



**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.



FALL 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.

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.

Fall 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 - 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: \$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 Styles of
- EDIN548** 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** Fostering Innovative 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
- EDIN528** Skills for Building the Collaborative Classroom
- EDIN552** Strategies for ADHD, LD and a Spectrum of Learners The
- EDIN546** Culturally Distinctive Classroom

B) CONCENTRATION OPTIONS (3) Continued

Classroom Climate and Management

- EDIN544** Increasing Student Responsibility & Self-Discipline
- EDIN571** Empowering Classrooms: Positive Discipline for Educators or EDIN565 Cooperative Discipline Skills for Building the Collaborative Classroom
- EDIN528** Motivation: The Art and Science of Inspiring Classroom Success
- EDIN555** 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
- 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)

EDIN571: Empowering Classrooms: Positive Discipline for Educators or
EDIN565 Cooperative Discipline

EDIN544: Increasing Student Responsibility and Self-Discipline

EDIN548: Styles of Teaching: Personality Type in the Classroom

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

EDIN559: TheBully 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: Strategiesfor ADHD, LD, anda 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: Fostering Innovating Thinking

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



Empowering Classrooms: Positive Discipline for Educators EDIN571 – 3 GRADUATE CREDITS

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

EDIN571-906 Sep 25, 26, 27, Oct 10, 11

EDIN571-907 Dec 4, 5, 6, 12, 13

Skills for Building the Collaborative Classroom EDIN528 – 3 GRADUATE CREDITS

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

EDIN528-921 Aug 24 – 28*

EDIN528-923 Oct 23, 24, 25, Nov 7, 8

*Days 1-4: 8am - 4:30pm, Day 5: 8am - 12:15pm

Online

EDIN528-922 Sep 21 - Oct 18

EDIN528-924 - GTR Nov 12 - Dec 9

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

EDIN536-917 - GTR Sep 21 - Oct 18

EDIN536-918 Nov 5 - Dec 2

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

EDIN560-949 Aug 24 – 28*

EDIN560-952 - GTR Nov 20, 21, 22, Dec 5, 6

*Days 1-4: 8am - 4:30pm, Day 5: 8am - 12:15 pm

Online

EDIN560-950 Sep 28 - Nov 8

EDIN560-951 Oct 29 - Nov 25

EDIN560-953 Dec 7 - Jan 3

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.

Online

EDIN565-950 - GTR Aug 20 - Sep 16

EDIN565-951 Oct 12 - Nov 22

EDIN 565-952 Dec 3 - 30

GTR-Guaranteed-to-Run

“The real and practical ways that I can make small but effective changes to my lessons.”

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

EDIN542-929 Aug 24 – 28*
EDIN542-932 Oct 30, 31, Nov 1, 14, 15**

*Days 1-4: 8am - 4:30pm, Day 5: 8am - 12:15pm

**Day 1: 6pm - 10pm; Day 2: 8am - 1pm;

Day 3-5: 8am - 5:45pm

Online

EDIN542-930 Sep 17 - Oct 14

EDIN542-931 Oct 12 - Nov 22

EDIN542-933 - GTR Nov 23 - Dec 20

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

EDIN553-940 - GTR Oct 30, 31, Nov 1, 14, 15*

EDIN553-942 Dec 4, 5, 6, 12, 13

*Day 1: 6pm - 10pm; Day 2: 8am - 1pm; Day 3-5: 8am - 5:45pm

Online

EDIN553-939 Sep 28 - Nov 8

EDIN553-941 Nov 16 - Dec 13

Increasing Student Responsibility and Self-Discipline

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 space.

