

**Requirements for the Bachelor of Science in Education Degree with a  
Major in Early Childhood Education  
2016-2017**

<b>General Education .....</b>	<b>61</b>
<b>Major Courses.....</b>	<b>24</b>
EDU 306 Behavior and Development of the Young Child.....	3
EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills.....	3
EDU 311 Curriculum, Instruction and Assessment in Early Childhood Education .....	3
EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood Education .....	3
EDU 318 Curriculum, Instruction and Assessment in Health and Physical Education for Early Childhood Education .....	3
EDU 322 Curriculum, Instruction and Assessment in Social Studies for Early Childhood Education .....	3
EDU 323 Curriculum, Instruction and Assessment in Visual and Performing Arts for Early Childhood Education .....	3
EDU 430 Diagnosis and Correction of Reading Difficulties .....	3
<b>Other Required Courses.....</b>	<b>9</b>
GSC 201 Curriculum, Instruction and Assessment in Science for Early Childhood Education .....	4
HIS 304 American History I.....	3
OR	
HIS 305 American History II.....	3
JRS 300 Junior Seminar.....	1
SSC 100 Contemporary Affairs.....	1
<b>Professional Education .....</b>	<b>30</b>
EDU 215 Human Development.....	3
EDU 251 Foundations of Education.....	3
EDU 302 Educational Psychology .....	3
EDU 304 Educational Assessment and Evaluation .....	3
EDU 319 Literature for Children and Adolescents.....	3
EDU 400 Curriculum, Instruction and Assessment in Reading .....	3
EDU 402 Observation and Directed Teaching.. ..	9
EDU 405 Educational Seminar.....	3
<b>Electives .....</b>	<b>6</b>
<b>TOTAL HOURS .....</b>	<b>130</b>

**Morris College Teacher Education Program  
Summary of Curriculum Changes  
Early Childhood Education**

<b>Current 2015-2016</b>	<b>New 2016-2017</b>
EDU 200 Introduction to Education (3) and EDU 303 Principles and Philosophy of Education (3)	EDU 251 Foundations of Education (3) <b>Change: combined courses</b>
EDU 205 Instructional Media (3)	<b>Change: deleted from program</b>
EDU 220 Issues in Diversity (1)	<b>Change: deleted from program</b>
EDU 304 Educational Tests and Measurements (3)	EDU 304 Educational Assessment and Evaluation (3) <b>Change: title</b>
EDU 306: Behavior and Development of the Young Child Birth-Grade 3 (3)	EDU 306: Behavior and Development of the Young Child (3) <b>Change: title</b>
EDU 310 Language Development and Communication Skills (3)	EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills (3) <b>Change: title</b>
EDU 311 Methods and Materials for Early Childhood Curriculum (3)	EDU 311 Curriculum, Instruction and Assessment in Early Childhood Education (3) <b>Change: title</b>
EDU 312 Methods and Materials for Teaching Health and Physical Education PK-6 (3)	EDU 318 Curriculum, Instruction and Assessment in Health and Physical Education for Early Childhood Education (3) <b>Change: new course</b>
EDU 313 Methods and Materials for Teaching Social Studies PK-6 (3)	EDU 322 Curriculum, Instruction and Assessment in Social Studies for Early Childhood Education (3) <b>Change: new course</b>
EDU 316 Methods of Teaching Mathematics for Early Childhood	EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood Education (3) <b>Change: title</b>
EDU 320 Methods and Materials for Teaching the Visual and Performing Arts PK-6 (3)	EDU 323 Curriculum, Instruction and Assessment in Visual and Performing Arts for Early Childhood Education (3) <b>Change: new course</b>
EDU 400 Methods and Materials for Teaching Reading PK-6 (3)	EDU 400 Curriculum, Instruction and Assessment in Reading (3) <b>Change: title</b>
Not in Early Childhood Education Program	EDU 430 Diagnosis and Correction of Reading Difficulties (3) <b>Change: Read to Succeed requirement</b>
ENG 303 Literature for Children and Adolescents (3)	EDU 319 Literature for Children and Adolescents (3) <b>Change: prefix and number</b>
GSC 200 Science for Early Childhood and Elementary Classrooms (PK-6)	GSC 201 Curriculum, Instruction and Assessment in Science for Early Childhood Education (4) <b>Change: new course</b>

