



**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.**

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



**NEW JERSEY
SPRING 2024**

RTC Graduate Courses

Your opportunity to excel

With off-campus locations in New Jersey, virtual classroom and online, RTC offers courses taught by highly skilled classroom practitioners who provide valuable strategies for the classroom that allow teachers to advance professionally, 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.

Our courses are consistently rated as “excellent” by participants who return to their classrooms to reap the rewards of acquiring new teaching skills and strategies.



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RTC Can Help You

- Advance professionally
- Gain valuable teaching strategies for the classroom
- Meet district initiatives
- Enroll in the TCNJ/RTC M.Ed. program
- Earn a certificate in one of 3 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 3 areas
 - 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.

Scheduling On-site Courses

Any of the courses listed in this brochure can be made available at your site if 12 or more participants will enroll on a mutually agreeable schedule. The course(s) will be taught by a certified instructor, and can be arranged with a school district willing to "host" the course or with a group of teachers wanting to enroll.

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

Spring 2024 Registration Information

Class Hours

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

Friday

6:00 pm - 9:15 pm

Saturdays & Sundays

8:00 am - 4:45 pm

*Projects are due no later than two weeks (Off-Campus/Virtual Classroom) after the last in-class meeting or one week (online) after the last published date.

The LEP submission deadline marks the conclusion of the course.

Instructors will be available by appointment.

**For the Most Up-to-Date
Schedules and Locations
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 - Fri, 9:00 am - 5:00 pm
800.433.4740

Book Information

Once a student is notified of class confirmation, books are available for purchase through MBS Direct at https://bncvirtual.com/vb_buy2.php?FVCU_SNO=37114&ACTION=chooseCourses or 800.325.3252

Course workbooks and syllabi for Virtual Classroom and Off-Campus courses can be accessed through your account on the RTC website three business days before your course starts. Please download, save or print the content prior to attending the course, WiFi may not be available. Also, please note these documents will only be available until your grade has been submitted. For online courses the syllabi can be accessed on the first day of the course.

Registration Information

The last day to register for a class is three business days before the start date:

Class Start Days	*Registration Deadlines
Friday	Tuesday before first day of class
Saturday	Wednesday before first day of class
Sunday	Wednesday before first day of class
Monday	Wednesday before first day of class
Tuesday	Thursday before first day of class
Wednesday	Friday before first day of class
Thursday	Monday before first day of class

*For exceptions, please call the RTC office.

A \$25 fee is assessed for withdrawals made prior to the registration deadline (see schedule above). Withdrawals on or after deadline will result in forfeiture of the minimum deposit. For off-campus courses, no refunds will be made after the first 3 hours of class time. For online courses, no refunds will be made as of the Wednesday after the published class start date.

Tuition

3-Credit Courses: \$1,995.00
(\$665/credit)

Initial Deposit Required: \$75.00
per course

Balance Due: \$1,920.00

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

Refund Policy

100% refund will be issued for courses canceled by RTC when a registered student chooses not to transfer into another RTC class.

Requirements

Virtual Classroom and Off-Campus Courses

Students are required to attend and be involved in all class meetings, the emphasis being on participation in activities, discussions, and projects related to K-12 classroom implementation. Working with their instructor, students are required to produce a Learning Extension Project in the form of a research-based action plan/course project. Projects are due no later than two weeks after the last in-class meeting. The LEP submission deadline marks the conclusion of the course. The course will not be considered complete without submission of the project.

Online Courses

Students are required to complete all assignments within the deadlines of the online course. A Learning Extension Project will be due no later than 1 week after the published end date of the course. The LEP submission deadline marks the conclusion of the course. The course will not be considered complete without submission of the project.

Grade Report and Transcripts

Grade reports and any requested transcripts will be available from 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.

New! Select Guaranteed-to-Run online courses

The select online courses are marked with an asterisk next to the course number. These courses will run no matter how many participants are registered.

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 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 Dr. Alan Amtzis at 609-771-2586 or visit theRTC.net

Skills for Building the Collaborative Classroom

EDIN528 - 3 GRADUATE CREDITS

A laptop or tablet is required, applications will be downloaded during this course.

Collaboration, cooperation, innovation, creativity and critical thinking (all 21st Century Skills) are demonstrated using interactive hands-on structures and activities. The goal: to engage students living in a global community and ultimately working in a global marketplace. Participants can expect to learn how to successfully encourage students to work cooperatively and collaboratively to THINK, CREATE, SHARE and GROW interdependently.

