

# Montessori

## M.Ed. Montessori

*Kathryn Picanco (Program Director)*

In partnership with Montessori Northwest and in affiliation with the Association Montessori Internationale (AMI), the Master of Education, in Montessori can be earned simultaneously with an AMI diploma. The AMI diploma coursework is completed at a Montessori Northwest training site in California, Oregon or Spokane. The remaining education courses to complete the master's degree can be taken online or on campus.

### Admission Requirements:

- Complete an online application by the deadline posted on the program website. No application fee required.
- Students admitted to Montessori Northwest who hold a bachelor's degree or master's degree from an accredited institution of higher education will be admitted to the Concurrent Enrollment Master's program upon completion of the Whitworth application. Testing and exam alternatives are not required.
- International students must also have a transcript evaluation through World Education Services (WES) or Academic and Credential Records Evaluation and Verification Services (ACREVS) indicating a bachelor's degree equivalency earned, an English Language Proficiency exam (if applicable), and verification from the International Education office that the country of home residence is eligible for online education. Additional requirements for International students are also required related to financial responsibility. For additional information, see <https://www.whitworth.edu/cms/administration/admissions/international-students/admissions-process/>.
- Students admitted to Montessori Northwest can request for their academic records to be sent to Whitworth for the completion of their application file. These items include the three letters of recommendation, essay, transcripts and official transcript evaluations and the résumé. Oregon based M.Ed. in Montessori programs may only transfer up to 6 credits toward degree completion requirements upon transcript review.
- Students enrolled in the Washington State Teacher Certification track or certification only program need to complete additional requirements and external exams and a performance-based portfolio as a part of certification. Requirements include the Pre-Residency Clearance process with the Office of Superintendent of Public Instruction and completion of the Professional Growth Plan. Exams include the WEST-B or record of taking the SAT/ACT and the NES designated content exams prior to practice teaching. Students will also need to complete the Pedagogy Performance Assessment portfolio to complete assessment requirements.
- Students enrolled in the Montessori Teacher Certification program (state certification only) may have unlimited credential specific coursework waived or accepted for transfer or alternative credit upon transcript and portfolio review.
- Alternate credit for prior learning and experiences may be awarded. Students interested in receiving alternate credit need to follow the guidelines in the program's alternate credit policy for consideration. The program director will determine if alternate credit can be awarded.
- Students in the Montessori Teacher Certification program (non-degree) can have their MACTE accredited, American Montessori Society, or Association Montessori Internationale diplomas qualify for the methods prerequisites for credentialing for the state of Washington. Advance credit will be awarded for the diploma coursework for credentialing purposes.
- Approximate additional costs: In addition to tuition, students can expect to have the approximate added expense of \$1,500 for books/materials/office supplies/AMI membership.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

### Certification:

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.

- Whitworth University certification programs lead to Washington state certification. For certification in another state, the applicant will need to contact the appropriate state's certification agency to determine requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction and the Professional Educator Standards Board. Hence, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the educational certification & career services office, located in Dixon Hall, at 509.777.4403 or 509.777.4405 for further details.

#### **Services Provided by the Office of Educational Certification & Career Services:**

- Certification (Teacher, Principal, School Counselor)
- WSP/FBI Fingerprinting
- Clock Hour Provider
- Career Service Information:
  - Career fairs
  - Résumé and cover letter building
  - Current job listings

## **Academic Policies for Graduate Education Programs**

### **Academic Standards**

Whitworth Graduate Studies in Education offers guided studies that may be taken on a tutorial basis. Program director approval is required. Proposals are submitted with the approvals of the faculty supervisor and the director/department chair via the electronic guided study proposal form by the registration deadline of the term during which the study will be taken.

### **Admission and Expulsion**

1. Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status, unless arrangements have been made for a hiatus. In order for a student to return to active status they must reapply and they will be responsible for any new university or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members and/or guests to their classes except in an emergency and with the permission of the instructor.

### **General Guidelines**

1. Montessori students are registered for courses by their advisor.
2. Check with your advisor each term for pre-registration advising and for exit requirements. Students must be cleared by their advisor prior to course registration each term.
3. Tuition is paid through student financial services located in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.