**Morris College Teacher Education  
Curriculum Changes (Comparison Table)  
Early Childhood Education**

<b>Current Courses (2015-2016 Catalog)</b>	<b>New Courses (2016-2017 Catalog)</b>
<p><b>EDU 200 Introduction to Education (3)</b></p> <p>Introduction to Education provides an introduction to the nature of education and its place in society. An overview of the historical background of systems of education in the United States, their aims, organizations, principles, and procedures is presented, with practical consideration for teachers. Career exploration is an essential part of the course. Diversity is also a major component of this course. This course is a prerequisite to all other teacher education courses. Students are also required to spend ten to twenty hours in the educational lab. A twenty-hour practicum is required.</p> <p style="text-align: center;"><b>and</b></p> <p><b>EDU 303 Principles and Philosophy of Education (3)</b></p> <p>Principles and Philosophy of Education is designed to acquaint students with the philosophy of education in the United States in relation to the social traditions of both past and present. An overview of educational issues and problems created by the philosophical trends in education is presented. Emphasis is given to western and some non-western philosophers of education, historical and contemporary. Laboratory experiences are included for acquainting students with goals, objectives and the philosophy of schools. Studies in team decision making and strategies fostering collaboration are required. Required of early childhood, elementary and secondary education majors. Open only to students who have earned at least 56 semester hours of college-level credit.</p>	<p><b>EDU 251 Foundations of Education (3)</b></p> <p>This course will focus on the nature of education in general and provide an understanding of the historical, philosophical, sociological, legal, governance and societal influences in American and international education. It will advance the knowledge and skills of prospective education candidates in teaching about diverse people and culture of selected industrialized countries of the world. The course will include an emphasis on the role, development and organizations of public education in the United States and industrialized countries of the world. Students will conduct a comparative analysis of the education of the educational systems and the United States educational system. Emphasis is on the legal status of teachers and students, including federal and state laws and regulations, schools as social organizations and contemporary issues in education. Students will explore the education of other countries and the foundations of instructional design, and the growth and improvement of knowledge in the field of education. Diversity and technology will be integrated throughout the course. A fifteen (15) hour practicum will be required, with fifteen (15) hours in the computer laboratory preparing for the Praxis Core.</p>
<p><b>EDU 205 Instructional Media (3)</b></p> <p>Instructional Media is a study of the preparation and use of visual materials and non-projected visuals and the operation of various audio-visual equipment. Students become acquainted with instructional</p>	<p><b>Deleted from program (per CAEP)</b></p>

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<p>technology that affords them the opportunity to develop an understanding of the importance of computers as productive and useful tools in education and in the workplace. Students must use collaborative skills with group projects.</p>	
<p><b>EDU 220 Issues in Diversity (1)</b></p> <p>In Issues in Diversity pre-candidates and candidates learn strategies for effectively addressing the educational needs of all students, regardless of their differences; i.e. race, gender, social class, exceptionalities, religion, and so forth. By exploring diverse perspectives, enrollees learn about different people, ideas, cultures, religions, and ways of life. A ten-hour service learning project is required.</p>	<p><b>Deleted from program (per CAEP)</b></p>
<p><b>EDU 304 Educational Tests and Measurements (3)</b></p> <p>Educational Tests and Measurements is concerned with the study of tests and measurements as they relate to classroom situations. Special emphasis is placed on the study, selection, and use of various standardized and teacher-made measuring devices and on simple methods of interpreting and presenting test results. The course is designed to help students improve their skills in taking standardized tests and to help them develop their critical thinking, problem solving, and performance skills. Open only to students who have been admitted to the Teacher Education Program.</p>	<p><b>EDU 304 Educational Assessment and Evaluation (3)</b></p> <p>Educational Assessment and Evaluation is concerned with the history, development, analysis, assessment and evaluation and application of tests used in public and private classrooms. More specifically, it is concerned with the study of tests and measurements as they relate to classroom situations. Special emphasis is placed on the study, selection, and use of various standardized and teacher-made measuring devices and on simple methods of interpreting and presenting test results. The course is designed to help students improve their skills in taking standardized tests and to help them develop their critical thinking, problem solving, and performance skills. Open only to students who have been admitted to the Teacher Education Program.</p>
<p><b>EDU 306: Behavior and Development of the Young Child Birth-Grade 3 (3)</b></p> <p>This course focuses on understanding and analyzing young children's behavior while fostering healthy social and emotional development in the main types of early education settings (early school grades, child-care</p>	<p><b>EDU 306: Behavior and Development of the Young Child (3)</b></p> <p>This course focuses on understanding and analyzing young children's behavior while fostering healthy social and emotional development in the main types of early education settings (early school grades, child-care settings, and homes and Head Start programs). The course will provide</p>