Virtual Classroom

EDIN528-918 Apr 5, 6, 7, 20, 21 **EDIN528-919** May 3, 4, 5, 10, 11*
*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm

Online

EDIN528-917 Jan 2 - Jan 29

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 Jan 2 - Jan 29 **EDIN536-919** Feb 19 - Mar 17
EDIN536-918 Jan 29 - Mar 10 **EDIN536-920** Apr 1 - Apr 28

Encouraging Skillful, Critical, and Creative Thinking

EDIN545 - 3 GRADUATE CREDITS

An exploration and application of instructional strategies to teach students to be better thinkers will be undertaken, including the examination of five researched-based themes: learning to think skillfully, thinking to learn, thinking cooperatively, thinking about one's thinking (metacognition), and thinking big (applying thinking skills and processes to real-world problems).

Virtual Classroom

EDIN545-917 Feb 9, 10, 11, 24, 25 **EDIN545-918** Apr 26, 27, 28, May 4, 5

Online

EDIN545-916 Jan 8 - Feb 4

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.

Virtual Classroom

EDIN560-930	Feb 2, 3, 4, 17, 18	EDIN560-935	Apr 12, 13, 14, 27, 28
EDIN560-932	Mar 1, 2, 3, 16, 17	EDIN560-936	May 3, 4, 5, 10, 11*

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

Online

*EDIN560-929	Jan 2 - Jan 29	*EDIN560-933	Mar 4 - Mar 31
EDIN560-931	Feb 12 - Mar 24	EDIN560-934	Apr 8 - May 5

*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.

Virtual Classroom

EDIN565-924	Jan 5, 6, 7, 20, 21	EDIN565-929	Apr 12, 13, 14, 27, 28
EDIN565-927	Mar 8, 9, 10, 23, 24		

Online

*EDIN565-925	Jan 15 - Feb 25	EDIN565-928	Mar 11 - Apr 21
EDIN565-926	Feb 19 - Mar 17	EDIN565-930	Apr 15 - May 12

*GTR-Guaranteed-to-Run

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

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.

Virtual Classroom

EDIN542-928 Jan 5, 6, 7, 20, 21

EDIN542-930 Feb 2, 3, 4, 17, 18

EDIN542-932 Mar 8, 9, 10, 23, 24

EDIN542-935 Apr 26, 27, 28, May 4, 5

Online

EDIN542-929 Jan 15 - Feb 25

EDIN542-931 Feb 5 - Mar 3

EDIN542-933 Mar 11 - Apr 21

EDIN542-934 Apr 15 - May 12

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.

Virtual Classroom

EDIN553-925 Jan 12, 13, 14, 27, 28

EDIN553-928 Mar 8, 9, 10, 23, 24

EDIN553-930 May 3, 4, 5, 10, 11*

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

Online

EDIN553-926 Jan 29 - Mar 10

EDIN553-927 Feb 19 - Mar 17

***EDIN553-929** Mar 18 - Apr 14

*GTR-Guaranteed-to-Run

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.

Virtual Classroom

EDIN544-917 Mar 1, 2, 3, 16, 17

EDIN544-918 Apr 12, 13, 14, 27, 28

Online

EDIN544-916 Jan 8 - Feb 4

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.

Virtual Classroom

EDIN556-916 Jan 5, 6, 7, 20, 21

EDIN556-917 Mar 8, 9, 10, 23, 24

Online

EDIN556-918 Apr 8 - May 5

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.

Off-Campus/In-Person

EDIN570-929 Jan 12, 13, 14, 27, 28

Fairfield

Virtual Classroom

EDIN570-931 Feb 2, 3, 4, 17, 18

EDIN570-934 Mar 8, 9, 10, 23, 24

EDIN570-932 Feb 9, 10, 11, 24, 25

Online

EDIN570-930 Jan 29 - Mar 10

EDIN570-935 Mar 18 - Apr 14

EDIN570-933 Feb 12 - Mar 24

EDIN570-936 Apr 8 - May 5

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.

Off-Campus/In-Person

EDIN548-932 Feb 9, 10, 11, 24, 25

Randolph

Virtual Classroom

EDIN548-930 Jan 5, 6, 7, 20, 21

EDIN548-934 Mar 1, 2, 3, 16, 17

EDIN548-931 Jan 12, 13, 14, 27, 28

Online

EDIN548-933 Feb 26 - Apr 7

EDIN548-936 Apr 1 - Apr 28

EDIN548-935 Mar 18 - Apr 14

EDIN548-937 Apr 15 - May 12

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.

Off-Campus/In-Person

EDIN539-918

Mar 8, 9, 10, 23, 24

Basking Ridge

Virtual Classroom

EDIN539-919

Apr 26, 27, 28, May 4, 5

Online

*EDIN539-917

Feb 5 - Mar 3

*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.

Off-Campus/In-Person

EDIN552-917

Mar 1, 2, 3, 16, 17

Randolph

Virtual Classroom

EDIN552-918

Apr 12, 13, 14, 27, 28

Online

EDIN552-916

Jan 22 - Feb 18

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

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.

