



EdD in Montessori Studies- Courses and Description

Course #	Course Name	Description	credits
Foundational and Core Courses (18 credits)			
800	Intro to Doctoral Studies and Montessori (summer residency)	This course will serve in its form and its content to initiate graduate students into their doctoral studies. Topics, activities and experiences will include engagement through community building and revisiting Montessori's foundation works, exploration of program threads, research and dissertation possibilities. Graduate students will have the opportunity to apply these explorations to planning their own graduate educational journey.	3
802	Social & Organizational Systems, Leadership & Change (summer residency)	This course will lead graduate students through an examination of theories of organization development, systems thinking, change, and servant leadership. Through readings, interactive dialogue, and active learning via immersion in community, participants will come to understand organizations and communities as dynamic, organic human systems with multiple interdependencies. Students will witness how change occurs in these open systems, and readings and dialogue with community leaders will introduce participants to servant leadership practices. Critical to this course is bringing these bodies of knowledge together in self-reflection and applying the skills of planning and facilitating change from a servant leadership perspective.	3
804	Montessori and Social Change (summer residency)	This course teaches graduate students to be effective agents of change by critically examining theory and models of social change including that of Montessori. They will note what supported and hindered the realization of these visions in their historic context and explore how these cultural change models could be applied to social issues today. This course will also require students to explore their own bias as well as their potential, knowledge and skills that can be used to effect social change.	3

806	Montessori Education, Policy and Law (summer residency)	This course will prepare graduate students to be fluent in policy, law and current trends that impact Montessori education in independent, private, and public settings. Likewise, the graduate students will engage with existing Montessori advocacy groups and apply learned theories of social change to their professional settings. This course will begin the graduate students' integration into active research communities.	3
810	Lifespan Development & the Human Condition	This doctoral course serves as a foundation for research in all disciplines and focuses on various principles of lifespan development alongside Montessori's Planes of Development and Montessori's Cosmic Curriculum. The course examines various implications of development and the human condition on educational practice, social norms, and the development of insightful practitioners. This course explores the developmental experiences humans need over the course of a lifetime to lead productive, ethical, engaged and socially/environmentally responsible lives.	3
812	Identity, Diversity and Montessori	This course explores how the concept of identity for students and the graduate student is impacted by societal norms and lived experiences. The effects of identity categories (e.g., race, social class, gender etc.) on lived experiences, as well as the ways that these identities intersect in complex ways to sustain layers of oppression will be explored. Graduate students will consider current Montessori principles in relation to identity, criticism and progress related to diversity and culturally sustaining practices to address the aforementioned oppressions in identity. The impact of globalization and the resulting pedagogical challenges and opportunities in classroom and other communities will be discussed.	3
Program support courses (choose 1 course, 3 credits)			
814	Montessori Action Leadership	This course explores a variety of leadership theories applied to case studies and comparative studies in order to define and refine a particular leadership style. This course will connect learners to expert leaders for mentorship, coaching, and practice in leadership roles. In preparation for the dissertation process, graduate students will generate a series of questions to help narrow down their field of inquiry. Activities will be an opportunity for application of theory to varied contexts.	3

816	Montessori Theory Applied to a Field of Study	This course is designed to engage learners in thinking about how Montessori philosophy and/or signature pedagogies apply to an area of interest and how they change with evolving social contexts. In preparation for the dissertation process, graduate students will choose an area of interest and apply Montessori philosophy. This course enables the graduate student to ascertain applications that are of interest and that may directly or indirectly contribute to their dissertation, develop scholarly research skills and support research topic selection.	3
Research (9 credits)			
820	Quantitative Research in a Montessori Setting	This course will assist in setting the foundation for EdD students to successfully complete their dissertation. In this course graduate students will study quantitative research designs and methods, analyze quantitative research, and build skills for interpreting data, measuring outcomes, and evaluating programs.	3
822	Qualitative Research in a Montessori Setting	In this course graduate students will learn to select and apply qualitative research designs and methods. This course furnishes graduate students with opportunities to analyze qualitative research and build skills for interpreting data. This course will assist in setting the foundation for EdD Candidates to successfully complete their dissertation.	3
824	Research Design (summer residency)	This course will provide a foundation for graduate students to begin planning their doctoral research study and dissertation; they will be guided in defining the details of a research study that will contribute to leadership in the field in which they are applying Montessori philosophy and pedagogy. They will identify a topic, conduct a needs assessment and preliminary literature review, refine their topic and determine an appropriate theoretical construct and methodology. Students will be introduced to possible dissertation formats and will draft an IRB proposal (if required).	3
Electives (Choose 15 credits)			
801	Paradigms and Theories (under consideration to be required)	This course focuses on the exploration and understanding of paradigmatic stances and how they impact theory and research. It supports the participants' ability to identify epistemic assumptions that support or detract from research findings. Throughout this course, participants will have the opportunity to construct two key components necessary for their own final doctoral research. This course is taught in seminar style. This means that participants will read and explore the required materials prior to engaging in critical collective inquiry.	3

