



**Multiple Start Dates  
throughout the Semester!**

# Graduate Courses for Educators



**Relevant Today. Useful Tomorrow.  
That's the RTC Difference.**

**Master's courses and courses for advancement that are  
empowered by collaboration, convenience and applicability.**



**MARYLAND  
SPRING 2024**

# RTC Graduate Courses

## Your opportunity to excel

With off-campus locations in Maryland, virtual classroom and online, RTC offers courses taught by highly skilled classroom practitioners who provide valuable strategies for the classroom that allow teachers to advance professionally, meet district initiatives, and earn credits that may be applied toward a Master of Education at La Salle University or another university.

Our courses are consistently rated as “excellent” by participants who return to their classrooms to reap the rewards of acquiring new teaching skills and strategies.



### CONTENTS

<b>Class Hours and Payment Information</b> .....	<b>P 2</b>
<b>Tuition, Grade Report and Transcript Information</b> .....	<b>P 3</b>
<b>Master of Education Degree Program</b> .....	<b>P 4</b>

<b>Area of Advanced Study Program</b> .....	<b>P 6</b>
<b>Course Offering</b> .....	<b>P 8-15</b>
<b>Online Classes</b> .....	<b>P 16</b>



## RTC Can Help You

- Advance professionally
- Gain valuable 21<sup>st</sup> century teaching strategies for the classroom
- Meet district initiatives
- Enroll in the La Salle/RTC M.Ed. program



## RTC Courses Are

- Immediately applicable in the classroom
- Hands-on & interactive
- Convenient
- Intellectually stimulating
- Compliant with curricular standards



## Educational Services Available to Schools and Counties

- Graduate Education Courses and Degree Programs in MD, PA, and NJ

**Regional Training Center courses and Master's degree programs are approved/accredited by the following institutions and organizations:**

La Salle University (Middle States/PDE/MHEC), and The College of New Jersey (NCATE/CAEP)/Middle States/NJ DOE).

# About La Salle University

La Salle University, located in Philadelphia, was established in 1863, and chartered by the Legislature of the Commonwealth of Pennsylvania, and is empowered by that authority to grant academic degrees. The University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. In its recent college rankings, Money magazine has named La Salle University a "Value All-Star," ranking it the eighth best college nationwide for adding the most value for a college education. The magazine also ranked the University in the top quarter of all American colleges for educational quality, affordability, and alumni earnings.

La Salle University and the Regional Training Center are equal opportunity institutions and do not discriminate according to gender, race, religion, or sexual orientation.

## Graduate Course Credit Information

All courses carry full degree-applicable credit from La Salle University. Credits may be applied toward Maryland APC and/or advancement on the salary scale. Students wishing to transfer course credits, apply them toward certification, or recertification, and/or use them for career advancement should seek permission or advisement from the appropriate advisor or agency.

## Scheduling On-site Courses

Any of the courses listed in this brochure can be made available at your site if 12 or more participants will enroll on a mutually agreeable schedule. The course(s) will be taught by a certified instructor, and can be arranged with a school willing to "host" the course or with a group of teachers wanting to enroll.

## New! Select Guaranteed-to-Run online courses (GTR)

The select online courses are marked with an asterisk next to the course number. These courses will run no matter how many participants are registered.

# SPRING 2024 Registration Information

## Class Hours

Unless otherwise stated, courses meet on all dates indicated (plus a \*Learning Extension Project, (LEP)).

### Off-Campus/In-Person

*Saturdays & Sundays*

8:00 am - 4:45 pm

All Off-Campus/In-Person courses will have an online component after the last meeting date.

### Virtual Classroom

*Friday*

6:00 pm - 9:15 pm

*Saturdays & Sundays*

8:00 am - 4:45 pm

\*Projects are due no later than two weeks (Off-Campus/Virtual Classroom) after the last in-class meeting or one week (online) after the last published date.

The LEP submission deadline marks the conclusion of the course.

Instructors will be available by appointment.

RTC reserves the right to cancel a class if enrollment numbers are not met. A decision to cancel a class is made approximately two weeks prior to the first scheduled day of class.

## Register Today! theRTC.net

Mon - Fri, 9:00 am - 5:00 pm  
800.433.4740

## Book Information

Once a student is notified of class confirmation, books are available for purchase through MBS Direct at [https://bncvirtual.com/vb\\_buy2.php?FV\\_CUSNO=37114&ACTION=chooseCourses](https://bncvirtual.com/vb_buy2.php?FV_CUSNO=37114&ACTION=chooseCourses) or 800.325.3252

Course workbooks and syllabi for Virtual or Off-Campus courses can be accessed through your account on the RTC website three business days before your course starts. Please download, save or print the content prior to attending the course, WiFi may not be available. Also, please note these documents will only be available until your grade has been submitted. For online courses the syllabi can be accessed on the first day of the course.

