



**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.**



PENNSYLVANIA
SPRING 2024

RTC Graduate Courses

Your opportunity to excel

With off-campus locations in PA, 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.



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RTC Can Help You

- Advance professionally
- Gain valuable 21st 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 Pennsylvania Level II certification, recertification, and ACT 48 Professional Education credit. 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)).

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 or 800.325.3252

Course workbooks and syllabi for Virtual Classroom 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: \$1,620.00 (\$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.

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**

LA SALLE UNIVERSITY/RTC MASTER OF EDUCATION DEGREE PROGRAM

A 30-credit graduate degree program, virtual classroom and online courses, 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

- EDM 535** Brain-Based Teaching and Learning
- EDM 540** Cooperative Discipline
- EDM 545** Assessment Techniques: Assessing for Student Learning
- EDM 580** Differentiated Instruction
- EDM 585** Styles of Teaching: Personality Type in the Classroom
- EDM 635** Reflective Practice in Teaching*

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

CONCENTRATION OPTIONS

Teaching Strategies for the 21st Century Learner

Required Concentration Courses (3 courses: 9 total credits)

- EDM 520** UDL: Transforming Learning Through Technology and Design
- EDM 555** The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDM 630** Skills for Building the Collaborative Classroom

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

- EDM 524** Technology with Ease: Enhancing the Modern Classroom
- EDM 530** Encouraging Skillful, Critical, and Creative Thinking
- EDM 620** The Kinesthetic Classroom II: Moving Across the Standards

CONCENTRATION OPTIONS (Continued)

The Differentiated Classroom

Required Concentration Courses (3 courses: 9 total credits)

EDM 630	Skills for Building the Collaborative Classroom
EDM 560	The Culturally Distinctive Classroom
EDM 615	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)

EDM 530	Encouraging Skillful, Critical, and Creative Thinking
EDM 555	The Kinesthetic Classroom: Teaching and Learning through Movement
EDM 575	Skills and Strategies for Inclusion and Disability Awareness

Building Positive Classroom Communities

Required Concentration Courses (3 courses: 9 total credits)

EDM 565	Increasing Student Responsibility and Self-Discipline in Learning Communities
EDM 570	Motivation: The Art and Science of Inspiring Classroom Success
EDM 605	The Bully Proof Classroom

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

EDM 645	The Mindful Classroom
EDM 555	The Kinesthetic Classroom: Teaching and Learning through Movement
EDM 630	Skills for Building the Collaborative Classroom

Classroom Well-Being and Physical Activity

Required Concentration Courses (3 courses: 9 total credits)

EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement
EDM 620	The Kinesthetic Classroom II: Moving Across the Standards
EDM 511	Creating Health and Balance in Today's Classroom

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

EDM 640	The Movement and Technology Balance: Classroom Strategies for Student Success
EDM 645	The Mindful Classroom
EDM 570	Motivation: The Art and Science of Inspiring Classroom Success

Integrating Technology into the K-12 Classroom

Required Concentration Courses (3 courses: 9 total credits)

EDM 520	UDL: Transforming Learning Through Technology and Design
EDM 640	The Movement and Technology Balance: Classroom Strategies for Student Success
EDM 590	Developing a Technology Rich Classroom

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

EDM 524	Technology with Ease: Enhancing the Modern Classroom
EDM 630	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/

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)*

- EDM 540** Cooperative Discipline
- EDM 565** Increasing Student Responsibility and Self-Discipline in Learning Communities
- EDM 585** Styles of Teaching: Personality Type in the Classroom
- EDM 570** Motivation: The Art and Science of Inspiring Classroom Success
- EDM 605** The Bully Proof Classroom

Differentiated Instruction *(five 3-credit courses)*

- EDM 580** Differentiated Instruction
- EDM 520** UDL: Transforming Learning Through Technology and Design
- EDM 630** Skills for Building the Collaborative Classroom
- EDM 575** Skills and Strategies for Inclusion and Disability Awareness
- EDM 615** Strategies for ADHD, LD, and a Spectrum of Learners

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

- EDM 535** Brain-Based Teaching and Learning
- EDM 585** Styles of Teaching: Personality Type in the Classroom
- EDM 555** The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDM 620** The Kinesthetic Classroom II: Moving Across the Standards
- EDM 530** Encouraging Skillful, Critical, and Creative Thinking

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

- EDM 555** The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDM 620** The Kinesthetic Classroom II: Moving Across the Standards
- EDM 511** Creating Health and Balance in Today's Classroom
- EDM 645** The Mindful Classroom
- EDM 640** The Movement and Technology Balance: Classroom Strategies for Student Success

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

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

EDM 520	UDL: Transforming Learning Through Technology and Design
EDM 640	The Movement and Technology Balance: Classroom Strategies for Student Success
EDM 590	Developing a Technology Rich Classroom
EDM 524	Technology with Ease: Enhancing the Modern Classroom
EDM 630	Skills for Building the Collaborative 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

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

EDM 630 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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.