Live-Virtual

EDIN544-929 Sep 25, 26, 27, Oct 10, 11

EDIN544-931 Oct 30, 31, Nov 1, 14, 15*

*Day 1: 6pm - 10pm; Day 2: 8am - 1pm; Day 3-5: 8am - 5:45pm

Online

EDIN544-930 - GTR Oct 8 - Nov 4

EDIN544-932 Nov 16 - Dec 13

GTR-Guaranteed-to-Run

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

EDIN556-947 Oct 2, 3, 4, 17, 18

EDIN556-948 Oct 30, 31, Nov 1, 14, 15*

*Day 1: 6pm - 10pm; Day 2: 8am - 1pm; Day 3-5: 8am - 5:45pm

Online

EDIN556-946 Sep 7 - Oct 18

EDIN556-949 Dec 3 - 30

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

EDIN570-957 Oct 23, 24, 25, Nov 7, 8

EDIN570-959 Dec 4, 5, 6, 12, 13

Online

EDIN570-955 Sep 7 - Oct 18

EDIN570-956 Oct 8 - Nov 4

EDIN570-958 Nov 12 - Dec 9

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

EDIN548-936 Oct 2, 3, 4, 17, 18

EDIN548-938 Nov 20, 21, 22, Dec 5, 6

Online

EDIN548-935 Sep 3 - Oct 14

EDIN548-937 Oct 19 - Nov 15

EDIN548-939 Dec 7 - Jan 3

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

EDIN539-924 Sep 25, 26, 27, Oct 10, 11

EDIN539-925 Oct 23, 24, 25, Nov 7, 8

Online

EDIN539-923 - GTR Aug 24 - Sep 20

EDIN539-926 Nov 12 - Dec 9

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

EDIN552-936 Oct 23, 24, 25, Nov 7, 8

EDIN552-938 Dec 4, 5, 6, 12, 13

Online

EDIN552-935 Sep 17 - Oct 14

EDIN552-937 Nov 5 - Dec 2

GTR-Guaranteed-to-Run

“This was my first RTC course and I am already signed up for another course. The format of the course worked well for me and I loved the interactive synchronous time together. The instructor was knowledgeable and she kept the pace of the instruction at a perfect speed. I will highly recommend RTC and this instructor to my colleagues.”
(Comment Regarding A Live-Virtual Course)

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

EDIN559-946 Oct 2, 3, 4, 17, 18

EDIN559-948 Nov 20, 21, 22, Dec 5, 6

Online

EDIN559-945 Sep 3 - Oct 14

EDIN559-947 Oct 19 - Nov 15

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

EDIN554-942 Sep 25, 26, 27, Oct 10, 11

EDIN554-944 Nov 20, 21, 22, Dec 5, 6

Online

EDIN554-941 Aug 24 - Sep 20

EDIN554-943 Nov 2 - 29

GTR-Guaranteed-to-Run

“I felt the content taught in this course can really be applied to my teaching. What I learned will be beneficial to my students' learning. I know that I will take a lot that I learned in this course and use it in my own classroom.”

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

EDIN546-932 Oct 23, 24, 25, Nov 7, 8

EDIN546-934 Nov 20, 21, 22, Dec 5, 6

Online

EDIN546-931 Sep 28 - Nov 8

EDIN546-933 Nov 5 - Dec 2

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

Live-Virtual

EDIN573-956 Oct 2, 3, 4, 17, 18

Online

EDIN573-957 - GTR Oct 29 - Nov 25

GTR-Guaranteed-to-Run

“I really appreciated the deep dive into the topics this course offered.”

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

EDIN520-909 Oct 2, 3, 4, 17, 18

Online

EDIN520-910 Oct 29 - Nov 25

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

EDIN540-926 Sep 25, 26, 27, Oct 10, 11

EDIN540-928 Oct 30, 31, Nov 1, 14, 15*

Online

EDIN540-925 Aug 20 - Sep 16

EDIN540-927 Oct 12 - Nov 22

*Day 1: 6pm - 10pm; Day 2: 8am - 1pm;

Day 3-5: 8am - 5:45pm

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

EDIN564-948 Aug 24 – 28*

EDIN564-950 Oct 30, 31, Nov 1, 14, 15**

*Days 1-4: 8am - 4:30pm, Day 5: 8am - 12:15pm

**Day 1: 6pm - 10pm; Day 2: 8am - 1pm; Day 3-5: 8am - 5:45pm

Online

EDIN564-949 Oct 8 - Nov 4

EDIN564-951 - GTR Nov 16 - Dec 13

GTR-Guaranteed-to-Run

Skills and Strategies for Inclusion and Disability Awareness

EDIN555 – 3 GRADUATE CREDITS

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

EDIN555-942 Sep 25, 26, 27, Oct 10, 11

EDIN555-944 Nov 20, 21, 22, Dec 5, 6

Online

EDIN555-941 Aug 20 - Sep 16

EDIN555-943 Nov 2 - 29

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

EDIN523-915 Oct 23, 24, 25, Nov 7, 8

Online

EDIN523-914 Sep 21 - Oct 18

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

EDIN524-915 Sep 3 - Oct 14

EDIN524-916 Oct 19 - Nov 15

EDIN524-917 Nov 23 - Dec 20

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. Minimum enrollment for this course is 10 students and maximum is 20.

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

Live-Virtual

EDUC510-910 Oct 24, 25, Nov 7, 21, 22*

*Days 1-5: 8 am - 4 pm

Online

EDUC510-909 Sep 28 – Nov 8

EDUC510-911 Nov 9 – Dec 20

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

EDUC601-905 Oct 2, 3, 4, 17, 18

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.”