## Registration Information

The last day to register for a class is three business days before the start date:

Class Start Days	*Registration Deadlines
Friday	Tuesday before first day of class
Saturday	Wednesday before first day of class
Sunday	Wednesday before first day of class
Monday	Wednesday before first day of class
Tuesday	Thursday before first day of class
Wednesday	Friday before first day of class
Thursday	Monday before first day of class

\*For exceptions, please call the RTC office.

A \$25 fee is assessed for withdrawals made prior to the registration deadline (see schedule above). Withdrawals on or after deadline will result in forfeiture of the minimum deposit. For off-campus courses, no refunds will be made after the first 3 hours of class time. For online courses, please refer to the RTC website.

## **Tuition**

3-Credit Courses: \$1620.00 (\$540/credit)

Initial Deposit Required: \$75.00 per course

Balance Due: \$1,545.00

Tuition balance will be due on the same schedule as registration deadlines.

Direct billing to your county for allowable tuition reimbursement may be available. Check with your county office.

## **Refund Policy**

100% refund will be issued for courses canceled by RTC when a registered student chooses not to transfer into another RTC class.

## **Requirements**

### *Virtual Classroom and Off-Campus Courses*

Students are required to attend and be involved in all class meetings, the emphasis being on participation in activities, discussions, and projects related to K-12 classroom implementation. Working with their instructor, students are required to produce a Learning Extension Project in the form of a research-based action plan/course project. Projects are due no later than two weeks after the last in-class meeting. The LEP submission deadline marks the conclusion of the course. The course will not be considered complete without submission of the project.

### *Online Courses*

Students are required to complete all assignments within the deadlines of the online course. A Learning Extension Project will be due no later than 1 week after the published end date of the course. The LEP submission deadline marks the conclusion of the course. The course will not be considered complete without submission of the project.

## **Grade Report and Transcripts**

Grade reports and any requested transcripts will be available from La Salle University approximately six weeks after the last published course end date.

If you need documentation of your grade by the end of or beginning of the following semester for any reason, please consider registering for a course that runs earlier in the semester.

## **Miscellaneous Fees**

### *Drop/Add Fee*

There is no charge for the first transfer in a semester. A \$10.00 administrative fee will be assessed for each subsequent transfer in a semester.

### *Returned Check Fee*

\$30.00

For the Most  
Up-to-Date Schedules  
and Locations  
Visit [theRTC.net](http://theRTC.net)

# LA SALLE UNIVERSITY/RTC MASTER OF EDUCATION DEGREE PROGRAM

A 30-credit graduate degree program, off-campus and online, with a focus on instruction for K-12 practicing teachers

## PROGRAM OVERVIEW

- Required Instructional Core – 6 courses (18 credits)
  - Concentration Options – 3 courses (9 credits) chosen from one of four Concentration Options
- Electives – choose 1 course (3 credits) from courses listed under electives or from any RTC course

## REQUIRED INSTRUCTIONAL CORE

*Six 3-Credit Courses*

<b>EDM535</b>	Brain-Based Teaching and Learning
<b>EDM540</b>	Cooperative Discipline
<b>EDM545</b>	Assessment Techniques: Assessing for Student Learning
<b>EDM580</b>	Differentiated Instruction
<b>EDM585</b>	Styles of Teaching: Personality Type in the Classroom
<b>EDM635</b>	Reflective Practice in Teaching*

\* *This course should be taken after you have completed at least five courses*

## CONCENTRATION OPTIONS

### Teaching Strategies for the 21<sup>st</sup> Century Learner

*Required Concentration Courses (3 courses: 9 total credits)*

<b>EDM520</b>	UDL: Transforming Learning Through Technology and Design
<b>EDM555</b>	The Kinesthetic Classroom: Teaching and Learning Through Movement
<b>EDM630</b>	Skills for Building the Collaborative Classroom

*Elective Course (Choose one 3-credit course below or from any RTC course: 3 total credits)*

<b>EDM524</b>	Technology with Ease: Enhancing the Modern Classroom
<b>EDM530</b>	Encouraging Skillful, Critical, and Creative Thinking
<b>EDM620</b>	The Kinesthetic Classroom II: Moving Across the Standards

## CONCENTRATION OPTIONS (Continued)

### The Differentiated Classroom

*Required Concentration Courses (3 courses: 9 total credits)*

<b>EDM630</b>	Skills for Building the Collaborative Classroom
<b>EDM560</b>	The Culturally Distinctive Classroom
<b>EDM615</b>	Strategies for ADHD, LD, and a Spectrum of Learners

*Elective Course (Choose one 3-credit course below or from any RTC course: 3 total credits)*

<b>EDM530</b>	Encouraging Skillful, Critical, and Creative Thinking
<b>EDM555</b>	The Kinesthetic Classroom: Teaching and Learning through Movement
<b>EDM575</b>	Skills and Strategies for Inclusion and Disability Awareness

