



THE UNIVERSITY
OF THE ARTS

**PROFESSIONAL INSTITUTE
FOR EDUCATORS +
MASTER OF EDUCATION
GRADUATE CATALOGUE**

ACADEMIC YEAR
2016 - 2017



The University of the Arts
Professional Institute for
Educators + MEd Programs



Mission

The Professional Institute for Educators + MEd programs empowers educators across disciplines to continually advance their teaching skills to design creative learning environments for all students. Through graduate courses, certificates and degree programs, PIE + MEd offers innovative and creative educational programming to serve the professional development needs of K-12 educators in and through the arts.

PIE + MEd Student Learning Outcomes

- Educators will enhance skills to design and develop high-quality instruction and curricula.
- Educators will explore diverse ways to assess student learning.
- Educators will gain skills, tools and techniques to enrich creative education through the arts.
- Educators will strengthen their role in the lives of students through participation and exploration of the arts in order to integrate cultural resources into their classroom.

History

The Professional Institute for Educators was founded as the New Teacher Center in 1973. The Center offered community outreach courses within the Philadelphia College of Performing Arts. Our mission has remained the same - to provide innovative and creative graduate-level courses to expand the knowledge and skill base for teaching in and through the arts.

Serving educators for over 40 years, PIE has featured a wide range of educational experiences - including studio intensives, arts travel, cultural partnerships, custom programming and more.

In recognition of the ever-changing needs of today's educator in today's classroom, PIE continues to design and develop rewarding and practical educational experiences for educators across all experience levels throughout the region.

PIE is an approved provider for PA Act 48 and NJ Professional Development.

PIE + MEd Graduate Course Key

Course Number Key - Matriculated and Non-Matriculated course options

Matriculated programs earn students an official credential in their chosen area of study from the University of the Arts. These programs require completion of the admissions process and acceptance to UArts. Matriculated program options include the Master of Education in Educational Program Design (EDPD), Master of Education in Educational Technology (ETEC) and graduate certificates in the areas of Educational Technology (ETEC), Inclusion (INCL), and The Arts (VPAS, PRES and UTPS).

Students may elect to enroll in some of the same course options available to matriculated students without matriculating into either the MEd or graduate certificate programs. Students who elect to do so are considered **non-matriculated** and the corresponding courses are designated with an “**NM**”.

PIE + MEd Graduate Course Table of Contents

Click on any course to view an expanded description

MEd in Educational Program Design Core

Courses - Page 10

- EDPD 601** - Assessment Design and Evaluation
- EDPD 602** - Curriculum Design
- EDPD 603** - Instructional Design
- EDPD 604** - Designing 21st Century Learning Environments
- EDPD 605** - Research Methods
- EDPD 701** - Capstone Project: Master of Education

MEd in Educational Technology Core Courses -

Page 11

- ETEC 601** - Integrating Educational Technology Into Student Assessment
- ETEC 602** - Differentiated Instruction Using Educational Technology
- ETEC 603** - Ethics in Educational Technology
- EDPD 604** - Designing 21st Century Learning Environments
- EDPD 605** - Research Methods
- EDPD 701** - Capstone Project: Master of Education

The Arts (VPAS, PRES, UTPS) - Page 12

- VPAS 500** - Foundations of Integrating the Arts into the Classroom
- VPAS 501** - World Cultures Through Art - Projects for the Classroom
- VPAS 502** - History + Philosophy of Murals for Educators
- VPAS 503** - Philadelphia Murals in the Community Context for Educators
- VPAS 504** - Studio Techniques in Mural Making for Educators
- VPAS 505** - Mural Arts + Storytelling for the Classroom
- VPAS 506** - Advanced Mural Making for Educators
- VPAS 507** - Integrating Visual Arts in the Classroom
- VPAS 508** - Integrating Performing Arts in the K-5 Classroom
- VPAS 509** - Integrating Performing Arts in the 6 - 12 Classroom

VPAS 510 - 3-D Projects for the Classroom: Ceramics - Throwing, Introductory

VPAS 511 - 3-D Projects for the Classroom: Ceramics - Throwing, Advanced

VPAS 511 - 3-D Projects for the Classroom: Ceramics - Throwing, Advanced II

VPAS 512 - 3-D Projects for the Classroom: Ceramics Raku, Introductory

VPAS 513 - 3-D Projects for the Classroom: Ceramics Raku, Advanced

VPAS 556 - 3-D Projects for the Classroom: Ceramics Raku, Advanced II

VPAS 514 - 3-D Projects for the Classroom: Ceramics Glazing, Introductory

VPAS 515 - 3-D Projects for the Classroom: Ceramics Glazing, Advanced

VPAS 559 - 3-D Projects for the Classroom: Ceramics Glazing, Advanced II

VPAS 516 - 3-D Projects for the Classroom: Ceramics Tile + Mosaics, Introductory

VPAS 517 - 3-D Projects for the Classroom: Ceramics Tile + Mosaics, Advanced

VPAS 560 - 3-D Projects for the Classroom: Ceramics Tile + Mosaics, Advanced II

VPAS 518 - 3-D Projects for the Classroom: Traditional Jewelry Techniques, Introductory

VPAS 519 - 3-D Projects for the Classroom: Traditional Jewelry Techniques, Advanced

VPAS 561 - 3-D Projects for the Classroom: Traditional Jewelry Techniques, Advanced II

VPAS 520 - 3-D Projects for the Classroom: Jewelry - Metal Clay, Introductory

VPAS 521 - 3-D Projects for the Classroom: Jewelry - Metal Clay, Advanced

VPAS 557 - 3-D Projects for the Classroom: Jewelry - Metal Clay, Advanced II

VPAS 522 - 3-D Projects for the Classroom: Fiber Arts

VPAS 562 - 3-D Projects for the Classroom: Fiber Arts, Advanced

VPAS 523 - 3-D Projects for the Classroom: Glass Fusing + Slumping, Introductory

- VPAS 524** - 3-D Projects for the Classroom: Glass Fusing + Slumping, Advanced
- VPAS 563** - 3-D Projects for the Classroom: Glass Fusing + Slumping, Advanced II
- VPAS 525** - 3-D Projects for the Classroom: Glass Sampler
- VPAS 526** - Printmaking for the Classroom: Monoprinting, Introductory
- VPAS 527** - Printmaking for the Classroom: Monoprinting, Advanced
- VPAS 564** - Printmaking for the Classroom: Monoprinting, Advanced II
- VPAS 528** - Printmaking for the Classroom: Screenprinting, Introductory
- VPAS 529** - Printmaking for the Classroom: Screenprinting, Advanced
- VPAS 534** - Printmaking for the Classroom: Letterpress Printing, Introductory
- VPAS 535** - Printmaking for the Classroom: Letterpress Printing, Advanced
- VPAS 536** - Printmaking for the Classroom: Book Structures, Introductory
- VPAS 537** - Printmaking for the Classroom: Book Structures, Advanced
- VPAS 538** - Printmaking for the Classroom: Book Arts + Language Arts, Introductory
- VPAS 539** - Printmaking for the Classroom: Book Arts + Language Arts, Advanced
- VPAS 568** - Printmaking for the Classroom: Book Arts + Language Arts, Advanced II
- VPAS 540** - Creating Digital Books in the Classroom
- VPAS 541** - Visual Arts for the Classroom: Drawing
- VPAS 569** - Visual Arts for the Classroom: Drawing, Advanced
- VPAS 542** - Visual Arts for the Classroom: Drawing + Painting, Introductory
- VPAS 543** - Visual Arts for the Classroom: Drawing + Painting, Advanced
- VPAS 558** - Visual Arts for the Classroom: Drawing + Painting, Advanced II
- VPAS 544** - Visual Arts for the Classroom: Painting, Introductory
- VPAS 545** - Visual Arts for the Classroom: Painting, Advanced
- VPAS 570** - Visual Arts for the Classroom: Painting, Advanced II
- VPAS 546** - Visual Arts for the Classroom: Landscape Painting, Introductory
- VPAS 547** - Visual Arts for the Classroom: Landscape Painting, Advanced
- VPAS 572** - Visual Arts for the Classroom: Landscape Painting, Advanced II
- VPAS 548** - Visual Arts for the Classroom: Digital Photography, Introductory
- VPAS 549** - Visual Arts for the Classroom: Digital Photography, Advanced
- VPAS 550** - Integrating Design Fundamentals - Projects for the Classroom
- VPAS 551** - Visual Storytelling Techniques for Educators
- VPAS 552** - 3-D Projects for the Classroom: Expanded Techniques for Glass Fusing + Slumping - Pattern Bars
- VPAS 553** - Mural Project Development and Design
- VPAS 554** - Summer Studio Design Thinking
- VPAS 555** - 3-D Projects for the Classroom: Ceramics Casting
- VPAS 573** - 3-D Projects for the Classroom: Collage + Assemblage: A Universal Framework for Communication
- VPAS 574** - Visual Arts for the Classroom: Portraiture
- VPAS 575** - Design Thinking for Educators
- VPAS 587** - 3-D Projects for the Classroom: The Image in the Age of Social Media
- VPAS 577** - Visual Arts for the Classroom: Composing + Creating the Personal Photograph
- VPAS 578** - 3-D Projects for the Classroom: Lost Wax Casting
- VPAS 583** - Advanced Glass Projects
- VPAS 565** - Visual Arts for the Classroom: Oil Painting
- VPAS 587** - Visual Arts for the Classroom: The Image in the Age of Social Media
- VPAS 589** - Professional Practices: Non-Silver Printing Processes for the Classroom
- VPAS 590** - 3-D Projects for the Classroom: Enamel
- VPAS 591** - Visual Arts for the Classroom: Fashion Design Illustration
- VPAS 592** - 3-D Projects for the Classroom: Getting a Feel for Wood
- PRES 500** - Foundations of Museum and Primary Sources in the Classroom
- UTPS 501** - PMA Featured Exhibition - Teacher Resources for the Classroom
- PRES 504** - Exploring the Barnes Foundation - Projects for the Classroom
- PRES 505** - Visual Arts as a Source for Teaching (VAST) at PMA
- PRES 588** - Integrating Museum Resources into the Classroom
- UTPS 500** - Literacy + Primary Sources - An Introduction for Teachers
- UTPS 501** - Music: Discovering the Roots of American Music to Enhance the Curriculum
- UTPS 502** - All the World's a Stage: Primary Sources and Theater Games

UTPS 503 - Photography : Who Are We? Constructing Identity through Images

UTPS 504 - The Power of the Poster and the Print: Using WPA Sources

UTPS 505 - Comics + Graphic Novels as Primary Sources

UTPS 506 - Teaching with Primary Sources from Local Collections and the Library of Congress

UTPS 600 - Teaching with Primary Sources Level III: Ambassador Training Program

ETEC 525 - Open Educational Resources (OER): What's Best for Your Classroom

ETEC 526 - Getting Started with Augmented Reality in Your Classroom

ETEC 528 - STEAM for Integrated Learning

ETEC 529 - Digital Badges: Getting Started with Micro-Credentialing

ETEC 530 - 3-D Printing in the K-12 Classroom

ETEC 531 - Learning, Cognition and Technology

ETEC 532 - Building Apps for Teachers

ETEC 533 - Classroom as Makerspace

ETEC 534 - Wearable Technology and Its Application to Learning

ETEC 535 - Engagement Matters: Formative Assessment with Web-Based Technology

ETEC 580 - Trends in Educational Technology

Educational Technology (ETEC) - Page 29

ETEC 500 - Foundations of Educational Technology

ETEC 501 - Integrating Media Literacy into Today's K-12 Curriculum

ETEC 502 - Digital Storytelling in the Classroom

ETEC 503 - Using Print Design + Digital Photos in the Classroom

ETEC 504 - Music Technology for Educators

ETEC 505 - Online Tools and Collaboration in Education

ETEC 506 - Integrating Technology into Language Arts Education

ETEC 507 - Web-Based Lessons and Resources for Teachers

ETEC 508 - Digital Communication in the Classroom

ETEC 509 - Integrating Technology into Social Studies Education

ETEC 510 - Integrating Technology into Math Education

ETEC 511 - Creating Websites for Teachers

ETEC 512 - Integrating Technology into the Curriculum

ETEC 513 - Integrating iPad Technology in the Classroom

ETEC 514 - Advanced Classroom Integration of iPad Technology

ETEC 515 - Digital Citizenship/Digital Literacy in Today's K-12 Classroom

ETEC 516 - Blended + Flipped Learning: What Is It All About?

ETEC 517 - Integrating ePublishing into the Curriculum

ETEC 518 - Interactive Presentations

ETEC 519 - Google Apps for Education

ETEC 527 - Google Apps for Education, Advanced

ETEC 520 - Coding for Today's K-8 Classroom

ETEC 521 - Game-Based Learning in the K-12 Classroom, Introductory

ETEC 522 - Game-Based Learning in the K-12 Classroom, Advanced

ETEC 523 - Leadership in Educational Technology

ETEC 524 - Using BYOD as Mind Tools

Educational Practices (EDUC) - Page 35

EDUC 503 - Multi-Tiered Support Systems for K-12 Students

EDUC 505 - Today's Multicultural Classroom

EDUC 506 - Social-Emotional Learning in the K-12 Classroom

EDUC 507 - Introduction to Enhancing Professional Practice Using Danielson Framework for Teaching

EDUC 511 - Framework for Teaching – Professional Responsibilities

Inclusion (INCL) - Page 36

INCL 500 - Foundations of Inclusionary Practices

INCL 502 - Classroom Management for Inclusive Classrooms

INCL 503 - Understanding How to Teach to Diverse Student Populations

INCL 505 - Gifted Education in Inclusive Classrooms

INCL 506 - Understanding the Autism Spectrum and Inclusion

INCL 507 - The Arts and Inclusion

INCL 508 - Differentiated Instruction

INCL 509 - Including Special Needs

INCL 513 - Understanding the IEP and 504 Plan

INCL 514 - Meeting the Needs of English Language Learners

INCL 515 - Creating Classroom Community through the Arts

Literacy (LITY) - Page 39

- LITY 500** - Foundations of Literacy in the Classroom
- LITY 501** - Exploring Literacy through the Performing Arts
- LITY 502** - Exploring Literacy through the Visual Arts
- LITY 503** - Exploring Multicultural Literature
- LITY 504** - Exploring Literacy through Poetry, Introductory
- LITY 505** - Exploring Literacy through Poetry, Advanced
- LITY 506** - Reading and Writing Across the Curriculum
- LITY 507** - Integrating Children's Literature into the Classroom
- LITY 508** - Foundations of Reading- Phonics + Vocabulary
- LITY 509** - Reading Strategies- Storytelling I
- LITY 510** - Reading Strategies - Storytelling II
- LITY 512** - Enriching the K-7 Language Arts Curriculum
- LITY 513** - Reading Strategies - Thematic Education
- LITY 514** - Enriching Language Arts - Pre-K-4
- LITY 515** - Literacy in Early Childhood Education
- LITY 517** - Visual and Digital Literacy in the Secondary Classroom
- LITY 518** - Pathways to Proficient Reading and Writing
- LITY 519** - Digital Writing Workshop: Composing Texts Across Media and Genres
- LITY 520** - Teaching Gifted K-5 Students

MEd in in Educational Program Design Core Courses

EDPD 601 - Assessment Design and Evaluation

MEd in in Educational Program Design Core Requirement

3.0 Credits

This course focuses on developing participants' understanding of the end goals of the educational experience students receive in the classroom; capability to enhance instruction and learning through appropriate student assessments; and ability to provide useful feedback on educational programming. Utilizing the concept of authentic assessment (or 'cornerstone' assessments as per Wiggins and McTighe in *Schooling by Design*, 2007), participants transform the process of teaching and learning into measurable outcomes achievable by all students. Particular attention is paid to: (1) the varied types of assessment necessary for an educational program including formative, summative, diagnostic, and benchmark, (2) the current environment of educational assessment, (3) assessment for project-based learning, (4) assessment instruments and their design, (5) the utilization of assessment data to improve student learning, and (6) the inter-relatedness of curriculum, instruction and assessment in the teaching and learning process. Educators develop an understanding of the different types of assessment and how they fit into a comprehensive system of curriculum, instruction, and assessment. Participants are able to construct a variety of assessments and assessment items to align with classroom instructional objectives. The effective use of data to make informed decisions about curriculum, instruction, and future assessment is discussed. (Open to Educational Program Design majors only).

