

EDUCATION, M.ED. - LA SALLE/RTC

Program Description

La Salle University has partnered with the Regional Training Center (RTC) to provide a 30-credit Master of Education (M.Ed.) program with a concentration in instruction for licensed K-12 classroom practitioners offered virtually in synchronous and asynchronous formats in all 49 states (except for California). Founded in 1993, The Regional Training Center's (RTC) purpose is to provide exciting and relevant graduate professional development opportunities to teachers in partnership with colleges accredited by the Middle States and the Council for the Accreditation of Educator Preparation.

Non-degree seeking students can also enroll in the program for graduate-level professional development courses.

The goal of the La Salle/RTC M.Ed. program is to develop the teacher as a master educator in the classroom and beyond. The program, focused on advanced pedagogy, gives teachers the skills to stimulate and challenge their students to become more actively involved in the learning process, to think critically and problem-solve, to become more creative, to communicate more effectively, and to collaborate as they learn in the 21st-century classroom.

As professional educators, teachers in the La Salle/RTC M. Ed. program focus on understanding not only what works in the teaching process but why it works. Meaningful inquiry into the link between theory and practice is built into all of the courses in this 30-credit program, which has concentration choices that allow the teachers to specialize in their area of interest.

Teaching Strategies for the 21st Century Learner; The Differentiated Classroom; Building Positive Classroom Communities; Classroom Wellbeing and Physical Activity; or Integrating Technology into the K-12 Classroom.

Courses for professional development and the M.Ed. are offered conveniently online in synchronous and asynchronous formats with classes starting every month, so students can begin the program at any time throughout the calendar year. Online courses run five weeks in length, with the sixth week reserved for the Learning Extension Project (LEP) completion.

In addition to assignments and activities completed during the courses, all courses have a Learning Extension Project (LEP) due ten days to two weeks after the conclusion of the course. Two of the courses; EDM 535 Brain-Based Teaching and Learning and Learning and EDM 580 Differentiated Instruction have one specific LEP required for all candidates that supports the EDM 635 Reflective Practice in Teaching course culminating in an action-research LEP.

Mission

The mission of the Department of Education incorporates the de La Salle Christian Brothers tradition of teaching excellence and service. Our departmental focus on learning capitalizes on the need for all professional educators to understand and apply developmentally appropriate, content rich, differentiated instructional, management,

technological, and assessment practices that result in deep and meaningful learning.

A Lasallian educator is responsive to the needs of all students and the communities they serve through a rigorous curriculum. La Salle educators are knowledgeable, intellectually curious, reflective collaborative, confident, and proactive. They are service-oriented – manifesting a measurable degree of devotion to assist students in need.

This mission statement, reflected in its courses and curricula, makes a strong statement about our sustained and focused commitment to selected graduate programs, globally, that provide for the development of the area's most competent and qualified educational professionals. Given La Salle's history, teacher development is a clear focus of this public service mandate. Because they are typically employed and often have family or other responsibilities, part-time graduate students in education are often limited in how far they can travel to pursue their education. All too often, geography, not the nature of the educational program dictates a prospective student's choice.

Because our candidates are certified, practicing Pre K-12 teachers, our instructors are mindful to explicate the links between the overall transformative social justice mission of the Education Department and the course experiences provided for candidates as they work to improve their teaching. Lastly, the dynamic integration of theory-practice-reflection domains assures that candidates have ample opportunity to discuss, explore and understand how and in what ways the coursework specifically relates to their work as teachers and their students as learners. The partnership with the RTC merges La Salle University's excellent reputation in higher education with The Regional Training Center's comprehensive relevant coursework.

Students who are interested in applying for matriculation into the Master of Education program should reference the section on admission requirements. Students who apply for matriculation into one of La Salle's other Master of Arts programs may apply a maximum of six credits of RTC coursework as elective credit, pending approval by the graduate program director. Elective credit requirements vary by concentration and students must contact their graduate program advisor prior to registration for course approval.

Program Specific Information

Candidates are expected to complete the application process prior to completing six credits in the program.

Candidates must:

- hold an appropriate bachelor's degree from a regionally accredited institution with at least a 3.0 undergraduate grade point average;
- complete the online application;
- submit all official undergraduate (and any graduate) transcripts;
- provide a professional résumé; and
- provide one names of an individual that La Salle University will contact to request a letter of recommendation.

Degree or Certificate Earned

Master of Education (M.Ed.)

