



**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.



Engage Experience Teach Inspire

[theRTC.net](http://theRTC.net)

**SPRING 2026**

# 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 21<sup>st</sup> 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.

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

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

# Spring 2026 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.

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 - Thur, 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.

*MD Students:* Direct billing to your county for allowable tuition reimbursement may be available. Check with your Human Resources Department.

## **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](http://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*

<b>EDM 535</b>	Brain-Based Teaching and Learning
<b>EDM 540</b>	Cooperative Discipline
<b>EDM 545</b>	Assessment Techniques: Assessing for Student Learning
<b>EDM 580</b>	Differentiated Instruction
<b>EDM 585</b>	Styles of Teaching: Personality Type in the Classroom
<b>EDM 635</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>EDM 520</b>	UDL: Transforming Learning Through Technology and Design
<b>EDM 555</b>	The Kinesthetic Classroom: Teaching and Learning Through Movement
<b>EDM 630</b>	Skills for Building the Collaborative Classroom

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

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

## CONCENTRATION OPTIONS (Continued)

### The Differentiated Classroom

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

<b>EDM 630</b>	Skills for Building the Collaborative Classroom
<b>EDM 560</b>	The Culturally Distinctive Classroom
<b>EDM 615</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>EDM 530</b>	Encouraging Skillful, Critical, and Creative Thinking
<b>EDM 555</b>	The Kinesthetic Classroom: Teaching and Learning through Movement
<b>EDM 575</b>	Skills and Strategies for Inclusion and Disability Awareness

### Building Positive Classroom Communities

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

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

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

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

### Classroom Well-Being and Physical Activity

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

<b>EDM 555</b>	The Kinesthetic Classroom: Teaching and Learning Through Movement
<b>EDM 620</b>	The Kinesthetic Classroom II: Moving Across the Standards
<b>EDM 511</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>EDM 640</b>	The Movement and Technology Balance: Classroom Strategies for Student Success
<b>EDM 645</b>	The Mindful Classroom
<b>EDM 570</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>EDM 520</b>	UDL: Transforming Learning Through Technology and Design
<b>EDM 640</b>	The Movement and Technology Balance: Classroom Strategies for Student Success
<b>EDM 590</b>	Developing a Technology Rich Classroom

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

<b>EDM 524</b>	Technology with Ease: Enhancing the Modern Classroom
<b>EDM 630</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)*

- 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

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

<b>EDM 520</b>	UDL: Transforming Learning Through Technology and Design
<b>EDM 640</b>	The Movement and Technology Balance: Classroom Strategies for Student Success
<b>EDM 590</b>	Developing a Technology Rich Classroom
<b>EDM 524</b>	Technology with Ease: Enhancing the Modern Classroom
<b>EDM 630</b>	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](mailto: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.

## Skills for Building the Collaborative Classroom

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

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.

### Live-Virtual

**EDM 630-X91** Feb 6, 7, 8, 21, 22\* **EDM 630-X93** Mar 27, 28, 29, Apr 11, 12

\*Day 1: 6 pm - 9:30pm, Day 2: 8 am - 5:15 pm, Day 3: 8 am - 3 pm, Days 4 - 5: 8 am - 5:15 pm

### Online

**EDM 630-X90** Jan 22 - Feb 18\*

**EDM 630-X94 - GTR** Apr 20 - May 17

**EDM 630-X92** Mar 9 - Apr 5

\*Thursday start date

## 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-L74** Jan 2, 3, 4, 17, 18 **EDM 560-L77** Apr 17, 18, 19, May 2, 3

### Online

**EDM 560-L75** Feb 9 - Mar 8

**EDM 560-L76 - GTR** Mar 23 - Apr 19

## 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-F21** Feb 2 - Mar 1

**EDM 520-F22 - GTR** Mar 16 - Apr 12

GTR-Guaranteed-to-Run

## 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-H87** Jan 30, 31, Feb 1, 14, 15\* **EDM 535-H89 - GTR** Mar 6, 7, 8, 21, 22

