



TCNJ

THE COLLEGE OF NEW JERSEY

**Multiple Start Dates
throughout the Semester!**

Graduate Courses for Educators



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

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

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



Spring 2027

RTC Graduate Courses

Your opportunity to excel

RTC offers live-virtual and fully online courses taught by highly skilled classroom practitioners who provide valuable strategies for the classroom that allow teachers to advance professionally, 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.

Spring 2027 Registration Information

Live-Virtual Class Hours

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

Courses starting on a Friday will meet:

Day 1

6:00 pm - 9:15 pm

Days 2 - 5

8:00 am - 4:45 pm

*Projects are due no later than two weeks (live-virtual) after the last in-class meeting or one week (online) after the last published date.

The LEP submission deadline marks the conclusion of the course.

Instructors will be available by appointment.

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

RTC reserves the right to cancel a class if enrollment numbers are not met. A decision to cancel a class is made approximately two weeks prior to the first scheduled day of class.

Register Today! theRTC.net

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

Course Materials

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

Registration Information

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

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

*For exceptions, please call the RTC office.

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

Tuition

3-Credit Courses: \$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
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
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

EDIN571-910 Jan 29, 30, 31, Feb 12, 13*

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

Online

EDIN571-911 Feb 22 - Apr 4

EDIN571-912 Apr 5 - May 2

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

EDIN528-928 Jan 2, 3, 16, 17*

EDIN528-932 Apr 16, 17, 18, May 1, 2

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

Online

EDIN528-929 Jan 21 - Feb 17

EDIN528-930 Feb 15 - Mar 14

EDIN528-931 Apr 1 - Apr 28

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

EDIN536-920 Feb 8 - Mar 7

EDIN536-921 Apr 1 - 28

GTR-Guaranteed-to-Run

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

EDIN560-956 Jan 2, 3, 16, 17*

EDIN560-958 Feb 26, 27, 28, Mar 13, 14

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

Online

EDIN560-957- GTR Feb 1 – 28

EDIN560-959 Mar 18 – Apr 28

EDIN560-960 Apr 15 – May 12

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

EDIN565-955 Jan 4 - 31

EDIN565-956 Mar 8 - Apr 4

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

Live-Virtual

EDIN542-938 Feb 5, 6, 7, 20, 21
EDIN542-941 Apr 16, 17, 18, May 1, 2

Online

EDIN542-937 Jan 21 - Feb 17
EDIN542-939 Mar 4 - 31
EDIN542-940 Apr 1 - 28

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

EDIN553-946 Feb 5, 6, 7, 20, 21
EDIN553-949 Apr 9, 10, 11, 24, 25

Online

EDIN553-945 Jan 4 - 31
EDIN553-947 Feb 22 - Apr 4
EDIN553-948 Mar 22 - Apr 18

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

EDIN544-935 Jan 2, 3, 16, 17*
EDIN544-937 Feb 26, 27, 28, Mar 13, 14

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

Online

EDIN544-936 Jan 21 - Feb 17
EDIN544-938 Apr 5 - May 2

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

EDIN556-952 Jan 8, 9, 10, 23, 24

EDIN556-954 Feb 26, 27, 28, Mar 13, 14

Online

EDIN556-953 Feb 1 - 28

EDIN556-955 - GTR Apr 5 - May 2

EDIN556-956 Apr 26 - May 23

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

EDIN570-964 Jan 29, 30, 31, Feb 12, 13*

EDIN570-966 - GTR Apr 9, 10, 11, 24, 25