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<p>settings, and homes and Head Start programs). The course will provide students with strategies for creating theory-based, individualized, child-centered interventions, and for establishing nurturing classroom learning communities in which all children feel safe, valued, and genuinely respected. Open only to students who have been admitted to the Teacher Education Program.</p>	<p>students with strategies for creating theory-based, individualized, child-centered interventions, and for establishing nurturing classroom learning communities in which all children feel safe, valued, and genuinely respected. Open only to students who have been admitted to the Teacher Education Program.</p>
<p><b>EDU 310 Language Development and Communication Skills (3)</b></p> <p>Language Development and Communication Skills focuses on the development of language arts from birth through the elementary school years. Students are acquainted with activities which are appropriate in developing the language arts skills of listening, speaking, reading, and writing. Open only to students who have been admitted to the Teacher Education Program.</p>	<p><b>EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills (3)</b></p> <p>This course focuses on an understanding of the principles of learning, teaching methods, and assessment to promote student learning as it relates to understanding of language development and communication skills, the relationships among curriculum, instruction and assessment. Analysis of the curricular program used in the state of South Carolina to meet the needs of students will be incorporated. More specifically, the course focuses on the development of language arts from birth through the elementary school years. Students are acquainted with activities which are appropriate in developing the language arts skills of listening, speaking, reading, and writing. Open only to students who have been admitted to the Teacher Education Program. A ten (10) hour practicum is required in language development and communication skills.</p>
<p><b>EDU 311 Methods and Materials for Early Childhood Curriculum (3)</b></p> <p>Methods and Materials for Early Childhood Curriculum acquaints students with methods and materials appropriate for the content areas that are a part of the curriculum for early childhood education. Basic concepts in curriculum development are emphasized, and several early childhood programs are examined. Career opportunities for Early Childhood majors are explored. A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p>	<p><b>EDU 311 Curriculum, Instruction and Assessment in Early Childhood Education (3)</b></p> <p>This course acquaints students with methods and materials appropriate for the content areas that are a part of the curriculum for early childhood education. Basic concepts in curriculum development are emphasized, and several early childhood programs are examined. Career opportunities for Early Childhood majors are explored. A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p>

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<p><b>EDU 312 Methods and Materials for Teaching Health and Physical Education PK-6 (3)</b></p> <p>This course prepares classroom teachers in the field of health. The three phases of the school health program, school health services, health instruction, and healthful school living, are treated. Special attention is given to the health status of school children, common health problems, and the role of the school in handling such problems. Exposing children to careers in health is essential. The importance of physical activities for Pre-K-6<sup>th</sup> graders is highlighted. Movement Education and activities to encourage active movement is emphasized. A fifteen-hour practicum is required in a physical education classroom. Open only to students who have been admitted to the Teacher Education Program.</p>	<p><b>EDU 318 Curriculum, Instruction and Assessment in Health and Physical Education for Early Childhood Education (3)</b></p> <p>A course designed to develop instructional techniques as related to health and physical education, movement education theory and the integration of early childhood studies through movement experiences; included in an examination of health concepts and health programs. A ten (10) hour practicum is required in a physical education classroom. Open only to students who have been admitted to the Teacher Education Program.</p>
<p><b>EDU 313 Methods and Materials for Teaching Social Studies PK-6 (3)</b></p> <p>Methods and Materials for Teaching Social Studies acquaints Early Childhood and Elementary students with exploring the meaning of social studies; teaching and learning strategies for social studies; planning for instruction; content of social sciences (anthropology, economics, geography, history, sociology, and political science); values and human relationships; inquiry and problem solving; research methods; strategies for making and interpreting maps; current events; career exploration; games and simulations for social studies; and skill building in social studies. A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p>	<p><b>EDU 322 Curriculum, Instruction and Assessment in Social Studies for Early Childhood Education (3)</b></p> <p>This course introduces students to all facets of the P-3 social studies experiences needed to guide early childhood school students on the path to responsible citizenship. The course focuses on the highly integrative and multidisciplinary nature of the social studies. Particular emphasis is placed on the integration of history, geography and civics education with other areas of the curriculum. A ten (10) hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p>
<p><b>EDU 316 Methods of Teaching Mathematics for Early Childhood</b></p> <p>This course is a study of sets, counting numbers, numeration systems, properties of the fundamental operations, elementary number theory, the rational number systems, decimal representation, the set of real numbers,</p>	<p><b>EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood Education (3)</b></p> <p>This course is a study of sets, counting numbers, numeration systems, properties of the fundamental operations, elementary number theory, the</p>