\*Day 1: 6 pm - 9:30 pm, Days 2 - 3: 8 am - 5:15 pm, Day 4: 8 am - 3 pm, Day 5: 8 am - 5:15 pm

### Online

**EDM 535-H86** Jan 5 - Feb 1 **EDM 535-H90** Mar 30 - May 10

**EDM 535-H88** Feb 16 - Mar 15

## 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.

### Live-Virtual

**EDM 540-J77** Apr 17, 18, 19, May 2, 3

### Online

**EDM 540-J74** Jan 26 - Feb 22 **EDM 540-J76** Mar 16 - Apr 12

**EDM 540-J75 - GTR** Feb 23 - Apr 5

## 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.

### Live-Virtual

**EDM 545-K80** Jan 2, 3, 4, 17, 18 **EDM 545-K83** Mar 27, 28, 29, Apr 11, 12

### Online

**EDM 545-K81** Jan 22 - Feb 18\* **EDM 545-K84 - GTR** Apr 13 - May 10

**EDM 545-K82** Feb 23 - Apr 5

\*Thursday start date

# 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-L43 - GTR** Jan 30, 31, Feb 1, 14, 15\* **EDM 555-L46** Apr 14, 15, 16, 18, 19, 21, 22\*\*

\*Day 1: 6 pm - 9:30 pm, Days 2 - 3: 8 am - 5:15 pm, Day 4: 8 am - 3 pm, Day 5: 8 am - 5:15 pm

\*\*Days 1 - 3: 5 pm - 9 pm; Days 4 - 5: 8 am - 5:15 pm; Day 6: 5 pm - 9 pm; Day 7: 5 pm - 8:45 pm

## **Online**

**EDM 555-L42** Jan 5 - Feb 1

**EDM 555-L45** Mar 23 - Apr 19

**EDM 555-L44** Feb 16 - Mar 15

# 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.

## **Live-Virtual**

**EDM 565-M94** Jan 9, 10, 11, 24, 25 **EDM 565-M96** Mar 6, 7, 8, 21, 22

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

## **Online**

**EDM 565-M95 - GTR** Feb 9 - Mar 8

**EDM 565-M97** Apr 6 - May 3

# 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-P46** Jan 20, 21, 22, 24, 25, 27, 28\* **EDM 570-P48** Mar 6, 7, 8, 21, 22

\*Days 1 - 3: 5 pm - 9 pm; Days 4 - 5: 8 am - 5:15 pm; Day 6: 5 pm - 9 pm; Day 7: 5 pm - 8:45 pm

## **Online**

**EDM 570-P47** Feb 9 - Mar 8

**EDM 570-P50** Apr 23 - May 20\*

**EDM 570-P49** Mar 30 - May 10

\*Thursday start date

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.

### Live-Virtual

**EDM 580-R74** Jan 9, 10, 11, 24, 25 **EDM 580-R76 - GTR** Feb 27, 28, Mar 1, 14, 15

### Online

**EDM 580-R75** Feb 2 - Mar 1 **EDM 580-R78 - GTR** Apr 23 - May 20\*

**EDM 580-R77** Mar 23 - Apr 19

\*Thursday start date

## 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-S85** Feb 6, 7, 8, 21, 22\* **EDM 585-S87** Mar 27, 28, 29, Apr 11, 12

\*Day 1: 6 pm - 9:30 pm, Day 2: 8 am - 5:15 pm, Day 3: 8 am - 3 pm, Days 4 - 5: 8 am - 5:15 pm

### Online

**EDM 585-S84 - GTR** Jan 12 - Feb 22 **EDM 585-S88** Apr 20 - May 17

**EDM 585-S86** Mar 5 - Apr 1\*

\*Thursday start date

## 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-B79** Jan 2, 3, 4, 17, 18 **EDM 511-B81** Feb 27, 28, Mar 1, 14, 15

### Online

**EDM 511-B80** Feb 2 - Mar 1 **EDM 511-B82 - GTR** Mar 30 - May 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.

### Live-Virtual

**EDM 615-U87** Jan 9, 10, 11, 24, 25 **EDM 615-U90** Apr 24, 25, 26, May 2, 3

### Online

**EDM 615-U88 - GTR** Feb 2 - Mar 1 **EDM 615-U89** Mar 9 - Apr 5

## 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-S22** Jan 30, 31, Feb 1, 14, 15\* **EDM 605-S24** Apr 10, 11, 12, 25, 26

