The University of the Arts
Professional Institute for Educators

Graduate Certificates + MEd in Educational Program Design
(See page 2)

Enrich yourself.
Enrich your classroom.

cs.uarts.edu/pie

> **Katrina Rachubinski**

Teaches 6th Grade Gifted Program at Wissahickon Middle School
Wissahickon School District, Ambler, PA

PIE courses taken:
Including Special Needs
Online Tools + Collaboration
Interactive Whiteboard Technology
Web-Based Lessons + Resources

Like most teachers, Katrina faces the challenge of keeping up with advancements in technology. She said learning about new technology tools in her Online Tools + Collaboration course directly impacted her students. "They were always losing their bookmarked websites when the school district reimaged laptops," she said. Now that Katrina introduced them to Portaportal, this is no longer an issue.

Join us as we find connections and inspirations for you, your colleagues and your students — from photography and primary sources to reading strategies; from challenging gifted students to bringing the latest technology into your curriculum; from taking one fall course to a focused certificate program or a Master of Education in Educational Program Design. We have the solutions to meet your needs and advance your teaching.

Tell us your story at success.stories@uarts.edu

> "After 15 years in the field, I feel renewed. These courses bring excitement and innovation to my classroom."

Contents

P **FREE PARKING**
Now available for students at all locations including Center City. See page 27 for details.

⏻ ONLINE **+ HYBRID**
Look for these icons throughout the brochure. See page 26 for more details.

IMPORTANT DATES
Fall 2013

Mon Sep 2
Labor Day - University Closed

Mon Sep 9
Fall 2013 Semester Begins

Thu Nov 28 + Fri Nov 29
Thanksgiving Holiday - University Closed

Mon Dec 23 - Wed Jan 1
Winter Break - University Closed

MEd + Graduate Certificate Info Sessions
See website for details.

Wed Aug 28
at Montgomery County Intermediate Unit

Thu Aug 29
at Bucks County Intermediate Unit

Wed Sep 18
at Unionville Elementary School

Wed Sep 25
at Philadelphia Academy Charter School

Register now at cs.uarts.edu/pie or contact us for more information:

Phone: 215.717.6006

Fax: 215.717.6538

Email: pie@uarts.edu

In person:
211 South Broad Street, Room 901
Philadelphia, PA 19107

f Facebook: facebook.com/UArtsPIE
in LinkedIn: tinyurl.com/UArtsCS-on-LinkedIn

Master's Degree and Graduate Certificate Programs for Educators

Because Teaching is an Art.

The University of the Arts has a long tradition of innovation and creativity. Great teachers inspire students to think creatively in all subjects. For years, our graduate courses for educators have won the praise of teachers and the endorsement and support of school administrators. Now, they are part of our unique master's degree in Educational Program Design. A total of 30 credits, this degree builds practical and innovative knowledge and skills in five core courses, plus five courses in a concentration area of your choice. Concentrations can be taken as a stand-alone graduate certificate for individuals not seeking a master's degree.

Serving general and subject teachers, our programs are flexible — meeting your needs your way. Taught by faculty of the highest professional standing and experience, we offer online, hybrid and face-to-face classes and intensive summer programs. Our courses are offered in multiple locations throughout the greater Philadelphia area. We understand the challenges you're facing, and we're here to support what is being required of you. These new programs provide you with the individual attention and caring touch that mark every learning experience at the University of the Arts.

An MEd from UArts. Because Teaching is an Art.

The Educational Program Design Major

Educators find themselves in an era of increased need to not only be a specialist in their chosen content area, but also in the areas of curriculum, instruction and assessment. Rarely is professional development offered to deepen teachers' knowledge about quality education program design and how important the design of the what, the how and the why is to a student's educational experience. The MEd in Educational Program Design demystifies curriculum, instruction and assessment for teachers and provides them the tools and skills necessary to create and/or revise existing program structures to meet the needs of contemporary learners. This program will empower educators to be curricular leaders in their schools and school districts, to be better teachers and advocates for their students on multiple levels.

MEd Core Course Requirements

Assessment Design + Evaluation, 3.0 credits

The push toward demonstrating proficiency in meeting academic standards has made the ability to accurately evaluate student understanding critical for teachers. In Assessment Design + Evaluation, educators learn how to transform the process of teaching and learning into measureable outcomes achievable by all students.

Curriculum Design, 3.0 credits

Understanding curriculum design is critical to meeting the needs of all students. Insuring that all students understand what they are asked to learn is the role of a classroom teacher and the goal of effective learning practices.