Required for Program Completion

- Courses
 - 10

- Credits
 - 30
- GPA
 - 3.0

Program Goals

Graduate Programs in Education will:

- Foster programming focused on leadership, social justice, and equity.
- Offer quality graduate programs in various learning formats (online, hybrid, executive) to support student needs.
- Provide students a cadre of faculty who are well-versed in adult education theory and practice; engaged in scholarly work; and highly productive and visible in their field of study.
- Ensures program sustainability through human and capital acquisition and management.
- Engage in ongoing program assessment to measure the short- and long-term impacts of Graduate Education programs on teacher practice.
- Support student development in three distinct areas:
 - **Professional Learning Stance:** Students will address practice through the lenses of learning and inquiry stances. Students will develop critical habits of mind to address assumptions of practice by evaluating and interrogating significance, perspective, evidence, connection, and supposition
 - **21st Century Communication Skills.** Students will use the effective and articulate expression of thoughts and ideas effectively using multiple modalities and technologies in multiple and diverse settings. Students will use active and effective listening skills to surface underlying meaning, values, attitudes, and intentions. Students will infer message effectiveness and impact before, during, and after delivery.
 - **Social Justice and Leadership.** Students will engage in respectful collaboration to address professional and community issues. Students will display awareness and sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups. Students will demonstrate a belief in educational equity.

Student Learning Outcomes

All courses are involved in some form of the La Salle/RTC ongoing assessment system. To ensure appropriate content and rigor, La Salle has identified five Student Learning Objectives (SLO's) for each concentration area and the courses in which the SLO is taught and/or assessed. The Student Learning Outcomes for the M.Ed. program are:

Option 1: Teaching Strategies for 21st Century Learners

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st
- Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will be able to apply knowledge of 21st-century learning to P-12 contexts.

Option 2: The Differentiated Classroom

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will be able to apply knowledge of diverse learners to P-12 contexts.

Option 3: Building Positive Classroom Communities

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will apply knowledge of positive classroom management theories and strategies to P-12 contexts.

Option 4: Classroom Well-Being and Physical Activity

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will apply knowledge of classroom well-being and movement strategies to P-12 contexts.

Option 5: Integrating Technology into the K-12 Classroom

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will apply knowledge of classroom well-being and movement strategies to P-12 contexts.

Academic Requirements

Courses indicated by course number and title.

Individual plans for progression will be determined for each student in consultation with the program director and program advisor.

The Master of Education (M. Ed.) program consists of a set of required courses taken by all students pursuing the degree in addition to concentration courses taken to allow students to focus on one particular area of emphasis. Course registration for this program will occur via the Regional Training Center.

Five (5) concentration options are offered to better meet specific, practice-based goals sought by the candidate for the M. Ed. degree.

Option 1: Teaching Strategies for 21st Century Learners

This area of concentration is designed for the practitioner interested in new insights and skills to effectively teach utilizing strategies and techniques to increase the academic achievement of P-12 21st-century learners.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching ¹	3
Required Concentration Courses		
EDM 520	Universal Design for Learning: Transforming Learning through Technology and Design	3
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 630	Skills for Building the Collaborative Classroom	3
Elective Course		
Select one of the following: (or any other RTC course)		3
EDM 524	Technology with Ease: Enhancing the Modern Classroom	
EDM 530	Encouraging Skillful, Critical, and Creative Thinking	
EDM 620	The Kinesthetic Classroom II: Moving Across the Standards	
Any other RTC course		
Total Credits		30

¹

May only be taken after the completion of the other five (required core) courses.

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 2: The Differentiated Classroom

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively raise academic achievement using strategies to reach a diverse classroom of P-12 learners.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching ¹	3

Required Concentration Courses		
EDM 560	The Culturally Distinctive Classroom	3
EDM 615	Strategies for ADHD, LD, and a Spectrum of Learners	3
EDM 630	Skills for Building the Collaborative Classroom	3
Elective Course		
Select one of the following: (or any other RTC course)		3
EDM 530	Encouraging Skillful, Critical, and Creative Thinking	
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	
EDM 575	Skills and Strategies for Inclusion and Disabilities Awareness	
Any other RTC course		
Total Credits		30

¹

May only be taken after the completion of the other five (required core) courses.