\*Day 1: 6 pm - 9:30 pm, Days 2 - 3: 8 am - 5:15 pm, Day 4: 8 am - 3 pm, Day 5: 8 am - 5:15 pm

### Online

**EDM 605-S21** Jan 5 - Feb 1 **EDM 605-S23 - GTR** Mar 5 - Apr 1\*

\*Thursday start date

## 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-W19** Jan 2, 3, 4, 17, 18 **EDM 620-W21** Feb 27, 28, Mar 1, 14, 15

### Online

**EDM 620-W20** Jan 26 - Feb 22 **EDM 620-W23 - GTR** Apr 6 - May 3  
**EDM 620-W22** Mar 16 - Apr 12

GTR-Guaranteed-to-Run

## 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. 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.

### **Live-Virtual**

**EDM 524-A80** Feb 6, 7, 8, 21, 22\*

\*Day 1: 6 pm - 9:30 pm, Day 2: 8 am - 5:15 pm, Day 3: 8 am - 3 pm, Days 4 - 5: 8 am - 5:15 pm

### **Online**

**EDM 524-A79** Jan 22 - Feb 18\*

**EDM 524-A81**

Apr 13 - May 10

\*Thursday start date

## 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-Z49** Jan 12 - Feb 22

**EDM 635-Z51**

Mar 9 - Apr 5

**EDM 635-Z50** Feb 9 - Mar 8

**EDM 635-Z52**

Apr 13 - May 10

## 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-A72** Feb 27, 28, Mar 1, 14, 15

### **Online**

**EDM 610-A71** Jan 26 - Feb 22

GTR-Guaranteed-to-Run

## 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-C90** Jan 30, 31, Feb 1, 14, 15\* **EDM 645-C92** Apr 10, 11, 12, 25, 26

\*Day 1: 6 pm - 9:30 pm, Days 2 - 3: 8 am - 5:15 pm, Day 4: 8 am - 3 pm, Day 5: 8 am - 5:15 pm

### Online

**EDM 645-C89 - GTR** Jan 5 - Feb 1 **EDM 645-C91** Feb 23 - Apr 5

## 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-C13** Jan 2, 3, 4, 17, 18 **EDM 640-C15** Feb 27, 28, Mar 1, 14, 15

### Online

**EDM 640-C14 - GTR** Jan 26 - Feb 22 **EDM 640-C16** Apr 13 - May 10

## 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-A66** Feb 6, 7, 8, 21, 22\*

\*Day 1: 6 pm - 9:30 pm, Day 2: 8 am - 5:15 pm, Day 3: 8 am - 3 pm, Days 4 - 5: 8 am - 5:15 pm

### Online

**EDM 590-A65** Jan 12 - Feb 22 **EDM 590-A67** Mar 5 - Apr 1\*

\*Thursday start date

GTR-Guaranteed-to-Run

## 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.

### Live-Virtual

**EDM 575-P70** Feb 6, 7, 8, 21, 22\* **EDM 575-P72** Apr 10, 11, 12, 25, 26

\*Day 1: 6 pm - 9:30 pm, Day 2: 8 am - 5:15 pm, Day 3: 8 am - 3 pm, Days 4 - 5: 8 am - 5:15 pm

### Online

**EDM 575-P69 - GTR** Jan 22 - Feb 18\* **EDM 575-P71** Mar 9 - Apr 5

\*Thursday start date

## 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-A36** Jan 12 - Feb 22 **EDM 638-A38** Apr 6 - May 3

**EDM 638-A37 - GTR** Feb 16 - Mar 15

# 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-A36	Jan 12 - Feb 22
 EDM 638-A37 - GTR	Feb 16 - Mar 15
 EDM 638-A38	Apr 6 - May 3

