

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

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| General Education | 61 |
| Major Courses..... | 21 |
| EDU 301 Curriculum, Instruction and Assessment for Elementary Classrooms | 3 |
| EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills | 3 |
| EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education | 3 |
| EDU 313 Curriculum, Instruction and Assessment in Social Studies for Elementary Education | 3 |
| EDU 317 Curriculum, Instruction and Assessment in Mathematics for Elementary Education..... | 3 |
| EDU 320 Curriculum, Instruction and Assessment in Visual and Performing Arts for Elementary Education..... | 3 |
| EDU 430 Diagnosis and Correction of Reading Difficulties | 3 |
| Other Required Courses..... | 9 |
| GSC 200 Curriculum, Instruction and Assessment in Science for Elementary Education | 4 |
| HIS 304 American History I | 3 |
| OR | |
| HIS 305 American History II..... | |
| JRS 300 Junior Seminar..... | 1 |
| SSC 200 Contemporary Affairs..... | 1 |
| Professional Education | 30 |
| 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 403 Observation and Directed Teaching | 9 |
| EDU 405 Educational Seminar..... | 3 |
| Electives | 6 |
| TOTAL HOURS | 127 |

**Morris College Teacher Education Program
Summary of Curriculum Changes
Elementary Education**

| Current 2015-2016 | New 2016-2017 |
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| EDU 200 Introduction to Education (3) and EDU 303 Principles and Philosophy of Education (3) | EDU 251 Foundations of Education (3) Change: combined courses |
| EDU 205 Instructional Media (3) | Change: deleted from program |
| EDU 220 Issues in Diversity (1) | Change: deleted from program |
| EDU 301: Methods and Materials for the Elementary School (3) | EDU 301: Curriculum, Instruction and Assessment for Elementary Classrooms (3) Change: title |
| EDU 304 Educational Tests and Measurements (3) | EDU 304 Educational Assessment and Evaluation (3) Change: title |
| EDU 310 Language Development and Communication Skills (3) | EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills (3) Change: title |
| EDU 312 Methods and Materials for Teaching Health and Physical Education PK-6 (3) | EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education(3) Change: title |
| EDU 313 Methods and Materials for Teaching Social Studies PK-6 (3) | EDU 313 Curriculum, Instruction and Assessment in Social Studies for Elementary Education (3) Change: title |
| EDU 317 Methods and Materials for Teaching Mathematics in the Elementary School (3) | EDU 317 Curriculum, Instruction and Assessment in Mathematics for Elementary Education (3) Change: title |
| EDU 320 Methods and Materials for Teaching the Visual and Performing Arts PK-6 (3) | EDU 320 Curriculum, Instruction and Assessment in Visual and Performing Arts for Elementary Education (3) Change: title |
| EDU 400 Methods and Materials for Teaching Reading PK-6 (3) | EDU 400 Curriculum, Instruction and Assessment in Reading (3) Change: title |
| ENG 303 Literature for Children and Adolescents (3) | EDU 319 Literature for Children and Adolescents (3) Change: prefix and number |
| GSC 200 Science for Early Childhood and Elementary Classrooms (PK-6) | GSC 200 Curriculum, Instruction and Assessment in Science for Elementary Education (4) Change: title |

**Morris College Teacher Education
Curriculum Changes
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| Current Courses (2015-2016 Catalog) | New Courses (2016-2017 Catalog) |
|---|--|
| <p>EDU 200 Introduction to Education (3) Introduction to Education provides an introduction to the nature of education and its place in our 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>and</p> <p>EDU 303 Principles and Philosophy of Education (3) 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 in the area. 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>EDU 251 Foundations of Education (3) 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>EDU 205 Instructional Media (3) 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 technology that affords them the opportunity to develop an understanding</p> | <p>Deleted from program (per CAEP)</p> |

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| <p>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>EDU 220 Issues in Diversity (1)</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>Deleted from program (per CAEP)</p> |
| <p>EDU 301: Methods and Materials for the Elementary School (3)</p> <p>Methods and Materials for the Elementary School familiarizes the prospective elementary school teaches with current major programs and develops skills in the selection, organization, and use of materials and methods for elementary instruction. Major considerations include the changing elementary school, the teacher’s instructional and professional role, planning for learning, classroom management, community resources, conflict resolution skills, career exploration, parental involvement, nature of child growth and development, and orientation to instruments used in evaluating teaching (PRAXIS, ADEPT, PET, etc.). A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p> | <p>EDU 301: Curriculum, Instruction and Assessment in Elementary Education (3)</p> <p>Curriculum, Instruction and Assessment in Elementary Education familiarizes the prospective elementary school teachers with current major programs and develops skills in the selection, organization, and use of materials and methods for elementary instruction. Major considerations include the changing elementary school, the teacher’s instructional and professional role, planning for learning, classroom management, community resources, conflict resolution skills, career exploration, parental involvement, nature of child growth and development, and orientation to instruments used in evaluating teaching (PRAXIS, ADEPT, PET, etc.). A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p> |
| <p>EDU 310 Language Development and Communication Skills (PK-6) (3)</p> <p>Language Development and Communication Skills focuses on the development of language arts from birth through the elementary school</p> | <p>EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills (3)</p> <p>This course focuses on an understanding of the principles of learning, teaching methods, and assessment to promote student learning as it relates</p> |