EDPD 602 - Curriculum Design

MEd in in Educational Program Design Core Requirement

3.0 Credits

Curriculum Design focuses on the process of designing curriculum from a 'zero-sum' starting point. The curriculum cycle and various considerations of curriculum design will be emphasized to provide participants a better understanding of the centrality of curriculum design in meeting the needs of all students. Specific focus will be placed on: (1) the concept of backwards design as illustrated by Wiggins and McTighe in *Understanding by Design* (2005), (2) contemporary and technological considerations for curriculum design, (3) curriculum accessibility or enhancement for students performing below or above grade level, (4) vertical articulation, (5) the role of standards in curriculum design, and (6) the inter-relatedness of curriculum, instruction, and assessment in the teaching and learning process. (Open to Educational Program Design majors only).

EDPD 603 - Instructional Design

MEd in Educational Program Design Core Requirement

3.0 Credits

Instructional Design examines the process of teaching and learning as a delivery system. Basic theories of instructional design, along with research-based instructional strategies (*Classroom Instruction That Works*, Marzano, 2004), will guide the student in developing instructional practices designed to complement the areas of curriculum and assessment. Additional focus will be given to: (1) instructional design for specific student populations (i.e. English Language Learners, special needs, talented and gifted); (2) an exploration of how technology impacts instruction; (3) the ever-evolving role of the teacher; (4) the special relationship of formative assessment to instruction; and (5) the inter-relatedness of curriculum, instruction, and assessment in the teaching and learning process.

EDPD 604 - Designing 21st Century Learning Environments

MEd in Educational Program Design Core Requirement

3.0 Credits

Designing 21st Century Learning Environments provides the student with an understanding of the unique challenges and opportunities technology brings to the design of teaching and learning environments. The course will look at micro and macro-learning environments and guide students in understanding what makes learning environments successful. 21st century skills will be emphasized, in particular, if/how they differ from '20th century skills' and the role they play in the job outlook of the 21st century graduate. While not specifically a technology course, specific tools will be demonstrated and utilized by students in order to exemplify the vast possibilities available to their students as they create their own learning. Collaboration, accessibility, motivation, and authentic learning will all be highlighted as important aspects in the creation of new systems of teaching and learning.

EDPD 605 - Research Methods

MEd in Educational Program Design Core Requirement

3.0 Credits

A graduate education course that prepares the student to successfully engage in the essential aspects of research for the culminating research based project required in the Capstone Seminar for the Master of Education in Educational Program Design and the Master of Education in Educational Technology degrees.

EDPD 701 - Capstone Project: Master of Education

MEd in Core Requirement

Prerequisite(s): EDPD 601; EDPD 602; EDPD 604; EDPD 605

3.0 Credits

The Capstone course serves as a culminating experience for students in any of the MEd programs offered by the Professional Institute for Educators. As such, students will bring together the sum of their coursework at University of the Arts PIE through the creation of a research paper, research project, curriculum unit, or other appropriate product. Each project will be a unique reflection of the student's individual course of study.

MEd in Educational Technology Core Courses

ETEC 601 - Integrating Educational Technology Into Student Assessment

MEd in Educational Technology Core Requirement

3.0 Credits

Educators in today's 21st Century learning environments find themselves faced with the challenge of ensuring that every student reaches proficiency in all core subject areas. One of the key factors that play a role in reaching this goal is the ability to gain and maintain student engagement. With the increased interest and reliance on technology among students, the ability to use technology as a learning and evaluation tool is becoming an important part of an educator's arsenal. Integrating Educational Technology into Student Assessment prepares.

ETEC 602 - Differentiated Instruction Using Educational Technology

MEd in Educational Technology Core Requirement

3.0 Credits

Many current studies on the use of technology in elementary and secondary schools conclude that its appropriate use yields higher results in student achievement and engagement. Additionally, the thoughtful use of technology in the classroom is tied to decreased exhibition of inappropriate behaviors, increased confidence and lowered student absenteeism among at-risk populations. However, an understanding of the rationale for and the process of integrating technology with regular content area instruction is not widely seen throughout all K-12 schools in the United States. Differentiated Instruction Using Educational Technology is a course that prepares educators to use technology in the classroom to reach all types of

learners. Teachers learn to identify which educational technology tools, resources and applications will work best for their specific population and how technology can help them increase the engagement and achievement of all types of students.

ETEC 603 - Ethics in Educational Technology

MEd in Educational Technology Core Requirement

3.0 Credits

A graduate education course designed to help educators identify, understand, and form practical solutions for the common ethical issues related to technology in the modern classroom. Ethical issues such as protection of private property (copyright and plagiarism), freedom of speech (Web sites that advocate bias versus the First Amendment), and equality and justice (access to technology) will be studied in light of the ethical philosophies espoused by Immanuel Kant, John Stuart Mill, and Rene Descartes. Emphasis will be placed on constructing learning environments that imbue K-12 students with the critical thinking skills required to formulate a code of ethics within a technology-centric world.

EDPD 604 - Designing 21st Century Learning Environments

MEd in Educational Technology Core Requirement

3.0 Credits

Designing 21st Century Learning Environments provides the student with an understanding of the unique challenges and opportunities technology brings to the design of teaching and learning environments. The course will look at micro and macro-learning environments and guide students in understanding what makes learning environments successful. 21st century skills will be emphasized, in particular, if/how they differ from '20th century skills' and the role they play in the job outlook of the 21st century graduate. While not specifically a technology course, specific tools will be demonstrated and utilized by students in order to exemplify the vast possibilities available to their students as they create their own learning. Collaboration, accessibility, motivation, and authentic learning will all be highlighted as important aspects in the creation of new systems of teaching and learning.

EDPD 605 - Research Methods

MEd in Educational Technology Core Requirement

3.0 Credits

A graduate education course that prepares the student to successfully engage in the essential aspects of research for the culminating research based project required in the Capstone Seminar for the Master of Education in Educational Program Design and the Master of Education in Educational Technology degrees.

EDPD 701 - Capstone Project: Master of Education

MEd in Educational Technology Core Requirement

Prerequisite(s): EDPD 601; EDPD 602; EDPD 604; EDPD 605

3.0 Credits

The Capstone course serves as a culminating experience for students in any of the MEd programs offered by the Professional Institute for Educators. As such, students will bring together the sum of their coursework at University of the Arts PIE through the creation of a research paper, research project, curriculum unit, or other appropriate product. Each project will be a unique reflection of the student's individual course of study.

The Arts (VPAS, PRES, UTPS)

VPAS 500 - Foundations of Integrating the Arts into the Classroom

The Arts

3.0 Credits

Brain based research indicates that integrating arts learning into the curriculum assists learners in the full acquisition of new knowledge. This course builds on educators existing knowledge base in the arts and teaches them to apply current research techniques and strategies to the development and implementation of their arts curricula. Educators study the research about arts learning and how it can increase the likelihood that students will acquire a deeper understanding of content and develop higher retention levels.

VPAS 501 - World Cultures Through Art - Projects for the Classroom

The Arts

3.0 Credits

Explore multiculturalism through the examination of five world cultures using art images and projects as a tool to engage students. Asia (China, Japan), West Africa, India, Mexico and Morocco (North Africa) are all touched upon with a general overview of essential social traditions, cultural icons and customs. Develop hands-on art projects and applicable studio activities that can be used within social science, history, art and other subject areas. Studios consider gesture, costume, textiles and imagery as the basis for drawing and collage exercises easily adapted for a range of students. Class includes a visit to the Philadelphia Museum of Art. Lessons and activities are open to beginners seeking artistic projects for their classrooms, as well as those with previous art experience.

VPAS 502 - History + Philosophy of Murals for Educators

The Arts

3.0 Credits

There is a long tradition of art designed for wall areas to communicate, decorate, inspire and more, as part of an architectural landscape for public viewing. These can be executed on the wall itself, in situ, or worked out in the artist's studio and later installed. A mural is designed for a specific space and impacts the community, and it reflects a time and place in a unique way. Often, the visual effects are an enticement to attract public attention to social issues or reflect values and attitudes. State-sponsored public art expressions, particularly murals, are often used by regimes as a tool of mass-control and propaganda, or a mural may be a part of a social commentary from the people. In all cases, these works represent important messages. Murals can have a dramatic impact whether consciously or subconsciously on the attitudes of a passerby, as they exist in the spaces where people live and work. This class explores the history of the form, the major movements and well known creators, including the Mexican muralists of the 1930's, the Work Projects Administration, and the contemporary use and impact of these works.

VPAS 503 - Philadelphia Murals in the Community Context for Educators

The Arts

3.0 Credits

Through analyzing case-study murals and the larger context of murals in art history, this course examines what roles are played by students, artists, teachers and communities within these large-scale public works of art. Philadelphia has over 3,000 murals; learn about some of them through a variety of tours and talks with the Mural Arts Program. Discover how murals are intrinsically connected to the places and communities where they exist. In addition, participants look at the social needs, issues and history of a site. Through viewing murals in their environments and hearing from selected muralists, participants gain an understanding of the connections murals have to communities, places and the artists who created them. Discussions include connecting themes such as the African-American narrative, students and youth voices, and murals about neighborhood history. Through writing and documenting the tours and comparing contemporary works with murals throughout history, gain a wealth of knowledge on this rich history.

VPAS 504 - Studio Techniques in Mural Making for Educators

The Arts

3.0 Credits

Murals are painted, silkscreened, printed from the computer, mosaiced, laser cut on metal and attached to walls and more! In this course, teachers will be exposed to a range of mediums and techniques used in mural making. In order to develop imagery and understand the process, students will investigate case studies of murals that incorporate mosaic, printmaking and temporary wheat pastes, among other materials including photo/collage based, and printed and hand-drawn/painted. Through drawing, collage, photography, and printmaking, students will learn how these methods can all be used in creating a design. Additionally, students will learn basic Photoshop concepts, which will be used in designing their mural. Sample materials will be presented and discussed and students will be inspired by the range of mediums and possibilities!

VPAS 505 - Mural Arts + Storytelling for the Classroom

The Arts

3.0 Credits

Murals are stories - written or spoken - that make their way onto the walls of the city. The work of Philadelphia's Mural Arts Program is fueled by the diverse stories of individuals, families and communities. In this class, developed through a partnership with the Mural Arts Program, participants study the historic context of murals in Philadelphia and explore the process of visual translation and community collaboration. Participants learn how to transform writing, storytelling and oral history traditions into the creation of a small-scale mural project in their schools and how this activity can be adapted to a variety of subject areas and diverse learners. The course includes a guided tour of Philadelphia murals, as well as guest speakers and projects that build an understanding of collaborative artmaking. Each participant creates a small panel that is installed as a group mural and learns some of the technical steps that are required to develop mural proposals and installations in school environments.

VPAS 506 - Advanced Mural Making for Educators

The Arts

Prerequisite(s): VPAS 502 | 3.0 Credits

In this course, teachers explore an advanced range of mediums and techniques used in mural making, the processes to create professional public murals, and consider the ramifications of larger installations. Participants investigate case studies of murals that incorporate mosaic, printmaking and temporary wheat pastes, among other materials including photo/collage-based, and printed and hand drawn/painted. Through drawing, collage, photography and printmaking, students learn how all of these methods can be used. This course uses a collaborative process, project management concepts, and digital tools in order to create and install a mural, using various techniques.

VPAS 507 - Integrating Visual Arts in the Classroom

The Arts

3.0 Credits

Because education is deeply rooted in the context of broader social conditions, the purpose of education determines what is taught in schools and other cultural institutions and impacts how we view the arts within our society. This course enables participants to develop an understanding and appreciation of the role the visual arts have played in our evolution from the earliest evidence of man's art making to the visual culture within which we now live, where signs and symbols form the very essence of our cultural experience. Beginning with our biological need to make things 'pretty', this course will explore the history of ideas in art education, the theories, and the innovators who influenced the way we learn. Through this investigation into the ideas underlying education in art and material culture, participants will explore with special emphasis on the relationship between school and society. An understanding of how cognitive development relates to creativity and the stages of growth in children will inform the participant of the potential that visual art has to positively impact learning. Finally, this course will provide an overview of materials and art making techniques appropriate to create an art-infused, elementary classroom through hands-on art making experiences.

VPAS 508 - Integrating Performing Arts in the K-5 Classroom

The Arts

3.0 Credits

The purpose of this course is to examine innovative approaches to the teaching of traditional, standards-based curriculum through the performing arts for K-5 grade teachers to allow for content of the course to be tailored to appropriate developmental levels. Appropriate for professional educators who are currently teaching K-5 general classroom, ELL, Special needs, English, Mathematics, Science and/or Social Studies, the course will develop understanding, knowledge and skill for using performing arts practice as a teaching tool in each academic discipline while also demonstrating how performing arts projects can facilitate collaboration across content areas. Participants will engage in hands-on experiences to practice the implementation of performing arts activities as tools for academic learning.

