

---

## ELEMENTARY EDUCATION (ELED)

---

### **ELED 200 Introduction to Computers for the Elementary School Classroom (3 credits)**

Designed as a computer literacy course for K–6 pre-service teachers, in-service teachers and supervisory personnel. The course covers the history, capabilities, role and literacy in computer education. Early childhood and elementary school applications are to be explored in a computer laboratory setting. No prior knowledge or experience with computers is assumed. *Either semester*

### **ELED 220 Introduction to Elementary Education (3 credits)**

This foundations course examines elementary education (grade 1 through grade 6) from a variety of perspectives including historical, sociocultural, and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards, and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into Bridgewater’s teaching licensure program.

### **ELED 300 Elementary Art Methods (.5 credit)**

*Prerequisite: Admission to the Professional Education Program*

An introduction to methods and materials in art for the elementary teacher. Art projects typical of those done by children in grades K–6 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a pass/fail basis. *Either semester*

### **ELED 310 Teaching Science and Social Studies in the Elementary School (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

This course will examine the development of current curriculum that will influence the teaching of science and social studies. Emphasis will be placed on the methodologies of these disciplines with a strong focus on cooperative learning, assessment and hands-on science.

### **ELED 330 Teaching Reading in the Elementary School (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

A consideration of the teaching/learning processes involved in the acquisition of literacy: modeling teacher–child interactions and independent exploration. Careful monitoring of pupil progress and appropriate interventions are emphasized. *Either semester*

† *May be taken for graduate level credit.*

**Note:** This section is arranged in course number order. See course prefix key for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda/](http://www.bridgew.edu/catalog/addenda/) as that information supersedes the published version of this catalog.

### **ELED 340 Teaching Language Arts in the Elementary School (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

Strategies in the elementary school to enhance the communication skills of reading, writing, listening and speaking through pupil involvement in purposeful communication will be stressed. Special emphasis will be given to the teaching of writing and to the development of thinking skills through questioning. *Either semester*

### **ELED 350 Teaching Mathematics in the Elementary School (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

Examining the purpose and content of the contemporary elementary school mathematics curriculum, this course emphasizes how children learn mathematics, a wide variety of teaching procedures and instructional materials, evaluation techniques for use in the classroom and pedagogical methodology for individualization. Designed also to create awareness of affective experiences in the teaching/learning process of elementary school mathematics. *Either semester*

### **ELED 360 Teaching in a Standards-based, Inclusive Elementary Classroom (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

This course explores ways to plan, teach and assess in a standards-based, inclusive classroom. Topics include standards-based curriculum development, constructivism, education evaluation, and assessment (including the design of a professional teaching portfolio). Classroom-based “inclusive” models and teaching strategies, and professional teaching standards will be examined. *Either semester*

### **ELED 362 Methods and Materials in Elementary Art (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

The objective of art education, role of the classroom teacher, developmental stages in the creative growth of children; materials, processes, tools and teaching procedures which will foster this growth at the various grade levels; correlation of art with other subject fields and evaluation of student progress. *Offered evenings and summers only*

### **ELED 441 Methods and Materials in Outdoor Education for the Elementary Teacher (3 credits)†**

New trends and practices in elementary curriculum and methods in outdoor education will be explored in a natural setting. Analysis of different approaches to curriculum construction, teaching procedures, integration of material to classroom and school setting will be implemented. *Offered evenings and summers only*

---

**ELED 450 Elementary School Curriculum (3 credits)†**

Roles of the administrator, the teacher, the parent and the child in the development of the changing curriculum in the elementary school. Use of action research, in-service training, innovations for curriculum improvement, school organizations, team teaching, the non-graded school, individualized instruction, the reevaluation of objectives and democratic values. *Offered evenings and summers only*