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<p>informal algebra, and plane and solid geometry. A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program. Prerequisite: MAT 103</p>	<p>rational number systems, decimal representation, the set of real numbers, informal algebra, and plane and solid geometry. A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program. Prerequisite: MAT 103</p>
<p><b>EDU 400 Methods and Materials for Teaching Reading PK-6 (3)</b></p> <p>This course is designed to Help participants develop skills in the facilitation of effective learning experiences for young learners in the area of reading and language arts. Focus will be placed on the study of methods, materials, and classroom procedures and evaluation techniques to facilitate reading in the content areas. Students will use a variety of teaching strategies which are applicable to all grades. These strategies will promote critical thinking through analysis and reflection; while the use of creative thinking practices help educators align content, processes and assessment to increase student achievement in the areas of literacy and reading. Course participants will engage in classroom discussion, research and reflection, observation and practicum experiences. Open only to students who have been admitted to the Teacher Education Program.</p>	<p><b>EDU 400 Curriculum, Instruction and Assessment in Reading (3)</b></p> <p>This course focuses on an understanding of the principles of learning, teaching methods, and assessment to promote student learning as it relates to understanding reading theories, instructional strategies and assessment tasks. More specifically, the course focuses on helping candidates develop skills in the facilitation of effective learning experiences for learners in literacy. Focus will be on the study of reading curriculum, instructional strategies and methods, and assessment of students, materials and classroom procedures and evaluation techniques to facilitate reading in the content areas. Students will use a variety of teaching strategies which are applicable to all grades. These strategies will promote critical thinking through analysis and reflection; while the use of creative thinking practices help educators align content, processes and assessment to increase student achievement in the areas of literacy and reading. Course participants will engage in classroom discussion, research and reflection, observation and practicum experiences. A twenty (20) hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p>
<p><b>Not in Early Childhood Education Program</b></p>	<p><b>EDU 430 Diagnosis and Correction of Reading Difficulties (3)</b></p> <p>Diagnosis and Correction of Reading Difficulties involves the selection of suitable materials and desirable techniques. It also embodies practice in analyzing and diagnosing individual needs for corrective and remedial treatment. Open only to students who have been admitted to the Teacher Education Program.</p>

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<p><b>ENG 303 Literature for Children and Adolescents (3)</b></p> <p>Literature for Children and Adolescents deals with literature for children and adolescents and with criteria for selecting and evaluating works of special interest to children and adolescents.</p>	<p><b>EDU 319 Literature for Children and Adolescents (3)</b></p> <p>Literature for Children and Adolescents deals with literature for children and adolescents and with criteria for selecting and evaluating works of special interest to children and adolescents. Open only to students who have been admitted to the Teacher Education Program.</p>
<p><b>GSC 200 Science for Early Childhood and Elementary Classrooms (PK-6)</b></p> <p>This course is designed for the study and practice of teaching methods and materials for science at the early childhood school levels, grades P-3. Emphasis is placed on concept development through questioning techniques, critical thinking, multimedia/technology and inquiry teaching to meet group and individual needs.</p>	<p><b>GSC 201 Curriculum, Instruction and Assessment in Science for Early Childhood Education (4)</b></p> <p>This course is designed for the study and practice of teaching methods and materials for science at the early childhood school levels, grades P-3. Emphasis is placed on concept development through questioning techniques, critical thinking, multimedia/technology and inquiry teaching to meet group and individual needs. A 15 hour practicum is required, Open only to students who have been admitted to the Teacher Education Program.</p>