VPAS 509 - Integrating Performing Arts in the 6 - 12 Classroom

The Arts

3.0 Credits

The purpose of this course is to examine innovative approaches to the teaching of traditional, standards-based curriculum through the performing arts for 6-12 grade teachers, to allow for content of the course to be tailored to appropriate developmental levels. Appropriate for professional educators who are currently teaching 6-12 general classroom, ELL, Special needs, English, Mathematics, Science and/or Social Studies, the course will develop understanding, knowledge and skill for using performing arts practice as a teaching tool in each academic discipline while also demonstrating how performing arts projects can facilitate collaboration across content areas. Participants will engage in hands-on experiences to practice the implementation of performing arts activities as tools for academic learning.

VPAS 510 - 3-D Projects for the Classroom: Ceramics - Throwing

The Arts

3.0 Credits

This course explores both traditional and experimental throwing techniques to make functional and sculptural pots. Develop a repertoire of skills, improve competency in thinking and working three-dimensionally, and incorporate new methods to encourage craftsmanship and conceptual skills in students. This course provides an opportunity for personal invention and exploration in developing sound skills to take back to the classroom. Learn

throwing techniques with stoneware clays for both the beginning and advanced student. In addition, discover finishes experimenting with colored slips, under glazes, oxides, shop glazes and firing techniques.

VPAS 511 - 3-D Projects for the Classroom: Ceramics - Throwing, Advanced

The Arts

Prerequisite(s): VPAS 510 | 3.0 Credits

With further refinement and exploration, develop advanced throwing skills with stoneware clays. Use both traditional and experimental throwing techniques to make functional and sculptural pots. In addition, expand knowledge of firing techniques and finishes with colored slips, under glazes, oxides and shop glazes. This course provides an opportunity for personal invention, higher-level challenges and advanced critique in throwing. Improve competency in thinking and working three-dimensionally and bring these skills into the classroom.

VPAS 571 - 3-D Projects for the Classroom - Throwing, Advanced II

The Arts

Prerequisite(s): VPAS 511 | 3.0 Credits

Continue to refine advanced throwing skills with stoneware clays that explore both traditional and experimental techniques to make functional and sculptural pots. This course provides an opportunity for personal invention, exploration and expression while improving technical skills and competency in thinking and working three-dimensionally. Learn to incorporate these new methods into the classroom to enrich the conceptual skills and craftsmanship of your students.

VPAS 512 - 3-D Projects for the Classroom: Ceramics Raku, Introductory

The Arts

3.0 Credits

Raku is a form of Japanese pottery that uses low firing temperatures and removal from the kiln while still hot, creating a unique surface finish often with crackled textures. Raku techniques have been adopted and modified by contemporary potters worldwide. In this course, explore the techniques of Raku firing and the qualities of this approach.

VPAS 513 - 3-D Projects for the Classroom: Ceramics Raku, Advanced

The Arts

Prerequisite(s): VPAS 512 | 3.0 Credits

Explore the techniques of Raku firing and the qualities of this approach, with an emphasis on more refined projects, focused critiques and the more advanced aspects of the MEd inium to convey an artistic message. Participants develop work in a series and consider its application to the classroom.

VPAS 556 - 3-D Projects for the Classroom: Ceramics Raku, Advanced II

The Arts

Prerequisite(s): VPAS 513 | 3.0 Credits

With further refinement and exploration, expand the techniques of Raku firing and the qualities of this approach, with an emphasis on more advanced projects, focused critiques and the more subtle aspects of the MEd inium to convey an artistic message. Participants develop work and consider application to younger students. This course provides an opportunity for personal invention and higher-level challenges through developing a series of pieces. Improve competency in thinking and working three-dimensionally.

VPAS 514 - 3-D Projects for the Classroom: Ceramics Glazing, Introductory

The Arts

3.0 Credits

Investigate ceramics materials and processes, focusing on glaze chemistry and glaze application in relation to clay body, oxidation and firing. Participants develop technical experience in glazes and discuss the visual and physical characteristics of fired glaze in relation to the integration of form, surface, color, structure, function and expression. Content is designed for those with previous throwing or handbuilding experience who seek to explore technical aspects of glazing. Studio time, critiques and lectures provide opportunities for personal exploration, as well as consideration of classroom application of course content.

VPAS 515 - 3-D Projects for the Classroom: Ceramics Glazing, Advanced

The Arts

Prerequisite(s): VPAS 514 | 3.0 Credits

Further investigate advanced glaze chemistry and glaze application in relation to clay body, oxidation and firing. Participants develop technical experience in glazes and discuss the visual and physical characteristics of fired glaze in relation to the integration of form, surface, color, structure, function and expression. Content is designed for those with previous throwing or handbuilding experience as well as glazing instruction. Participants focus on producing a series of pieces illustrating refined application of glazes through studio work, lectures and critiques. Discussions consider classroom application of course content.

VPAS 559 - 3-D Projects for the Classroom: Ceramics Glazing, Advanced II

The Arts

Prerequisite(s): VPAS 515 | 3.0 Credits

Continue to refine advanced techniques of glaze chemistry and glaze application in relation to clay body, oxidation and firing. Content is designed for those with previous throwing or handbuilding experience as well as glazing instruction. Participants will focus on producing a series of pieces, illustrating refined application of glazes through studio work, lectures and critiques. Discussions consider application of course content into the K-12 classroom.

VPAS 516 - 3-D Projects for the Classroom: Ceramics Tile + Mosaics, Introductory

The Arts

3.0 Credits

Create large and small-scale ceramic mosaic constructions through the use of line drawings, freehand sketches, slide transfers or with computer assistance. Learn techniques such as plaster mold castings for tile replication opportunities, the use of plastic patterns or one-of-a-kind fabrications. Mounting and hanging are covered as well. Content open to all teachers with an interest in producing tiles; application to classroom use is considered.

VPAS 517 - 3-D Projects for the Classroom: Ceramics Tile + Mosaics, Advanced

The Arts

Prerequisite(s): VPAS 516 | 3.0 Credits

In this studio-focused course, participants with previous tile-making experience learn more refined techniques to create tile and mosaic constructions as well as more advanced approaches to developing an understanding of material culture and history in the curriculum. Lectures and field trips consider the history of tile making as an art form. Explore useful lessons for K-12 teachers in all subjects to bring clay and tile projects to engage students of all ages. Course includes studio time at a local tile-making studio.

VPAS 560 - 3-D Projects for the Classroom: Ceramics Tile + Mosaics, Advanced II

The Arts

Prerequisite(s): VPAS 517 | 3.0 Credits

Develop advanced skills in ceramic tile and mosaics, using techniques involving plaster mold castings for tile replication, as well as various glazing options. Build your personal repertoire of tile and mosaic skills, and learn how to think and work three-dimensionally. Projects are adaptable for K-12 teachers across content areas.

VPAS 518 - 3-D Projects for the Classroom: Traditional Jewelry Techniques, Introductory

The Arts

3.0 Credits

This course is an introduction to beginning traditional jewelry techniques and metalwork. Participants learn basic fabrication techniques such as hollow construction, linkage, chain making, forming and fabrication. With demonstrations, discussions and hands-on projects, this course provides an overview to the vocabulary and process of working with metals and an understanding of the technical requirements and considerations to bring these skills into the curriculum. Content applicable to K-12 art classrooms, particularly to expand knowledge of 3-D concepts and construction with students. No previous jewelry experience required.

VPAS 519 - 3-D Projects for the Classroom: Traditional Jewelry Techniques, Advanced

The Arts

Prerequisite(s): VPAS 518 | 3.0 Credits

Participants expand on projects using fabrication techniques such as hollow construction, linkage, chain making, forming and fabrication. This course furthers the process of working with metals and the understanding of the technical requirements needed to bring these skills into the curriculum. Content applicable to K-12 art classrooms, particularly to expand knowledge of 3-D concepts and construction with students.

VPAS 561 - 3-D Projects for the Classroom: Traditional Jewelry Techniques, Advanced II

The Arts

Prerequisite(s): VPAS 519 | 3.0 Credits

Further advance your abilities in the process of working with metals and understanding of the technical requirements needed to bring these skills into the curriculum. Participants expand on projects using fabrication techniques such as hollow construction, linkage, chain making, forming and fabrication. Projects are adaptable for K-12 students, particularly in the areas of knowledge of 3-D concepts and construction.

VPAS 520 - 3-D Projects for the Classroom: Jewelry - Metal Clay, Introductory

The Arts

3.0 Credits

Metal clay is an amazing material that is well adapted to classroom use. It is metallic clay made of either pure silver or bronze, which molds and handles like putty, fires in a kiln and becomes solid permanent silver. This material is unique, safe and non-toxic and requires only simple tools and equipment that students of all ages can easily use. In this course, work with various forms in both silver and bronze to produce basic jewelry or small sculptural objects, covering topics such as wet and dry fabrication, firing times and temperatures, use of the kiln and alternative firing methods. Topics may include projects for students, simple tool making and rubber molding, other basic jewelry techniques, and use of metal elements and alloys in jewelry. Course content is designed for application in art classrooms.

VPAS 521 - 3-D Projects for the Classroom: Jewelry - Metal Clay, Advanced

The Arts

Prerequisite(s): VPAS 520 | 3.0 Credits

In this course, work with metal clay in both silver and bronze to produce jewelry or small sculptural objects, covering more complex topics and techniques including applications of metal clay in combination with other materials, consideration of jewelry techniques, and use of metal elements and alloys. Course content is designed for application in art classrooms and for those with previous metal clay experience.

VPAS 557 - 3-D Projects for the Classroom: Jewelry - Metal Clay, Advanced II

The Arts

Prerequisite(s): VPAS 521 | 3.0 Credits

With further refinement and exploration, continue to develop techniques used to work with metal clay. This course concentrates on more advanced projects, focused critiques and the more subtle aspects of the MEd inium to convey an artistic message. Course content is designed for application in art classrooms and for those with previous metal clay experience.

VPAS 522 - 3-D Projects for the Classroom: Fiber Arts

The Arts

3.0 Credits

Explore general fiber techniques and fabric processes, including weaving, stamp printing, dyeing and basic construction as an introduction to working with these materials. With demonstrations, discussions and hands-on projects, this course provides an introduction to the vocabulary and process of working with this MEd inia and the technical requirements and considerations to bring these approaches into the curriculum. Content applicable to K-12 classrooms, particularly to expand knowledge of 3-D concepts with students. Open to all teachers with interest in fibers, no previous fiber experience required.

VPAS 562 - 3-D Projects for the Classroom: Fiber Arts Advanced

The Arts

Prerequisite(s): VPAS 522 | 3.0 Credits

Advance your skills using fiber techniques and fabric processes, including weaving, stamp printing, dyeing and construction. With demonstrations, discussions and hands-on projects enhance vocabulary and the ability to work with this MEd inia along with the technical considerations required to bring these approaches into the curriculum. Projects are adaptable for K-12 students, particularly in the areas of knowledge of 3-D concepts and construction.

VPAS 523 - 3-D Projects for the Classroom: Glass Fusing + Slumping, Introductory

The Arts

3.0 Credits

Explore an overview of basic glass techniques as an introduction to this material. Hands-on projects include fusing and slumping (bending), framework and basic casting. Those new to glass discover the technical aspects of working in both the hot and cold shops and discuss types of glass to use, the compatibilities of glass, annealing schedules and using sheet glass with powdered frit. Content applicable to K-12 classrooms, particularly to expand knowledge of 3-D concepts. Open to all teachers with interest in glass, no previous experience required.

VPAS 524 - 3-D Projects for the Classroom: Glass Fusing + Slumping, Advanced

The Arts

Prerequisite(s): VPAS 523 | 3.0 Credits

Continue to refine glass techniques to make small sculptural and functional glass objects. Participants use methods to form glass with fusing and slumping (bending) techniques. Develop more advanced experience with the technical aspects of kiln work, the compatibilities of glass, annealing schedules and using colored sheet glass with powdered frit. Participants create a series of pieces to build a style within their work and develop a range of projects for students.

VPAS 563 - 3-D Projects for the Classroom: Glass Fusing + Slumping, Advanced II

The Arts

Prerequisite(s): VPAS 524 | 3.0 Credits

Develop advanced techniques in glass fusing and slumping to make small sculptural and functional objects. Improve technical aspects of kiln work, the compatibilities of glass, annealing schedules, and use of colored sheet glass with powdered frit. Participants will create a series of pieces to cultivate personal style, and consider ways to adapt a range of projects for K-12 students.

VPAS 525 - 3-D Projects for the Classroom: Glass Sampler

The Arts

3.0 Credits

Explore an overview of basic glass techniques as an introduction to this material. Hands-on projects include fusing and slumping (bending), framework and introductory glassblowing. Those new to glass discover the technical aspects of working in both the hot and cold shops and discuss types of glass to use, the compatibilities of glass, annealing schedules and using sheet glass with powdered frit. Content applicable to K-12 classrooms, particularly to expand knowledge of 3-D concepts. Open to all teachers with interest in glass, no previous experience required.

VPAS 526 - Printmaking for the Classroom: Monoprinting, Introductory

The Arts

3.0 Credits

This course addresses image-making through basic printmaking media such as monoprinting, with some relief printing techniques, that can be used in a classroom without specialized equipment or presses. Create images by drawing or painting directly on the plate or by working from a sketch; the creative process is analyzed at every point. Techniques covered printing with water-based inks and multiple colors as well as working with non-traditional presses that can be used in a variety of classroom settings.

VPAS 527 - Printmaking for the Classroom: Monoprinting, Advanced

The Arts

Prerequisite(s): VPAS 526 | 3.0 Credits

This class addresses image making through printmaking media, such as relief, monoprinting and collographs. Create images by drawing/painting directly on the plate or by working from a sketch. The creative process is analyzed at every point, with water-based inks and multiple colors as well as working with non-traditional presses that can be used in a variety of classroom settings.

VPAS 564 - Printmaking for the Classroom: Monoprinting, Advanced II

The Arts

Prerequisite(s): VPAS 527 | 3.0 Credits

Continue to refine advanced techniques in image making through printmaking media, monoprinting using relief and collograph techniques. Participants will primarily concentrate on one of the processes to address formal issues such as mark, color and scale. The class will also focus on how printmaking and multiples can be used to further one's visual language by drawing and collaging into the printed image. Techniques can be applied in a variety of classroom settings.

VPAS 528 - Printmaking for the Classroom: Screenprinting, Introductory

The Arts

3.0 Credits

This course is an introduction to methods in screen printing with water-based inks. Demonstrations in screen printing techniques are followed by hands-on work in stencil preparation, mixing of pigments, registration processes, pulling a print and presentation, including development and application of various hand-cut and photo stencils. Course includes idea development and application of visual skills in expression of color, line and form through drawn, photographic or computer-generated stencil processes. Emphasis is on the acquisition of personal expression and technical skills, within the capabilities of screen printed opaque and transparent colors. Content is applicable to K-12 art classrooms.