## Assessment Techniques:

### Assessing for Student Learning

 EDM 545-K81	Jan 22 - Feb 18*
 EDM 545-K82	Feb 23 - Apr 5
 EDM 545-K84 - GTR	Apr 13 - May 10

## Brain-Based Teaching and Learning

 EDM 535-H86	Jan 5 - Feb 1
 EDM 535-H88	Feb 16 - Mar 15
 EDM 535-H90	Mar 30 - May 10

## The Bully Proof Classroom

 EDM 605-S21	Jan 5 - Feb 1
 EDM 605-S23 - GTR	Mar 5 - Apr 1*

## Cooperative Discipline

 EDM 540-J74	Jan 26 - Feb 22
 EDM 540-J75 - GTR	Feb 23 - Apr 5
 EDM 540-J76	Mar 16 - Apr 12

## Creating Health and Balance in Today's Classroom

 EDM 511-B80	Feb 2 - Mar 1
 EDM 511-B82 - GTR	Mar 30 - May 10

## The Culturally Distinctive Classroom

 EDM 560-L75	Feb 9 - Mar 8
 EDM 560-L76 - GTR	Mar 23 - Apr 19

## Developing a Technology Rich Classroom

 EDM 590-A65	Jan 12 - Feb 22
 EDM 590-A67	Mar 5 - Apr 1*

## Differentiated Instruction

 EDM 580-R75	Feb 2 - Mar 1
 EDM 580-R77	Mar 23 - Apr 19
 EDM 580-R78 - GTR	Apr 23 - May 20*

## Engaging English Language Learners

 EDM 610-A71	Jan 26 - Feb 22
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## Increasing Student Responsibility and Self-Discipline in Learning Communities

 EDM 565-M95 - GTR	Feb 9 - Mar 8
 EDM 565-M97	Apr 6 - May 3

## The Kinesthetic Classroom: Teaching and Learning Through Movement

 EDM 555-L42	Jan 5 - Feb 1
 EDM 555-L44	Feb 16 - Mar 15
 EDM 555-L45	Mar 23 - Apr 19

## The Kinesthetic Classroom II: Moving Across the Standards

 EDM 620-W20	Jan 26 - Feb 22
 EDM 620-W22	Mar 16 - Apr 12
 EDM 620-W23 - GTR	Apr 6 - May 3

## The Mindful Classroom

 EDM 645-C89 - GTR	Jan 5 - Feb 1
 EDM 645-C91	Feb 23 - Apr 5

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

 EDM 570-P47	Feb 9 - Mar 8
 EDM 570-P49	Mar 30 - May 10
 EDM 570-P50	Apr 23 - May 20*

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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

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

 EDM 640-C14 - GTR	Jan 26 - Feb 22
 EDM 640-C16	Apr 13 - May 10

## Reflective Practice in Teaching

 EDM 635-Z49	Jan 12 - Feb 22
 EDM 635-Z50	Feb 9 - Mar 8
 EDM 635-Z51	Mar 9 - Apr 5
 EDM 635-Z52	Apr 13 - May 10

## Skills and Strategies for Inclusion and Disability Awareness

 EDM 575-P69 - GTR	Jan 22 - Feb 18*
 EDM 575-P71	Mar 9 - Apr 5

## Skills for Building the Collaborative Classroom

 EDM 630-X90	Jan 22 - Feb 18*
 EDM 630-X92	Mar 9 - Apr 5
 EDM 630-X94 - GTR	Apr 20 - May 17

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

 EDM 615-U88 - GTR	Feb 2 - Mar 1
 EDM 615-U89	Mar 9 - Apr 5

## Styles of Teaching: Personality Type in the Classroom

 EDM 585-S84- GTR	Jan 12 - Feb 22
 EDM 585-S86	Mar 5 - Apr 1*
 EDM 585-S88	Apr 20 - May 17

## Technology with Ease: Enhancing The Modern Classroom

 EDM 524-A79	Jan 22 - Feb 18*
 EDM 524-A81	Apr 13 - May 10

## UDL: Reaching All Learners in the Digital Age

 EDM 520-F21	Feb 2 - Mar 1
 EDM 520-F22 - GTR	Mar 16 - Apr 12

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

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