



**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

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, earn a certificate, meet district initiatives, and earn credits that may be applied toward a Master of Education at The College of New Jersey (TCNJ) or another university.



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RTC Can Help You

- Advance professionally
- Gain valuable teaching strategies for the classroom
- Meet district initiatives
- Enroll in the TCNJ/RTC M.Ed. program
- Earn a certificate in one of 4 areas



RTC Courses Are

- Immediately applicable in the classroom
- Hands-on & interactive
- Convenient
- Intellectually stimulating
- Compliant with NJ P21 curricular standards



Educational Services Available to Schools and Districts

- RTC is NJDOE-Approved Professional Development Provider #93

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

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

About TCNJ

The College of New Jersey's strong academic tradition of quality and excellence began in 1855 as the first teacher training school in New Jersey (and the ninth in the nation). It is rated the No. 1 public institution in the northern region of the country by U.S. News and World Report. TCNJ's campus is located in suburban Ewing Township, between Trenton and Princeton. RTC courses have been fully approved by the faculty and administration of TCNJ and may be utilized as elective credits in various graduate degree programs as well as in the Master of Education: Instruction or certificate programs.

TCNJ/RTC Master of Education Program (redesigned)
- 30 Graduate Credits

- Focus in one of five areas
 - Teaching Strategies
 - The Diverse Classroom
 - Classroom Management & Classroom Climate
 - Classroom Well-Being & Physical Activity
 - Collaboration and Classroom Inquiry

TCNJ/RTC Certificate Program

- 15 Graduate Credits
- Earn a certificate in one of 4 areas
 - Classroom Technology
 - Classroom Climate
 - The Differentiated Classroom
 - Brain-Based Teaching

Graduate Course Credit Information

All courses carry full degree-applicable credit from TCNJ. Credits may be applied toward other graduate degree programs at TCNJ or other universities. Students wishing to transfer course credits, apply them toward certification, and/or use them for career advancement should seek permission or advisement from the appropriate advisor or agency.

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

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

The select live-virtual and online 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.

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 - 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: \$2,055.00
(\$685/credit)

Initial Deposit Required: \$75.00
per course

Balance Due: \$1,980.00

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

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 TCNJ 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

NJ 100 Hours Requirement

Each 3-Credit Course: 45 Hours
Teachers who would like to apply credits earned in these courses to their NJ 100-hour professional development requirement should follow this procedure:

- Get approval from your District for the specific course to apply to your Professional Improvement Plan (PIP).
- Upon completing the course, have an Official Transcript sent from The College of New Jersey to the appropriate office at your District.

THE COLLEGE OF NEW JERSEY MASTER OF EDUCATION DEGREE PROGRAM in EDUCATIONAL LEADERSHIP: INSTRUCTION

in partnership with The Regional Training Center

PROGRAM OVERVIEW

- A) Required Instructional Core – 5 courses (15 credits)
- B) Concentration Options – 3 courses (9 credits)
chosen from one of five Concentration Options
- C) Electives – choose 2 courses (6 credits) from any RTC courses
(may include transfer courses, pending approval)
- D) Required Culminating Experience (0 credits)

TOTAL: 5 + 3 + 2 (+ 0) = 30 CREDITS

A) REQUIRED INSTRUCTIONAL CORE (5)

*Five 3-Credit Courses, 510 **must** be one of first three courses taken*

- EDIN542** Assessment Techniques: Assessing for Student Learning
- EDIN548** Styles of Teaching: Personality Type in the Classroom
- EDUC510** Exploration of Reflective Teaching (while open to all students, it is recommended that students in the M. Ed. Instructional Program enroll in EDUC510 as one of their first three courses)
- EDIN560** Brain-Based Teaching and Learning
- EDIN570** Differentiated Instruction

B) CONCENTRATION OPTIONS (3)

*Students must choose **one** option, taking three 3-credit courses in any order*

Teaching Strategies

- EDIN545** Encouraging Skillful, Critical and Creative Thinking
- EDIN536** UDL: Transforming Learning Through Technology and Design
- EDIN553** The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDIN554** The Kinesthetic Classroom II: Moving Across the Standards
- EDIN573** Technology with Ease: Enhancing the Modern Classroom

The Diverse Classroom

- EDIN559** The Bully-Proof Classroom
- EDIN555** Skills and Strategies for Inclusion and Disability Awareness
- EDIN552** Strategies for ADHD, LD and a Spectrum of Learners
- EDIN546** The Culturally Distinctive Classroom