Virtual Classroom

EDIN559-917	Feb 9, 10, 11, 24, 25	EDIN559-918	Apr 5, 6, 7, 20, 21
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Online

EDIN559-916	Jan 2 - Jan 29
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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.

Virtual Classroom

EDIN554-925	Feb 9, 10, 11, 24, 25	EDIN554-929	Apr 26, 27, 28, May 4, 5
EDIN554-928	Apr 5, 6, 7, 20, 21		

Online

EDIN554-924	Jan 15 - Feb 25	EDIN554-927	Mar 25 - May 5
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*EDIN554-926	Feb 26 - Apr 7
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*GTR-Guaranteed-to-Run

“ Our professor paced our course fairly. Lessons were very engaging, and I gained a lot of knowledge through our readings and class discussions. ”

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.

Virtual Classroom

EDIN546-916 Feb 2, 3, 4, 17, 18

EDIN546-918

Apr 26, 27, 28, May 4, 5

Online

EDIN546-917 Mar 4 - Mar 31

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.

Virtual Classroom

EDIN573-925 Mar 1, 2, 3, 16, 17

EDIN573-928

Apr 12, 13, 14, 27, 28

EDIN573-927 Apr 5, 6, 7, 20, 21

Online

EDIN573-923 Jan 22 - Feb 18

EDIN573-926

Mar 11 - Apr 21

EDIN573-924 Feb 12 - Mar 24

“ This was my first online course. I thought it was easy to navigate and the amount of work required was just right. I love that the instructor added meaningful ice breaker activities, too. ”

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.

Virtual Classroom

EDIN520-919	Jan 12, 13, 14, 27, 28	EDIN520-920	Feb 2, 3, 4, 17, 18
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Online

EDIN520-921	Feb 12 - Mar 24	EDIN520-922	Mar 25 - May 5
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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.

Off-Campus/In-Person

EDIN540-920	May 3, 4, 5, 10, 11*	Fairfield
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*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm

Virtual Classroom

EDIN540-919	Mar 1, 2, 3, 16, 17
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Online

EDIN540-917	Jan 22 - Feb 18	EDIN540-918	Feb 26 - Apr 7
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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.

Virtual Classroom

EDIN564-923	Jan 5, 6, 7, 20, 21	EDIN564-928	Apr 5, 6, 7, 20, 21
EDIN564-924	Feb 9, 10, 11, 24, 25		

Online

EDIN564-925	Mar 4 - Mar 31	EDIN564-927	Apr 1 - Apr 28
EDIN564-926	Mar 25 - May 5		

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.

Virtual Classroom

EDIN555-914	Mar 1, 2, 3, 16, 17	EDIN555-915	May 3, 4, 5, 10, 11*
<i>*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm</i>			

Online

EDIN555-913	Jan 8 - Feb 4
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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.

Virtual Classroom

EDIN523-916	Jan 12, 13, 14, 27, 28	EDIN523-919	May 3, 4, 5, 10, 11*
<i>*Days 1 & 4: 5:30 pm - 9:45 pm, Days 2, 3, 5: 8:00 am - 6:00 pm</i>			

Online

EDIN523-917	Feb 5 - Mar 3	EDIN523-918	Mar 4 - Mar 31
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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, question, and professional needs.

Virtual Classroom

EDUC510-916	Jan 27, 28, Feb 10, 24, 25*	EDUC510-918	Mar 9, 10, 23, Apr 6, 7*
EDUC510-917	Feb 17, 18, Mar 2, 16, 17*		

*Days 1 - 5: 8:00 am - 4:00 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.

Virtual Classroom

EDUC601-910	Mar 1, 2, 3, 23, 24
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Culminating Experience Presentation

EDUC700 - 3 GRADUATE CREDITS

Note: Please contact RTC to register for EDUC700.

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.”

Please contact the RTC office to register for EDUC700.

Virtual Classroom

EDUC700-956	Mar 13*	EDUC700-958	Apr 24*
EDUC700-957	Apr 8*	EDUC700-959	May 4**

*6:00 pm - 9:00 pm

**10:00 am - 1:00 pm

ONLINE CLASSES

Participants who have taken a face-to-face version of a course cannot register for the online version. The following online courses may be applied to the Master of Education program; please check with your advisor.