### Building Positive Classroom Communities

*Required Concentration Courses (3 courses: 9 total credits)*

<b>EDM565</b>	Increasing Student Responsibility and Self-Discipline in Learning Communities
<b>EDM570</b>	Motivation: The Art and Science of Inspiring Classroom Success
<b>EDM605</b>	The Bully Proof Classroom

*Elective Course (Choose one 3-credit course below or from any RTC course: 3 total credits)*

<b>EDM645</b>	The Mindful Classroom
<b>EDM555</b>	The Kinesthetic Classroom: Teaching and Learning through Movement
<b>EDM630</b>	Skills for Building the Collaborative Classroom

### Classroom Well-Being and Physical Activity

*Required Concentration Courses (3 courses: 9 total credits)*

<b>EDM555</b>	The Kinesthetic Classroom: Teaching and Learning Through Movement
<b>EDM620</b>	The Kinesthetic Classroom II: Moving Across the Standards
<b>EDM511</b>	Creating Health and Balance in Today's Classroom

*Elective Course (Choose one 3-credit course below or from any RTC course: 3 total credits)*

<b>EDM640</b>	The Movement and Technology Balance: Classroom Strategies for Student Success
<b>EDM645</b>	The Mindful Classroom
<b>EDM570</b>	Motivation: The Art and Science of Inspiring Classroom Success

### Integrating Technology into the K-12 Classroom

*Required Concentration Courses (3 courses: 9 total credits)*

<b>EDM520</b>	UDL: Transforming Learning Through Technology and Design
<b>EDM640</b>	The Movement and Technology Balance: Classroom Strategies for Student Success
<b>EDM590</b>	Developing a Technology Rich Classroom

*Elective Course (Choose one 3-credit course below or from any RTC course: 3 total credits)*

<b>EDM524</b>	Technology with Ease: Enhancing the Modern Classroom
<b>EDM630</b>	Skills for Building the Collaborative Classroom

If you are interested in applying to the M.Ed. program, you are expected to complete the application process prior to completing six credits.

**For application and program information, call the La Salle/RTC Graduate program office at 215.951.1955 or visit [www.lasalle.edu/regional-training-center/](http://www.lasalle.edu/regional-training-center/)**

# Area of Advanced Study offerings through La Salle University

A 15-credit graduate non-degree program for licensed K-12 classroom practitioners

*Note: The Graduate Area of Advanced Study offerings are not the same as the state certification or licensure.*

## PROGRAM OUTLINE

\*Any course listed below can be taken online, virtually or off-campus

### Classroom Climate and Culture *(five 3-credit courses)*

- EDM540** Cooperative Discipline
- EDM565** Increasing Student Responsibility and Self-Discipline in Learning Communities
- EDM585** Styles of Teaching: Personality Type in the Classroom
- EDM570** Motivation: The Art and Science of Inspiring Classroom Success
- EDM605** The Bully Proof Classroom

### Differentiated Instruction *(five 3-credit courses)*

- EDM580** Differentiated Instruction
- EDM520** UDL: Transforming Learning Through Technology and Design
- EDM630** Skills for Building the Collaborative Classroom
- EDM575** Skills and Strategies for Inclusion and Disability Awareness
- EDM615** Strategies for ADHD, LD, and a Spectrum of Learners

### The Brain Compatible Classroom *(five 3-credit courses)*

- EDM535** Brain-Based Teaching and Learning
- EDM585** Styles of Teaching: Personality Type in the Classroom
- EDM555** The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDM620** The Kinesthetic Classroom II: Moving Across the Standards
- EDM530** Encouraging Skillful, Critical, and Creative Thinking

### Classroom Well-Being and Physical Activity *(five 3-credit courses)*

- EDM555** The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDM620** The Kinesthetic Classroom II: Moving Across the Standards
- EDM511** Creating Health and Balance in Today's Classroom
- EDM645** The Mindful Classroom
- EDM640** The Movement and Technology Balance: Classroom Strategies for Student Success



## Developing a Technology Rich Classroom *(five 3-credit courses)*

<b>EDM520</b>	UDL: Transforming Learning Through Technology and Design
<b>EDM640</b>	The Movement and Technology Balance: Classroom Strategies for Student Success
<b>EDM590</b>	Developing a Technology Rich Classroom
<b>EDM630</b>	Skills for Building the Collaborative Classroom
<b>EDM524</b>	Technology with Ease: Enhancing the Modern Classroom

For more information about the Area of Advanced Study program offerings, please contact the RTC office at 800-433-4740 or Chris Packard at 215-951-1955 or [gradRTC@lasalle.edu](mailto:gradRTC@lasalle.edu)

## What's the difference between the Virtual Classrooms & Online Courses?

### Virtual Classroom Courses

- The virtual classroom courses are an online learning environment that will allow for live interaction between the instructor and the students.
- The courses will be using Zoom as the live virtual platform.
- Although we will be meeting in a structured time format, there will be activities away from the group meeting that will mirror our in-person courses as well as breaks during the day. Some possible activities are group collaboration, article and textbook reading, online activities, presentation planning, lesson design and classroom reflection, journaling, and all the other activities that make RTC courses hands-on, collaborative and relevant.
- A Learning Extension Project (LEP) is due no later than two weeks after the last in-class meeting. The LEP submission deadline marks the conclusion of the course.