EDUC700-909 Nov 18*

*4 pm - 6 pm

Fostering Innovative Thinking

EDIN545 – 3 GRADUATE CREDITS

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

EDIN545-907 Oct 2, 3, 4, 17, 18

EDIN545-909 Dec 4, 5, 6, 12, 13

Online

EDIN545-906 Aug 24 - Sep 20

EDIN545-908 Nov 2 - 29

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

- [EDIN524-915](#) Sep 3 - Oct 14
- [EDIN524-916](#) Oct 19 - Nov 15
- [EDIN524-917](#) Nov 23 - Dec 20

Assessment Techniques: Assessing for Student Learning

- [EDIN542-930](#) Sep 17 - Oct 14
- [EDIN542-931](#) Oct 12 - Nov 22
- [EDIN542-933 - GTR](#) Nov 23 - Dec 20

Brain-Based Teaching & Learning

- [EDIN560-950](#) Sep 28 - Nov 8
- [EDIN560-951](#) Oct 29 - Nov 25
- [EDIN560-953](#) Dec 7 - Jan 3

The Bully Proof Classroom

- [EDIN559-945](#) Sep 3 - Oct 14
- [EDIN559-947](#) Oct 19 - Nov 15

Cooperative Discipline

- [EDIN565-950 - GTR](#) Aug 20 - Sep 16
- [EDIN565-951](#) Oct 12 - Nov 22
- [EDIN565-952](#) Dec 3 - 30

Creating Health and Balance in Today's Classroom

- [EDIN539-923 - GTR](#) Aug 24 - Sep 20
- [EDIN539-926](#) Nov 12 - Dec 9

The Culturally Distinctive Classroom

- [EDIN546-931](#) Sep 28 - Nov 8
- [EDIN546-933](#) Nov 5 - Dec 2

Developing a Technology Rich Classroom

- [EDIN523-914](#) Sep 21 - Oct 18

Differentiated Instruction

- [EDIN570-955](#) Sep 7 - Oct 18
- [EDIN570-956](#) Oct 8 - Nov 4
- [EDIN570-958](#) Nov 12 - Dec 9

Engaging English Language Learners

- [EDIN520-910](#) Oct 29 - Nov 25

Exploration of Reflective Teaching

- [EDUC510-909](#) Sep 28 - Nov 8
- [EDUC510-911](#) Nov 9 - Dec 20

Fostering Innovative Thinking

- [EDIN545-906](#) Aug 24 - Sep 20
- [EDIN545-908](#) Nov 2 - 29

Increasing Student Responsibility and Self-Discipline

- [EDIN544-930 - GTR](#) Oct 8 - Nov 4
- [EDIN544-932](#) Nov 16 - Dec 13

The Kinesthetic Classroom: Teaching and Learning Through Movement

- [EDIN553-939](#) Sep 28 - Nov 8
- [EDIN553-941](#) Nov 16 - Dec 13

The Kinesthetic Classroom II: Moving Across the Standards

- [EDIN554-941](#) Aug 24 - Sep 20
- [EDIN554-943](#) Nov 2 - 29

The Mindful Classroom

- [EDIN540-925](#) Aug 20 - Sep 16
- [EDIN540-927](#) Oct 12 - Nov 22

Motivation: The Art and Science of Inspiring Classroom Success

- [EDIN556-946](#) Sep 7 - Oct 18
- [EDIN556-949](#) Dec 3 - 30

The Movement and Technology Balance: Classroom Strategies for Student Success

- [EDIN564-949](#) Oct 8 - Nov 4
- [EDIN564-951 - GTR](#) Nov 16 - Dec 13

Skills and Strategies for Inclusion and Disability Awareness

- [EDIN555-941](#) Aug 20 - Sep 16
- [EDIN555-943](#) Nov 2 - 29

GTR-Guaranteed-to-Run

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


ONLINE CLASSES

Skills for Building the Collaborative Classroom

 [EDIN528-922](#) Sep 21 - Oct 18

 [EDIN528-924 - GTR](#) Nov 12 - Dec 9

Strategies for ADHD, LD, and a Spectrum of Learners

 [EDIN552-935](#) Sep 17 - Oct 14

 [EDIN552-937](#) Nov 5 - Dec 2

Styles of Teaching: Personality Type in the Classroom

 [EDIN548-935](#) Sep 3 - Oct 14

 [EDIN548-937](#) Oct 19 - Nov 15

 [EDIN548-939](#) Dec 7 - Jan 3

Technology with Ease: Enhancing the Modern Classroom

 [EDIN573-957 - GTR](#) Oct 29 - Nov 25

UDL: Transforming Learning Through Technology and Design

 [EDIN536-917 - GTR](#) Sep 21 - Oct 18

 [EDIN536-918](#) Nov 5 - Dec 2