## **Student Learning Outcomes for M.Ed. in Montessori, Elementary and Early Learning Programs:**

- Students demonstrate a foundational knowledge of skills and concepts in education.
- Students demonstrate mastery of Montessori instructional strategies.
- Students demonstrate an understanding of the School of Education Conceptual Framework and the mission of the university, including faith integration.
- Program of study is completed successfully.
- The capstone project reflects depth of understanding of program concepts.

- Students demonstrate understanding student diversity and inclusive practices for the classroom community.

## **M.Ed. in Montessori, Elementary (36)**

EDT 501	Montessori Foundations	3
EDT 502A	The Philosophy and Psychology of the Montessori Method	1
EDT 502B	The Philosophy and Psychology of the Montessori Method B	1
EDT 503A	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A	1
EDT 503B	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B	3
EDT 503C	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C	1
EDT 504A	Elementary Social Studies Methods A	1
EDT 504B	Elementary Social Studies Methods B	1
EDT 505A	Elementary Language Arts Curriculum and Instruction A	2
EDT 505B	Elementary Language Arts Curriculum and Instruction B	1
EDT 506A	Elementary Mathematics Curriculum and Instruction A	2
EDT 506B	Elementary Mathematics Curriculum and Instruction B	2
EDT 506C	Elementary Mathematics Curriculum and Instruction C	2
EDT 507	Elementary Music, Drama and Art Methods	2
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 512	Advanced Seminar on Language and Literacy	3
Take one of the following:		
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 531	Culturally Responsive Practices for the Inclusive Classroom Community	3
EDT 567	Introduction to Intercultural Education	1
EDT 568	Intercultural Immersion Field Experience	

## **M.Ed. in Montessori, Elementary (36)**

EDT 501	Montessori Foundations	3
EDT 502A	The Philosophy and Psychology of the Montessori Method	1
EDT 502B	The Philosophy and Psychology of the Montessori Method B	1
EDT 503A	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A	1
EDT 503B	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B	3
EDT 503C	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C	1
EDT 504A	Elementary Social Studies Methods A	1
EDT 504B	Elementary Social Studies Methods B	1
EDT 505A	Elementary Language Arts Curriculum and Instruction A	2
EDT 505B	Elementary Language Arts Curriculum and Instruction B	1
EDT 506A	Elementary Mathematics Curriculum and Instruction A	2
EDT 506B	Elementary Mathematics Curriculum and Instruction B	2
EDT 506C	Elementary Mathematics Curriculum and Instruction C	2
EDT 507	Elementary Music, Drama and Art Methods	2
EDT 524	Graduate Capstone A	4
EDT 511	Early Intervention, Special Education and Family Engagement	3

EDT 512	Advanced Seminar on Language and Literacy	3
Choose one of the following:		3
EDT 510	Neurobiological Perspectives on Developmental Education	
EDT 567 & EDT 568	Introduction to Intercultural Education and Intercultural Immersion Field Experience (EDT 567 and 568 must both be taken to meet the 3 credit requirement)	
EDT 531	Culturally Responsive Practices for the Inclusive Classroom Community	
EDU 510	Implications of History, Sustainability, and Culture in K-12	

## Montessori Core Requirements (24)

EDT 501	Montessori Foundations	3
EDT 508	Observation of the Montessori Classroom	3
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 511	Early Intervention, Special Education and Family Engagement (requirement can be fulfilled by taking EDT-511 A/B/C)	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 513	The Autonomous Child: Child, Family and Community	3
EDT 515	Effective Learning Environments	2
EDT 524	Graduate Capstone A	4

## Requirements for Assistants to Infancy Track, M.Ed. (36)

Montessori Core Requirements, Early Learning		24
EDT 519	Human Growth and Development: Infancy	3
EDT 520	Human Growth and Development: Toddlers	3
EDT 521	Integrated Teaching Methods for Infancy	3
EDT 522	Integrated Teaching Methods for Toddlers	3

## Requirements for Primary Track, M.Ed. (36)

Montessori Core Requirements, Early Learning		24
EDT 514A	Creative Critical Thinking A, Creativity and Critical Thinking in Young Children A	2
EDT 514B	Creativity and Critical Thinking in Young Children B	1
EDT 516	Early Childhood Instructional Methods for the Arts	3
EDT 517A	Emergent Literacy Instructional Methods A	2
EDT 517B	Emergent Literacy Methods B	1
EDT 518	Mathematics and Science Instructional Methods for Early Childhood	3

## Student Learning Outcomes for M.Ed. in Montessori, Teacher Certification Program:

- Instruction and Assessment: Plan for instruction and assessment using research proven strategies.
- Instruction and Engagement: Effectively engage in self-reflection to support continued improvement in instructional practices.
- Assessment Strategies: Employ effective assessment strategies throughout planning, instruction and reflection cycle.
- Academic and Reflective Discourse: Engage K-12 learners in academic and reflective discourse for the purposes of eliciting student voice and providing opportunity for student self-assessment/progress monitoring.
- Faith and Learning: Articulate one's own faith tradition or principles of one's worldview and alignment to professional practices.