### Online Courses

- Our well-received online courses are in a 4 or 6-week instructional format.
- Each week a set of activities will open up for students to work on at their own pace while adhering to the due dates posted.
- Course participants interact with the instructor and with other participants throughout the course but on their own time not at any designated time or day.
- Instructors are available for questions.
- A Learning Extension Project (LEP) is due no later than one week after the last published date. The LEP submission deadline marks the conclusion of the course.

## Skills for Building the Collaborative Classroom

### EDM630 - 3 GRADUATE CREDITS

*A laptop or tablet is required, applications will be downloaded during this course.*

Collaboration, cooperation, innovation, creativity and critical thinking (all 21st Century Skills) are demonstrated using interactive hands-on structures and activities. The goal: to engage students living in a global community and ultimately working in a global marketplace. Participants can expect to learn how to successfully encourage students to work cooperatively and collaboratively to THINK, CREATE, SHARE and GROW interdependently.

#### Off-Campus/In-Person

**EDM630-49** Apr 27, 28, May 4, 5 Gambrills

*All off-campus/in-person courses have an online component after the last meeting date.*

#### Virtual Classroom

**EDM 630-X51** Feb 2, 3, 4, 17, 18 **EDM 630-X52** Mar 1, 2, 3, 16, 17

#### Online

**EDM 630-X50** Jan 3 - Jan 30

## The Culturally Distinctive Classroom

### EDM 560 - 3 GRADUATE CREDITS

Strategies for classroom engagement and lesson delivery in a changing diverse classroom will be examined. The focus is on understanding ourselves in today's society in order to understand and guide young learners. A study of multiculturalism, the changing diverse learners through a lens of their socioeconomic status and making lasting parental connections within our school communities will be explored.

#### Virtual Classroom

**EDM 560-L41** Jan 12, 13, 14, 27, 28 **EDM 560-L42** Feb 9, 10, 11, 24, 25

#### Online

**EDM 560-L43** Mar 25 - May 5

## UDL: Transforming Learning Through Technology and Design

### EDM 520 - 3 GRADUATE CREDITS

Learner variability is the rule in today's fast-paced classrooms. Research suggests that it is no longer acceptable to design with an average learner in mind. Instead, we must design learning experiences and environments for ALL students. Universal Design for Learning (UDL) is a framework designed to personalize learning, proactively address learning challenges, and design with access in mind. This course provides participants with a fundamental understanding of UDL, how to design accessible lessons and infuse educational technology to personalize learning.

#### Online

**EDM 520-E87** Jan 22 - Feb 18

**EDM 520-E88** Feb 12 - Mar 24

**EDM 520-E89** Mar 4 - Mar 31

**EDM 520-E90** Apr 8 - May 5

## Encouraging Skillful, Critical, and Creative Thinking

### EDM 530 - 3 GRADUATE CREDITS

An exploration and application of instructional strategies to teach students to be better thinkers will be undertaken, including the examination of five researched-based themes: learning to think skillfully, thinking to learn, thinking cooperatively, thinking about one's thinking (metacognition), and thinking big (applying thinking skills and processes to real-world problems).

#### Virtual Classroom

**EDM 530-F43** May 3, 4, 5, 10, 11\*

*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm*

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#### Online

**EDM 530-F41** Jan 8 - Feb 4

## Brain-Based Teaching and Learning

### EDM 535 - 3 GRADUATE CREDITS

Neuroscience research on how the brain learns and processes information will be examined, with an emphasis on the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of self-concept. How and when to present new information, techniques to improve processing and retention, left/right brain preferences, and promoting higher-level thinking will also be explored.

#### Virtual Classroom

**EDM 535-H31** Mar 1, 2, 3, 16, 17

**EDM 535-H35** Apr 5, 6, 7, 20, 21

**EDM 535-H32** Mar 8, 9, 10, 23, 24

**EDM 535-H36** Apr 12, 13, 14, 27, 28

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#### Online

**EDM 535-H29** Jan 3 - Jan 30

**\*EDM 535-H33** Mar 18 - Apr 14

**EDM 535-H30** Feb 26 - Apr 7

**\*EDM 535-H34** Apr 1 - Apr 28

*\*GTR-Guaranteed-to-Run*

## Cooperative Discipline

### EDM540 - 3 GRADUATE CREDITS

Shift the discipline paradigm from controlling student behavior through rewards and punishment to helping all students make better choices. Structured around research-based school success factors, course content identifies the four goals of misbehavior, builds positive classroom climate, and presents multiple strategies to use at the moment misbehaviors occur

#### Off-Campus/In-Person

**EDM540-49** Mar 9, 10, 23, 24

Wye Mills

*All off-campus/in-person courses have an online component after the last meeting date.*

