



**Multiple Start Dates
throughout the Semester!**

Graduate Courses for Educators



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

**Professional development and Master's courses that are
empowered by collaboration, convenience and applicability.**

Master of Education program with increased
flexibility to meet Educators' needs.



Spring 2027

RTC Graduate Courses

Your opportunity to excel

RTC offers live-virtual and fully online 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.



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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
- Earn an Area of Advanced Study



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, MD 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.

Select Guaranteed-to-Run online and live-virtual courses (GTR)

These courses will run no matter how many participants are registered.

Spring 2027 Registration Information

Live-Virtual Class Hours

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

Courses starting on a Friday will meet:

Day 1

6:00 pm - 9:15 pm

Days 2 - 5

8:00 am - 4:45 pm

*Projects are due no later than two weeks (live-virtual) 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.

**For the Most Up-to-Date
Schedules Visit theRTC.net**

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 - Thurs, 9:00 am - 5:00 pm,
Fri, 9:00 am - 12:30 pm
800.433.4740

Course Materials

Students are responsible for purchasing books and must be in possession of all required materials on the first day of the course in order to attend and receive a grade in the course. Students will receive information on course materials once the course has been confirmed. For online and live-virtual courses, syllabi and any workbooks are available within the course in the online portal. Note: Access to the course and submissions will only be available for a limited period of time.

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 live-virtual courses, no refunds will be made after the first 3 hours of class time. For online courses, no refunds will be made as of the Wednesday after the published class start date.

Tuition

3-Credit Courses: \$1,680.00 (\$560/credit)

Initial Deposit Required: \$75.00 per course

Balance Due: \$1,605.00

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

Maryland Students only: 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

Live-Virtual 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
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	Fostering Innovative 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** Fostering Innovative 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
- 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
- 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** Fostering Innovative 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 Live-Virtual & Online Courses?

Live-Virtual Courses

- The live-virtual 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.

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.

Empowering Classrooms: Positive Discipline for Educators

EDM 650 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS:90

This course will equip educators with a comprehensive grasp of **Positive Discipline**, a classroom management strategy that promotes mutual respect, collaboration, and a constructive learning atmosphere. Participants will examine essential concepts such as self-awareness, self-management, effective communication, and the development of classroom community through experiential exercises and reflective practices. The training will also focus on engaging parents and guardians, and formulating thorough classroom management plans.

Live-Virtual

EDM 650-A09 Jan 29, 30, 31, Feb 12, 13*

*Day 1: 5:30pm - 10pm, Days 2-3: 8am - 5:45pm,

Day 4: 5:30pm - 10pm, Day 5: 8am - 5:45pm

Online

EDM 650-A10 Feb 22 - Apr 4

EDM 650-A11 Apr 5 - May 2

Skills for Building the Collaborative Classroom

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

Collaboration, cooperation, innovation, creativity and critical thinking 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.

Live-Virtual

EDM 630-Y12 Jan 2, 3, 16, 17*

EDM 630-Y16 Apr 16, 17, 18, May 1, 2

*Day 1: 8am - 5:45pm, Days 2-4: 8am - 5:30pm

Online

EDM 630-Y13 Jan 21 - Feb 17

EDM 630-Y14 Feb 15 - Mar 14

EDM 630-Y15 Apr 1 - 28

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.

Live-Virtual

EDM 560-L93 Feb 5, 6, 7, 20, 21

EDM 560-L95 Apr 9, 10, 11, 24, 25

Online

EDM 560-L92 - GTR Jan 11 - Feb 21

EDM 560-L94 Mar 8 - Apr 4

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-F33 Feb 8 - Mar 7

EDM 520-F34 Apr 1 - 28

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.

[Live-Virtual](#)

EDM 535-I08 Jan 2, 3, 16, 17*

EDM 535-I10 Feb 26, 27, 28, Mar 13, 14

*Day 1: 8am - 5:45pm, Days 2-4: 8am - 5:30pm

[Online](#)

EDM 535-I09 - GTR Feb 1 - 28

EDM 535-I11 Mar 18 - Apr 28

EDM 535-I12 Apr 15 - May 12

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.

