different cultural/ethnic backgrounds via an examination or class project.
ED 572	Career Education & Development	School Counseling	<ul style="list-style-type: none"> • The special needs of people from different backgrounds are considered.
EPY 610 EPY 612 EPY 613	Practicum (fieldwork) and Internship in School Counseling	School Counseling	<ul style="list-style-type: none"> • Candidates are evaluated by site supervisors on the following competencies related to diversity and advocacy: (a) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (b) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.