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#### Virtual Classroom

**EDM 540-J19** Jan 12, 13, 14, 27, 28

**EDM 540-J25** Apr 26, 27, 28, May 4, 5

**EDM 540-J24** Apr 12, 13, 14, 27, 28

**EDM 540-J26** May 3, 4, 5, 10, 11\*

*\*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm*

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#### Online

**EDM 540-J20** Jan 15 - Feb 25

**\*EDM 540-J22** Feb 26 - Apr 7

**EDM 540-J21** Feb 5 - Mar 3

**\*EDM 540-J23** Apr 8 - May 5

*\*GTR-Guaranteed-to-Run*

## Assessment Techniques: Assessing for Student Learning

### EDM 545 - 3 GRADUATE CREDITS

Experience and analyze authentic assessment as an accurate means to assess student learning. Discover the importance of communicating learning goals to students. Align those goals and standards with the assessments implemented to guide instruction and evaluate student progress. Study the progression of the standards-based movement and how the Common Core State Standards will better allow educators to prepare students for the future.

#### **Virtual Classroom**

**EDM 545-K23** Jan 5, 6, 7, 20, 21

**EDM 545-K25** Feb 9, 10, 11, 24, 25

**EDM 545-K28** Apr 5, 6, 7, 20, 21

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#### **Online**

**EDM 545-K22** Jan 3 - Jan 30

**EDM 545-K24** Jan 29 - Mar 10

**EDM 545-K26** Feb 26 - Apr 7

**EDM 545-K27** Apr 1 - Apr 28

## The Kinesthetic Classroom: Teaching and Learning Through Movement

### EDM 555 - 3 GRADUATE CREDITS

*This course involves optional physical activities.*

Modeling dynamic movement and kinesthetic activity to enliven K-12 classroom content is a key part of this course. Discover the connection between movement, the brain, and learning. Examine implicit learning, class cohesion activities, content-based kinesthetic activities, brain breaks, and energizers. Use movement to meet standards, improve test scores, and develop life skills.

#### **Virtual Classroom**

**EDM 555-K89** Feb 9, 10, 11, 24, 25

**EDM 555-K92** Mar 8, 9, 10, 23, 24

**EDM 555-K93** Apr 12, 13, 14, 27, 28

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#### **Online**

**EDM 555-K88** Jan 15 - Feb 25

**EDM 555-K90** Feb 12 - Mar 24

**\*EDM 555-K91** Mar 4 - Mar 31

*\*GTR-Guaranteed-to-Run*

## Increasing Student Responsibility and Self-Discipline in Learning Communities

### EDM565 - 3 GRADUATE CREDITS

Study a three-dimensional model for understanding why students may act irresponsibly in the classroom and what can be done about it. Develop an approach that focuses on students' internal dialogues to help them resolve inner conflicts as well as examine strategies for improving responsibility in the learning community.

#### **Off-Campus/In-Person**

**EDM565-75** Feb 10, 11, 24, 25

Annapolis

*All off-campus/in-person courses have an online component after the last meeting date.*

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#### **Virtual Classroom**

**EDM 565-M62** Apr 5, 6, 7, 20, 21

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#### **Online**

**EDM 565-M60** Jan 8 - Feb 4

## Motivation: The Art and Science of Inspiring Classroom Success

### EDM 570 - 3 GRADUATE CREDITS

The traditional reward-punishment model does little to promote achievement; however, concrete researched-based ways to motivate students do exist. Motivation as it applies to the learning process will be surveyed: basic human needs, the driving force behind all human behavior, inspiration and peak performance, energizing classroom strategies, and frameworks that encourage change and achievement.

#### Virtual Classroom

<b>EDM 570-N98</b>	Jan 12, 13, 14, 27, 28	<b>EDM 570-N99</b>	Feb 2, 3, 4, 17, 18
<b>EDM 570-P03</b>	Apr 26, 27, 28, May 4, 5		

#### Online

<b>*EDM 570-P01</b>	Feb 19 - Mar 17	<b>EDM 570-P02</b>	Mar 11 - Apr 21
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*\*GTR-Guaranteed-to-Run*

## Differentiated Instruction

### EDM 580 - 3 GRADUATE CREDITS

Study Carol Ann Tomlinson's framework for designing effective instruction that responds to the needs of all learners — using learning style, interest, and level of readiness. This course will investigate the theory, rationale, and principles of Differentiated Instruction and apply them to the classroom setting. Explore DI principles and strategies and diverse methods of assessment.