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

Online

EDIN570-963 Jan 11 - Feb 21

EDIN570-965 Mar 4 - 31

EDIN570-967 Apr 26 - May 23

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

EDIN548-942 Jan 8, 9, 10, 23, 24

EDIN548-944 Mar 5, 6, 7, 13, 14

Online

EDIN548-943 Feb 1 - 28

EDIN548-945 Mar 22 - Apr 18

EDIN548-946 Apr 19 - May 16

GTR-Guaranteed-to-Run

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

EDIN539-930 Jan 29, 30, 31, Feb 12, 13*

EDIN539-932 Apr 9, 10, 11, 24, 25

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

Online

EDIN539-931 Feb 22 - Apr 4

EDIN539-933 Apr 26 - May 23

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

EDIN552-942 Feb 26, 27, 28, Mar 13, 14

EDIN552-944 - GTR Apr 16, 17, 18, May 1, 2

Online

EDIN552-941 Jan 28 - Mar 10

EDIN552-943 Mar 22 - Apr 18

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

EDIN559-951 Jan 8, 9, 10, 23, 24

EDIN559-953 Mar 5, 6, 7, 13, 14

Online

EDIN559-952 Feb 8 - Mar 7

EDIN559-954 Apr 15 - May 12

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

EDIN554-948 Jan 29, 30, 31, Feb 12, 13*

EDIN554-950 Mar 5, 6, 7, 13, 14

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

Online

EDIN554-947 Jan 11 - Feb 21

EDIN554-949 Feb 15 - Mar 14

EDIN554-951- GTR Apr 15 - May 12

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

EDIN546-938 Feb 5, 6, 7, 20, 21

EDIN546-940 Apr 9, 10, 11, 24, 25

Online

EDIN546-937 - GTR Jan 11 - Feb 21

EDIN546-939 Mar 8 - Apr 4

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

EDIN573-960 Jan 8, 9, 10, 23, 24

Online

EDIN573-961 Feb 8 - Mar 7

EDIN573-962 Apr 1 - 28

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

EDIN520-913 Jan 2, 3, 16, 17*

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

Online

EDIN520-914 Feb 15 - Mar 14

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

EDIN540-931 Jan 2, 3, 16, 17*

EDIN540-934 Apr 9, 10, 11, 24, 25

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

Online

EDIN540-932 Jan 28 - Mar 10

EDIN540-933 - GTR Mar 8 - Apr 4

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

EDIN564-954 Jan 8, 9, 10, 23, 24

EDIN564-957 Apr 16, 17, 18, May 1, 2

Online

EDIN564-955 Feb 8 - Mar 7

EDIN564-956 Mar 18 - Apr 28

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

EDIN555-948 Jan 29, 30, 31, Feb 12, 13*

EDIN555-950 Mar 5, 6, 7, 13, 14

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

Online

EDIN555-949 - GTR Feb 15 - Mar 14

EDIN555-951 Apr 19 - May 16

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

EDIN523-919 Feb 26, 27, 28, Mar 13, 14

Online

EDIN523-918 Feb 1 - 28

EDIN523-920 - GTR Apr 19 - May 16

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

EDIN524-921 Feb 28 – Mar 10

EDIN524-922 - GTR Mar 4 – 31

EDIN524-923 Apr 5 – May 2

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

EDUC510-913 Jan 9, 10, 23, Feb 6, 7*

*Days 1 - 5: 8 am - 4 pm

Online

EDUC510-914 Feb 22 – Apr 4

EDUC510-915 Mar 18 – Apr 28

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

EDUC601-906 Feb 26, 27, 28, Mar 13, 14

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 Presentation

EDUC700-912 Jan 26 5pm – 7pm

EDUC700-913 Apr 13 4pm – 6pm

EDUC700-914 May 12 5pm – 7pm

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

EDIN545-913 Feb 5, 6, 7, 20, 21

EDIN545-915 Apr 16, 17, 18, May 1, 2

Online

EDIN545-912 - GTR Jan 4 - 31

EDIN545-914 Mar 18 - Apr 28

GTR-Guaranteed-to-Run

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

 EDIN524-921	Jan 28 - Mar 10
 EDIN524-922 - GTR	Mar 4 - 31
 EDIN524-923	Apr 5 - May 2

Assessment Techniques: Assessing for Student Learning

 EDIN542-937	Jan 21 - Feb 17
 EDIN542-939	Mar 4 - 31
 EDIN542-940	Apr 1 - 28

Brain-Based Teaching & Learning

 EDIN560-957 - GTR	Feb 1 - 28
 EDIN560-959	Mar 18 - Apr 28
 EDIN560-960	Apr 15 - May 12