- Sociocultural Linguistic Context: Candidate will identify and describe the role that human development and social, cultural, linguistic, physical and community context plays as related to the learner; apply theories and concepts/strategies for culturally responsive pedagogy to promote inclusive communities.

## **Master of Education in Montessori. Elementary, Teacher Certification Track (51)**

EDT 501	Montessori Foundations	3
EDT 502A	The Philosophy and Psychology of the Montessori Method	1
EDT 503A	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A	1
EDT 505A	Elementary Language Arts Curriculum and Instruction A	2
EDT 506A	Elementary Mathematics Curriculum and Instruction A	2
EDT 502B	The Philosophy and Psychology of the Montessori Method B	1
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 504A	Elementary Social Studies Methods A	1
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 503B	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B	3
EDT 506B	Elementary Mathematics Curriculum and Instruction B	2
EDT 504B	Elementary Social Studies Methods B	1
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 505B	Elementary Language Arts Curriculum and Instruction B	1
EDT 503C	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C	1
EDT 524	Graduate Capstone A	4
EDT 507	Elementary Music, Drama and Art Methods	2
EDT 570	Pedagogy Assessment Seminar	1
EDT 567	Introduction to Intercultural Education	1
EDT 568	Intercultural Immersion Field Experience	2
EDT 506C	Elementary Mathematics Curriculum and Instruction C	2
EDT 509	Student Teaching Internship	9
EDT 545	Health and Physical Education Methods K-8	1
EDT 574	Clinical Practicum Seminar	1

## **Requirements for Master of Education in Montessori, Teacher Certification, Early Childhood Education Track (50)**

EDT 501	Montessori Foundations	3
EDT 508	Observation of the Montessori Classroom	3
EDT 509	Student Teaching Internship	9
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 513	The Autonomous Child: Child, Family and Community	3
EDT 514A	Creative Critical Thinking A, Creativity and Critical Thinking in Young Children A	2
EDT 514B	Creativity and Critical Thinking in Young Children B	1
EDT 515	Effective Learning Environments	2
EDT 516	Early Childhood Instructional Methods for the Arts	3
EDT 517A	Emergent Literacy Instructional Methods A	2

EDT 517B	Emergent Literacy Methods B	1
EDT 518	Mathematics and Science Instructional Methods for Early Childhood	3
EDT 567	Introduction to Intercultural Education	1
EDT 568	Intercultural Immersion Field Experience	2
EDT 570	Pedagogy Assessment Seminar	1
EDT 574	Clinical Practicum Seminar	1
EDT 524	Graduate Capstone A	4
EDT 510	Neurobiological Perspectives on Developmental Education	3

## Courses

### **EDT 501 Montessori Foundations** 3

This course examines developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) of early childhood.

### **EDT 502A The Philosophy and Psychology of the Montessori Method** 1

This course provides a study of child psychology and development from age six through early adolescence. The course includes how the Montessori pedagogy was developed based on observation of children in different stages of development.

### **EDT 502B The Philosophy and Psychology of the Montessori Method B** 1

This course examines the study of child psychology and development from age six through early adolescence and implications for the classroom. The course focuses on how Montessori pedagogy is fostered in the classroom setting based on observation of children in different stages of development.

### **EDT 503A Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A** 1

This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part A of the course, an overview of physics, chemistry, geology, biology and astronomy are provided. A particular focus will be on the interdependencies of life on earth. The great lessons in each content area will be taught.

### **EDT 503B Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B** 3

This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part B of the course, students will begin to go in-depth into each of the methods and content presentations in physics, chemistry, geology, biology and astronomy. Students will develop the materials and lessons to teach each of the courses.

### **EDT 503C Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C** 1

This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part C of the course, students will refine their understanding of the interdependence of each of the sciences through practice teaching.