Virtual Classroom

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

EDM 630-X50	Jan 3 - Jan 30
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The Culturally Distinctive Classroom

EDM 560 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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 our 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
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Online

EDM 560-L43	Mar 25 - May 5
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UDL: Transforming Learning Through Technology and Design

EDM 520 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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 ACT 48 P.E. HOURS: 90

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).

Off-Campus/In-Person

EDM 530-F42 Apr 5, 6, 7, 20, 21 Lancaster

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

Online

EDM 530-F41 Jan 8 - Feb 4

Brain-Based Teaching and Learning

EDM 535 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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-H32 Mar 8, 9, 10, 23, 24

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

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

Online

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

*GTR-Guaranteed-to-Run

Cooperative Discipline

EDM 540 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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.

Virtual Classroom

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

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

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

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

Online

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

*GTR-Guaranteed-to-Run

Assessment Techniques: Assessing for Student Learning

EDM 545 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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.

Off-Campus/In-Person

EDM 545-K29 May 3, 4, 5, 10, 11* Reading

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

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

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 ACT 48 P.E. HOURS: 90

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

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

“ 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. ”

Increasing Student Responsibility and Self-Discipline in Learning Communities

EDM 565 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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

EDM 565-M61 Feb 2, 3, 4, 17, 18 Langhorne

Virtual Classroom

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

Online

EDM 565-M60 Jan 8 - Feb 4

Motivation: The Art and Science of Inspiring Classroom Success

EDM 570 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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

EDM 570-N98 Jan 12, 13, 14, 27, 28 **EDM 570-N99** Feb 2, 3, 4, 17, 18

EDM 570-P03 Apr 26, 27, 28, May 4, 5

Online

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

*GTR-Guaranteed-to-Run

Differentiated Instruction

EDM 580 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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

EDM 580-R16 Jan 5, 6, 7, 20, 21

EDM 580-R18 Jan 12, 13, 14, 27, 28

EDM 580-R20 Feb 9, 10, 11, 24, 25

EDM 580-R23 Apr 26, 27, 28, May 4, 5

Online

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

Styles of Teaching: Personality Type in the Classroom

EDM 585 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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.

Off-Campus/In-Person

EDM 585-S29 Feb 9, 10, 11, 24, 25 Birdsboro

Virtual Classroom

EDM 585-S27 Jan 12, 13, 14, 27, 28 **EDM 585-S33** Apr 26, 27, 28, May 4, 5

EDM 585-S34 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

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

Creating Health and Balance in Today's Classroom

EDM 511 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

Research shows that students who are physically fit and well-nourished perform at a higher academic level. "Mindfulness in Education" will be emphasized as a technique to reduce student anxiety and help students succeed. The impact of stress, poor time management, lack of physical activity, and poor nutrition (One of every three students will develop Type 2 diabetes) 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

Online

EDM 511-B45 Jan 29 - Mar 10

Strategies for ADHD, LD and a Spectrum of Learners

EDM 615 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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

Online

EDM 615-U50 Jan 22 - Feb 18

The Bully Proof Classroom

EDM 605 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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

Online

EDM 605-T84 Jan 3 - Jan 30

The Kinesthetic Classroom II: Moving Across the Standards

EDM 620 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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.

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 ACT 48 P.E. HOURS: 90

A laptop with WiFi capability is required.

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 ACT 48 P.E. HOURS: 90

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 judgment in deciding how to act to support learning most effectively. Reflective practice enables teachers to move towards expert leadership in their field. Learn how to combine a model of effective instruction with goal setting, focused practice and feedback to improve instructional practices. This updated course is based on Marzano's 41 elements of effective teaching that have been shown to enhance student achievement.

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

Engaging English Language Learners

EDM 610 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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

Online

EDM 610-A44	Jan 8 - Feb 4
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The Mindful Classroom

EDM 645 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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
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The Movement and Technology Balance: Classroom Strategies for Student Success

EDM 640 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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

Online

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

Developing a Technology Rich Classroom

EDM 590 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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 the 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

Online

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

Skills and Strategies for Inclusion and Disability Awareness

EDM 575 - 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

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

Online

EDM 575-P37 Feb 5 - Mar 3

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 & 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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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

*GTR-Guaranteed-to-Run

Please visit our website at www.theRTC.net for up to date schedules and any additional online courses.

The Kinesthetic Classroom II: Moving Across the Standards

 EDM 620-V69	Feb 12 - Mar 24
 EDM 620-V70*	Feb 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 and Strategies for Inclusion and Disability Awareness


 EDM 575-P37	Feb 5 - Mar 3
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*GTR-Guaranteed-to-Run

Skills for Building the Collaborative Classroom

 EDM 630-X50	Jan 3 - Jan 30
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Strategies for ADHD, LD, and a Spectrum of Learners

 EDM 615-U50	Jan 22 - Feb 18
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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



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.

Register now for off-campus/in-person, virtual classroom and/or online courses! Check our website for courses that will fit within your busy schedule.

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