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 3: Building Positive Classroom Communities

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively create a positive and effective learning environment utilizing best practices in classroom management for P-12 learners.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching ¹	3
Required Concentration Courses		
EDM 565	Increasing Student Responsibility and Self-Discipline in Learning Communities	3
EDM 570	Motivation: The Art and Science of Inspiring Classroom Success	3
EDM 605	The Bully Proof Classroom	3
Elective Course		
Select one of the following: (or any other RTC course)		3
EDM 645	The Mindful Classroom	
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	
EDM 630	Skills for Building the Collaborative Classroom	
Any other RTC course		
Total Credits		30

¹

May only be taken after the completion of the other five (required core) courses.

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 4: Classroom Wellbeing and Physical Activity

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively teach utilizing strategies through the use of dynamic movement and kinesthetic activity.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching ¹	3
Required Concentration Courses		
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 620	The Kinesthetic Classroom II: Moving Across the Standards	3
EDM 511	Creating Health and Balance in Today's Classroom	3
Elective Course		
Select one of the following: (or any other RTC course)		3
EDM 640	Movement and Technology Balance: Classroom Strategies for Student Success	3
EDM 645	The Mindful Classroom	3
EDM 570	Motivation: The Art and Science of Inspiring Classroom Success	3
Any other RTC course		
Total Credits		30

¹

May only be taken after the completion of the other five (required core) courses.

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 5: Integrating Technology into the K-12 Classroom

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively incorporate technology into the K-12 Classroom.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching	3

Required Concentration Courses		
EDM 520	Universal Design for Learning: Transforming Learning through Technology and Design	3
EDM 640	Movement and Technology Balance: Classroom Strategies for Student Success	3
EDM 590	Developing a Technology Rich Classroom	3
Elective Course		
Select one of the following: (or any other RTC course)		3
EDM 524	Technology with Ease: Enhancing the Modern Classroom	
EDM 630	Skills for Building the Collaborative Classroom	
Total Credits		30

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

"Area of Advanced Study"

A 15-credit graduate non-degree program for licensed K-12 classroom practitioners

Note: The Graduate Area of Advanced Study offerings are not the same as the state certification or licensure.

Any course listed below can be taken online, virtually, or off-campus

Classroom Climate and Culture (five 3-credit courses)

Code	Title	Credits
EDM 540	Cooperative Discipline	3
EDM 565	Increasing Student Responsibility and Self-Discipline in Learning Communities	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 570	Motivation: The Art and Science of Inspiring Classroom Success	3
EDM 605	The Bully Proof Classroom	3
Total Credits		15

Differentiated Instruction (five 3-credit courses)

Code	Title	Credits
EDM 580	Differentiated Instruction	3
EDM 520	Universal Design for Learning: Transforming Learning through Technology and Design	3
EDM 630	Skills for Building the Collaborative Classroom	3
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 615	Strategies for ADHD, LD, and a Spectrum of Learners	3
Total Credits		15

The Brain Compatible Classroom (five 3-credit courses)

Code	Title	Credits
EDM 535	Brain-Based Teaching and Learning	3
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3

EDM 620	The Kinesthetic Classroom II: Moving Across the Standards	3
EDM 530	Encouraging Skillful, Critical, and Creative Thinking	3
Total Credits		15

Classroom Well-Being and Physical Activity (five 3-credit courses)

Code	Title	Credits
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 620	The Kinesthetic Classroom II: Moving Across the Standards	3
EDM 511	Creating Health and Balance in Today's Classroom	3
EDM 645	The Mindful Classroom	3
EDM 640	Movement and Technology Balance: Classroom Strategies for Student Success	3
Total Credits		15

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

Code	Title	Credits
EDM 520	Universal Design for Learning: Transforming Learning through Technology and Design	3
EDM 640	Movement and Technology Balance: Classroom Strategies for Student Success	3
EDM 590	Developing a Technology Rich Classroom	3
EDM 524	Technology with Ease: Enhancing the Modern Classroom	3
EDM 630	Skills for Building the Collaborative Classroom	3
Total Credits		15

Course Sequence

Code	Title	Credits
EDM 635	Reflective Practice in Teaching ¹	3
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
Total Credits		18

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EDM courses may be taken in any order with the exception of EDM 635 Reflective Practice in Teaching which may only be taken after the completion of the other five courses.

Course Descriptions

Master of Education

EDM 511 Creating Health and Balance in Today's Classroom
This course examines, discusses and offers hands-on learning on research that shows students who are physically fit and well-nourished perform at a higher academic level. The impact of stress, poor nutrition, poor time management, and lack of physical activity on students and educators will be examined in order to better facilitate the learning process.