### **EDT 504A Elementary Social Studies Methods A** 1

This course focuses on the understanding of the origins and development of the universe and of the human being's relationships to this development. An introduction to sociology, prehistory, human history and the interconnections of these fields is presented.

<b>EDT 504B Elementary Social Studies Methods B</b>	<b>1</b>
This course focuses on Montessori pedagogy in social studies. Classroom application of sociology, prehistory, human history and the interconnections of these fields is presented. Curricular integration, project-based learning, as well as differentiated instruction and assessment are emphasized.	
<b>EDT 505A Elementary Language Arts Curriculum and Instruction A</b>	<b>2</b>
This course focuses on the development of spoken and written language, as well as grammar, appropriate for elementary children through early adolescence. Effective curricular and instructional strategies are included in this course. In Part A, the focus of the course is on the foundational knowledge of the development of spoken and written language and grammar. Basic lesson preparation, materials and methods are introduced.	
<b>EDT 505B Elementary Language Arts Curriculum and Instruction B</b>	<b>1</b>
This course focuses on the development of spoken and written language, as well as grammar, appropriate for elementary children through early adolescence. Effective curricular and instructional strategies are included in this course. The focus of the part B of the course is on more sophisticated methods of instruction and material development for the language arts curriculum.	
<b>EDT 506A Elementary Mathematics Curriculum and Instruction A</b>	<b>2</b>
This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part A of the course, the focus is on the development of number systems, vocabulary, and symbolism in the present day use of arithmetic, algebra, geometry and statistics.	
<b>EDT 506B Elementary Mathematics Curriculum and Instruction B</b>	<b>2</b>
This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part B of this course, students will begin to go in-depth into each of the methods and content presentations in number systems, vocabulary, and symbolism in the present day use of arithmetic, algebra, geometry and statistics. Students will develop the lessons to teach each of the courses.	
<b>EDT 506C Elementary Mathematics Curriculum and Instruction C</b>	<b>2</b>
This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part C of this course, students will refine their understanding of mathematics and geometry through practice teaching and lesson development.	
<b>EDT 507 Elementary Music, Drama and Art Methods</b>	<b>2</b>
This course emphasizes the music, art and movement experiences in an elementary setting. Candidates study the use of different musical and art concepts, methods and materials, integration of music and art into other content areas, and artistic products. Candidates become familiar with program components of music, art and movement while learning how to differentiate instruction and assess skills and concepts for diverse learners in classrooms.	
<b>EDT 508 Observation of the Montessori Classroom</b>	<b>1-3</b>
Students will observe Montessori classrooms to identify and explain the guiding principles of the methodology. Emphasis is also placed on observing how children learn in a Montessori classroom.	

**EDT 509 Student Teaching Internship****1-9**

The purpose of the practicum is to gain experience teaching in a Montessori classroom. Candidates plan, instruct, and assess for student learning under the guidance of an experienced mentor teacher and a supervisor. This experience also emphasizes socialization, classroom management and professional activities within a diverse school culture.

**EDT 510 Neurobiological Perspectives on Developmental Education****3**

This course explores the theoretical and empirical research base supporting Developmental educational approaches. Beginning with a survey of key theorists - Piaget, Vygotsky, Pestalozzi, Montessori, and Dewey-- students consider the practical implications of key concepts such as critical/sensitive periods, scaffolding, and constructivism. Grounded in classroom-based observation and analysis, students also review recent research on topics including executive functions, social and emotional development, and embodied cognition.

**EDT 511 Early Intervention, Special Education and Family Engagement****3**

Family engagement is, increasingly, recognized as crucial for student success regardless of class or culture. Likewise, efforts to resolve developmental and learning challenges are enhanced when school and home work together. This course takes a systems view of student support and family engagement, with a strong emphasis on asset-based models of support, community-building, and intervention. Using the Case Method, students will draw from their direct experiences with children and families to explore practice-based problems and solutions designed to address the needs of all children by explicitly linking children's needs with family capacities.

**EDT 511A Early Intervention, Special Education, and Family Engagement****1**

Family engagement is, increasingly, recognized as crucial for student success regardless of class or culture. Likewise, efforts to resolve developmental and learning challenges are enhanced when school and home work together. This course takes a systems view of student support and family engagement, with a strong emphasis on asset-based models of support, community-building, and intervention. Using the Case Method, students will draw from their direct experiences with children and families to explore practice-based problems and solutions designed to address the needs of all children by explicitly linking children's needs with family capacities. Part A focuses on the special education system and IEPs.