B) CONCENTRATION OPTIONS (3) Continued

Classroom Climate and Management

- EDIN544** Increasing Student Responsibility & Self-Discipline in Learning Communities
- EDIN565** Cooperative Discipline
- EDIN528** Skills for Building the Collaborative Classroom
- EDIN556** Motivation: The Art and Science of Inspiring Classroom Success
- EDIN553** The Kinesthetic Classroom: Teaching and Learning Through Movement

Classroom Well-Being & Physical Activity

- EDIN553** The Kinesthetic Classroom: Teaching and Learning Through Movement
- EDIN554** The Kinesthetic Classroom II: Moving Across the Standards
- EDIN539** Creating Health & Balance in Today's Classroom
- EDIN564** Movement & Technology Balance: Classroom Strategies for Student Success
- EDIN540** The Mindful Classroom

Collaboration and Classroom Inquiry

- EDIN528** Skills for Building the Collaborative Classroom
- EDIN544** Increasing Student Responsibility & Self Discipline in Learning Communities
- EDIN556** Motivation: The Art and Science of Inspiring Classroom Success
- EDUC601** Data-Inspired Decision Making (Prerequisite EDUC510)
- EDUC602** Inquiry in Practice (Prerequisite EDUC601)

C) ELECTIVE COURSES (2)

Students must complete two (2) additional elective RTC courses of their choice to complete the program or two approved transfer courses to complete the program.

D) REQUIRED CULMINATING EXPERIENCE PRESENTATION (0)

All candidates for the M.Ed. Instruction degree must register for and complete a Capstone Course as the Culminating Experience Presentation of the program. The required Culminating Experience Presentation (Capstone Project) is incorporated into the program as a "0-credit, 0-tuition" course (EDUC700). Students should review the specific requirements for completing EDUC700, which will be graded as "Pass/Fail."

If you are interested in applying to the M.Ed. program, you are expected to complete the application process prior to completing six credits of RTC courses. For application and program information, call the TCNJ graduate program office at 609.771.2300 or visit <https://ease.tcnj.edu/graduate/educational-leadership-instruction/>

TCNJ/RTC Certificate Programs

A 15-credit graduate certificate program, for licensed K-12 classroom practitioners

Note: The Graduate Certificate Programs are not the same as the state certification or licensure.

Classroom Technology

– Five (3-credit courses)

EDIN524: Artificial Intelligence for Educators: Navigating the Future of Learning

EDIN523: Developing a Technology Rich Classroom

EDIN564: The Movement and Technology Balance: Classroom Strategies for Student Success

EDIN573: Technology with Ease: Enhancing the Modern Classroom

EDIN536: UDL: Transforming Learning through Technology and Design

Classroom Climate

– Five (3-credit courses)

EDIN565: Cooperative Discipline

EDIN544: Increasing Student Responsibility and Self-Discipline in Learning Communities

EDIN548: Styles of Teaching: Personality Type in the Classroom

EDIN556: Motivation: The Art and Science of Inspiring Classroom Success

EDIN559: The Bully Proof Classroom

The Differentiated Classroom

– Five (3-credit courses)

EDIN570: Differentiated Instruction

EDIN536: UDL: Transforming Learning Through Technology and Design

EDIN528: Skills for Building the Collaborative Classroom

EDIN546: The Culturally Distinctive Classroom

EDIN552: Strategies for ADHD, LD, and a Spectrum of Learners

Brain-Based Teaching

– Five (3-credit courses)

EDIN560: Brain-Based Teaching and Learning

EDIN540: The Mindful Classroom

EDIN553: The Kinesthetic Classroom: Teaching and Learning Through Movement

EDIN554: The Kinesthetic Classroom II: Moving Across the Standards

EDIN545: Encouraging Skillful, Critical, and Creative Thinking

For more information about the certificate programs, please contact the RTC office at 800-433-4740 or visit theRTC.net

Skills for Building the Collaborative Classroom

EDIN528 - 3 GRADUATE CREDITS

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

EDIN528-908 Feb 6, 7, 8, 21, 22* **EDIN528-910** 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

EDIN528-907 Jan 22 - Feb 18* **EDIN528-911 - GTR** Apr 20 - May 17

EDIN528-909 Mar 9 - Apr 5

*Thursday start date

UDL: Transforming Learning through Technology and Design

EDIN536 - 3 GRADUATE CREDITS

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

Online

EDIN536-909 Feb 2 - Mar 1 **EDIN536-910 - GTR** Mar 16 - Apr 12

Brain-Based Teaching and Learning

EDIN560 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN560-936 Jan 30, 31, Feb 1, 14, 15* **EDIN560-938 - 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