EDM 520 Universal Design for Learning: Transforming Learning through Technology and Design

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.

EDM 524 Technology with Ease: Enhancing the Modern Classroom
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. NOTE: A laptop with WiFi capability is required.

EDM 530 Encouraging Skillful, Critical, and Creative Thinking
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).

EDM 535 Brain-Based Teaching and Learning
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.

EDM 540 Cooperative Discipline
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 a positive classroom climate, and presents multiple strategies to use at the moment misbehaviors occur.

EDM 545 Assessment Techniques: Assessing for Student Learning
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.

EDM 555 The Kinesthetic Classroom: Teaching and Learning Through Movement

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. Note: This course involves optional physical activities.

EDM 560 The Culturally Distinctive Classroom

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 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.

EDM 565 Increasing Student Responsibility and Self-Discipline in Learning Communities

Study a three-dimensional model to understand 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.

EDM 570 Motivation: The Art and Science of Inspiring Classroom Success

The traditional reward-punishment model does little to promote achievement; however, concrete research-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, peak performance, energizing classroom strategies, and frameworks that encourage change and achievement.

EDM 575 Skills and Strategies for Inclusion and Disabilities Awareness
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.

EDM 580 Differentiated Instruction

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.

EDM 585 Styles of Teaching: Personality Type in the Classroom
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.

EDM 590 Developing a Technology Rich Classroom

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.

EDM 600 Teaching 'Tweens & Teens

This course examines, discusses and offers hands-on learning to understand the dynamics of upper elementary, middle, and high school students and how they learn best when their needs are recognized and addressed. Content addresses research in the psychology of pre-adolescents and adolescents from a variety of perspectives, including studies in neuroscience, cognitive science, psychology, and education. This course also explores research-based strategies to engage all students and improve the depth of their learning.

EDM 605 The Bully Proof Classroom

Bullying is an important issue facing families, schools, communities, and society. Understand the issues and develop strategies to address the problem. Examine the 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.

EDM 610 Engaging English Language Learners

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 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 the transcript. Please contact us if you need a letter of explanation.

EDM 615 Strategies for ADHD, LD, and a Spectrum of Learners

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.

EDM 620 The Kinesthetic Classroom II: Moving Across the Standards
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. Note: This course involves optional physical activities.

EDM 630 Skills for Building the Collaborative Classroom

Collaboration, cooperation, innovation, creativity, and critical thinking (all 21st Century Skills) are demonstrated using interactive hands-on structures and activities. The goal is 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.

EDM 635 Reflective Practice in Teaching

Teaching is a complex and highly skilled activity, and teachers continuously exercise judgment in deciding how to act to support learning most effectively. Reflective practice enables teachers to move towards expert leadership in their field. Learn how to combine a model of effective instruction with goal setting, focused practice, and feedback to improve instructional practices. This updated course is based on Marzano's 41 elements of effective teaching that have been shown to enhance student achievement. Prerequisite(s): This course may be taken only after the completion of at least 5 courses in the program.

EDM 638 Artificial Intelligence for Educators: Navigating the Future of Learning

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.

EDM 640 Movement and Technology Balance: Classroom Strategies for Student Success

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.

EDM 645 The Mindful Classroom

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. The practice of mindfulness is incredibly beneficial to the brain, body, and breath connection, and cannot afford to be dismissed in educational settings.

EDM 671 Special Topics**EDM 900 Special Topics**

Faculty

Director: January M. Baker, Ph.D.

Academic Advisor: Christopher Packard

Instructors: Designed to enhance classroom instruction, courses are taught by veteran educators with years of experience in elementary, middle school, and secondary settings.

Program Contact Information

Master of Education/RTC
Hayman Hall 237 (Formerly Olney Hall)
1900 West Olney Ave
Philadelphia, PA, 19141
gradRTC@lasalle.edu
215-951-1955 (p)
215-951-1843 (f)

Staff Contact Information

January M. Baker, Ph.D.
M.Ed./RTC Program Director
Hayman Hall 237 (Formerly Olney Hall)
1900 W. Olney Ave.
Philadelphia, PA 19141
bakerj1@lasalle.edu
215-991-3793 (p)
215-951-1843 (f)

Christopher Packard
Graduate Education Academic Advisor
Hayman Hall 112
1900 W. Olney Ave.
Philadelphia, PA 19141
packard@lasalle.edu
215-951-1789 (p)
215-951-1843 (f)