VPAS 529 - Printmaking for the Classroom: Screenprinting, Advanced

The Arts

Prerequisite(s): VPAS 528 | 3.0 Credits

Participants expand on projects using stencil methods in screen printing with water-based inks. Course includes idea development and application of visual skills in expression of color, line and form through drawn, photographic or computer-generated stencil processes. Emphasis is on the acquisition of personal expression and technical skills, within the capabilities of screen printed opaque and transparent colors. Content is applicable to K-12 art classrooms.

VPAS 534 - Printmaking for the Classroom: Letterpress Printing, Introductory

The Arts

3.0 Credits

The traditional art of printing from engraved plates and metal type is explored using the University's collection of metal and wood typefaces. Create several printed works via typesetting and the Vandercook Proofing Press. Design custom polymer plates and perform multi-color printing. Participants consider how letterpress techniques and process can be taught to students in the K-12 classroom.

VPAS 535 - Printmaking for the Classroom: Letterpress Printing, Advanced

The Arts

Prerequisite(s): VPAS 534 | 3.0 Credits

Participants expand on printing projects using engraved plates and metal type from the University's collection of metal and wood typefaces. Create several printed works via typesetting and the Vandercook Proofing Press. Design custom polymer plates and perform multi-color printing. Participants consider how letterpress techniques and process can be taught to students in the K-12 classroom.

VPAS 536 - Printmaking for the Classroom: Book Structures, Introductory

The Arts

3.0 Credits

Participants in this course are introduced to a variety of contemporary book structures to which writing and imagery can be added. This includes accordion variations, sewn books, flexagons and pop-ups. Projects and discussions include approaches to incorporate images with simple text to convey meaning within various types of books. Collaborative book projects for classroom use and the opportunity to create a personal book are developed. Classroom applications for all grade levels are addressed; projects are adaptable for K-12 students in many subject areas.

VPAS 537 - Printmaking for the Classroom: Book Structures, Advanced

The Arts

Prerequisite(s): VPAS 536 | 3.0 Credits

Participants in this course continue the exploration of a variety of contemporary book structures to which writing and imagery can be added. This includes accordion variations, sewn books, flexagons and pop-ups. Projects and discussions include approaches to incorporate images with simple text to convey meaning within various types of books. Collaborative book projects for classroom use and the opportunity to create a personal book are developed. Classroom applications for all grade levels are addressed; projects are adaptable for K-12 students in many subject areas.

VPAS 538 - Printmaking for the Classroom: Book Arts + Language Arts, Introductory

The Arts

3.0 Credits

This course integrates text, image and structure through hands-on projects and exercises. Explore a variety of book structures as well as simple writing exercises to consider text and meaning for students. Participants learn several book structures, such as accordion variations, sewn books, flexagons and pop-ups, to which writing is added, as well as simple methods to generate images. Projects consider text and collaborative book projects for classroom use. This course is suitable for visual arts and literacy teachers. Classroom applications for all grade levels are addressed; projects are adaptable for elementary to high school students; resource materials and readings are provided.

VPAS 539 - Printmaking for the Classroom: Book Arts + Language Arts, Advanced

The Arts

Prerequisite(s): VPAS 538 | 3.0 Credits

This course outlines the process of integrating text, image and structure through hands-on projects and exercises. Participants further develop their knowledge of book structures, such as accordion variations, sewn books, flexagons and pop-ups, to which writing and images are added. Projects consider text and collaborative book projects for classroom use. Classroom applications for all grade levels are addressed; projects are adaptable for elementary to high school students; resource materials and readings are provided.

VPAS 568 - Printmaking for the Classroom: Book Arts + Language Arts, Advanced II

The Arts

Prerequisite(s): VPAS 539 | 3.0 Credits

Integrate text, image and structure through hands-on projects and exercises using a critical approach to theme and concept. Participants will expand their range with book structures using advanced writing exercises to consider text and meaning. Projects include text and collaborative book projects for classroom use.

VPAS 540 - Creating Digital Books in the Classroom

The Arts

3.0 Credits

Explore the book format as a vehicle for different types of visual narratives, combining digital tools with book design to develop creative concepts. Adobe Photoshop is used as the primary image-making software with InDesign for page layout. Participants work with text and image sequentially and narratively within a variety of book structures. Participants should bring a digital camera and have some previous experience with Photoshop. Classroom applications for elementary and high school students are addressed.

VPAS 541 - Visual Arts for the Classroom: Drawing

The Arts

3.0 Credits

Drawing is at the fundamental foundation of all fine arts, crafts, media and design areas. Working from direct observation using still life, figure models and the urban landscape, participants improve perception and technical skills. Create in a variety of basic drawing media is explored such as charcoal, pencil, ink and conte crayon. This course considers proportion, line and tone in illustrating the physical world. Content designed for those seeking to establish drawing skills as well as those interested in developing existing skills in more depth. Classroom applications for all grade levels are addressed.

VPAS 569 - Visual Arts for the Classroom: Drawing, Advanced

The Arts

Prerequisite(s): VPAS 541 | 3.0 Credits

Improve perception and technical skills in drawing by working from direct observation using still life, figure models and landscape. Utilize a variety of drawing media such as charcoal, pencil, ink and conte crayon. Participants will consider proportion, line and tone in illustrating the physical world. Historical and contemporary references across many traditions are built into each class session. Projects are adaptable for K-12 students across content areas.

VPAS 542 - Visual Arts for the Classroom: Drawing + Painting, Introductory

The Arts

3.0 Credits

Drawing and painting are foundational skills for visual literacy and for developing an understanding of form, composition, light and color. Working from direct observation, including some figure models, participants improve perception and technical skills working both in drawing media and in paint. Create a range of media in pieces in basic drawing media such as charcoal, pencil, ink and conte crayon, then move on to more advanced work using acrylic paints. This course considers color theory, composition, painting technique, and the overall process.

VPAS 543 - Visual Arts for the Classroom: Drawing + Painting, Advanced

The Arts

Prerequisite(s): VPAS 542 | 3.0 Credits

Expand drawing and painting skills at a more advanced level. Working from direct observation, including some figure models, participants improve perception and technical skills, working both in drawing and in paint. Create a range of times pieces in basic drawing such as charcoal, pencil, ink and conte crayon, then move on to more advanced work using acrylic paints. This course considers color theory, composition, painting technique, and the overall process and includes in-depth critiques.

VPAS 558 - Visual Arts for the Classroom: Drawing + Painting, Advanced II

The Arts

Prerequisite(s): VPAS 543 | 3.0 Credits

This drawing and painting course provides the opportunity to further refine color theory and design concepts using a variety of media at an advanced level. Apply an understanding composition and fluency with materials to work both in the abstract and from direct observation. Educators will focus on the refinement of a series of pieces to build a body of work that reflects an advanced understanding of techniques specific to the two-dimensional visual arts. Educators will develop drawing and painting activities to incorporate into projects for the K-12 classroom.

VPAS 544 - Visual Arts for the Classroom: Painting, Introductory

The Arts

3.0 Credits

Focus on basic painting skills, color mixing and composition through exercises from direct observation. This course focuses on painting techniques in acrylics and oils using projects that can be replicated with students within art classrooms. Designed for those new to the media as well as those who seek to refine and develop existing skills, participants engage in critique and discussions.

VPAS 545 - Visual Arts for the Classroom: Painting, Advanced

The Arts

Prerequisite(s): VPAS 544 | 3.0 Credits

Explore more refined techniques and critiques of painting and color theory with an emphasis on advanced aspects of the medium to convey an artistic message through a series of works. Participants use acrylics and oils, working from direct observation on projects that can be replicated with students within art classrooms.

VPAS 570 - Visual Arts for the Classroom: Painting, Advanced II

The Arts

Prerequisite(s): VPAS 545 | 3.0 Credits

Further refine color theory and design concepts using oil and/or acrylic paints. This course applies advanced painting techniques to examine the principles and elements of composition. This course features painting from direct observation and discussion of the application of course content into the K-12 classroom. Participants focus on the refinement of a series of pieces to build a body of work that addresses advanced color issues.

VPAS 546 - Visual Arts for the Classroom: Landscape Painting, Introductory

The Arts

3.0 Credits

Emphasis will be on an 'in the field' approach to landscape as subject matter. In addition to producing finished paintings, participants will discuss this genre and the themes often illustrated in it, including the concept of place, scale, the nature of light, and the balance of man and nature. As weather permits, participants will work outdoors to address the process of working with the immediacy of changing conditions. Participants will work from direct observation and cover concepts in landscape composition that will help them achieve their desired results. Choice of media may be oil, acrylic or pastel. Topics include: proper grounds (surfaces) for oil paint, materials, mediums, and techniques for the efficient use of the time, how to use a loose drawing to form a strong composition; and making color studies. Participants will also discuss choosing a location, reading the weather, reading the light, and color mixing for landscape. This course is intended for educators with previous experience in basic drawing and painting. All course content will be directly applicable to classroom instruction and curriculum for art educators.

VPAS 547 - Visual Arts for the Classroom: Landscape Painting, Advanced

The Arts

Prerequisite(s): VPAS 546 | 3.0 Credits

Explore landscape painting at a more advanced level. Working in the field, participants discuss themes inherent in this subject matter, evaluate the effects of light and color, and refine specific techniques. As weather permits, work outdoors in the Bucks County landscape with expansive vistas to consider. This course takes into account the immediacy of changing conditions while working en plein air. Participants work from direct observation and consider techniques that achieve desired results. Choice of medium may be oil, acrylic or pastel. Topics include mediums and techniques for the efficient use of time, analyzing composition, color studies, reading weather and light conditions, and basic color mixing. Course content and critiques applicable to art classroom instruction.

VPAS 572 - Visual Arts for the Classroom: Landscape Painting, Advanced II

The Arts

Prerequisite(s): VPAS 547 | 3.0 Credits

Continue to refine advanced techniques with an emphasis on an in-the-field approach to landscape as subject matter. In addition to producing finished paintings, discuss this genre and the themes in it, including the concept of place, scale, the nature of light, and the balance of man and nature. Work outdoors in the local area to address the process of working with the immediacy of changing conditions. Participants may choose oil, acrylic or pastel for their medium and present a series of thematic pieces. Course content and critiques applicable to art classroom instruction.

VPAS 548 - Visual Arts for the Classroom: Digital Photography, Introductory

The Arts

3.0 Credits

Explore, refine and improve general techniques relating to digital photography, including camera functions, image storage and final output options. In addition, composition, lighting and subject are discussed and critiqued. Some basic post-production techniques using Photoshop are also introduced. Participants must bring a digital SLR camera and a portable storage device.

VPAS 549 - Visual Arts for the Classroom: Digital Photography, Advanced

The Arts

Prerequisite(s): VPAS 548 | 3.0 Credits

Refine and improve techniques relating to digital photography, expanding overall photographic competency and aesthetic sensibility. Composition, lighting and subject are discussed and critiqued as participants create a cohesive body of work with the final goal a series of project-based photographs. Some basic post-production techniques using Photoshop are introduced. Participants must bring a digital SLR camera and a portable storage device.

VPAS 550 - Integrating Design Fundamentals - Projects for the Classroom

The Arts

3.0 Credits

This course presents a step-by-step approach to understanding what causes one to look at a painting, photograph, or any two-dimensional medium and what is needed to maintain visual interest. This method applies aspects of line, shape, value, and color directly to moving the viewer's eye to and through a composition. With studio projects and hands-on exercises reinforcing concepts, vocabulary and visual organization, participants strengthen their own design thinking skills and develop new methods to convey and explain design to students. In addition, critiques and discussions regarding interpretation are included. Applicable to the fine arts, applied arts, and digital medium, this course provides a simple and comprehensive methodology through which artists can create dynamic art.

VPAS 551 - Visual Storytelling Techniques for Educators

The Arts

3.0 Credits

Consider narrative concepts as conveyed or enhanced through visual images. Using primarily museum and art history resources, as well as selected children's books, participants consider how images convey meaning themselves or are used in conjunction with text to tell stories. Look at the works of illustrators such as Maurice Sendak, Eric Carle, Faith Ringgold and Beatrix Potter to discuss the relationship of image with text. Study works by artists Henri Matisse, Edward Hopper, Henri Rousseau, Romare Bearden and Jacob Lawrence, whose work contains strong narrative elements to explore how images alone can convey a story. Discover studio projects, presentations and hands-on exercises that can be

replicated directly to help students increase their visual literacy skills and enhance learning. Use museum resources as a primary teaching tool with visits to the Rosenbach Museum and Library and the Philadelphia Museum of Art. Designed primarily for K-8 classroom teachers, as well as those teaching art, English or language arts; open to all with an interest in visual storytelling.

VPAS 552 - 3-D Projects for the Classroom: Expanded Techniques for Glass Fusing + Slumping - Pattern Bars

The Arts
3.0 Credits

Expand your glass techniques by learning how to incorporate 'pattern bars' into projects. Participants use advanced methods to create projects with simple bars showing flow dynamics and viscosity; the grafting of precise geometry and placement; and randomization based on color theory and three-dimensional concepts. Various techniques are considered to create a single wall piece. Pieces will be cold-worked and polished. Slumping/draping possibilities are also discussed. Content applicable to K-12 classrooms, particularly to expand knowledge of three-dimensional concepts.

VPAS 553 - Mural Project Development and Design

The Arts
Prerequisite(s): VPAS 503; VPAS 504 | 3.0 Credits

What does it take to make your mural really happen? This class empowers teachers with the necessary skills required for the designing, planning, budgeting, and executing a mural in their school or community. Through investigation and development of individual projects, the class will begin by learning about the narratives, content and design process. Each class session will take students a step further in the realization of their mural concept. By the end of the class students will have their design, their budget, a site, and a curriculum to create this project with a class. This course provides students with the tools, skills, and opportunity to develop, design, and plan an execution for a mural project. Students bring in their project ideas and through the class they will develop the tools and skills they require to execute the idea. They will go through the steps of creating a plan for community engagement, develop a timeline, create a budget (and financial plan) and facilitate workshops around the mural project. The class will critique and support the student's choice of site, project, and plan. Established guest muralists will be invited to join the class as an established 'design panel' that will review each design as focus will be given to the actual design, and the plan to work with a community/classroom and site. In addition, project managers from the Mural Arts Program

of Philadelphia will review the community engagement aspect of their mural project and provide feedback. Students will also spend one day working on an actual mural site.