Instructional Design, 3.0 credits

The most effective classroom instruction utilizes strategies that are formulated from research-based best practices and take into account knowing when to use them and with whom. Instructional Design examines the various components of the teaching process and the effects of instruction on student learning.

Designing 21st Century Learning Environments, 3.0 credits

In order to be a successful educator in the 21st century and beyond, teachers and school systems must understand the dynamic environment they are preparing students for both now and in the future. The key areas of content and assessment, program structures, technology, media literacy, globalization, sustainability and habits of mind will be explored. While not specifically a technology course, this class examines the unique challenges and opportunities technology brings to the design of teaching and learning environments.

Educational Program Design Capstone Research Project, 3.0 credits

The Capstone serves as the culminating course in the MEd degree. It is comprehensive in nature and is designed to demonstrate students' mastery of educational theory and practice in Educational Program Design. Through this course, educators integrate their MEd and concentration coursework through the creation of a research paper, research project or curriculum unit.

Visit uarts.edu/MEd for full course descriptions.

How Do I Know Which Program Is Best for Me?

The MEd in Educational Program Design is recommended for K-12 educators who have yet to earn their master's degree and are seeking graduate-level instruction about innovative teaching methods that focus on both theory and real-world practice. For those who do not wish to earn a master's degree, we recommend the graduate certificates. Selecting the right option will also depend on one's specific interests and goals. To schedule an appointment for one-on-one advising, please contact us at 215.717.6092 or email pie@uarts.edu.

MEd Concentrations + Graduate Certificate Programs

In addition to the core requirements, MEd students select one concentration area to complete a total of 30 credits. Concentrations can be taken as a stand-alone certificate for individuals not seeking a master's degree.

Concentrations/certificates are 5 courses (15) credits in one of the following areas:

- Educational Technology
- Inclusion
- Literacy
- Museum + Primary Sources
- The Arts
- Technology Institute for Music Educators (TI:ME)

Which Graduate Certificate Is Right for Me?

Educational Technology

The graduate certificate in Educational Technology introduces topics, theories and principles of educational technology to transform the classroom into a 21st century learning environment. Participants learn how to integrate technology into their teaching practice and are provided with the tools necessary to bring technology into the classroom to support and enhance student learning. Courses in this certificate emphasize the use of technology in the classroom as an "instructional tool" to enrich the quality of teaching and to enhance learning. The topics of internet safety and copyright are also reviewed. Teachers will learn to effectively improve their classroom through the use of a variety of online tools and assessments. Teachers will also learn about technology that can be used to differentiate instruction to accommodate students with different learning styles.

Inclusion

The graduate certificate in Inclusion provides educators with the knowledge, skills, practices and tools they need to help all students perform at their highest potential, successfully manage the inclusive classroom environment and to view diversity as a challenge they can successfully meet. Participants learn how to develop lesson plans, construct the classroom environment, interface with parents, identify student learning styles/differences and identify potential risk factors - skills needed to insure all students receive an appropriate education in both the regular and inclusive classroom environment.

Contact us to set up a free in-person or phone-in advising session.

Literacy

The graduate certificate in Literacy provides educators with the tools necessary to help all types of students communicate meaningfully. Participants learn how to teach literary skills through multiple art forms providing both teachers and students with vast opportunities to explore communication in the traditional sense, as well as in creative ways. Various vehicles for instruction are presented to enhance the effectiveness of instruction in reading, writing, speaking and listening across all students. Educators learn how virtually all forms of art, ranging from photography to dance, music to sculpture, allow young learners to touch their audience and inspire response. Participants learn to examine student responses and how the way they are articulated provide endless teachable moments for instruction in reading that students will develop while learning to read, write, speak and listen.

Museum + Primary Sources

The graduate certificate in Museum + Primary Sources provides participants with a growing understanding and appreciation for informal learning environments, which museums and their resources accommodate. This certificate program furnishes the K-12 teacher with information and promotes the skills necessary to research, analyze, develop and integrate museum objects into units of instruction. The program gives them insight into museum typologies and varied programming. The certificate provides opportunities for teachers to investigate museum programming; to meet and talk with visiting arts professionals; to communicate with museum staff; and to research and evaluate collections in order to develop and write their curriculum and lesson plans.

The Arts

The graduate certificate in The Arts includes courses in the area of studio arts (visual, performing arts and arts integration) in order to facilitate educators' abilities to apply skills in the arts content areas to classroom curriculum across all content areas. Courses include content knowledge or research in arts learning and instruction, as well as performing and visual arts. Due to the importance of the creation of works of arts in the Pennsylvania Standards for the Arts and Humanities, teachers in the graduate certificate in The Arts will design works of art under the tutelage of professional working artists who are experts in their art forms. Additionally, educators further their knowledge of historical and cultural content, aesthetics and critique in order to better understand the content requirements of State Standards.