**EDT 511B Early Intervention, Special Education, and Family Engagement****1**

Family engagement is, increasingly, recognized as crucial for student success regardless of class or culture. Likewise, efforts to resolve developmental and learning challenges are enhanced when school and home work together. This course takes a systems view of student support and family engagement, with a strong emphasis on asset-based models of support, community-building, and intervention. Using the Case Method, students will draw from their direct experiences with children and families to explore practice-based problems and solutions designed to address the needs of all children by explicitly linking children's needs with family capacities. Part A focuses on the special education system and IEPs, Part B focuses on culture, race and privilege.

**EDT 511C Early Intervention, Special Education, and Family Engagement****1**

Family engagement is, increasingly, recognized as crucial for student success regardless of class or culture. Likewise, efforts to resolve developmental and learning challenges are enhanced when school and home work together. This course takes a systems view of student support and family engagement, with a strong emphasis on asset-based models of support, community-building, and intervention. Using the Case Method, students will draw from their direct experiences with children and families to explore practice-based problems and solutions designed to address the needs of all children by explicitly linking children's needs with family capacities. Part C focuses on engaging families and child study.



<b>EDT 512 Advanced Seminar on Language and Literacy</b>	<b>3</b>
Language and literacy are the foundation for lifelong learning. The early childhood and elementary years constitute a key window of opportunity for optimal development of oral language and deep literacy for children. This course goes beyond methods to help students understand the contexts in which children develop language, obstacles to optimal development, and the inextricable nature of language and culture. Using the Case Method, students will apply their learning to their work with English language learners and children experiencing challenges with oral or written language development to create practice-based solutions to meet the language needs of all children.	
<b>EDT 513 The Autonomous Child: Child, Family and Community</b>	<b>3</b>
This course focuses on the development of a child's independence, social skills and self-awareness in relation to their family and community. Practical life exercises are emphasized.	
<b>EDT 514 Sensorial: Creativity &amp; Critical Think. in Young Children</b>	<b>3</b>
The purpose of this course is to study the theoretical and practical aspects of creativity, problem solving and critical thinking in young children. The course emphasizes the Montessori Exercises for the Education for the Senses that guide children in their development and assessment of creative and perceptive exploration of the world.	
<b>EDT 514A Sensorial:Creat. &amp; Crit. Thinking In Young Children A</b>	<b>2</b>
The purpose of this course is to study the theoretical and practical aspects of creativity, problem solving and critical thinking in young children to guide them in their exploration of the world.	
<b>EDT 514B Sensorial:Creat. &amp; Crit. Thinking in Young Children B</b>	<b>1</b>
Students will deepen their understanding of how the Sensorial materials offer the child the keys to critical thinking and the development of abstractions. Students will develop and create appropriate materials for child development in the Sensorial curriculum.	
<b>EDT 515 Effective Learning Environments</b>	<b>2</b>
This course addresses models and practices of early childhood classroom management to create a respectful and positive learning climate that assures maximum learning. The development of interpersonal relationships and culturally responsive practices are emphasized.	
<b>EDT 516 Early Childhood Instructional Methods for the Arts</b>	<b>3</b>
This course emphasizes the music, art, drama and movement experiences in primary setting. Candidates study the use of different musical, drama and art concepts, methods and materials, integration of music and art into other content areas, and artistic products. Candidates become familiar with program components of music, art and movement while learning how to differentiate instruction and assess skills and concepts for diverse learners in classrooms.	
<b>EDT 517A Emergent Literacy Instructional Methods A</b>	<b>2</b>
This course focuses on the development of spoken and written language as well as important functional aspects of grammar that are appropriate for early childhood. Effective curriculum development, instruction, and assessment strategies are included in this course. Creative expression through arts and curriculum integration are also emphasized.	
<b>EDT 517B Emergent Literacy Methods B</b>	<b>1</b>
Students will deepen their understanding of how to support the child on the path to becoming a fluent reader and writer. Students will develop and create appropriate materials for child development in the Language curriculum.	
<b>EDT 518 Mathematics and Science Instructional Methods for Early Childhood</b>	<b>3</b>
This course focuses on the foundations of mathematics and science from a developmental perspective. Sensorial based concepts and skills related to number sense, geometry, algebra and fractions are emphasized in mathematics. Inquiry based experiences in biology and physical science are also included in the course.	