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| <p>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>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>EDU 312 Methods and Materials for Teaching Health and Physical Education PK-6 (3)</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-6th 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>EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education(3)</p> <p>The course also focuses on theories, practices, objectives, content and methods of presenting and assessing health and physical education in the secondary school curriculum. Analysis of the curricular program used in the state of South Carolina to meet the needs of students will be incorporated. Instruction will be supplemented by observation and participation in public and private science settings. More specifically, it 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 Pk-6 grades is highlighted. Movement Education and activities to encourage active movement is emphasized. 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>EDU 313 Methods and Materials for Teaching Social Studies PK-6 (3)</p> <p>Methods and Materials for Teaching Social Studies acquaints Early</p> | <p>EDU 313 Curriculum, Instruction and Assessment in Social Studies for Elementary Education (3)</p> |

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| <p>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>The course also focuses on theories, practices, objectives, content and methods of presenting and assessing social studies in the early childhood and elementary school curriculum. Analysis of the curricular program used in the state of South Carolina to meet the needs of students will be incorporated. Instruction will be supplemented by observation and participation in public and private science settings More specifically, it acquaints early childhood and elementary school students exploring the meaning of social studies, teaching and learning strategies for social studies; planning for instruction; content of social science (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 ten (10) hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p> |
| <p>EDU 317 Methods and Materials for Teaching Mathematics in the Elementary School (3)</p> <p>Methods of Teaching Mathematics in the Elementary School is a study of the rational number system, 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>EDU 317 Curriculum, Instruction and Assessment in Mathematics for Elementary Education (3)</p> <p>Curriculum, Instruction and Assessment in Mathematics is a study of the rational number system, 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>EDU 320 Methods and Materials for Teaching the Visual and Performing Arts PK-6 (3)</p> <p>Methods and Materials for Teaching the Visual and Performing Arts (PK-6) presents current curriculum models that permit candidates to gain insight into the role of the arts in our schools and in our lives. The course</p> | <p>EDU 320 Curriculum, Instruction and Assessment in Visual and Performing Arts for Elementary Education (3)</p> <p>The course also focuses on theories, practices, objectives, content and methods of presenting and assessing visual and performing arts in the elementary school curriculum. Analysis of the curricular program used in</p> |

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| <p>allows candidates the opportunity to create and to maintain a network of community arts and cultural institutions that support all teachers and students success and immersion in the arts are closely linked. The course also addresses multiple intelligences, creative thinking, cultural diversity, technology and special needs as they relate to the arts. Emphasis is given to the integration of the arts into the content subject areas with special focus on music, dance and drama as well as the visual arts. A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p> | <p>the state of South Carolina to meet the needs of students will be incorporated. Instruction will be supplemented by observation and participation in public and private settings. More specifically, the course focuses on current curriculum models that permit candidates to gain insight into the role of the arts in our schools and in our lives. The course allows candidates the opportunity to create and to maintain a network of community arts and cultural institutions that support all teachers and students success and immersion in the arts are closely linked. The course also addresses multiple intelligences, creative thinking, cultural diversity, technology and special needs as they relate to the arts. Emphasis is given to the integration of the arts into the content subject areas with special focus on music, dance and drama as well as the visual arts. A ten (10) hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.</p> |
| <p>ENG 303 Literature for Children and Adolescents (3)</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>EDU 319 Literature for Children and Adolescents (3)</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. A ten (10) hour practicum is required.</p> |
| <p>GSC 200 Science for Early Childhood and Elementary Classrooms (PK-6)</p> <p>Science for the Early Childhood and Elementary Classrooms (PK-6) emphasizes selected topics from the Physical Sciences, Earth and Space Sciences, Biological Sciences, Science as Inquiry, Science and Technology, Science in Personal and Social Practices, and the History and Nature of Science. The methods of applying these topics to classroom situations are taught as essential to a successful educator. The Constructivist approach is highlighted as the most current technique in</p> | <p>GSC 200 Curriculum, Instruction and Assessment in Science for Elementary Education (4)</p> <p>Curriculum, Instruction and Assessment in Science for Elementary Education emphasizes selected topics from the Physical Sciences, Earth and Space Sciences, Biological Sciences, Science as Inquiry, Science and Technology, Science in Personal and Social Practices, and the History and Nature of Science. The methods of applying these topics to classroom situations are taught as essential to a successful educator. The Constructivist approach is highlighted as the most current technique in</p> |

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| science teaching. Three lecture hours and one-two hour laboratory per week is required. A fifteen hour practicum is also required. | science teaching. Three lecture hours and one-two hour laboratory per week is required. A fifteen hour practicum is also required. |