Assessment Techniques: Assessing for Student Learning

<input type="checkbox"/> EDIN542-929	Jan 15 - Feb 25
<input type="checkbox"/> EDIN542-931	Feb 5 - Mar 3
<input type="checkbox"/> EDIN542-933	Mar 11 - Apr 21
<input type="checkbox"/> EDIN542-934	Apr 15 - May 12

Brain-Based Teaching & Learning

<input type="checkbox"/> EDIN560-929*	Jan 2 - Jan 29
<input type="checkbox"/> EDIN560-931	Feb 12 - Mar 24
<input type="checkbox"/> EDIN560-933*	Mar 4 - Mar 31
<input type="checkbox"/> EDIN560-934	Apr 8 - May 5

The Bully Proof Classroom

<input type="checkbox"/> EDIN559-916	Jan 2 - Jan 29
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Cooperative Discipline

<input type="checkbox"/> EDIN565-925*	Jan 15 - Feb 25
<input type="checkbox"/> EDIN565-926	Feb 19 - Mar 17
<input type="checkbox"/> EDIN565-928	Mar 11 - Apr 21
<input type="checkbox"/> EDIN565-930	Apr 15 - May 12

Creating Health and Balance in Today's Classroom

<input type="checkbox"/> EDIN539-917*	Feb 5 - Mar 3
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The Culturally Distinctive Classroom

<input type="checkbox"/> EDIN546-917	Mar 4 - Mar 31
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Developing a Technology Rich Classroom

<input type="checkbox"/> EDIN523-917	Feb 5 - Mar 3
<input type="checkbox"/> EDIN523-918	Mar 4 - Mar 31

Differentiated Instruction

<input type="checkbox"/> EDIN570-930	Jan 29 - Mar 10
<input type="checkbox"/> EDIN570-933	Feb 12 - Mar 24
<input type="checkbox"/> EDIN570-935	Mar 18 - Apr 14
<input type="checkbox"/> EDIN570-936	Apr 8 - May 5

Encouraging Skillful, Critical, and Creative Thinking

<input type="checkbox"/> EDIN545-916	Jan 8 - Feb 4
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Engaging English Language Learners

<input type="checkbox"/> EDIN520-921	Feb 12 - Mar 24
<input type="checkbox"/> EDIN520-922	Mar 25 - May 5

Increasing Student Responsibility and Self-Discipline in Learning Communities

<input type="checkbox"/> EDIN544-916	Jan 8 - Feb 4
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The Kinesthetic Classroom: Teaching and Learning Through Movement

<input type="checkbox"/> EDIN553-926	Jan 29 - Mar 10
<input type="checkbox"/> EDIN553-927	Feb 19 - Mar 17
<input type="checkbox"/> EDIN553-929*	Mar 18 - Apr 14

The Kinesthetic Classroom II: Moving Across the Standards

<input type="checkbox"/> EDIN554-924	Jan 15 - Feb 25
<input type="checkbox"/> EDIN554-926*	Feb 26 - Apr 7
<input type="checkbox"/> EDIN554-927	Mar 25 - May 5

The Mindful Classroom

<input type="checkbox"/> EDIN 540-917	Jan 22 - Feb 18
<input type="checkbox"/> EDIN 540-918	Feb 26 - Apr 7

Motivation: The Art and Science of Inspiring Classroom Success

<input type="checkbox"/> EDIN556-918	Apr 8 - May 5
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The Movement and Technology Balance: Classroom Strategies for Student Success

<input type="checkbox"/> EDIN564-925	Mar 4 - Mar 31
<input type="checkbox"/> EDIN564-926	Mar 25 - May 5
<input type="checkbox"/> EDIN564-927	Apr 1 - Apr 28

Skills and Strategies for Inclusion and Disability Awareness

<input type="checkbox"/> EDIN555-913	Jan 8 - Feb 4
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Skills for Building the Collaborative Classroom

<input type="checkbox"/> EDIN528-917	Jan 2 - Jan 29
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Strategies for ADHD, LD, and a Spectrum of Learners

<input type="checkbox"/> EDIN552-916	Jan 22 - Feb 18
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Styles of Teaching: Personality Type in the Classroom

<input type="checkbox"/> EDIN548-933	Feb 26 - Apr 7
<input type="checkbox"/> EDIN548-935	Mar 18 - Apr 14
<input type="checkbox"/> EDIN548-936	Apr 1 - Apr 28
<input type="checkbox"/> EDIN548-937	Apr 15 - May 12

Technology with Ease: Enhancing the Modern Classroom

<input type="checkbox"/> EDIN573-923	Jan 22 - Feb 18
<input type="checkbox"/> EDIN573-924	Feb 12 - Mar 24
<input type="checkbox"/> EDIN573-926	Mar 11 - Apr 21

UDL: Transforming Learning Through Technology and Design

<input type="checkbox"/> EDIN536-917	Jan 2 - Jan 29
<input type="checkbox"/> EDIN536-918	Jan 29 - Mar 10
<input type="checkbox"/> EDIN536-919	Feb 19 - Mar 17
<input type="checkbox"/> EDIN536-920	Apr 1 - Apr 28

*GTR-Guaranteed-to-Run

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



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