VPAS 554 - Summer Studio Design Thinking

The Arts
3.0 Credits

Summer Studio: Design Thinking for Art Educators, is sponsored by the National Art Education Association to offer a unique focus and 'hands-on' studio design experience in alignment with the National Visual Art Standards. SummerStudio will be held in Kansas City, 'America's Creative Crossroads,' at the host site, the Nelson-Atkins Art Museum, in partnership with Cooper Hewitt National Design Museum Smithsonian Institution. Designed to spark the imagination of art educators, administrators, and teaching artists, participants will engage in the innovative process of creative problem solving using *DesignThinking, 'an inventive process through which problems are identified, solutions proposed and produced, and the results evaluated.' SummerStudio will be led by a small team of nationally prominent design educators and design experts, including Jack Lew, whose prestigious career includes directorships with Disney and Electronic Arts (EA), Jacob Simons, award-winning Experience Design Director, and the Cooper Hewitt Smithsonian National Design Museum Education Team. Connections will be made between the focus on design and the creative process within the new National Visual Arts Standards and 21st century skills supported by the Common Core State Standards (CCSS) to promote essential skills for innovative entrepreneurship in a creative economy and inventive solutions to real life problems, including science, technology, engineering and math (STEM) + art (STEAM).

VPAS 555 - 3-D Projects for the Classroom: Ceramics Casting

The Arts
3.0 Credits

An introduction to the methods and techniques of modeling, making a mold, casting, and finishing the final piece. Learn to prepare an armature, set up the clay, scale the sculpture and complete the process of modeling in water-based clay. The ability to structure a modeled form and to comprehend how to represent compound volumes are addressed through direct observation. Approaches presented can be applied in any art classrooms and include how to lead the process of three-dimensional creation to students. The unique techniques of using silicone as a precise mold-making material are enhanced by discussions and demonstrations of alternative methods.

VPAS 573 - 3-D Projects for the Classroom: Collage + Assemblage: A Universal Framework for Communication

The Arts

3.0 Credits

Children and young adults has grown up in a media-drenched environment, full of appropriation. It is second nature to young people to create and curate personal collections of these images. Collage and assemblage as an art practice seeks to recontextualize that collective imagery to be presented in thoughtful and communicative ways. In this course, educators will learn to create collages and assemblages that communicate a focused message. We will explore the ways in which collage and assemblage has been used across cultures and by various artists. We will discuss the environmental and socioeconomic benefits to the art form, using recycled, salvaged, and personal imagery and artifacts to create works of art. Educators will come away with a deep appreciation for meaning in everyday objects and materials for artistic expression.

VPAS 574 - Visual Arts for the Classroom: Portraiture

The Arts

3.0 Credits

From Ancient Egypt to the selfie, portraits have served as a humanist expression of identity, class, and culture. This class will examine and discuss the meaning and implications of portraiture in its various forms. This course is tailored for K-12 educators to draw and paint the head using charcoal, pencil, and watercolor, and to take these techniques back to the classroom. By manipulating lighting, context, medium, and composition, K-12 educators will create meaningful portraits.

VPAS 575 - Design Thinking for Educators

The Arts

3.0 Credits

Gain a thorough understanding of Design Thinking principles through hands-on techniques and exercises to take back to the classroom. Course participants will prototype solutions to problems of practice. Central to the course is the question, how can Design Thinking be used to teach 21st century skills creativity, communication, collaboration, and critical thinking?

VPAS 587 - 3-D Projects for the Classroom: The Image in the Age of Social Media

The Arts

3.0 Credits

Social media has forever changed the way we digest, consume, share, and think about photography, and about imagery more generally. How does this proliferation of images on social media change the way society is communicating? This course explores why, how, and to what end will this evolution play out in today's K-12 classroom. Educators will think deeply about- and design and plan lessons around- how social media has changed the way that artists and society relate to the photographic image.

VPAS 577 - Visual Arts for the Classroom: Composing + Creating the Personal Photograph

The Arts

3.0 Credits

This course is designed for educators to create well-composed, engaging, personal photographic works of art to communicate multiple meanings- far beyond the 'selfie'- as primary sources in today's K-12 classroom. We will explore educator-selected subject matter in an effort to 'locate' and analyze multiple photographic meanings. Course topics include finding a viewpoint, composing a photograph, reading a photograph, and keeping the viewer's eyes engaged in the image. Making photographs meaningful- and bridging connections to curriculum- within today's classroom can hold incredible power for K-12 students. Educators will create and leave with their own portfolios to bring back to their classrooms and share with students in September. The course will be digital camera-based.

VPAS 578 - 3-D Projects for the Classroom: Lost Wax Casting

The Arts

3.0 Credits

This class will focus on the technique of lost wax and centrifuge casting to produce small scale sculpture and jewelry in base and precious metal. Beside casting wax, the students can cast seed pods, twigs, bugs (organics), balsa wood and plastics. The concept of casting is simple. Molten metal is poured into a negative space producing a 3- dimensional object. Casting (melting of metals) is one the most important developments in metal working dating back to the bronze age. Students will learn how to make investment molds and calculate weights of alloys and base metals for casting. Basic metal finishing and patinas will be covered.

VPAS 583 - Advanced Glass Projects

The Arts

3.0 Credits

Learn advanced glass techniques to create sculptural and functional glass objects. Students will use methods to form and manipulate glass using fusing and slumping (bending) techniques, lamp working, and/or cast glass. Building on prior knowledge of kiln work, compatibilities of glass, proper annealing schedules, and creating designs using colored sheet glass with powdered frit., through demonstrations and hands-on studio time, students will explore the unique qualities of this medium. For K-12 educators who have prior experience with glass work.

VPAS 565 - Visual Arts for the Classroom: Oil Painting

The Arts

3.0 Credits

This studio (weather permitting, 'in the field') painting course provides K-12 teachers with the opportunity to refine color theory and design concepts using oil. Evaluate the effects of light and color using oil as a medium, refine technique to achieve desired results, examine the principles and elements of composition. Studio time, critiques and conversations provide opportunities for personal growth and classroom application of course content.

VPAS 587 - Visual Arts for the Classroom: The Image in the Age of Social Media

The Arts

3.0 Credits

Social Media has forever changed the way we digest, consume, share, and think about photography, and about imagery more generally. How does this proliferation of images on social media change the way society is communicating? This course explores why, how, and to what end will this evolution play out in today's K-12 classroom. Educators will think deeply about- and design and plan lessons around- how social media has changed the way that artists and society relate to the photographic image.

VPAS 589 - Professional Practices: Non-Silver Printing Processes for the Classroom

The Arts

3.0 Credits

This course provides educators an intense hands-on experience with the photographic/printmaking process of hand-coating paper and exposing it to actinic light (UV light or sunlight). Spend time exploring 19th century non-silver printing processes, including gum bichromate. You will be introduced to the history of gum printing, along with other non-silver processes, from the late 1800s and into their dormancy and rebirth in the 1970s through the present day. Educators will develop simple 1, 2 or 3 layer gum prints using a variety of 2D and 3D light resists, and an understanding of how to integrate this process and use these incredibly timeless printing practices in today's K-12 classrooms.

VPAS 590 - 3-D Projects for the Classroom: Enamel

The Arts

3.0 Credits

Create colorful pieces of jewelry using the ancient art of enameling. Enameling is the art of fusing powdered glass to metal under high heat conditions. This course will introduce you to basic kiln firing methods, from preparing the enamels to experimenting with opaque and transparent colors to achieving rich vibrant patterned surfaces. You will learn basic techniques such as Sgraffito (drawing in the enamel), stenciling, and adding elements from beads to glass threads. You will also be introduced to the advanced techniques of cloisonné and champlevé. Basic metal techniques to set your pieces in jewelry will be discussed, along with the design of multiple activities appropriate for the middle and high school classroom.

VPAS 591 - Visual Arts for the Classroom: Fashion Design Illustration

The Arts

3.0 Credits

Fashion design is an expressive art originally developed to advertise current trends in clothing. This course introduces 6-12 educators to professional figure and clothing illustration techniques. Students will create fashion figures with attention to proportion and detailing per fashion industry standards. Students will illustrate garments, fabrics, and technical flats, with the opportunity to develop a personal sketching style using a variety of artistic media, including colored pencils, watercolor, markers and technical pens. The final project is the creation of a collection, complete with fashion figures, garment, color story, and target market.

VPAS 592 - 3-D Projects for the Classroom: Getting a Feel for Wood

The Arts

3.0 Credits

Educators will focus on shaping wood by hand, emphasizing the importance of an acute sense of touch, in concert with a visual attention to detail, in order to achieve the ultimate refinement of form and finish. Educators will be challenged to design and complete a utilitarian object or create a 3D sculpture, both characterized by “continuous” curves and surfaces free of high and low spots and devoid of tool marks and scratches. Due to the time demands required for working wood, machine instruction will be limited to the safe operation of the band saw, used for 2D patterns using thin plywood and roughing-out an object’s curved profiles from hardwoods. Instructor will demonstrate proper handling techniques of specific hand tools essential for shaping wood into curvilinear forms: spoke shave, pattern makers, wood files, scrapers and abrasives. An understanding of wood technology, its properties and the importance of exercising consistently high levels of craft throughout the individual tooling processes will also be stressed.

PRES 500 - Foundations of Museum and Primary Sources in the Classroom

The Arts

3.0 Credits

What can students learn from museums, artifacts and primary sources? This course enables educators to gain a broad understanding of using these sources to guide inquiry-based learning to discover inspiration for developing K-12 curricula. Consider museum typologies and programming using five diverse contexts through which the possibilities of museum resources will be explored: perceptual, autobiographical, cultural, interdisciplinary and institutional. Projects include researching and evaluating museum web pages, writing a reflection paper, primary source analysis, developing lesson plans, studio art activities and a field trip to a local museum.

PRES 501 - PMA Featured Exhibition - Teacher Resources for the Classroom

The Arts

3.0 Credits

In partnership with the featured special exhibitions on view at the Philadelphia Museum of Art, this course is one of a continuing series that uses primary museum resources to better understand the works of particular artists in historical context. Participants study the artists’ lives and work, influences within an art history perspective, as well as social and cultural significance represented in the show. Course content is developed with the Education Department at the

Museum of Art featuring speakers who discuss the exhibition in depth, plus lectures and demonstrations. From this, participants create and develop a series of activities and lesson plan designed for classroom application into a range of subject areas and grade levels.

PRES 504 - Exploring the Barnes Foundation - Projects for the Classroom

The Arts

3.0 Credits

Celebrated for its exceptional breadth, depth and quality, the Barnes Foundation’s art collection, now in its Parkway location, includes works by some of the greatest European and American masters of impressionism, post-impressionist and early modern art, as well as African sculpture, Pennsylvania German decorative arts, Native American textiles, metalwork and more. In addition to understanding these works within a historical and cultural context, the class considers the “wall ensembles” approach of Dr. Barnes, the intentional combination of works from different time periods, geographic areas and styles for the purpose of aesthetic comparison and study. With featured speakers, lectures and demonstrations, participants create and develop a series of activities and lesson plans designed for classroom application into a range of subject areas and grade levels using the arts to enrich learning for all students.

PRES 505 - Visual Arts as a Source for Teaching (VAST) at PMA

The Arts

2.0 Credits

Each summer the Philadelphia Museum of Art’s Division of Education offers K-12 teachers of all subject areas the chance to renew their spirit of inquiry through VAST: Visual Arts as a Source for Teaching. This program allows teachers to immerse themselves in the museum’s collections and its use as a resource in the classroom, with themes changing each summer. The collections serve as the starting point for lively experiences that stress an interdisciplinary and multicultural approach in looking at and teaching from works of art. Participants take part in lectures, demonstrations, small group discussions, behind-the-scenes meetings with museum curators, writing workshops and field trips to build skills and strategies for teaching humanities-based curriculum.

PRES 588 - Integrating Museum Resources into the Classroom

The Arts
3.0 Credits

How do we effectively and routinely bring museum resources into our classrooms? This course offers educators a broad understanding of how to locate and use museum resources as lesson planning tools, to guide inquiry-based learning and curriculum development. With >35,000 museums in the US alone offering vast open educational resources (OER) for teachers to use in their classrooms, we will explore and analyze OER to enhance lesson planning and engage students with collections both at the museum and remotely. With visits to the Philadelphia Museum of Art, the Barnes Foundation, and the Institute of Contemporary Art to explore and extend the online experience into the physical space. We will draw in the galleries, and apply our collective online and in-person museum experiences into curriculum planning for the classroom. Open to K-12 teachers in all subject areas.

UTPS 500 - Literacy + Primary Sources - An Introduction for Teachers

The Arts
3.0 Credits

Poetry is a living art that brings expression, imagery, sound, rhythm and meaning together. This course is designed for K-8 teachers who want to develop lessons that show how poetry enhances literacy, supported by the digital archives of the Library of Congress. This course approaches poetry from the writer's point of view and brings a new level of engagement for teachers to share with their students. With readings, exercises, writing assignments and discussion, participants explore the basics of how poems are made and have the opportunity to write poems themselves. Teachers look closely at choices made in particular poems: sound elements, line possibilities, formal options, image patterns and metaphor. Explore a number of contemporary poems that are short, clear and full of the world, using the text Poetry 180, by Billy Collins.

This course is part of the UArts Teaching with Primary Sources program, funded by a grant from the Library of Congress. A FREE Non-Credit section is also available as ED 8131.

UTPS 501 - Music: Discovering the Roots of American Music to Enhance the Curriculum

The Arts
3.0 Credits

Featuring hands-on activities and engaging exercises to use with students, this one-credit short course focuses on the use of the digital archives of the Library of Congress to effectively prepare and design lessons incorporating 20th century American music, particularly jazz and its influences, into the curriculum. Beginning with the digital archives, develop the ability to access musical resources to provide a multi-sensory approach to teaching through a creative arts perspective. Participants are engaged in an overview and appreciation of jazz music, movement and the significance of jazz in American history and society - from tradition to innovation. K-8 teachers explore creating musical connections to American history and culture to enhance student learning.

This course is part of the UArts Teaching with Primary Sources program, funded by a grant from the Library of Congress. A FREE Non-Credit section is also available as ED 8134.

UTPS 502 - All the World's a Stage: Primary Sources and Theater Games

The Arts
3.0 Credits

Beginning with an overview of how to use primary sources in teaching, consider primary sources from American theater history to develop lessons that incorporate dramatic skits and activities into social studies, language arts and history curriculum. Participants identify primary sources relevant to the State Standards and apply these into drama-based lessons for students. Through activities designed to take back to the classroom, participants learn how to engage students in new ways to incorporate active storytelling using research. Course includes special activities and cultural tour.

This course is part of the UArts Teaching with Primary Sources program, funded by a grant from the Library of Congress. A FREE Non-Credit section is also available as ED 8132.

UTPS 503 - Photography : Who Are We? Constructing Identity through Images

The Arts
3.0 Credits

Photography has always been a democratic medium and virtually anyone can make a photograph, but learning how to read images and understand what they tell us about ourselves and others is often overlooked. Participants learn how to use the digital archives of the Library of Congress to prepare lessons that incorporate concepts of visual literacy. Participants examine how photography influences identity and how it can be used as a teaching tool in grades K-12. Course activities include field trips for an insider's look into local archives and museums. Content is appropriate to a range of subject areas as connections to social science, identity, expression and literacy are explored.