<b>EDT 519 Human Growth and Development: Infancy</b>	<b>3</b>
This course analyzes human development from conception through the first year of life. Anatomy, physiology and fetal development will be reviewed, as well as maternal care during pregnancy and birth. Appropriate child health, nutrition, safety and hygiene practices will be shared.	
<b>EDT 520 Human Growth and Development: Toddlers</b>	<b>3</b>
This course analyzes human development from infancy to age three. Child neuropsychiatry and the development of movement and language are the focus of the course.	
<b>EDT 521 Integrated Teaching Methods for Infancy</b>	<b>3</b>
This course emphasizes curricular design and instructional methods for infants. Developmentally appropriate program components of music, art, language, movement and practical life will be examined while learning how to differentiate instruction and assess growth of diverse learners.	
<b>EDT 522 Integrated Teaching Methods for Toddlers</b>	<b>3</b>
This course emphasizes curricular design and instructional methods for toddlers. Developmentally appropriate program components of music, art, early literacy, movement and practical life will be examined while learning how to differentiate instruction and assess growth of diverse learners.	
<b>EDT 523 Introduction to Montessori Education</b>	<b>1</b>
This course provides an overview of the development of Montessori pedagogy, including guiding principles, theory and practices.	
<b>EDT 524 Graduate Capstone A</b>	<b>3</b>
The capstone course includes the synthesis, review, and demonstration of understanding of the Association Montessori Internationale's diploma content. Additionally, students elevate and refine lesson presentations in preparation for the cumulative oral, written, and performance-based exams.	
<b>EDT 524B Graduate Capstone B</b>	<b>1</b>
The Capstone B course is the culmination of the program designed to bring together a collective synthesis of student learning and a comprehensive plan for application in the classroom.	
<b>EDT 531 Culturally Responsive Practices For the Inclusive Classroom Community</b>	<b>3</b>
This course examines contextual influences on child developmental and the implications for classroom communities with specific attention to early childhood. Identity formation, ecological systems, neuroscience, social-emotional development, and cultural archetypes will be explored along with the impact of childhood traumas. Students will utilize Universal Design for Learning, culturally responsive and anti-bias practices for curriculum design, teaching, classroom management, and partnering with families and the extended community to support all learners.	
<b>EDT 532 Introduction to Instructional Methods For the Early Childhood Montessori Classroom</b>	<b>3</b>
The purpose of this course is to study the application of the psychology and philosophy of Montessori to curriculum. Lesson design methods and the preparation of handmade materials are introduced for Sensorial, Language, Mathematics and Practical Life.	
<b>EDT 545 Health and Physical Education Methods K-8</b>	<b>1</b>
Curriculum and methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level.	
<b>EDT 567 Introduction to Intercultural Education</b>	<b>1</b>
This course introduces candidates to the development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. It examines the nature and use of power in society and the impact of one's own cultural values, attitudes and beliefs on K-12 students.	

**EDT 568 Intercultural Immersion Field Experience** 2

Participation in an intercultural off-campus experience at local, USA, or international educational site. Involves full school day experiences with culturally and linguistically diverse students. Includes observation, lesson planning, assisting students with special needs, tutoring, teaching, and attending professional meetings at culturally diverse sites. Except for local settings, students live in the community and participate in life of the community. Candidates prepare culturally proficient analysis of their experiences, use levels of cultural insights to interview persons of diversity, and infuse lesson plans with culturally and linguistically diverse strategies and assessments.

**EDT 570 Pedagogy Assessment Seminar** 1

This course provides candidates with the resources and guidance to complete the culminating performance-based pedagogy assessment required by both program and state licensure.

**EDT 574 Clinical Practicum Seminar** 1

This seminar explores issues in student teaching, professional portfolio development, documentation of positive impact on student learning, and the professional rights and responsibilities of educators. This seminar also prepares candidates for certification and job placement.

**EDT 596 Graduate Research Project** 3

The capstone project requires the research and design of specific materials for the teaching albums in each content area appropriate for use in a Montessori classroom. This is developed and finalized under the supervision of a Montessori trained Whitworth University supervisor. The project proposal must be approved by the director of the M.Ed. Montessori program and the supervisor/instructor. Letter grade is assigned.