---

**ELED 452 Methods and Materials in Elementary Education (3 credits)†**

*Prerequisite: Admission to the Professional Education Program*  
Effective ways of vitalizing the teaching/learning process through teacher-pupil planning, participation and evaluation. Emphasis on creative teaching and the individualized approach. Materials and strategies are examined in the light of current issues. *Offered evenings and summers only*

---

**ELED 457 Strategies for Managing Classroom Behavior (3 credits)†**

This course will assist education students in developing their skills in classroom management. Consideration will be given to successful management models and teaching strategies as they apply to the developmental levels of children. *Offered evenings and summers only*

---

**ELED 490 Supervised Teaching in the Elementary Schools: Art (6 or 12 credits)†**

*Prerequisite: Acceptance into student teaching*  
Supervised experiences in classroom art activities. Experiences gained in teaching techniques, materials, individual differences, and classroom management. Supervision by the cooperating teacher and college supervisor. Full time for one quarter. *Either semester*

---

**ELED 491 Internship in Elementary Education (12 credits)†**

*Prerequisite: Employment in a host school system; completion of all School of Education and Allied Studies and Departmental requirements; approval by the Department (including site and mentor)*  
An internship is a supervised experience for one semester (at least 400 clock hours). To be eligible for an internship a candidate must be employed by the school system and be in the role of elementary classroom teacher. During this internship a candidate will gain experience and refine his/her skills as a classroom teacher. Interns will have a qualified, on-site mentor and will be supervised by the college. A candidate must demonstrate his/her competencies for initial teaching licensure and complete documentation requirements.

---

**ELED 492 Supervised Teaching in Public Schools: Elementary (12 credits)†**

*Prerequisite: Acceptance into student teaching*  
This student-teaching practicum is a supervised experience for one semester. Candidates are assigned by the School of

Education and Allied Studies to an appropriate elementary-school classroom (grades 1-6) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all departmental requirements. *Either semester*

---

**ELED 498 Internship in Elementary Education (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*  
Off-campus experience in an area related to the major. In-depth exposure to educational programs, centers and institutions. This internship does not lead to teacher licensure.

---

**ELED 499 Directed Study in Elementary Education (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

---

**ELED 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Original research undertaken by the graduate student in his or her field. For details, consult the paragraph entitled "Independent Study" in the *Graduate and Continuing Education* section of this catalog. This course may be repeated.

---

**ELED 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the *Graduate and Continuing Education* section of this catalog. This course may be repeated.

---

**ELED 510 Fundamentals of Elementary Education (3 credits)**

This course is intended to be an introductory course at the Graduate Level for candidates seeking initial Licensure as an Elementary Teacher (Grades 1-6). The course is designed to offer students an understanding of numerous relevant topics in education, for example, the foundations of education as it relates to student learning, effective instructional practices and

†May be taken for graduate level credit.

*Note: This section is arranged in course number order. See course prefix key for assistance in locating department sections.*

appropriate accommodations for diverse learners, classroom management models, lesson plan models, diversity and exceptionalities, technological applications for the elementary classroom, and resources for practicing teachers. The course is also designed to help students make an informed decision as to their choice of becoming an elementary teacher. During a 40 hour pre-practica experience, aspiring teachers grow as professional educators as they interact with teachers and children, confirming their choice as an elementary educator.  
*Fall and spring semester and summer session I*

---

**ELED 511 Theory and Practice in Teaching Reading (3 credits)**

*Prerequisite: ELED 510 and admission to the Professional Education Program*

A thorough explanation is given of the social-psycho linguistic view of reading and its practical application in the elementary classroom. The acquisition of literacy will be explored through alphabetic principle, guided reading techniques, self-monitoring, teacher-child interactions and a variety of assessments. Students will design, implement and reflect on research-based elementary level reading lessons. The English/Language Arts Curriculum Framework will serve as a guide for classroom instruction.