EDIN560-935 Jan 5 - Feb 1 **EDIN560-939** Mar 30 - May 10

EDIN560-937 Feb 16 - Mar 15

GTR-Guaranteed-to-Run

Cooperative Discipline

EDIN565 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN565-942 Apr 17, 18, 19, May 2, 3

Online

EDIN565-939 Jan 26 - Feb 22

EDIN565-941

Mar 16 - Apr 12

EDIN565-940 - GTR Feb 23 - Apr 5

Assessment Techniques: Assessing for Student Learning

EDIN542 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN542-915 Jan 2, 3, 4, 17, 18

EDIN542-918

Mar 27, 28, 29, Apr 11, 12

Online

EDIN542-916 Jan 22 - Feb 18*

EDIN542-919 - GTR

Apr 13 - May 10

EDIN542-917 Feb 23 - Apr 5

*Thursday start date

GTR-Guaranteed-to-Run

“ The content was very relevant to what I teach and helped me update some of my practices. ”

The Kinesthetic Classroom: Teaching and Learning Through Movement

EDIN553 - 3 GRADUATE CREDITS

This course involves optional physical activities.

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

Live-Virtual

EDIN553-926 - GTR Jan 30, 31, Feb 1, 14, 15* **EDIN553-929** 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; Day 4 - 5: 8 am - 5:15 pm; Days 6: 5 pm - 9 pm; Day 7: 5 pm - 8:45 pm

Online

EDIN553-925 Jan 5 - Feb 1

EDIN553-928 Mar 23 - Apr 19

EDIN553-927 Feb 16 - Mar 15

Increasing Student Responsibility and Self-Discipline in Learning Communities

EDIN544 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN544-917 Jan 9, 10, 11, 24, 25

EDIN544-919 Mar 6, 7, 8, 21, 22

Online

EDIN544-918 - GTR Feb 9 - Mar 8

EDIN544-920 Apr 6 - May 3

Motivation: The Art and Science of Inspiring Classroom Success

EDIN556 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN556-931 Jan 20, 21, 22, 24, 25, 27, 28*

EDIN556-933 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

EDIN556-932 Feb 9 - Mar 8

EDIN556-935 Apr 23 - May 20*

EDIN556-934 Mar 30 - May 10

*Thursday start date

GTR-Guaranteed-to-Run

Differentiated Instruction

EDIN570 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN570-941 Jan 9, 10, 11, 24, 25 **EDIN570-943 - GTR** Feb 27, 28, Mar 1, 14, 15

Online

EDIN570-942 Feb 2 - Mar 1 **EDIN570-945 - GTR** Apr 23 - May 20*
EDIN570-944 Mar 23 - Apr 19

*Thursday start date

Styles of Teaching: Personality Type in the Classroom

EDIN548 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN548-922 Feb 6, 7, 8, 21, 22* **EDIN548-924** 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

EDIN548-921 - GTR Jan 12 - Feb 22 **EDIN548-925** Apr 20 - May 17
EDIN548-923 Mar 5 - Apr 1*

*Thursday start date

Creating Health and Balance in Today's Classroom

EDIN539 - 3 GRADUATE CREDITS

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

EDIN539-911 Jan 2, 3, 4, 17, 18 **EDIN539-913** Feb 27, 28, Mar 1, 14, 15

Online

EDIN539-912 Feb 2 - Mar 1 **EDIN539-914 - GTR** Mar 30 - May 10

GTR-Guaranteed-to-Run

Strategies for ADHD, LD and a Spectrum of Learners

EDIN552 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN552-923

Jan 9, 10, 11, 24, 25

EDIN552-926

Apr 24, 25, 26, May 2, 3

Online

EDIN552-924 - GTR

Feb 2 - Mar 1

EDIN552-925

Mar 9 - Apr 5

The Bully Proof Classroom

EDIN559 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN559-934

Jan 30, 31, Feb 1, 14, 15*

EDIN559-936

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

EDIN559-933

Jan 5 - Feb 1

EDIN559-935 - GTR

Mar 5 - Apr 1*

*Thursday start date

The Kinesthetic Classroom II: Moving Across the Standards

EDIN554 - 3 GRADUATE CREDITS

This course involves optional physical activities.