The Bully Proof Classroom

 EDIN559-952	Feb 8 - Mar 7
 EDIN559-954	Apr 15 - May 12

Cooperative Discipline

 EDIN565-955	Jan 4 - 31
 EDIN565-956	Mar 8 - Apr 4

Creating Health and Balance in Today's Classroom

 EDIN539-931	Feb 22 - Apr 4
 EDIN539-933	Apr 26 - May 23

The Culturally Distinctive Classroom

 EDIN546-937 - GTR	Jan 11 - Feb 21
 EDIN546-939	Mar 8 - Apr 4

Developing a Technology Rich Classroom

 EDIN523-918	Feb 1 - 28
 EDIN523-920 - GTR	Apr 19 - May 16

Differentiated Instruction

 EDIN570-963	Jan 11 - Feb 21
 EDIN570-965	Mar 4 - 31
 EDIN570-967	Apr 26 - May 23

Empowering Classrooms: Positive Discipline for Educators

 EDIN571-911	Feb 22 - Apr 4
 EDIN571-912	Apr 5 - May 2

Engaging English Language Learners

 EDIN520-914	Feb 15 - Mar 14
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Exploration of Reflective Teaching

 EDUC510-914	Feb 22 - Apr 4
 EDUC510-915	Mar 18 - Apr 28

Fostering Innovative Thinking

 EDIN545-912 - GTR	Jan 4 - 31
 EDIN545-914	Mar 18 - Apr 28

Increasing Student Responsibility and Self-Discipline

 EDIN544-936	Jan 21 - Feb 17
 EDIN544-938	Apr 5 - May 2

The Kinesthetic Classroom: Teaching and Learning Through Movement

 EDIN553-945	Jan 4 - 31
 EDIN553-947	Feb 22 - Apr 4
 EDIN553-948	Mar 22 - Apr 18

The Kinesthetic Classroom II: Moving Across the Standards

 EDIN554-947	Jan 11 - Feb 21
 EDIN554-949	Feb 15 - Mar 14
 EDIN554-951 - GTR	Apr 15 - May 12

The Mindful Classroom

 EDIN540-932	Jan 28 - Mar 10
 EDIN540-933 - GTR	Mar 8 - Apr 4

Motivation: The Art and Science of Inspiring Classroom Success

 EDIN556-953	Feb 1 - 28
 EDIN556-955 - GTR	Apr 5 - May 2
 EDIN556-956	Apr 26 - May 23

GTR-Guaranteed-to-Run

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

ONLINE CLASSES

The Movement and Technology Balance: Classroom Strategies for Student Success

 [EDIN564-955](#)

Feb 8 - Mar 7

 [EDIN564-956](#)

Mar 18 - Apr 28

Skills and Strategies for Inclusion and Disability Awareness

 [EDIN555-949 - GTR](#)

Feb 15 - Mar 14

 [EDIN555-951](#)

Apr 19 - May 16

Skills for Building the Collaborative Classroom

 [EDIN528-929](#)

Jan 21 - Feb 17

 [EDIN528-930](#)

Feb 15 - Mar 14

 [EDIN528-931](#)

Apr 1 - 28

Strategies for ADHD, LD, and a Spectrum of Learners

 [EDIN552-941](#)

Jan 28 - Mar 10

 [EDIN552-943](#)

Mar 22 - Apr 18

Styles of Teaching: Personality Type in the Classroom

 [EDIN548-943](#)

Feb 1 - 28

 [EDIN548-945](#)

Mar 22 - Apr 18

 [EDIN548-946](#)

Apr 19 - May 16

Technology with Ease: Enhancing the Modern Classroom

 [EDIN573-961](#)

Feb 8 - Mar 7

 [EDIN573-962](#)

Apr 1 - 28

UDL: Transforming Learning Through Technology and Design

 [EDIN536-920](#)

Feb 8 - Mar 7

 [EDIN536-921](#)

Apr 1 - 28