

# 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 throughout Pennsylvania and Maryland. Founded in 1993, The Regional Training Center's (RTC) purpose is to provide exciting and relevant graduate professional development opportunities in both executive format and online to teachers in New Jersey, Pennsylvania, and Maryland in partnership with colleges accredited by Middle States and 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 the 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 for the M.Ed. are offered on convenient weekend and week-long intensive time schedules.

Courses are offered at face-to-face locations, online, and in hybrid formats.

All M.Ed. courses may be taken in an online format for distance learners who want to pursue their degree at La Salle.

Online courses run six weeks in length, with the seventh week reserved for the Learning Extension Project (LEP) completion.

Face-to-face classes follow a weekend intensive format during the 10-month school year. Classes meet for five days spread over two or three nonconsecutive weekends, depending on course needs and structure. During summer sessions, courses run on five non-consecutive weekdays spread over two or three weeks.

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, particularly those that are located off-site, throughout PA, MD, or 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

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   |
|--|---|-----------|
| <b>Required Core Courses</b>                             |   |           |
| 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 <sup>1</sup>                            | 3         |
| <b>Required Concentration Courses</b>                    |   |           |
| EDM 520  | Universal Design for Learning: Reaching All Learners in the Digital Age | 3         |
| EDM 555  | The Kinesthetic Classroom: Teaching and Learning Through Movement       | 3         |
| EDM 630  | Skills for Building the Collaborative Classroom                         | 3         |
| <b>Elective Course</b>                                   |   |           |
| 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                                     |   |           |
| <b>Total Credits</b>                                     |   | <b>30</b> |

<sup>1</sup>  
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 |
|------------------------------|-----------------------------------|---------|
| <b>Required Core Courses</b> |                                   |         |
| 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 <sup>1</sup>                      | 3         |
| <b>Required Concentration Courses</b>                    |   |           |
| 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         |
| <b>Elective Course</b>                                   |   |           |
| 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                                     |   |           |
| <b>Total Credits</b>                                     |   | <b>30</b> |

<sup>1</sup>  
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 |
|--|---|---------|
| <b>Required Core Courses</b>                             |   |         |
| 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 <sup>1</sup>                                  | 3       |
| <b>Required Concentration Courses</b>                    |   |         |
| 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       |
| <b>Elective Course</b>                                   |   |         |
| 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 |           |
| <b>Total Credits</b> | <b>30</b> |

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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 <sup>1</sup>          | 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 | The MT Balance   |  |
| EDM 645 | The Mindful Classroom  |  |
| EDM 570 | Motivation: The Art and Science of Inspiring Classroom Success |  |

Any other RTC course

|                      |           |
|----------------------|-----------|
| <b>Total Credits</b> | <b>30</b> |
|----------------------|-----------|

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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: Reaching All Learners in the Digital Age | 3 |
| EDM 640 | The MT Balance  | 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      |  |

|                      |           |
|----------------------|-----------|
| <b>Total Credits</b> | <b>30</b> |
|----------------------|-----------|

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       |

|                      |           |
|----------------------|-----------|
| <b>Total Credits</b> | <b>15</b> |
|----------------------|-----------|

#### Differentiated Instruction (five 3-credit courses)

| Code    | Title   | Credits |
|---------|---|---------|
| EDM 580 | Differentiated Instruction  | 3       |
| EDM 520 | Universal Design for Learning: Reaching All Learners in the Digital Age | 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       |

|                      |           |
|----------------------|-----------|
| <b>Total Credits</b> | <b>15</b> |
|----------------------|-----------|

**The Brain Compatible Classroom (five 3-credit courses)**

| Code                 | Title   | Credits   |
|----------------------|---|-----------|
| EDM 535              | Brain-Based Teaching and Learning                                 | 3         |
| EDM 515              | The Gendered Brain  | 3         |
| EDM 555              | The Kinesthetic Classroom: Teaching and Learning Through Movement | 3         |
| EDM 620              | The Kinesthetic Classroom II: Moving Across the Standards         | 3         |
| EDM 530              | Encouraging Skillful, Critical, and Creative Thinking             | 3         |
| <b>Total Credits</b> |   | <b>15</b> |

**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              | The MT Balance  | 3         |
| <b>Total Credits</b> |   | <b>15</b> |

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

| Code                 | Title   | Credits   |
|----------------------|---|-----------|
| EDM 520              | Universal Design for Learning: Reaching All Learners in the Digital Age | 3         |
| EDM 640              | The MT Balance  | 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         |
| <b>Total Credits</b> |   | <b>15</b> |

**Course Sequence**

| Code                 | Title   | Credits   |
|----------------------|---|-----------|
| EDM 635              | Reflective Practice in Teaching <sup>1</sup>          | 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         |
| <b>Total Credits</b> |   | <b>18</b> |

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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 509 Teaching Writing/Thinking

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 515 The Gendered Brain

This course examines, discusses and offers hands-on learning in current research on gender differences, including how to provide educational equality enhancing each student's personal worth and meaning through a variety of gender specific activities.

EDM 520 Universal Design for Learning: Reaching All Learners in the Digital Age

This course examines, discusses and offers hands-on learning for teachers to apply a blueprint for creating flexible goals, methods, materials and assessments to support classroom-based activities that will enable their students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom.

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 526 The Cooperative Classroom

EDM 530 Encouraging Skillful, Critical, and Creative Thinking

This course examines, discusses and offers hands-on learning in a practical, experiential course for all educators who want to explore and apply instructional strategies to teach students to be better thinkers. Embedded within the course are five research-based themes to promote student achievement: learning to think skillfully; thinking to learn (using models for thoughtful questioning); thinking together cooperatively; thinking about one's thinking (metacognition and reflection); and thinking big by applying thinking skills and processes to authentic problems.