---

**ELED 512 Theory and Practice in Teaching Language Arts (3 credits)**

*Prerequisite: ELED 510 and admission to the Professional Education Program*

Explorations of language development and acquisition, writing processes and strategies, a variety of genres, motivational techniques and assessment tools will focus around integral components of the Language Arts Program. Effective literacy teaching techniques and strategies will be modeled and explained. Students will design, implement and reflect on research-based elementary language *arts* lessons. The Massachusetts English/Language Arts Framework will be used as a guide to instruction within the elementary classroom.

---

**ELED 513 Mathematical Applications for the Classroom (3 credits)**

*Prerequisite: ELED 510 and admission to the Professional Education Program*

Teaching in the context of current research about how children learn mathematics, this course helps participants develop an understanding of what it means to do mathematics. Participants will explore and experience ways math can be taught through problem-solving that develops both concepts and procedures. The Massachusetts State Frameworks and National Standards will be considered.

---

**ELED 514 Exemplary Practice in Science and Social Studies Classrooms (3 credits)**

*Prerequisite: ELED 510 and admission to the Professional Education Program*

Students in this class will examine the science content and process, which lead to inquiry teaching and learning in the global society. Emphasis will be placed on the acquisition of scientific literacy and global understanding for all students. The Massachusetts State Frameworks and National Standards will be considered. The course will prepare beginning teachers to bring innovation and excellence to all students in diverse classrooms.

---

**ELED 515 Differentiating Instruction: Creating Inclusive Classrooms (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

By participating in in-class and out-of-class experiences and by reviewing the literature related to child development, researched-based instructional and assessment practices, and other related topics relevant to differentiating instruction, including child-study procedures and current laws, teacher candidates will be able to use assessment to guide classroom practices and instructional supports to differentiate instruction for all learners.

---

**ELED 520 The Changing Context of Teaching: Mentoring, Clinical Supervision and Peer Coaching (3 credits)**

*Prerequisite: Open to experienced teachers*

The purpose of this course is to study the changing context of teaching in view of mentoring, clinical supervision and peer coaching. Students will analyze the impact of educational reform efforts aimed at improving teaching and learning that highlight mentoring as a key component of the professional development of teachers. The Principles of Effective Practice and the Curriculum Frameworks will be the foundation for thinking about effective teaching strategies. Students will observe peers teaching lessons and analyze those lessons using the Principles of Effective Practice and Curriculum Frameworks. Course participants will learn how to plan and conduct a pre-observation conference and a post-observation conference. In addition, students will study the problems and issues related to mentoring.

---

**ELED 530 Enhancing Language Skills in the Classroom (3 credits)**

The intent of the course will be to: 1.) heighten teacher perception of communication potential in the classroom, 2.) suggest techniques for the use of language skills as the vehicle in all content areas, 3.) assist the teacher in the design of materials to fit special needs of the classroom, 4.) aid the teacher in the classroom implementation of the designed materials.

**Note:** This section is arranged in course number order. See course prefix key for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda/](http://www.bridgew.edu/catalog/addenda/) as that information supersedes the published version of this catalog.

---

**ELED 551 Discovering Science: Current Elementary School Science Programs (3 credits)**

*Prerequisite: ELED 460, ELED 462 or consent of the instructor*  
Provides students with opportunities to explore the philosophy, psychology, materials and methods of implementation of the inductive programs for elementary science and to participate in a curriculum development process. Most resource materials used originate in current elementary science programs—Elementary Science Study, Science: A Process Approach, and the Science Curriculum Improvement Study.

---

**ELED 552 Advanced Methods for Teaching Science and Social Studies: Theory into Practice (3 credits)**

Based on the work of Project PALMS (Partnership Advancing Learning of Mathematics and Science), this course will focus on improving the way science and social studies are taught and learned in elementary school classrooms. Modules will include: constructivism; strategies for teaching using inquiry-based approaches; developing “hands-on” science and social studies materials; using technology in science and social studies; new, alternative strategies for assessment; understanding and using the new curriculum framework and national standards for both science and social studies education. Teachers will develop advanced teaching strategies that encourage students to develop “process skills” including critical graphing skills and other skills associated with the scientific inquiry. With these skills, elementary school students will be able to achieve the goals of scientific literacy and responsible citizenship.

