

**EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3-0-3)**

Given the rapidly changing demographics in our state and country, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. This course requires a field component totaling 10 hours. (This course replaces EDUC 2210 – Introduction to Special Education)

Prerequisite: READ 0099, ENGL 0989 or satisfactory English scores to place into co-requisite remediation or higher.

Corequisite: None.

Offered: All semesters.

**EDUC 2130 Exploring Teaching and Learning (3-0-3)**

This course will explore the key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts. This course requires a field component totaling 10 hours. (This course replaces PSYC 2103 – Human Growth and Development in the Teacher Education curriculum)

Prerequisite: READ 0099, ENGL 0989 or satisfactory English scores to place into co-requisite remediation or higher.

Corequisite: None.

Offered: All semesters.

**EMTP 1023 AEMT Practicum I (0-4-1)**

This course is the first of three practicums designed to provide the Advanced EMT student with the opportunity to perform a history and physical examination to identify factors affecting the health and health needs of a patient. Formulate a field impression based on an analysis of assessment findings, anatomy, physiology, pathophysiology, and epidemiology. Relate assessment findings to underlying pathological and physiological changes in the patient's condition. Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome. Students will also have the opportunity to perform basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of the patient in the clinical setting.

Prerequisite: Acceptance into the EMS program.

Corequisites: None.

Offered: Fall.