[Online](#)

EDM 540-J90 Jan 4 - 31

EDM 540-J91 Mar 8 - Apr 4

Assessment Techniques: Assessing for Student Learning

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

Experience and analyze authentic assessment as an effective means of assessing student learning. Discover the importance of communicating learning goals to students. Align learning goals and standards with assessments to guide instruction and evaluate student progress. Study the progression of the standards-based movement and examine how current academic standards help educators prepare students for the future.

Live-Virtual

EDM 545-L04 Feb 5, 6, 7, 20, 21
EDM 545-L07 Apr 16, 17, 18, May 1, 2

Online

EDM 545-L03 Jan 21 - Feb 17
EDM 545-L05 Mar 4 - 31
EDM 545-L06 Apr 1 - 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.

Live-Virtual

EDM 555-L63 Feb 5, 6, 7, 20, 21
EDM 555-L66 Apr 9, 10, 11, 24, 25

Online

EDM 555-L62 Jan 4 - 31
EDM 555-L64 Feb 22 - Apr 4
EDM 555-L65 Mar 22 - Apr 18

Increasing Student Responsibility and Self-Discipline

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 space.

Live-Virtual

EDM 565-N12 Jan 2, 3, 16, 17*
EDM 565-N14 Feb 26, 27, 28, Mar 13, 14

Online

EDM 565-N13 Jan 21 - Feb 17
EDM 565-N15 Apr 5 - May 2

*Day 1: 8am - 5:45pm, Days 2-4: 8am - 5:30pm

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.

Live-Virtual

EDM 570-P67 Jan 8, 9, 10, 23, 24

EDM 570-P69 Feb 26, 27, 28, Mar 13, 14

Online

EDM 570-P68 Feb 1 - Feb 28

EDM 570-P70 - GTR Apr 5 - May 2

EDM 570-P71 Apr 26 - May 23

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.

Live-Virtual

EDM 580-R97 Jan 29, 30, 31, Feb 12, 13*

EDM 580-R99 - GTR Apr 9, 10, 11, 24, 25

*Day 1: 5:30pm - 10pm, Days 2-3: 8am - 5:45pm,

Day 4: 5:30pm - 10pm, Day 5: 8am - 5:45pm

Online

EDM 580-R96 Jan 11 - Feb 21

EDM 580-R98 Mar 4 - 31

EDM 580-S01 Apr 26 - May 23

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.

Live-Virtual

EDM 585-T08 - GTR Jan 8, 9, 10, 23, 24

EDM 585-T10 Mar 5, 6, 7, 13, 14

Online

EDM 585-T09 Feb 1 - 28

EDM 585-T11 Mar 22 - Apr 18

EDM 585-T12 Apr 19 - May 16

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.

Live-Virtual

EDM 511-B98 Jan 29, 30, 31, Feb 12, 13*

EDM 511-C01 Apr 9, 10, 11, 24, 25

*Day 1: 5:30pm - 10pm, Days 2-3: 8am - 5:45pm, Day 4: 5:30pm - 10pm, Day 5: 8am - 5:45pm

Online

EDM 511-B99 Feb 22 - Apr 4

EDM 511-C02 Apr 26 - May 23

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.

Live-Virtual

EDM 615-V08 Feb 26, 27, 28, Mar 13, 14

EDM 615-V10 - GTR Apr 16, 17, 18, May 1, 2

Online

EDM 615-V07 Jan 28 - Mar 10

EDM 615-V09 Mar 22 - Apr 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.

Live-Virtual

EDM 605-S39 Jan 8, 9, 10, 23, 24

EDM 605-S41 Mar 5, 6, 7, 13, 14

Online

EDM 605-S40 Feb 8 - Mar 7

EDM 605-S42 Apr 15 - May 12

GTR-Guaranteed-to-Run

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.

Live-Virtual

EDM 620-W40 Jan 29, 30, 31, Feb 12, 13*

EDM 620-W42 Mar 5, 6, 7, 13, 14

*Day 1: 5:30pm - 10pm, Days 2-3: 8am - 5:45pm, Day 4: 5:30pm - 10pm, Day 5: 8am - 5:45pm

Online

EDM 620-W39 Jan 11 - Feb 21

EDM 620-W41 Feb 15 - Mar 14

EDM 620-W43 - GTR Apr 15 - May 12

Technology with Ease: Enhancing the Modern Classroom

EDM 524 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS:90

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. Question previously conceived notions about content creation, delivery, storage, and assessment, while stretching existing teaching methods to adapt to changing student needs.