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

Live-Virtual

EDIN554-927

Jan 2, 3, 4, 17, 18

EDIN554-929

Feb 27, 28, Mar 1, 14, 15

Online

EDIN554-928

Jan 26 - Feb 22

EDIN554-931 - GTR

Apr 6 - May 3

EDIN554-930

Mar 16 - Apr 12

GTR-Guaranteed-to-Run

The Culturally Distinctive Classroom

EDIN546 – 3 GRADUATE CREDITS

Strategies for classroom engagement and lesson delivery in a changing diverse classroom will be examined. The focus is on understanding ourselves in today's society in order to understand and guide 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

EDIN546-919

Jan 2, 3, 4, 17, 18

EDIN546-922

Apr 17, 18, 19, May 2, 3

Online

EDIN546-920

Feb 9 - Mar 8

EDIN546-921 - GTR

Mar 23 - Apr 19

Technology with Ease: Enhancing the Modern Classroom

EDIN573 – 3 GRADUATE CREDITS

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

Live-Virtual

EDIN573-946

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

EDIN573-945

Jan 22 - Feb 18*

EDIN573-947

Apr 13 - May 10

*Thursday start date

Engaging English Language Learners

EDIN520 – 3 GRADUATE CREDITS

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.

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

Live-Virtual

EDIN520-902

Feb 27, 28, Mar 1, 14, 15

Online

EDIN520-901

Jan 26 - Feb 22

GTR-Guaranteed-to-Run

The Mindful Classroom

EDIN540 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN540-914 Jan 30, 31, Feb 1, 14, 15* **EDIN540-916** 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

EDIN540-913 - GTR Jan 5 - Feb 1 **EDIN540-915** Feb 23 - Apr 5

The Movement and Technology Balance: Classroom Strategies for Student Success

EDIN564 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN564-937 Jan 2, 3, 4, 17, 18 **EDIN564-939** Feb 27, 28, Mar 1, 14, 15

Online

EDIN564-938 - GTR Jan 26 - Feb 22 **EDIN564-940** Apr 13 - May 10

Skills and Strategies for Inclusion and Disability Awareness

EDIN555 - 3 GRADUATE CREDITS

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

Live-Virtual

EDIN555-930 Feb 6, 7, 8, 21, 22* **EDIN555-932** 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

EDIN555-929 - GTR Jan 22 - Feb 18 **EDIN555-931** Mar 9 - Apr 5

GTR-Guaranteed-to-Run

Developing a Technology Rich Classroom

EDIN523 – 3 GRADUATE CREDITS

This course focuses on keeping educators on the cutting edge of free available resources to improve instruction regardless of their teaching situation. Participants will experience a variety of different engaging instructional tools to enhance their own content delivery as well as providing access to their content in new and exciting ways. This course is designed to enhance 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

EDIN523-904 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

EDIN523-903 Jan 12 - Feb 22 **EDIN523-905** Mar 5 - Apr 1*

*Thursday start date

Artificial Intelligence for Educators: Navigating the Future of Learning

EDIN524 – 3 GRADUATE CREDITS

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

EDIN524-905 Jan 12 - Feb 22 **EDIN524-907** Apr 6 - May 3

EDIN524-906 - GTR Feb 16 - Mar 15

Exploration of Reflective Teaching

EDUC510 – 3 GRADUATE CREDITS

Should be taken as one of the first three courses in the MEd program. This course is open to all students. Note: Confirmation of a particular section is dependent upon the number of students enrolled.

This exploratory course guides teachers through personalized classroom inquiry based on their own challenges, questions, and professional needs.

Live-Virtual

EDUC510-901 Jan 10, 11, 24, Feb 7, 8* **EDUC510-902** Mar 7, 8, 14, 21, 22*

*Days 1 - 5: 8 am - 4 pm

Data-Inspired Decision Making

EDUC601 - 3 GRADUATE CREDITS PREREQUISITE: EDUC510

Note: Confirmation of a particular section is dependent upon the number of students enrolled. Minimum enrollment for this course is 10 students and maximum is 20.

This second inquiry course helps teachers develop the skills to conduct a classroom-based inquiry project based on their own self-identified areas of greatest interest.

Live-Virtual

EDUC601-903 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

Culminating Experience Presentation

EDUC700 - 3 GRADUATE CREDITS

All candidates for the M.Ed. Instruction degree must register for and complete a Capstone Course as the Culminating Experience Presentation of the program. The required Culminating Experience Presentation (Capstone Project) is incorporated into the program as a "0-credit, 0-tuition" course (EDUC700). Students should review the specific requirements for completing EDUC700, which will be graded as "Pass/Fail."