#### Virtual Classroom

<b>EDM 580-R16</b>	Jan 5, 6, 7, 20, 21	<b>EDM 580-R18</b>	Jan 12, 13, 14, 27, 28
<b>EDM 580-R20</b>	Feb 9, 10, 11, 24, 25	<b>EDM 580-R23</b>	Apr 26, 27, 28, May 4, 5

#### Online

<b>EDM 580-R17</b>	Jan 8 - Feb 4	<b>EDM 580-R19</b>	Feb 5 - Mar 3
<b>EDM 580-R21</b>	Mar 11 - Apr 21	<b>EDM 580-R22</b>	Apr 8 - May 5

## Styles of Teaching: Personality Type in the Classroom

### EDM 585 - 3 GRADUATE CREDITS

Compare and contrast the qualities of Jung's four temperaments. Examine each style and organizational preference, as well as the needs of each type in the classroom. Issues relating to teaching, learning, classroom management, communication, conflict resolution, esteem building, and problem solving will be applied to classroom situations.

#### Virtual Classroom

<b>EDM 585-S27</b>	Jan 12, 13, 14, 27, 28	<b>EDM 585-S33</b>	Apr 26, 27, 28, May 4, 5
<b>EDM 585-S34</b>	May 3, 4, 5, 10, 11*		

*\*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm*

#### Online

<b>EDM 585-S28</b>	Jan 22 - Feb 18	<b>EDM 585-S30</b>	Feb 19 - Mar 17
<b>EDM 585-S31</b>	Mar 25 - May 5	<b>EDM 585-S32</b>	Apr 8 - May 5

## Creating Health and Balance in Today's Classroom

### EDM 511 - 3 GRADUATE CREDITS

Research shows that students who are physically fit and well-nourished perform at a higher academic level. One of every three schoolchildren born in the year 2000 will be diabetic (CDC). The impact of stress, poor nutrition, poor time management, and lack of physical activity on students and educators will be examined in order to better facilitate the learning process.

#### Virtual Classroom

**EDM 511-B44** Jan 5, 6, 7, 20, 21

**EDM 511-B46** Apr 12, 13, 14, 27, 28

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#### Online

**EDM 511-B45** Jan 29 - Mar 10

## Strategies for ADHD, LD, and a Spectrum of Learners

### EDM 615 - 3 GRADUATE CREDITS

Today's classrooms include a spectrum of learners who have different levels of attention, learning, communication, and behaviors. This course is designed to offer educators a spectrum of instructional strategies. Learn how to apply research-based educational strategies to advance the knowledge and skills of your students with exceptionalities. This includes, but is not limited to students with ADHD, autism, intellectual, learning, sensory, and emotional differences. Tap into your students' strengths with appropriate interventions and curriculum practices.

#### Virtual Classroom

**EDM 615-U51** Feb 2, 3, 4, 17, 18

**EDM 615-U52** Apr 5, 6, 7, 20, 21

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#### Online

**EDM 615-U50** Jan 22 - Feb 18

## The Bully Proof Classroom

### EDM605 - 3 GRADUATE CREDITS

Bullying is an important issue facing families, schools, communities, and society. Understand the issues and develop strategies to address the problem. Examine socialization curriculum and gain an awareness of bullying behavior, the reaction of the victim, the responsibility of bystanders, and how to create a bully proof assurance in classrooms and schools.

#### Virtual Classroom

**EDM 605-T85** Mar 8, 9, 10, 23, 24

**EDM 605-T86** Apr 26, 27, 28, May 4, 5

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#### Online

**EDM 605-T84** Jan 3 - Jan 30

## The Kinesthetic Classroom II: Moving Across the Standards

### EDM620 – 3 GRADUATE CREDITS

*This course involves optional physical activities.*

Design kinesthetic activities for the K-12 classroom focusing on teaching Common Core and national standards based content. Refine strategies and techniques regarding “The Six-Part Framework” to ensure maximum student participation that enhances academic achievement, builds class cohesion, and develops life skills. Create new activities and tactics to enhance the learning process for both educator and student. Design effective action plans to increase movement in the school environment.

#### **Off-Campus/In-Person**

**EDM620-96** Mar 2, 3, 16, 17 Annapolis

*All off-campus /in-person courses have an online component after the last meeting date.*

#### **Virtual Classroom**

**EDM 620-V68** Feb 2, 3, 4, 17, 18 **EDM 620-V71** Mar 1, 2, 3, 16, 17

**EDM 620-V72** Mar 8, 9, 10, 23, 24

#### **Online**

**EDM 620-V69** Feb 12 - Mar 24 **\*EDM 620-V70** Feb 26 - Apr 7

**EDM 620-V73** Mar 18 - Apr 14

*\*GTR-Guaranteed-to-Run*

## Technology with Ease: Enhancing the Modern Classroom

### EDM 524 – 3 GRADUATE CREDITS

Focus on keeping ahead of the technological curve, regardless of your initial comfort working with technology. This course is designed to increase confidence in integrating technology using emerging web applications. Explore the use of educational technology to facilitate student learning and have students become digitally prepared for the 21st century. Question previously conceived notions about content creation, delivery, storage, and assessment, while stretching existing teaching methods to adapt to changing student needs.