Live-Virtual

EDM 524-A92 Jan 8, 9, 10, 23, 24

Online

EDM 524-A93 Feb 8 - Mar 7

EDM 524-A94 Apr 1 - 28

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-Z64 Jan 21 - Feb 17

EDM 635-Z65 Feb 15 - Mar 14

EDM 635-Z66 Mar 18 - Apr 28

EDM 635-Z67 Apr 19 - May 16

GTR-Guaranteed-to-Run

Engaging English Language Learners

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

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.

Live-Virtual

EDM 610-A82 Jan 2, 3, 16, 17*

Online

EDM 610-A83 Feb 15 - Mar 14

*Day 1: 8am - 5:45pm, Days 2-4: 8am - 5:30pm

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.

Live-Virtual

EDM 645-D07 Jan 2, 3, 16, 17*

EDM 645-D10 Apr 9, 10, 11, 24, 25

Online

EDM 645-D08 Jan 28 - Mar 10

EDM 645-D09 - GTR Mar 8 - Apr 4

*Day 1: 8am - 5:45pm, Days 2-4: 8am - 5:30pm

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.

Live-Virtual

EDM 640-C29 Jan 8, 9, 10, 23, 24

EDM 640-C32 Apr 16, 17, 18, May 1, 2

Online

EDM 640-C30 Feb 8 - Mar 7

EDM 640-C31 Mar 18 - Apr 28

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.

Live-Virtual

EDM 590-A80 Feb 26, 27, 28, Mar 13, 14

Online

EDM 590-A79 Feb 1 - 28

EDM 590-A81 - GTR Apr 19 - May 16

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 today's 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.

Live-Virtual

EDM 575-R87 Jan 29, 30, 31, Feb 12, 13*

EDM 575-R89 Mar 5, 6, 7, 13, 14

*Day 1: 5:30pm - 10pm, Days 2-3: 8am - 5:45pm,

Day 4: 5:30pm - 10pm, Day 5: 8am - 5:45pm

Online

EDM 575-R88 - GTR Feb 15 - Mar 14

EDM 575-R90 Apr 19 - May 16

Artificial Intelligence For Educators: Navigating the Future of Learning

EDM 638 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

This course will provide educators with a comprehensive understanding of how artificial intelligence is transforming education. Participants will explore AI-powered tools, their applications in K-12 classrooms, ethical considerations, privacy and security concerns, and policies and regulations related to AI in education. Participants will learn how to use AI-powered tools to personalize learning experiences for students, automate administrative tasks, and collect and analyze data. Best practices for integrating AI in all classrooms, and strategies for evaluating the effectiveness of AI-powered education will be examined.

Online

EDM 638-A52 Jan 28 - Mar 10

EDM 638-A53 - GTR Mar 4 - 31

EDM 638-A54 Apr 5 - May 2

Fostering Innovative Thinking

EDM 530 – 3 GRADUATE CREDITS ACT 48 P.E. HOURS: 90

Revised - formerly known as Encouraging Skillful, Critical and Creative Thinking

This course focuses on developing essential thinking skills for a changing world, integrating various frameworks and strategies such as cooperative learning, metacognition, and digital tools like Artificial Intelligence. The course emphasizes creating a community of thoughtful learners, applying thinking skills to curriculum content, traditional creativity, and critical thinking frameworks, and exploring brain-based principles to enhance learning.

Live-Virtual

EDM 530-A13 Feb 5, 6, 7, 20, 21

EDM 530-A15 Apr 16, 17, 18, May 1, 2

Online

EDM 530-A12 - GTR Jan 4 - 31

EDM 530-A14 Mar 18 - Apr 28

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.