This course is part of the UArts Teaching with Primary Sources program, funded by a grant from the Library of Congress. A FREE Non-Credit section is also available as ED 8133.

UTPS 504 - The Power of the Poster and the Print: Using WPA Sources

The Arts
3.0 Credits

Of the 2,000 Works Progress Administration posters known to exist, the Library of Congress' collection is the largest. These striking silkscreen, lithograph and woodcut posters were designed to publicize health programs, cultural programs, theatrical and musical performances, travel, educational programs and community activities throughout the United States. The posters were made possible by one of the first U.S. Government programs to support the arts and were added to the Library's holdings in the 1940s. In this course, learn about the WPA and its mission as well as the connections to history, art, social science and visual literacy that can enrich your teaching. Participants learn about this time period, the power of design to communicate and how to use visual primary sources to engage students. Including hands-on printmaking and design studio exercises, mural tours, museum visits and more, use the digital archives of the Library of Congress to prepare lessons based on these powerful historic images. Content is appropriate to a range of subject areas as connections to social science, history, material processes and literacy are explored.

This course is part of the UArts Teaching with Primary Sources program, funded by a grant from the Library of Congress. A FREE Non-Credit section is also available as ED 8135.

UTPS 505 - Comics + Graphic Novels as Primary Sources

The Arts
3.0 Credits

This course provides a general overview of the history of comics and graphic novels, particularly as a medium for storytelling and social commentary in the United States, using the resources of the Library of Congress. Participants consider visual literacy, basic narrative techniques, the combination of image and text, as well as historical context to better understand and analyze this art form. Participants in this course will plan lessons around this visual resource, exploring the potential impact to engage students with discussions and creative activities. Projects include researching and evaluating comic resources, group readings and discussions, hands-on drawing and printing activities, lesson plan development, and more. Content is appropriate to a range of subject areas as connections to history, social science, identity, artistic expression and visual literacy are explored.

This course is part of the UArts Teaching with Primary Sources program, funded by a grant from the Library of Congress. A FREE Non-Credit section is also available as ED 8136.

UTPS 506 - Teaching with Primary Sources from Local Collections and the Library of Congress

The Arts
3.0 Credits

Teaching with primary sources allows educators to design student-centered learning experiences focused on the development of critical skills and building content knowledge. Educators will examine primary sources from direct access to local collections as well as the digital resources made available by the Library of Congress. Site visits include collections throughout the region, museums, gardens and libraries in Philadelphia, New York City and the Brandywine Valley.

This course is part of the UArts Teaching with Primary Sources program, funded by a grant from the Library of Congress. A FREE Non-Credit section is also available as ED 8137.

UTPS 600 - Teaching with Primary Sources Level III: Ambassador Training Program

The Arts

3.0 Credits

The course prepares teacher leaders to guide educational colleagues to effectively use digitized primary sources from the Library of Congress to better support student learning. Through sample activities, peer discussions, and independent reading from a variety of professional organizations, participants gain a basic understanding of adult learning theory, peer coaching strategies, and facilitation techniques. In addition to face-to-face sessions with the instructor of record, participants will complete the online TPS Level III: Coaches Academy for Teachers offered by Teaching with Primary Sources – Waynesburg University as well as online Level I modules offered by the Library of Congress. As a culminating project, participants design a strategy and plan to coach colleagues at their schools.

This course is part of the UArts Teaching with Primary Sources program, funded by a grant from the Library of Congress.

Educational Technology (ETEC)

ETEC 500 - Foundations of Educational Technology

Educational Technology

3.0 Credits

Are you connecting with the digital learners of today? Are you utilizing the classroom technology available to you? This course introduces topics, theories, and principles in educational technology. It emphasizes the use of technology in the classroom as an “instructional tool” to enrich the quality of your teaching and enhance learning. This course includes the use of a variety of educational technology tools as well as discussions about internet safety, ethics, and copyright concerns. You will leave this course with knowledge about how to create an engaging lesson incorporating the use of technology and will successfully be able to implement web resources in your classroom to enhance instruction. You will learn techniques to effectively improve your classroom through the use of a variety of online tools and assessments and learn about technology that can be used to differentiate instruction to accommodate students with different learning styles. Develop skills that will ease you and your classroom into a 21st century technology learning environment.

ETEC 501 - Integrating Media Literacy into Today's K-12 Curriculum

Educational Technology

3.0 Credits

This course helps teachers from all disciplines to integrate a deeper understanding of media into their classrooms. Consider various media forms such as fictional cinema, dramatic television, broadcast news, on-line journalism and advertising, with a focus on how to analyze these media forms and how to teach from them in order for students to develop critique and analysis. Participants learn the vocabulary of media literacy, deconstruct various forms of media as well as develop basic techniques of constructing messages via technology. Combining screenings, short readings and discussions, participants gain an understanding of how to apply these ideas via specific tools, lesson plans and projects.

ETEC 502 - Digital Storytelling in the Classroom

Educational Technology

3.0 Credits

Learn how reading, math and social studies assignments can be transformed into digital storytelling adventures. Participants investigate a variety of interdisciplinary projects with photography and videography, inspiring both themselves and their students to reflect thoughtfully and creatively. Digital stories come in many different flavors, from the creation of simple audio offerings to basic multimedia projects. This course incorporates a range of current technology options. No previous experience with digital photography or video editing necessary.

ETEC 503M - Using Print Design + Digital Photos in the Classroom

Educational Technology

3.0 Credits

In this class, participants combine text and photography in practical print applications for classroom and school community use. Participants use their own photographs and text to design and print a brochure describing a Philadelphia site, an adventure showing design concepts and techniques that make words and images not just more effective and meaningful, but harder to resist. Also learn how to use Photoshop in conjunction with other software programs. Open to beginner users of InDesign and photography projects. Course uses primarily Photoshop, with some InDesign. Bring a digital camera to class.

ETEC 504 - Music Technology for Educators

Educational Technology

3.0 Credits

Designed for teachers to explore digital music and sound technologies, this course includes a range of basic skills in sound editing, mixing, sampling, audio production, notation, podcasting, and more. Participants create projects to incorporate these tools into the K-12 curriculum, across multiple subject areas. Featuring hands-on activities, this course primarily uses Garage Band software to work on sequencing and digital audio processing techniques. Teachers from both music and non-music backgrounds are encouraged to attend in order to consider how collaborative audio projects can enhance student learning in integrated, innovative ways. Participants should have basic computer skills.

ETEC 505 - Online Tools and Collaboration in Education

Educational Technology

3.0 Credits

Educators can now empower their students to connect, create, and collaborate online. Explore the use of technology as a tool to engage students in constructive critical thinking about the subjects they study. User-friendly Web 2.0 tools provide opportunities for educators and students to communicate and interact in new, collaborative ways. Lesson guides provide practical examples of techniques to integrate these online tools into the curriculum

ETEC 506 - Integrating Technology into Language Arts Education

Educational Technology

3.0 Credits

This course demonstrates practical integration strategies to help blend technology tools into lessons that enhance essential reading and writing skills. These educational technology tools easily reach and engage students on a level with which they are familiar and use daily. Hands-on activities for student use and classroom application include desktop publishing projects to combine text with images, web-based activities, and the use of technology tools for student writing and presentation projects.

ETEC 507 - Web-Based Lessons and Resources for Teachers

Educational Technology

3.0 Credits

Learn how and where to find the most effective educational resources on the web: web 2.0 tools, model education sites, and more. This course enables novices and advanced users to explore web-based active learning and consider methods to incorporate skills into lessons. Create web pages and learn presentation techniques using multi-MEDIA tools, slide shows and concept mapping.

ETEC 508 - Digital Communication in the Classroom

Educational Technology

3.0 Credits

Digital Communication is the exchange of information over a range of different MEDIA tools. Student and teachers now have the ability to interact with each other over blogs, wikis, forums, discussion boards, and more. This class explores the opportunities that these types of digital communication can bring to the educational setting and how these support the curriculum most effectively.

ETEC 509 - Integrating Technology into Social Studies Education

Educational Technology

3.0 Credits

This course considers practical integration strategies to help blend technology tools into lessons that enhance essential social studies curriculum in engaging ways with students. These educational technology tools easily reach and students on a level with which they are familiar and use daily. Hands-on activities for student use and classroom application include desktop publishing projects to combine text with images, web-based activities, and the use of technology tools for student presentation projects.

ETEC 510 - Integrating Technology into Math Education

Educational Technology

3.0 Credits

Math can be found in all that you do every day. Technology provides natural and dynamic tools to illustrate math concepts and strengthen your lessons. This course focuses on practical integration strategies to help blend video images to show specific mathematical concepts using Apple's iMovie. Use the images to demonstrate everyday uses of math, motivate students to learn in an interactive manner and adapt these projects for students to produce themselves. The course covers methods to share creations as podcasts via the internet and may discuss how iMovie interacts with other software programs. Harness the power of technology to make math more meaningful for students.

ETEC 511 - Creating Websites for Teachers

Educational Technology

3.0 Credits

Learn how to create a website for use in the classroom using HTML/XHTML, and Adobe Creative Suite. Develop a basic understanding of HTML coding and the fundamental aspects of creating a well-designed, well-organized and graphically pleasing site as well as tools and templates for educational use. Previous experience in Adobe Photoshop recommended.

ETEC 512 - Integrating Technology into the Curriculum

Educational Technology

3.0 Credits

This course shows how a single computer can be the essential resource in a teacher's repertoire. Use it as a learning tool by building a daily rotation of student activities on the computer. Use it as a personal productivity tool by developing databases, spreadsheets and mail merges. Use it as a presentation tool to display slide shows created in Apple iWorks' presentation feature, and use the Internet to explore a whole world of information.

ETEC 513 - Integrating iPad Technology in the Classroom

Educational Technology

3.0 Credits

The introduction of the iPad brought the power and functionality of a full-size computer system into a lightweight, user-intuitive, mobile tablet and educators have since rapidly embraced it to meet computing needs and fill specific niche roles. Discover how technology can increase engagement, allow access to vast content and provide the ability to create MEd inia to share stories with visuals and sound, and signal what lies ahead for students. Bring technology into integrated use throughout the curriculum by using tablet devices and their applications to explore the development of lessons applicable to a range of subject areas through cross-curricular sound and video projects. Consider how the iPad can be an integrated professional tool for classroom management and for creating and sharing content. Discuss the financial resources for bringing these technologies into schools.

ETEC 514 - Advanced Classroom Integration of iPad Technology

Educational Technology

3.0 Credits

The course is for educators who want to go beyond a basic understanding of the mechanics of using an iPad. Students will learn tips and tricks how to manage the students' workflow, take advantage of the iPad's advanced capabilities, where to find reviews of apps, explore a wide variety of free productivity apps, assessment apps and apps for specific subject areas and special education students. App task challenges will provide an opportunity to use apps in combination with one another to create more sophisticated projects and interactive presentations.

ETEC 515 - Digital Citizenship/Digital Literacy in Today's K-12 Classroom

Educational Technology

3.0 Credits

Digital technologies are ever-changing, providing students with wonderful opportunities as well as many tough decision-making situations and sometimes risks. Students have the power of the Internet at their fingertips with mobile technologies to explore, connect and learn but many issues can emerge from such an always-connected environment both at school and in their personal lives. This course will help teachers understand the importance of providing guidance and leadership to students in their digital world, showing them proper and safe use of digital tools, allowing them to leverage the power of digital tools in both their learning and everyday lives.

ETEC 516 - Blended + Flipped Learning: What Is It All About?

Educational Technology

3.0 Credits

Are you looking to expand your knowledge of- and ways to best facilitate- blended and flipped learning? We will explore multiple ways to optimize- and to comfortably and appropriately balance- classroom time and at-home time within blended and flipped formats. Begin to experiment with flipped classroom practices using free classroom resources. Learn how to flip learning in any environment, even with limited online access and/or limited devices. How might you use structures that are already in place, such as stations and clusters, to tailor the best learning experience for students in your classroom? Open to K-12 educators who have experience at all levels of blended learning and flipped classroom implementation.

ETEC 517 - Integrating ePublishing into the Curriculum

Educational Technology

3.0 Credits

This course provides instruction in eBook resources and authoring tools. It will cover the broad free ePublishing resources for accessing ebooks, creating ebooks and determining which tools to use, depending on the targeted audience and degree of multiMedia content. Students will first examine the impact of interactive ebooks on learning and the ebook formats and then concentrate on locating and sharing ebooks of various genres (i.e., fiction, nonfiction and textbooks). The last component of the course will involve incorporating free tools to create interactive reading books, textbooks, magazines, posters and pamphlets.

ETEC 518 - Interactive Presentations

Educational Technology

3.0 Credits

Powerpoint is not the only option for presentations. With browser-based applications there are more options for presentation flexibility to foster student engagement, interaction, assessment, and communication. The course will explore the web's potential for interactivity and include interactive slide shows and videos, back channeling, 3-D presentations, animations, interactive whiteboards, screencasting, online debates, collaboration, and brainstorming tools. All the applications introduced in the course are free programs, and iPad apps will also be an option for those who use them in their instructional delivery.

ETEC 519 - Google Apps for Education

Educational Technology

3.0 Credits

Does your school use Google Apps for Education, but you are unsure as to how to best use it to serve your classroom needs? Do you have a basic understanding of Google Apps. but would love to know more? Would you benefit from exploring Google Apps' formative assessment features and terrific assignment feedback functions? How about the ease of data collection, analysis and interpretation? Creating and building educator communities? This course will serve as a jumping off point as to how Google Apps will integrate seamlessly into the classroom experience for you and your students.

ETEC 527 - Google Apps for Education, Advanced

Educational Technology

3.0 Credits

Already using and comfortable with Google Apps, and want to know more? Go beyond Docs, Sheets, Sites, and Hangouts, deeper into Google Apps- including Google Expeditions, Communities, Programs and Resources for your students. Come away feeling equipped to input into the design of tech trainings for your school. This course was developed to address day-to-day K-12 classroom needs.

ETEC 520 - Coding for Today's K-8 Classroom

Educational Technology

3.0 Credits

Computer programming embodies problem-solving, creativity, and communication. Coding, in particular, encourages perseverance, collaboration, and inquiry through authentic applications. This course will help teachers get started with age-appropriate coding activities, tools, and unplugged tasks to introduce their students to computational thinking while aligning with the Common Core and Next Generation Science Standards (NGSS). All tools are free and visual-based and as such do not require memorization of syntax. This is an introductory course for K-8 teachers who do not have a programming background. If you can drag and drop and/or use the arrow keys, then you are ready to start coding.

