

Graduate Studies in Education

Teaching & Learning, M.Ed.

Concentration: Montessori

Total Credits Needed to Complete Teaching & Learning, M.Ed. **34**

Thematic Electives: (Montessori Concentration Courses) **(8)**

Whitworth recognized the Association Montessori International (AMI) Diploma for 8 credits of graduate elective coursework.

Required Courses: **(19)**

EDU 501 The Psychology of Learning	3
<i>Psychological theories of learning and the connections between psychological theory and educational practice for pre-school, elementary, secondary, and adult learners. Includes psychological theories related to intelligence, motivation, attention, memory, creativity, problem solving, and personality.</i>	
EDU 502 Curriculum Development	3
<i>The study of curriculum foundations and the components of curriculum design and development. Includes strategies for implementation of curricular changes in P-12 schools, curriculum evaluation, and the role of state and national standards based curricula in schools.</i>	
EDU 515 Educational Research	4
<i>Development of basic research skills; evaluation of current educational research and new knowledge in education. A research paper is required; includes computer lab time.</i>	
EDU 550 Milestones in Education	3
<i>Current issues in education and their historical connections, including philosophical, political, and societal and religious foundations. Includes a study of the links between education and Christianity and the liberal arts tradition.</i>	
EDU 542 Advance Instruction & Integrated Technology	3
<i>An expansion of the instructional methodology and technology skills teachers learn in initial teacher preparation programs. Major topics include group instruction, inquiry, project-based learning, differentiation, co-teaching, and integration of standards-based technology.</i>	
EDU 543 Assessment & Data Analysis	3
<i>An in-depth study of classroom, school, and district assessment, and data analysis. Students will gain the skills to improve their classroom assessment and to provide school and district leadership in assessment and data analysis.</i>	

Elective Courses: (minimum of 4 credits) **(4)**

EDT 510 Neurological Perspectives on Developmental Education (Online Summer Course)	3
<i>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.</i>	
EDT 511 Intervention, Special Education, and Family (Online Spring Course)	3
<i>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.</i>	
EDT 512 Advanced Language and Literature (Online Fall Course)	3
<i>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.</i>	

EDT 531	Cultural Perspectives & Inclusive Classrooms (Online Fall Course) <i>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.</i>	3
EDT 567	Introduction to Intercultural Education (Online January or Spring Course) <i>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.</i>	1
EDT 568	Intercultural Immersion Field Experience <i>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.</i>	2
EDT 596		1-4
Required Exit Course:		(3)
EDU 596	Graduate Capstone <i>The M.Ed. in Teaching and Learning program's capstone project requires completion of a research study or a curriculum design project under the direct supervision of a Whitworth University supervisor. The project proposal must be approved by the director, the supervisor/instructor, and the Institutional Review Board (IRB) in the term prior to enrollment. Letter grade is assigned. Prerequisite: EDU-515.</i>	3

Students are responsible for checking regularly with his/her advisor to keep current with requirements for the degree before registration.