#### **Virtual Classroom**

**EDM 524-A38** Jan 5, 6, 7, 20, 21 **EDM 524-A41** Apr 12, 13, 14, 27, 28

#### **Online**

**EDM 524-A39** Jan 22 - Feb 18 **EDM 524-A40** Mar 18 - Apr 14

## Reflective Practice in Teaching

### EDM 635 – 3 GRADUATE CREDITS

*Note: This course is offered only online.*

*M.Ed. Students: This course should be taken after you have completed at least five courses.*

Teaching is a complex and highly skilled activity, and teachers continuously exercise judgement in deciding how to act to support learning most effectively. Reflective practice enables teachers to move towards expert leadership in their field. Given the nature of teaching, professional development and learning are ongoing. Reflective Practice in Teaching supports the improvement of outcomes and helps to satisfy accountability requirements.

#### **Online**

**EDM 635-Z13** Jan 15 - Feb 25 **EDM 635-Z14** Feb 12 - Mar 24

**EDM 635-Z15** Mar 4 - Mar 31 **\*EDM 635-Z16** Apr 1 - Apr 28

*\*GTR-Guaranteed-to-Run*

## The Mindful Classroom

### EDM 645 - 3 GRADUATE CREDITS

This course introduces educators to mindfulness as a lifestyle and more importantly, as an instructional style rather than an isolated period of instructional time. Establishing best practices in mindfulness instruction is a key component of this course. Developing personal practice and how mindfulness affects the brain coincide to define the role of the mindful teacher. How to introduce mindfulness to our communities is addressed, as well as Cognitive Load Theory.

#### Virtual Classroom

**EDM 645-C51** Jan 12, 13, 14, 27, 28 **EDM 645-C52** Feb 9, 10, 11, 24, 25

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#### Online

**EDM 645-C53** Feb 19 - Mar 17 **EDM 645-C54** Mar 25 - May 5

## The Movement and Technology Balance: Classroom Strategies for Student Success

### EDM 640 - 3 GRADUATE CREDITS

Design a blended educational approach that creates a balance between movement and technology to optimize student learning and success, as well as enhance academic achievement and student well being. Build an effective plan that considers experience and educational needs. Learn how to merge these two concepts together to promote a classroom environment that effectively meets content standards and enriches the learning process while preparing students for future challenges.

#### Virtual Classroom

**EDM 640-B76** Mar 1, 2, 3, 16, 17 **EDM 640-B78** May 3, 4, 5, 10, 11\*

\*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm

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#### Online

**EDM 640-B75** Jan 15 - Feb 25 **EDM 640-B77** Mar 11 - Apr 21

## Engaging English Language Learners

### EDM 610 - 3 GRADUATE CREDITS

*Note: Special Topic - course number will appear as a different number on transcript. Please contact us if you need a letter of explanation.*

Teachers of English Language Learners (ELs) no longer solely applies to educators who are certified in ESOL. Explore the guiding principles of English language instruction. Examine how culturally responsive teaching and critical pedagogy build the foundation for meaningful relationships. Learn how to scaffold instruction, design formative assessments that build on background knowledge and promote proficiency in listening, speaking, reading, and writing in all content areas. Experience seven modules that lay a novice-level foundation in Spanish in order to be able to communicate with many ELs at the beginning of their language journeys.

#### Virtual Classroom

**EDM 610-A45** Mar 8, 9, 10, 23, 24 **EDM 610-A46** May 3, 4, 5, 10, 11\*

\*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm

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#### Online

**EDM 610-A44** Jan 8 - Feb 4



## Skills and Strategies for Inclusion and Disability Awareness

### EDM 575 - 3 GRADUATE CREDITS

Inclusion and Disability Awareness should be a way of life in the 21st century classroom. Gain a deeper understanding of disabilities; examine the social, academic and physical considerations in school, community, and home environments. The emphasis is on ways to integrate information about disabilities into the curriculum and manage specific classroom environments.

#### Virtual Classroom

**EDM 575-P36** Jan 5, 6, 7, 20, 21

**EDM 575-P38** Mar 1, 2, 3, 16, 17

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#### Online

**EDM 575-P37** Feb 5 - Mar 3

## Developing a Technology Rich Classroom

### EDM 590 - 3 GRADUATE CREDITS

This course focuses on keeping educators on the cutting edge of free available resources to improve instruction regardless of their teaching situation. Participants will experience a variety of different engaging instructional tools to enhance their own content delivery as well as providing access to their content in new and exciting ways. This course is designed to enhance educator's knowledge base of content curation and improve their teaching pedagogy around the proper use of instructional technology in a digestible, understandable, and engaging format.

#### Virtual Classroom

**EDM 590-A32** Feb 2, 3, 4, 17, 18

**EDM 590-A34** Apr 5, 6, 7, 20, 21

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#### Online


**EDM 590-A31** Jan 29 - Mar 10

**EDM 590-A33** Mar 18 - Apr 14

# ONLINE CLASSES

Participants who have taken a face-to-face version of a course cannot register for the online version. The following online courses may be applied to the Master of Education program; please check with your advisor.