ETEC 521 - Game-Based Learning in the K-12 Classroom, Introductory

Educational Technology

3.0 Credits

This course will provide educators an opportunity to explore the principles, processes and theories of game-based learning in the classroom. Educators will critically analyze the characteristics and applications of digital games for various learning needs. The course is designed to explore the symbiotic classroom relationship between games, play and learning. We will identify and analyze current trends such as integration of games, data analytics, and badges for learning. We will explore the fundamental elements of game-based learning and we will write a game design document (GDD), including the story, learning theories, mechanics, technology and aesthetics.

ETEC 522 - Game-Based Learning in the K-12 Classroom, Advanced

Educational Technology

3.0 Credits

This course will build educators' knowledge of and skills around game-based learning through practice. Educators will create one or more educational games and evaluate their games based on user research. We will explore and test various approaches to game design, with a focus on iterative development, aesthetic principles, prototyping, flow theory, the nature of fun, and user interface. Educators will leave this class with a solid footing in game-based learning.

ETEC 523 - Leadership in Educational Technology

Educational Technology

3.0 Credits

Have you ever been approached by your colleagues as a technology resource in the classroom? Have you ever been asked to deliver a technology training session? Do you see yourself as the technology lead at your school? You will leave this course with the ability to design and deliver technology direction and optimize digital learning environments both within the classroom and across your school or District. We will explore the history of modern-day educational technology, the psychology of media, and the relationship of each to your role as an ed tech leader and advocate. Our final project will be a research-based technology plan for your school or District.

ETEC 524 - Using BYOD as Mind Tools

Educational Technology

3.0 Credits

Does your school or District have a Bring Your Own Device (BYOD) policy, but you would like to know more about how to optimize this policy in your own classroom or school? Regardless of whether your school or District has a 1:1 initiative, this course will immerse educators in collaborative lesson design using a multitude of devices students bring to and explore in class. We will evaluate a range of BYOD mindtools that, when routinely implemented, will enable you and your students to construct your own media-rich understandings of class materials. We will develop strategies and in-class practices around the design of learning environments in the age of BYOD.

ETEC 525 - Open Educational Resources (OER): What's Best for your Classroom?

Educational Technology

3.0 Credits

Are you looking for free educational resources for your classroom? Did you know that free educational resources exist and can be easily adapted to meet the needs of your leaders? Learn how you can become a part of the OER learning revolution and how you can make the case for using OER in your classroom or school. You will leave this course with the ability to locate free OER, how OER differ from other proprietary educational resources, how to evaluate and integrate OER, how to align OER with state and national learning standards, and how to become a part of the online OER community.

ETEC 526 - Getting Started with Augmented Reality in Your Classroom

Educational Technology

3.0 Credits

Have you heard the term ‘augmented reality’ but you don’t know what it is? Have you ever wondered if you could integrate augmented reality apps like Pokémon Go into your classroom? Learn how augmented reality apps will increase student desire to learn and re-energize your classroom. You will leave this course with the ability to identify and integrate augmented reality apps into your classroom, and how to develop lesson plans that carefully structure learning as students are using augmented reality. You will learn how to use augmented reality in a safe and educationally meaningful manner in your school or classroom. Also, you will understand the difference between augmented reality and virtual reality.

ETEC 528 - STEAM for Integrated learning

Educational Technology

3.0 Credits

Integrated learning is a powerful means of facilitating meaningful learning. Being creative is part of the human experience. Creativity is the secret sauce to science, technology, engineering, art, and mathematics (STEAM). The artistic process and the scientific method are more complementary than one might realize- both are about exploration of ideas and possibilities. Both involve “process” and “product.” Both require students to engage in creative and critical thinking that supports collaborative learning. This course will explore STEAM integration models, lessons and tools to facilitate a STEAM interdisciplinary approach. Educators will have the flexibility to select specific areas of STEAM that are most relevant to their learning environment. When educators authentically integrate across content areas, students are better positioned for today’s global environment.

ETEC 529 - Digital Badges: Getting Started with Micro-Credentialing

Educational Technology

3.0 Credits

Have you seen digital badges and wanted to know how you could create your own? Do you want to understand how to implement a system of digital badges in your school or classroom? Have you considered rewriting curriculum that integrates Digital Badges and/or Open Badges? Explore the future of credentialing of learning. You will leave this course with the ability to explain what a digital badge is and how to implement a system of micro-credentialing. You will learn how to take your existing curriculum and combine the skills, understandings and concepts into badges. You will look at case studies of schools and companies who have implemented digital badges successfully to learn the best practices.

ETEC 530 - 3-D Printing in the K-12 Classroom

Educational Technology

3.0 Credits

Have you heard about 3D printing and wondered; how can I get started in my classroom? Do you have access to a 3D printer and don’t know how to begin? Have you tried 3D printing, yet you are looking for guidance and direction to improve learning outcomes for your students as they do their 3D printing? In this course, you will learn how to make printing a reality in your K-12 classroom.

ETEC 531 - Learning, Cognition, and Technology

Educational Technology

3.0 Credits

This course will provide educators with an opportunity to explore several theoretical perspectives on learning, cognition, and cognitive development from the standpoint of emerging technologies. Through this exploration of learning theories, we will identify a range of principles and perspectives around the suitable construction of modern technology-based learning environments for student learning and student motivation. The course is designed to explore the symbiotic relationship between learning, cognition and technology. We will identify how technologies affect every aspect of life in the classroom and analyze the myriad ways that technology supports student teaching and learning.

ETEC 532 - Building Apps for Teachers

Educational Technology

3.0 Credits

This course will provide educators with practical exposure to the process of designing and creating mobile apps. We will explore various user-centered design and interaction design principles as we design actual mobile apps for the classroom. Educators will learn various approaches to designing a mobile app, and best practices for mobile app testing. In addition to learning how to design and develop mobile apps, educators will better understand how mobile apps can be used in teaching and learning. Educators will also evaluate the strengths and weaknesses of various educational mobile apps available in the Android/iTunes market.

ETEC 533 - Classroom as Makerspace

Educational Technology

3.0 Credits

Have you considered integrating a makerspace into your classroom but you're unsure how to get started, how to apply it to your grade level or subject area? Have you wondered how to structure learning in a makerspace? Have you tried to implement a makerspace and want to learn the best practices? Educators will leave this course with the ability to plan and develop a low-cost makerspace to use with students for the design of creative projects to deepen their understandings of content through hands-on, self-directed learning.

ETEC 534 - Wearable Technology and Its Application to Learning

Educational Technology

3.0 Credits

Have you heard the term "wearable technology" and wondered about its meaning, and its application to the classroom? Have you explored that relationship between wearables such as fitbits/Apple Watches and student learning? This course is designed for educators looking to integrate wearables into the classroom for hands-on learning. Educators will leave this course with the ability to identify and use wearables for various learning activities; develop lesson plans that integrate learning activities that involve wearables; explore research on wearables and learning; and understand privacy implications involved in wearables and learning.

ETEC 535 - Engagement Matters: Formative Assessment with Web-Based Technology

Educational Technology

3.0 Credits

Feedback is essential to learning. Student-engaged assessment supports students to do work that they are proud of, which motivates them to step up to challenges. To that end, we focus on relevant, ongoing, personal, practical feedback for students throughout your lessons, rather than relying only on summative assessments. Real-time feedback can go beyond the often binary "correct/incorrect" and provide support during the learning process. How can we provide this kind of feedback -- the kind that students actually listen to, understand, and use -- in a timely manner? This course will expose students to a host of free technologies that support formative assessment and help to create a culture of feedback, building on student interests and passions. Making those piles of papers accumulating on desks feel a bit more manageable as we engage students through authentic response!

ETEC 580- Trends in Educational Technology

Educational Technology

3.0 Credits

This course is one of a continuing series that explores educational technology resources and uses in today's classroom. Educators study and test various products, applications, and explore implementation within elementary, middle and secondary school settings. Educators engage in educational practices including peer review, lesson planning, and instructional design across a range of subject areas. This course will serve as the master course record for Trends in Educational Technology. Each Trends course will be proposed with a new course number (ETEC 580-599).

Educational Practices (EDUC)

EDUC 503 - Multi-Tiered Support Systems for K-12 Students

Educational Practices

3.0 Credits

This class is designed to address the diversity of learning needs of students in today's classrooms, and the multi-tiered systems of support to address those needs. Differentiate by ability and interest; style and readiness level; and embed formative assessments and research-based instructional practices in order to accommodate students' needs and monitor progress. A three-tiered model of instruction and intervention (MTSS in Pennsylvania) will be used to frame and inform the discussion of instructional needs and supports for learners in general education and learners with special needs. This course is intended to assist educators in developing proficiencies in the domains and components of the Danielson Framework for Teaching particularly within the domain of Instruction.

EDUC 505 - Today's Multicultural Classroom

Educational Practices

3.0 Credits

This course champions the importance of affirming the cultural identities of students and helping educators to respect cultural differences in others. Participants develop resources, tools and methods to increase cultural awareness in the classroom across the curriculum. Activities encourage students to understand and honor diversity, both in their schools and within the larger community. This course focuses on methods to weave tolerance and understanding into existing curricular units and lesson plans.

EDUC 506 - Social-Emotional Learning in the K-12 Classroom

Educational Practices

3.0 Credits

Emotional intelligence is a missing link in our educational curriculum. Teachers are given the tools for sharing academic lessons, but often they are ill-equipped to handle the stress that the students bring with them. SEL prescribes approaching students as complex human beings whose learning and behavior are just as impacted by their emotions—and their control over those emotions—as they are by the quality of instruction and discipline. However, social-emotional competencies need to be taught. The SEL approach involves teaching students how to manage emotions and behaviors to achieve one's goals; recognize one's emotions and values as well as one's strengths and challenges; show understanding and empathy for others; form positive relationships, working in pairs and teams, dealing effectively with conflict; recognize and talk about their feelings; and resolve conflicts peacefully as a way to strengthen both academic achievement and emotional stability. The course will provide teachers with a practical framework that incorporates morning and class meetings, literature, video examples, creative dramatics and conflict resolution to implement the non-cognitive skills that will stimulate thinking and bonds among children that will carry over into their academic curriculum

EDUC 507 - Introduction to Enhancing Professional Practice Using Danielson Framework for Teaching

Educational Practices

3.0 Credits

The Framework for Teaching is a research-based set of components of instruction, aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) standards. This conceptual model, developed by Charlotte Danielson, is grounded in a constructivist view of learning and teaching, which advocates that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. The Framework is clustered into four domains of teaching responsibility. These domains include Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. This course is designed to assist the participants in understanding how Framework for Teaching can enhance professional practice by understanding the domains of teaching responsibility, promoting professional learning, using the framework to enhance self-directed learning, and understanding how to use these tools to ensure consistency in exemplary teaching practice. Participants will also evaluate the latest research, examine case studies, and become familiar with instruments to support teacher evaluation and professional learning.

EDUC 511 - Framework for Teaching – Professional Responsibilities

Educational Practices

The Danielson Framework for Teaching is a research-based set of components of instruction, aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) standards. This conceptual model, developed by Charlotte Danielson, is grounded in a constructivist view of learning and teaching, which advocates that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. The Framework is clustered into four domains of teaching responsibility. The fourth domain is Professional Responsibilities. This course is designed to assist the participants in understanding how Professional Responsibilities can enhance professional practice by participating in a professional community, maintaining accurate records, maintaining professional communication, and critical personal reflection. Participants will also evaluate the latest research, examine case studies, and become familiar with instruments to support building their own professional responsibilities.

Inclusion (INCL)

INCL 500 - Foundations of Inclusionary Practices

Inclusion

3.0 Credits

Student diversity is one of the main characteristics that defines today's classroom. This course helps educators build the capacity to understand, honor and support the ever-increasing diversity of educational needs within classrooms. Recommendations are provided to enable teachers to augment their existing practices by infusing inclusive practices into existing content and curricula. Roles and responsibilities of general and special educators are explored to help facilitate collaboration in serving the needs of students and to make meaningful contributions to the identification, evaluation, re-evaluation, teaching and monitoring of progress of all students. Participants identify potential barriers to learning across curriculum areas in the general education classroom and identify strategies and services to eliminate those barriers.

INCL 502 - Classroom Management for Inclusive Classrooms

Inclusion

3.0 Credits

This course provides strategies for managing individual student and group behavior in the classroom. Develop a framework for understanding why children behave as they do in a classroom setting. Major concepts such as the drive to belong, private logic, birth order, goals of misbehavior, logical consequences, reflective listening, questioning skills and class meetings are explored. Examine types of patterns in students' behaviors: attention getting, power struggles, revenge actions, and students who appear to be academically disabled but are not. Additionally, consider the links between the way adults respond to misbehaving children and how that response either feeds, extinguishes or has no effect on the target behavior. This course is a study of understanding for an inclusive classroom and examining adult response patterns to children's misbehavior. Techniques include discussion, lecture, self-reflection, and case study evaluation of real life classroom situations. Practical application for K-12 teachers in all subject areas.

INCL 503 - Understanding How to Teach to Diverse Student Populations

Inclusion

3.0 Credits

This course is designed to enhance instructional skills essential to working with racial minorities, gender and sex diversity, religious diversity, students with diverse learning abilities, and sexual minorities. The course will examine varying cultures and unique student populations based on the emerging aspects of a diverse society. This course is structured to present the learner with the essential knowledge base and accompanying skills needed to successfully teach school students who have connections with topics related to Economically Disadvantaged students, Gender Issues, Racial Diversity, Religious Diversity, Sexual Orientation, Gender Identity/Expression, Special Education, and English Language Learners by understanding the relationship of diversity to student achievement and school climate. Graduate students will study the history, programs, and legislation as they relate to school and its daily operation. State requirements will be examined as will program requirements falling under the NCLB legislation. Program design will be presented as will its impact upon the school and the process of meeting the educational needs of students. Case studies and practical application of program specifications will be utilized in the study of this course.

INCL 505 - Gifted Education in Inclusive Classrooms

Inclusion

3.0 Credits

Explore techniques to improve instruction to all students in advanced programs and bring gifted education pedagogy into regular classrooms more effectively. Ideas from Renzulli to Bloom to Torrance are discussed and demonstrated while participants investigate information on gifted research, gifted program models and gifted curriculum programming. Many school services for gifted and talented students are part-time opportunities beyond the regular classroom. In this class, consider methods to provide more occasions to enhance learning opportunities within the regular classroom for these students. This course also looks at the theory that gifted education can address not only the needs of children who already manifest high levels of various kinds of intelligence, but may also promote the emergence and development of talent and intelligence in children who have potentials but may not have had the opportunity to develop them.