Artificial Intelligence for Educators: Navigating the Future of Learning

 EDM 638-A52	Jan 28 - Mar 10
 EDM 638-A53 - GTR	Mar 4 - 31
 EDM 638-A54	Apr 5 - May 2

Assessment Techniques: Assessing for Student Learning

 EDM 545-L03	Jan 21 - Feb 17
 EDM 545-L05	Mar 4 - 31
 EDM 545-L06	Apr 1 - 28

Brain-Based Teaching and Learning

 EDM 535-I09 - GTR	Feb 1 - 28
 EDM 535-I11	Mar 18 - Apr 28
 EDM 535-I12	Apr 15 - May 12

The Bully Proof Classroom

 EDM 605-S40	Feb 8 - Mar 7
 EDM 605-S42	Apr 15 - May 12

Cooperative Discipline

 EDM 540-J90	Jan 4 - 31
 EDM 540-J91	Mar 8 - Apr 4

Creating Health and Balance in Today's Classroom

 EEDM 511-B99	Feb 22 - Apr 4
 EDM 511-C02	Apr 26 - May 23

The Culturally Distinctive Classroom

 EDM 560-L92 - GTR	Jan 11 - Feb 21
 EDM 560-L94	Mar 8 - Apr 4

Developing a Technology Rich Classroom

 EDM 590-A79	Feb 1 - 28
 EDM 590-A81 - GTR	Apr 19 - May 16

Differentiated Instruction

 EDM 580-R96	Jan 11 - Feb 21
 EDM 580-R98	Mar 4 - 31
 EDM 580-S01	Apr 26 - May 23

Empowering Classrooms: Positive Discipline for Educators

 EDM 650-A10	Feb 22 - Apr 4
 EDM 650-A11	Apr 5 - May 2

Engaging English Language Learners

 EDM 610-A83	Feb 15 - Mar 14
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Fostering Innovative Thinking

 EDM 530-A12 - GTR	Jan 4 - 31
 EDM 530-A14	Mar 18 - Apr 28

Increasing Student Responsibility and Self-Discipline

 EDM 565-N13	Jan 21 - Feb 17
 EDM 565-N15	Apr 5 - May 2

The Kinesthetic Classroom: Teaching and Learning Through Movement

 EDM 555-L62	Jan 4 - 31
 EDM 555-L64	Feb 22 - Apr 4
 EDM 555-L65	Mar 22 - Apr 18

The Kinesthetic Classroom II: Moving Across the Standards

 EDM 620-W39	Jan 11 - Feb 21
 EDM 620-W41	Feb 15 - Mar 14
 EDM 620-W43 - GTR	Apr 15 - May 12

The Mindful Classroom

 EDM 645-D08	Jan 28 - Mar 10
 EDM 645-D09 - GTR	Mar 8 - Apr 4

GTR-Guaranteed-to-Run

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

UDL: Transforming Learning Through Technology and Design

 EDM 520-F33	Feb 8 - Mar 7
 EDM 520-F34	Apr 1 - 28

Motivation: The Art and Science of Inspiring Classroom Success

 EDM 570-P68	Feb 1 - 28
 EDM 570-P70 - GTR	Apr 5 - May 2
 EDM 570-P71	Apr 26 - May 23

The Movement and Technology Balance: Classroom Strategies for Student Success

 EDM 640-C30	Feb 8 - Mar 7
 EDM 640-C31	Mar 18 - Apr 28

Reflective Practice in Teaching

 EDM 635-Z64	Jan 21 - Feb 17
 EDM 635-Z65	Feb 15 - Mar 14
 EDM 635-Z66	Mar 18 - Apr 28
 EDM 635-Z67	Apr 19 - May 16

Skills and Strategies for Inclusion and Disability Awareness

 EDM 575-R88 - GTR	Feb 15 - Mar 14
 EDM 575-R90	Apr 19 - May 16

Skills for Building the Collaborative Classroom

 EDM 630-Y13	Jan 21 - Feb 17
 EDM 630-Y14	Feb 15 - Mar 14
 EDM 630-Y15	Apr 1 - 28

Strategies for ADHD, LD, and a Spectrum of Learners

 EDM 615-V07	Jan 28 - Mar 10
 EDM 615-V09	Mar 22 - Apr 18

Styles of Teaching: Personality Type in the Classroom

 EDM 585-T09	Feb 1 - 28
 EDM 585-T11	Mar 22 - Apr 18
 EDM 585-T12	Apr 19 - May 16

Technology with Ease: Enhancing The Modern Classroom

 EDM 524-A93	Feb 8 - Mar 7
 EDM 524-A94	Apr 1 - 28