Live-Virtual

EDUC700-901

Jan 14 5 pm - 8 pm

EDUC700-903

Apr 21 4 pm - 7 pm

EDUC700-902

Mar 12 7 pm - 9 pm

EDUC700-904

May 13 5 pm - 8 pm

GTR-Guaranteed-to-Run

“ I liked that the assignments were meaningful and helped me to reflect on my own practice. ”

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

- EDIN524-905 Jan 12 - Feb 22
- EDIN524-906 - GTR Feb 16 - Mar 15
- EDIN524-907 Apr 6 - May 3

Assessment Techniques: Assessing for Student Learning

- EDIN542-916 Jan 22 - Feb 18*
- EDIN542-917 Feb 23 - Apr 5
- EDIN542-919 - GTR Apr 13 - May 10

Brain-Based Teaching & Learning

- EDIN560-935 Jan 5 - Feb 1
- EDIN560-937 Feb 16 - Mar 15
- EDIN560-939 Mar 30 - May 10

The Bully Proof Classroom

- EDIN559-933 Jan 5 - Feb 1
- EDIN559-935 - GTR Mar 5 - Apr 1*

Cooperative Discipline

- EDIN565-939 Jan 26 - Feb 22
- EDIN565-940 - GTR Feb 23 - Apr 5
- EDIN565-941 Mar 16 - Apr 12

Creating Health and Balance in Today's Classroom

- EDIN539-912 Feb 2 - Mar 1
- EDIN539-914 - GTR Mar 30 - May 10

The Culturally Distinctive Classroom

- EDIN546-920 Feb 9 - Mar 8
- EDIN546-921 - GTR Mar 23 - Apr 19

Developing a Technology Rich Classroom

- EDIN523-903 Jan 12 - Feb 22
- EDIN523-905 Mar 5 - Apr 1*

Differentiated Instruction

- EDIN570-942 Feb 2 - Mar 1
- EDIN570-944 Mar 23 - Apr 19
- EDIN570-945 - GTR Apr 23 - May 20*

Engaging English Language Learners

- EDIN520-901 Jan 26 - Feb 22

Increasing Student Responsibility and Self-Discipline in Learning Communities

- EDIN544-918 - GTR Feb 9 - Mar 8
- EDIN544-920 Apr 6 - May 3

The Kinesthetic Classroom: Teaching and Learning Through Movement

- EDIN553-925 Jan 5 - Feb 1
- EDIN553-927 Feb 16 - Mar 15
- EDIN553-928 Mar 23 - Apr 19

The Kinesthetic Classroom II: Moving Across the Standards

- EDIN554-928 Jan 26 - Feb 22
- EDIN554-930 Mar 16 - Apr 12
- EDIN554-931 - GTR Apr 6 - May 3

The Mindful Classroom

- EDIN540-913 - GTR Jan 5 - Feb 1
- EDIN540-915 Feb 23 - Apr 5

Motivation: The Art and Science of Inspiring Classroom Success

- EDIN556-932 Feb 9 - Mar 8
- EDIN556-934 Mar 30 - May 10
- EDIN556-935 Apr 23 - May 20*

The Movement and Technology Balance: Classroom Strategies for Student Success

- EDIN564-938 - GTR Jan 26 - Feb 22
- EDIN564-940 Apr 13 - May 10

Skills and Strategies for Inclusion and Disability Awareness

- EDIN555-929 - GTR Jan 22 - Feb 18*
- EDIN555-931 Mar 9 - Apr 5

Skills for Building the Collaborative Classroom


- EDIN528-907 Jan 22 - Feb 18*
- EDIN528-909 Mar 9 - Apr 5
- EDIN528-911 - GTR Apr 20 - May 17

*Thursday start date GTR-Guaranteed-to-Run

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

ONLINE CLASSES

Strategies for ADHD, LD, and a Spectrum of Learners

 **EDIN552-924 - GTR** Feb 2 - Mar 1

 **EDIN552-925** Mar 9 - Apr 5

Styles of Teaching: Personality Type in the Classroom


 **EDIN548-921 - GTR** Jan 12 - Feb 22

 **EDIN548-923** Mar 5 - Apr 1*

 **EDIN548-925** Apr 20 - May 17

Technology with Ease: Enhancing the Modern Classroom

 **EDIN573-945** Jan 22 - Feb 18*

 **EDIN573-947** Apr 13 - May 10

UDL: Reaching All Learners in the Digital Age

 **EDIN536-909** Feb 2 - Mar 1

 **EDIN536-910 - GTR** Mar 16 - Apr 12

*Thursday start date GTR-Guaranteed-to-Run



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