INCL 506 - Understanding the Autism Spectrum and Inclusion

Inclusion

3.0 Credits

Autism is the fastest growing developmental disorder worldwide with current CDC statistics stating that 1 of every 88 children in the United States is diagnosed with some form of Autism Spectrum Disorder. This course will provide participants with an increased knowledge base of Autism Spectrum Disorders and the impact that this disorder can have on the way students learn. Research-based best practices will be explored to help educators accommodate the needs of these exceptional learners within the inclusive classroom setting; facilitate engagement with their classroom peers; and design educational programs to enable those with ASD to reach their maximum potential. This course will cover such topics as autism spectrum disorder recognition in children; factors that affect learning and development; instructional strategies and the adaptation of the classroom environment; collaboration with special education teachers and other support staff; and behavior management and the affect of positive behavioral supports.

INCL 507 - The Arts and Inclusion

Inclusion

3.0 Credits

Using the arts as a vehicle for adapting to diverse learning methods, the K-8 classroom is considered a dynamic setting for inclusionary learning. Explore current research and various approaches relating to inclusion in the general classroom environment via arts activities. Through discussions and activities, educators gain a better understanding of special needs students and examine strategies and modifications that can enhance learning for all students in the inclusive classroom. This course provides various methodologies, techniques and innovative strategies to teach special education students effectively. Discuss the autism spectrum, developmental delays, mental challenges, physical disabilities and other obstacles students face and then consider hands-on activities that incorporate the visual, aural and tactile to engage these students across the core curriculum.

INCL 508 - Differentiated Instruction

Inclusion

3.0 Credits

Not all students are alike. Differentiated instruction is an approach to teaching and learning that deals with diversity in learning styles. Discover helpful, well-tested techniques for the creation of an inclusionary classroom for students - from English language learners and special education students to those with various learning differences - to reach all learners effectively. Explore and research concepts, strategies and processes for managing a differentiated instructional setting with accommodations for learning and assessment. This course focuses on the key knowledge and skills needed to employ differentiated instruction and to address student differences across the curriculum, especially in literacy and mathematics.

INCL 509 - Including Special Needs

Inclusion

3.0 Credits

The goal to accommodate a wider variety of students' needs is having an impact on public school classrooms everywhere. This course helps participants develop a richer, more appropriate understanding of the special needs of students and helps them respond in kind. Explore special education and inclusion from practical viewpoints through discussion, empathy-building activities and in-class exercises. Topics include the history of special education, key aspects of the special education law, research on the benefits of inclusion and the current approaches to classroom application.

INCL 513 - Understanding the IEP and 504 Plan

Inclusion

3.0 Credits

This course is designed to enhance instructional skills as they relate to supporting students with special needs. IDEA (Individuals with Disabilities Education Act) was originally enacted in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education. Before there was IDEA, there was the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination on the basis of disability. Section 504 of this Act continues to play an important role in education. Special education can be a complex road of acronyms, legalese, and specialized paperwork. Participants in this course will learn to navigate the special education process. This course is structured to present the learner with the essential knowledge base and accompanying skills needed to successfully teach school students who have special needs, which are addressed through special education or accommodation plans. Graduate students will study the history, programs, and legislation as they relate to school and its daily operation. Case studies and practical application of program specifications will be utilized in the study of this course.

INCL 514 - Meeting the Needs of English Language Learners

Inclusion

3.0 Credits

Meeting the needs of English Language Learners is a challenge faced by many teachers in today's classroom. This course will examine ways in which teachers can create learning environments that are inclusive of linguistically diverse students through an examination of the historical foundations and advocacy for English Language Learners in American classrooms and analysis of current research regarding teaching best practices. Participants will also be engaged in an investigation and discussion of second language acquisition theories, appropriate assessment strategies, and culturally relevant practices.

INCL 515 - Creating Classroom Community through the Arts

Inclusion

3.0 Credits

Creating a classroom community through music, dance and theater introduces strategies for educators to incorporate elements of arts-based thematic instruction. Educators will use guided discovery, movement, imagery, spatial concepts, choreography, musical and rhythmic accompaniment and group theater games to promote positive relationships and academic achievement. This course will be facilitated by the instructor within a collaborative and cooperative framework, building upon current educational philosophies and practices, including Responsive Classroom. Instruction will be transparent, in that educators will be engaged in learning activities, which they may choose to adapt to meet the needs and developmental levels of their own students. Each class session will begin with a Circle of Power and Respect, interactive activities, and processing techniques derived from Restorative Practices. Application of learning from previous courses will be integrated into daily reflections and into the final project. Educators will collaboratively prepare projects in class and will be expected to continue this creative process outside of class, refining their thematic unit/'work of art' and reflecting on classroom experience. Educators will be encouraged to actively participate in theater games and activities, experiment with various theater techniques, and design theater, dance or music-based thematic units integrating standards-based curriculum and IEP goals.

Literacy (LITY)

LITY 500 - Foundations of Literacy in the Classroom

Literacy

3.0 Credits

Literacy is the foundation for student achievement regardless of the subject matter. This course provides K-8 educators with tools and strategies needed to teach the foundational skills of reading, writing, speaking, listening and language using best instructional practices, differentiated instruction and formative/substantive assessment. Curriculum design and classroom organization to optimize learned best practice are examined. Each participant contributes to the group's learning by researching teaching skills in one of the five foundational areas and presenting that research to the class. Participants then practice teaching skills from each foundational area in both small group and individual mock scenarios and develop lesson plans and classroom design models that enhance instruction and learning.

LITY 501 - Exploring Literacy through the Performing Arts

Literacy

3.0 Credits

Appropriate for educators who are currently teaching literacy in the K-5 classroom, this course develops understanding, knowledge and skill for designing performing arts-based lessons for literacy development. Participants learn how to adapt traditional theatre games for use as warm-ups in literacy lessons. Playwriting activities are examined for their unique potential in leveraging the listening and speaking skills that are innate in children for developing their reading and writing competency. Teachers create performing arts integrated lesson plans to understand why movement, music and drama can be powerful tools for the literary teacher.

LITY 502 - Exploring Literacy through the Visual Arts

Literacy

3.0 Credits

This course is appropriate for K-8 classroom teachers, special needs and ELL teachers, and teachers of science, mathematics and social studies who see literacy as a skill that extends across content areas and wish to investigate how an integrated curriculum with visual art at the core will increase the overall literacy of their students. With the goal of transforming literacy acquisition from learning to read, to reading to learn across all academic content areas, educators will gain a basic understanding of how the brain learns and why a visual art integrated approach can build both the acquisition of literacy skills and the fluency students need to become proficient and advanced learners.

LITY 503 - Exploring Multicultural Literature

Literacy

3.0 Credits

Teachers, librarians and reading specialists can learn to enrich student awareness and appreciation of diverse cultures through literature centered on the experiences of African American, Hispanic, Asian and Middle Eastern cultures. Participants read Zora Neale Hurston, Chris Soentpiet, Faith Ringgold, Mildred D. Taylor and the poetry of Joyce Carol Thomas, Paul Laurence Dunbar and Langston Hughes, focusing on their incorporation into cross-curricular studies.

LITY 504 - Exploring Literacy through Poetry, Introductory

Literacy

3.0 Credits

Participants learn basic skills and strategies for the classroom while improving their own poetry and writing techniques. References, resources and materials necessary for the development of fundamental and advanced poetry and writing skills are emphasized. Topics include poetry readiness from couplet to quatrain to completed poem; writers' resources, from books to the Internet; poetry for profit, with outlets for students and teachers; integrating poetry with mathematics and science; and narrative and historical poetry. Develop poetry centers, PowerPoint presentations and web activities to support integrating poetry across the curriculum.

LITY 505 - Exploring Literacy through Poetry, Advanced

Literacy

Prerequisite(s): LITY 504 | 3.0 Credits

Starting with the writings of contemporary and classic poets such as Frost, Longfellow, Angelou, Hughes, Shelley, Viorst, Silverstein and Carroll, this course instills an appreciation of poetry and helps participants develop stronger creative writing, vocabulary, comprehension, public speaking and critical thinking skills. This course covers poets and their craft, teaching to state literary standards, classroom activities and strategies for all levels.

LITY 506 - Reading and Writing Across the Curriculum

Literacy

3.0 Credits

“Explore a variety of reading, writing, speaking and literature experiences designed to encourage students. This course helps classroom or reading teachers discover national programs and new avenues and strategies including: making children independent and reflective learners, interactive instruction, teaching across the curriculum, alternative assessment, divergent teaching strategies and interdisciplinary teaching.”

LITY 507 - Integrating Children's Literature into the Classroom

Literacy

3.0 Credits

The works of contemporary authors and illustrators- as well as classic-are the springboard to the study of children's literature and how to incorporate it into the classroom. Lectures include developing a classroom literature program, exploring emerging literary technologies and examining the thematic approach to literature using literary themes to teach mathematics, science, and history. The works of Beverly Cleary, Judy Blume, John Bellairs, Van Allsburg, Roald Dahl, and Maurice Sendak will be included.

LITY 508 - Foundations of Reading-Phonics + Vocabulary

Literacy

3.0 Credits

Research and explore standards, initiatives, cutting-edge programs and multiMedia options that focus on the three building blocks of reading and English language arts instruction: phonics, spelling and vocabulary. Topics include vocabulary development, building fluency, phonics, sound instruction basics, advanced spelling, whole language, Internet teaching supports and current research. This course provides various vocabulary games and puzzles for the classroom and considers techniques to work with many levels of student readers, including programs for special needs and at-risk students.

LITY 509 - Reading Strategies- Storytelling I

Literacy

3.0 Credits

This course is designed for teachers, librarians and reading specialists interested in exploring the history of storytelling, creative storytelling programs in the classroom and dramatic usage of this Media to improve ELA areas (poetry, phonics and spelling). Explore how to use this art form to improve student reading ability and literature appreciation. Storytelling topics include cross-cutting curriculum ideas, improving student self-image, artists in residence, career directions, internet explorations and creative performances.

LITY 510 - Reading Strategies - Storytelling II

Literacy

Prerequisite(s): LITY 509 | 3.0 Credits

Extend the storytelling history, research, and practical applications presented in Reading Strategies - Storytelling I. Explore audio, video and paper MEd iniums that support the oral and written tradition of storytelling, and investigate how these MEd iniums help to improve reading comprehension, cultural literacy, critical thinking, student-teacher relations and student responsibility. Participants research, design and analyze lessons using children's videos, books on tape, storytelling kits, computer-generated literature programs, reading centers and standards-based curriculum. Guest lecturers from storytelling programs throughout the area share their expertise

LITY 512 - Enriching the K-7 Language Arts Curriculum

Literacy

3.0 Credits

This course is a hands-on approach to the creative teaching of language arts, reading and children's literature, and integrating them into the general elementary and middle school curriculum. Learn creative techniques for teaching spelling and vocabulary development, creative writing, literature appreciation and critical thinking, plus lectures on authors and illustrators, poetry, public speaking, creative problem solving and classroom research projects. Produce projects that use visual arts to create enthusiasm in the classroom.

LITY 513 - Reading Strategies - Thematic Education

Literacy

3.0 Credits

From Dinosaurs to Philadelphia History to Egyptology to 'Little House on the Prairie' ... these are just a few of the wide range of thematic units participants will research, develop, demonstrate, and archive for classroom, library, resource room, and laboratory use. Topics highlighted will be: reading, social studies, and math themes; materials to support creative classroom themes; the Internet as a thematic tool; PowerPoint techniques for the thematic classroom; and assessment and accountability formats.

LITY 514 - Enriching Language Arts - Pre-K-4

Literacy

3.0 Credits

This course explores theory and practice for creating an enriched language-arts classroom, with a focus on supporting the development of language competencies – reading, writing, speaking, listening and language for grades Pre-K-4. Learn creative techniques for teaching spelling and vocabulary development, creative writing, literature appreciation and critical thinking, plus lectures on authors and illustrators, public speaking, creative problem solving and classroom research projects.

LITY 515 - Literacy in Early Childhood Education

Literacy

3.0 Credits

This course will examine research-based methods and principles of teaching literacy in early childhood. Participants will discuss strategies for setting the foundation for literacy development in the four languages domains: reading, writing, listening, and speaking. Through investigation of theories and current issues in emergent literacy, participants will be engaged in an on-going examination of how to create a language-rich environment and promote the development of independent readers and writers.

LITY 517 - Visual and Digital Literacy in the Secondary Classroom

Literacy

3.0 Credits

How is literacy changing as a result of emerging visual and digital MEd inia and technologies? We will explore the implications of the constant cultural and technological shift for teaching and learning in the secondary classroom. How does what you do in the classroom impact your students' visual literacy- the ability to interpret, analyze, and evaluate visual images and underlying messages that images are attempting to convey? This course is designed for educators who are interested in conducting project-based inquiry using a variety of digital texts, tools and technologies. We will dive into current research to inform strategies to design and build challenging and engaging visual and digital learning opportunities for you and your students.

LITY 518 - Pathways to Proficient Reading and Writing

Literacy

3.0 Credits

In this course, educators will gain foundational knowledge and skills necessary for designing and delivering effective literacy instruction for all students. This course aligns with the Center for Effective Reading Instruction (CERI) Standards for Teachers of Reading, is designed around current research and builds on theoretical models such as the Simple View of Reading (Gough & Tunmer 1986), the Reading Rope (Scarborough 2003) and the Simple View of Writing (Berninger & Antmann 2009). Teachers will explore pathways to proficient reading and writing through connections between language and literacy, examination of the structure of language, informed instructional approaches including multi-sensory techniques, the use of data for decision making, and the nature of learning differences such as dyslexia. The course will address the incorporation of visual, auditory, tactile, and kinesthetic techniques and strategies for teaching literacy. It will also provide the foundational knowledge and skills necessary to identify and further incorporate the arts into literacy instruction.

LITY 519 - Digital Writing Workshop: Composing Texts Across Media and Genres

Literacy

3.0 Credits

The course is an introduction for 5th-12th grade teachers who are new to digital writing. Educators will explore instructional strategies around digital writing through the examination of diverse digital expression that engages students in writing that is grounded in their highly digital lives. We will focus on in-depth guidance and feedback to help students craft digital writing, all replete with technology tips, connections and tools for creating a wide range of digital writing assignments.

LITY 520 - Teaching Gifted K-5 Students

Literacy

3.0 Credits

In this course, we will examine the unique needs of the gifted reader within the context of the K-5 regular education classroom. Educators will learn to develop instructionally appropriate lessons and reading routines that support readers in developing higher order and critical thinking skills when transacting with text. Educators will learn to choose texts that strike a balance between the advanced reading level of the child and age-appropriate content to address the unique needs and interests within their own classrooms.



THE UNIVERSITY OF THE ARTS

Division of Continuing Studies

320 S Broad Street
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