EDM 535 Brain-Based Teaching and Learning

This course examines, discusses and offers hands-on learning utilizing current research in neuroscience that indicate ways that brains naturally learn best. Teachers will then apply what they learn to the P-12 classroom.

EDM 540 Cooperative Discipline

This course examines, discusses and offers hands-on learning to 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.



**EDM 545 Assessment Techniques: Assessing for Student Learning**

This course examines, discusses and offers experience and analyzing authentic assessments, as well as studies 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**

This course examines, discusses and offers hands-on learning through understanding how instructional content can be enlivened in the P-12 classroom through the use of dynamic movement and kinesthetic activity. By using movement, academic standards can be met, test scores can be improved and important life skills can be developed.

**EDM 560 The Culturally Distinctive Classroom**

This course examines, discusses and offers hands-on learning in strategies for classroom management and lesson delivery in a culturally diverse classroom will be examined. The focus is on understanding our national culture in order to understand and appreciate other cultures. A study of multiculturalism, trends in multicultural education through the perspective of the English Language Learner, as well as trends in second language acquisition are key components of this course.

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

This course examines, discusses and offers hands-on learning through using 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.

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

This course examines, discusses and offers hands-on learning on why the traditional reward-punishment model does little to promote achievement and offers concrete researched-based ways to motivate students. 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.

**EDM 575 Skills and Strategies for Inclusion and Disabilities Awareness**

This course examines, discusses and offers hands-on learning to assist teachers to gain a deeper understanding of disabilities, and examine the social, academic and physical considerations in school, community and home as factors in the learning environment.

**EDM 580 Differentiated Instruction**

This course examines, discusses and offers hands-on learning through a framework to design effective instruction for all students using students' learning styles, interests and level of readiness.

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

This course examines, discusses and offers hands-on learning on Jung's four temperaments to understand more thoroughly issues pertaining to teaching, learning, classroom management, communication, conflict resolution, esteem building, and problem solving. Teachers will apply what they learn to real 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**

This course examines, discusses and offers hands-on learning on the important issue of bullying that today's families, schools, communities, and society face. This course provides research-based information to better understand the issues and develop strategies to address the problem.

**EDM 610 Engaging Lang Learners**

Teachers of English Language Learners (ELs) no longer solely applies to teachers who certified in ESOL. English Language Learners are all teachers' students and collaboration between the teachers, counselors, and administration is essential for their success. In this course, you will explore the Framework of Equitable and Excellent EL Education as we outline the guiding principles of English Language instruction and how they work together to create an environment where ELs can thrive. You will examine how culturally responsive teaching and critical pedagogy build the foundation for meaningful relationships with students who are learning English. In addition, you will learn how to scaffold your instruction and promote proficiency in the four modalities of language learning: reading, writing, listening, & speaking. Furthermore, you will explore how to design formative assessments that teach academic language, vocabulary, reading, and how to build on background knowledge and skills that will benefit all students. Spanish Language Component: While ELs native languages differ, Spanish tends to be the most common among students in the United States. Therefore, there will be seven modules to help you lay a novice-level foundation in Spanish, so you can communicate with your ELs at the beginning of their journeys in becoming proficient in English.

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

This course examines, discusses and offers hands-on learning in today's classrooms that include a spectrum of learners who have different levels of attention, learning, communication, and behaviors. Learn how to tap into your students' strengths with appropriate interventions and curriculum practices.

**EDM 620 The Kinesthetic Classroom II: Moving Across the Standards**  
This course examines, discusses and offers hands-on learning to design kinesthetic activities for the P-12 classroom focusing on teaching Common Core and national standards based content. It also supports the refinement of strategies and techniques regarding "The Six-Part Framework" to ensure maximum student participation that enhances academic achievement, builds class cohesion, and develops life skills. Teachers create new activities and tactics to enhance the learning process for the students and design effective action plans to increase movement in the school environment.

**EDM 625 Teaching 2.0: iPads in Edc**  
This course examines, discusses and offers hands-on learning regarding how iPads are rapidly changing the face of education. Teaches will increase knowledge of how the iPad works; learn how data collection, storage, and management can be made more effective; examine applications for classroom use, lesson planning and presentations. Teachers will also explore and experience how to better meet the needs of 21st century learners and streamline data collection and daily management.

**EDM 630 Skills for Building the Collaborative Classroom**  
This course examines, discusses and offers hands-on learning to bolster collaboration, cooperation, innovation, creativity and critical thinking (all 21st Century Skills) 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.

**EDM 635 Reflective Practice in Teaching**  
This course examines, discusses and offers hands-on learning for teachers to apply concepts and principles of reflective teaching practice in the context of critical and transformative pedagogies. Emphasis is placed on linking reflection on practice to make informed instructional decisions. This course is structured so that graduate students are guided through a reflective process leading to deeper insights into the nature of teaching and learning. Prerequisite(s): This course may be taken only after the completion of at least 5 courses in the program.

**EDM 638 Spec Topics: AI for Educators**

**EDM 640 The MT Balance**  
This research-based graduate course examines the concept of a blended teaching/learning approach that defines the balance between movement and technology to optimize student learning and success. As technology has increased, movement has decreased, effecting the health, well-being and learning potential of the 21st century student. Defining and creating the movement/technology balance in our schools is now a vital necessity for future growth and academic achievement. Some focus topics include: uniting movement and technology to make the M.O.S.T. of the 21st century classroom, technology overload, the power of movement, digital responsibility, the technology machine, and the movement-technology connection. Merging these two concepts promotes a classroom environment that meets content standards effectively, increases standardized test scores 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.

**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.

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