---

**ELED 554 Graduate Seminar in Elementary Education (3 credits)**

*Prerequisite: Completion of all required MEd courses*  
An integration of formal study, current research and personal experience. Each student will make an extensive study of a significant problem in elementary teaching.

---

**ELED 560 Special Topics in Elementary Education (variable credit)**

*Prerequisite: Course prerequisite may be specified depending upon the nature of the topic*  
Special topics of current relevance in elementary education will be offered from time to time. The topic to be addressed will be announced in preregistration publications. May be taken more than once with the consent of the adviser.

---

**ELED 566 Technological Applications for Education (3 credits)**

This course offers the participant the opportunity to become technologically literate and to be able to create a classroom environment, which allows new tools to be used for teaching and learning. An additional goal of the course is to allow the participant to work with information storage and retrieval materials linked to the curriculum in non-threatening, understandable and applicable ways.

---

**ELED 567 Contemporary Teaching Techniques for Mathematics (3 credits)**

*Prerequisite: ELED 350*  
Along with creating a comfortable mathematics environment, this course considers how to assist the student in problem-solving processes, appraisal of current mathematical programs, diagnosing computational error patterns, integrating the computer into the mathematics curriculum. Other selected topics are explored in light of current mathematical standards and trends.

---

**ELED 573 Developing Elementary School Curriculum (3 credits)**

This course will organize its members into a curriculum committee and will, by democratic group process, prepare an elementary curriculum guide for a specific subject or subject area. Most of the resource materials used in the guide will originate in various current elementary programs. Each participant will receive a copy of the finished guide.

---

**Other Approved Courses:**

- ELED 100 Effective Reading
- ELED 101 Speed Reading
- ELED 331 Developmental Reading in the Secondary School
- ELED 333 Strategies of Teaching Reading in the Middle School
- ELED 341 Strategies of Teaching Language Arts in the Middle School
- ELED 351 Improving Mathematical Instruction in the Elementary School
- ELED 353 Strategies of Teaching Mathematics in the Middle School
- ELED 370 Kindergarten Theory and Methods
- ELED 371 The Preschool
- ELED 373 Helping Children to Write Creatively
- ELED 390 Field Based Practicum
- ELED 420 Educational Measurement
- ELED 435 Teaching Study Skills and the Uses of Reading
- ELED 436 Remedial Reading Techniques for Classroom Teachers
- ELED 442 Methods and Materials in Outdoor Education II
- ELED 454 Seminar in Elementary Education
- ELED 455 Drug Education for the Elementary School Teacher
- ELED 456 Current Issues in Elementary Education
- ELED 460 Methods and Materials in Elementary Science
- ELED 470 Methods and Materials in Elementary Social Studies
- ELED 473 Improving Elementary School Social Studies
- ELED 494 Supervised Teaching in the Elementary School—Music
- ELED 556 Curriculum for the Gifted Child in Elementary Schools
- ELED 565 Math Anxiety: Theories and Principles for Elementary School Personnel
- ELED 568 Systematic Training for Effective Teaching
- ELED 572 Strategies of Teaching Reading in the Middle School

*Note: This section is arranged in course number order. See course prefix key for assistance in locating department sections.*

ELED 580 LOGO for the Microcomputer in the  
Elementary Classroom  
ELED 584 Educational Software Development: Files  
ELED 590 Advanced Research Topics in Computer  
Education for the Elementary School  
ELED 592 Practicum: Elementary Education  
ELED 593 Internship: Elementary Education

**Note:** This section is arranged in course number order. See course prefix key for assistance in locating department sections.  
**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda/](http://www.bridgew.edu/catalog/addenda/) as that information supersedes the published version of this catalog.