841	Montessori Study at a Developmental Plane	This course will enable graduate students to make an in-depth exploration of a full plane of development including, sensitive period attributes, materials used in the age range, considerations for preparing environments, and education required of Montessori guides credentialed to teach in the plane.	3
842	Montessori and Comparative Pedagogies	In this course graduate students will identify foundational pedagogical tenets of alternative methodologies including Montessori, Reggio-Emilia, Waldorf (Steiner), High Scope, International Baccalaureate and Paideia. They will have an opportunity to compare and contrast the models. They will also explore how current valued methods in contemporary education (e.g. differentiated instruction, inquiry learning, project-based learning, collaborative learning, Socratic seminar, nature-based learning, gender based education, culturally responsive teaching and mindfulness) are present in or could enhance these pedagogies.	3
756	Adult Education	This course engages graduate students in creating an adult teaching learning community in which they will play an active role in goal setting, case study analysis, program development, and assessment. Graduate students will be introduced to the history and philosophy of adult education with emphasis on design, implementation, and evaluation of adult education programs. Basic issues and instructional techniques will be addressed.	3
845	Montessori and Eldercare/Dementia	This course will provide a historical introduction to the major concepts, theories, and principles of aging. Different models of eldercare (e.g. the medical model, intergenerational care, Montessori care, and family-centered care) will be studied. The course will emphasize Montessori-based systems and practices for elder care that improve the quality of life for both the individual and the caregiver. Students will examine the model of person-centered care vs. medical-centered model, ultimately improving the well-being of elders.	3
846	Montessori and Special Education	In this course graduate students will study the connections between Montessori education and special education/inclusion. Three parts to the course include a focus on special education research, policies and laws and legal case studies affecting people with disabilities in private and public settings (Montessori schools, and other settings) and practical implications and evidence-based practices for these individuals.	3

847	Montessori and Social Justice	In this course graduate students will review human rights, and social justice standards as well as identifying historical and current challenges to achieving social justice. They will learn strategies to educate varied populations on stereotypes and prejudice regarding race, ethnicity, age, gender, socioeconomic class, disabilities and other social markers of difference. Graduate students will review relevant literature and design and pursue a community partnership to collaboratively address a social justice issue or implement a social justice education program for a group with whom they assume a leadership role.	3
850	Montessori and Contemporary Curriculum and Instruction	This course is designed to engage doctoral students in evaluating and examining Montessori and non-Montessori visions of curriculum and instruction. This course will explore various concepts and the best practices for designing and implementing curriculum in Montessori and non-Montessori classrooms. Doctoral students will explore, compare, and contrast competing theories of how we should structure community, school, and classroom to aid all children in learning.	3
889	Special Topics (may be taken twice)	Graduate students will explore an advanced topic related to Montessori philosophy or pedagogy or a topic that will inform them as a leader in a Montessori field.	3
898	Independent Research	This course allows graduate students to participate in designing their own elective focusing on independent research. It is anticipated that faculty will be invited to teach who can best facilitate the learning in the designated field. This will give graduate students an opportunity to explore in depth an area that has emerged as relevant to their research interest.	3
Dissertation (minimum of 9 credits)			
899	Dissertation (taken in 3 credit increments)	This course requires graduate students to complete and defend their dissertation, which includes a literature review, data collection and analysis, and conclusions under the guidance of a principal advisor and committee, and then defend and begin to disseminate their work.	9
Total Credits			54