## Assessment Techniques: Assessing for Student Learning

 EDM 545-K22	Jan 3 - Jan 30
 EDM 545-K24	Jan 29 - Mar 10
 EDM 545-K26	Feb 26 - Apr 7
 EDM 545-K27	Apr 1 - Apr 28


## Brain-Based Teaching and Learning

 EDM 535-H29	Jan 3 - Jan 30
 EDM 535-H30	Feb 26 - Apr 7
 EDM 535-H33*	Mar 18 - Apr 14
 EDM 535-H34*	Apr 1 - Apr 28

## The Bully Proof Classroom

 EDM 605-T84	Jan 3 - Jan 30
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## Cooperative Discipline

 EDM 540-J20	Jan 15 - Feb 25
 EDM 540-J21	Feb 5 - Mar 3
 EDM 540-J22*	Feb 26 - Apr 7
 EDM 540-J23*	Apr 8 - May 5

## Creating Health and Balance in Today's Classroom

 EDM 511-B45	Jan 29 - Mar 10
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## The Culturally Distinctive Classroom

 EDM 560-L43	Mar 25 - May 5
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## Developing a Technology Rich Classroom

 EDM 590-A31	Jan 29 - Mar 10
 EDM 590-A33	Mar 18 - Apr 14

## Differentiated Instruction

 EDM 580-R17	Jan 8 - Feb 4
 EDM 580-R19	Feb 5 - Mar 3
 EDM 580-R21	Mar 11 - Apr 21
 EDM 580-R22	Apr 8 - May 5

## Encouraging Skillful, Critical, and Creative Thinking

 EDM 530-F41	Jan 8 - Feb 4
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\*GTR-Guaranteed-to-Run

## Engaging English Language Learners

 EDM 610-A44	Jan 8 - Feb 4
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## Increasing Student Responsibility and Self-Discipline in Learning Communities

 EDM 565-M60	Jan 8 - Feb 4
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## The Kinesthetic Classroom: Teaching and Learning Through Movement

 EDM 555-K88	Jan 15 - Feb 25
 EDM 555-K90	Feb 12 - Mar 24
 EDM 555-K91*	Mar 4 - Mar 31

## The Kinesthetic Classroom II: Moving Across the Standards

 EDM 620-V69	Feb 12 - Mar 24
 EDM 620-V70*	Jan 26 - Apr 7
 EDM 620-V73	Mar 18 - Apr 14

## The Mindful Classroom

 EDM 645-C53	Feb 19 - Mar 17
 EDM 645-C54	Mar 25 - May 5


## Motivation: The Art and Science of Inspiring Classroom Success

 EDM 570-P01*	Feb 19 - Mar 17
 EDM 570-P02	Mar 11 - Apr 21

## The Movement and Technology Balance: Classroom Strategies for Student Success

 EDM 640-B75	Jan 15 - Feb 25
 EDM 640-B77	Mar 11 - Apr 21

## Reflective Practice in Teaching

 EDM 635-Z13	Jan 15 - Feb 25
 EDM 635-Z14	Feb 12 - Mar 24
 EDM 635-Z15	Mar 4 - Mar 31
 EDM 635-Z16*	Apr 1 - Apr 28

## Skills for Building the Collaborative Classroom

 EDM 630-X50	Jan 3 - Jan 30
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Please visit our website at [www.theRTC.net](http://www.theRTC.net) for up to date schedules and any additional online courses.

# ONLINE CLASSES

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## Skills and Strategies for Inclusion and Disability Awareness

 EDM 575-P37 Feb 5 - Mar 3

## Strategies for ADHD, LD, and a Spectrum of Learners

 EDM 615-U50 Jan 22 - Feb 18

## Styles of Teaching: Personality Type in the Classroom

 EDM 585-S28 Jan 22 - Feb 18

 EDM 585-S30 Feb 19 - Mar 17

 EDM 585-S31 Mar 25 - May 5

 EDM 585-S32 Apr 8 - May 5

## Technology with Ease: Enhancing the Modern Classroom

 EDM 524-A39 Jan 22 - Feb 18

 EDM 524-A40 Mar 18 - Apr 14

## UDL: Transforming Learning Through Technology and Design

 EDM 520-E87 Jan 22 - Feb 18

 EDM 520-E88 Feb 12 - Mar 24

 EDM 520-E89 Mar 4 - Mar 31

 EDM 520-E90 Apr 8 - May 5

Please visit our website at [www.theRTC.net](http://www.theRTC.net) for up to date schedules and any additional online courses.

“ This was one of the most useful classes I have taken so far. The content was current and relevant to everyday teaching practices. The instructor provided a multitude of real world examples that are practical that we can take back and use in our own classrooms. I felt that our instructor’s feedback was thoughtful and timely. ”



Our courses have been developed to provide you with relevant tools and techniques that you can apply in your classroom your first day back.

Let our expert instructors, who have been in your shoes, help you bring exciting new skills and strategies to the classroom.

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