TI:ME

The graduate certificate in TI:ME is offered in partnership with Soundtree and the Technology Institute for Music Educators (TI:ME), a Pennsylvania nonprofit corporation registered in the state of Pennsylvania whose mission is to assist music educators in applying technology to improve teaching and learning in music. TI:ME develops standards and course materials for music technology in-service training and maintains a certification program.

Information Sessions

Learn more! Join us for one of the following Fall Info Sessions. To attend, RSVP to pie@uarts.edu or call 215.717.6092.

Wed Aug 28
4:30 – 6 pm
Montgomery County Intermediate Unit

Wed Sep 18
4:30 – 6 pm
Unionville Elementary School

Thu Aug 29
4:30 – 6 pm
Bucks County Intermediate Unit

Wed Sep 25
4:30 – 6 pm
Philadelphia Academy Charter School

We're also happy to schedule personal advising sessions at UArts' campus for any prospective students.

Frequently Asked Questions

How long does it take to complete an MEd degree or certificate program?
The MEd or a certificate program can take two to three years to complete depending on the particular program and the number of courses completed each semester.

When are classes typically offered? Can I take classes year-round?
Yes, MEd and graduate certificate classes are offered year-round during each of the Fall, Spring and Summer semesters. UArts offers online, hybrid, face-to-face, and intensive summer classes in multiple locations throughout the Philadelphia region.

What is the difference between concentrations within the MEd program and graduate certificates?
Content is the same for both the MEd concentrations and graduate certificates. For the MEd, this content is offered as a concentration to complement the core MEd curriculum. This content is also offered as a stand-alone graduate certificate to meet the needs of teachers seeking further instruction in specialized or new areas of teaching.

What is the policy for transfer credits?
A maximum of six credits of graduate coursework may be transferred from other accredited institutions of higher education and/or non-matriculated graduate credits earned from the University of the Arts into the MEd degree upon approval of the Program Director. A total of three credits may be applied toward the graduate certificate requirements upon approval of the Program Director. Please visit cs.uarts.edu/MEd for more information about transfer credits.

Do the MEd and/or graduate certificate programs lead to teaching certification?
These programs do not lead to Pennsylvania Department of Education state certification for entry into public schools. These programs are designed for K-12 in-service teachers.

May I apply to the MEd even though I am not currently working in a classroom?
The program is designed for in-service teachers currently working in the classroom. The program does not grant certification for new teachers seeking to enter the profession. If you already have teaching certification and have taught previously in K-12 classrooms, you may apply even if you are not presently working in the classroom.

How much does this program cost?
The cost per credit for all courses in the MEd or graduate certificate programs is $630 for the 2013-2014 academic year (June 2013 – June 2014).

Is financial aid available?
Federal financial aid is not available for these programs but the University does offer payment plans for students. Please visit cs.uarts.edu/MEd for more information about payment plans.

For more Frequently Asked Questions, visit our website at cs.uarts.edu/MEd

Application Requirements for MEd + Graduate Certificate Programs

- Submission of a completed graduate application form, available at our website
- Nonrefundable application fee of $60 to be paid by check, money order, or credit card
- Official transcripts sent directly from each undergraduate and graduate school(s) attended
- A statement of applicant's academic and professional goals (approximately two pages long)
- A resume relevant to academic and professional experience
- Three current letters of recommendation (not required for graduate certificate applicants)
- GRE scores are not required, but they may be included with application

NOTE: These programs do not lead to PA Dept of Education state teacher certification required for entry into most public schools. These programs are designed for K-12 in-service teachers. Applications are reviewed on a rolling basis.

Apply Now!

Up to six credits of previous graduate coursework may be reviewed for possible transfer into the MEd Educational Program Design major. Up to three credits of previous graduate coursework may be reviewed for possible transfer into the graduate certificate programs. Visit **cs.uarts.edu/MEd** for complete policy details as well as application costs and frequently asked questions.

For more details, please visit: cs.uarts.edu/med/how-to-apply

Matriculated + Non-Matriculated Programs

Matriculated programs earn students an official credential in their chosen area of study from the University of the Arts. These programs require official application and acceptance before registration is permitted. Matriculated program options include the Master of Education in Educational Program Design (EDPD) and graduate certificates in the areas of Educational Technology (ETEC), Inclusion (INCL), Literacy (LITY), Museum + Primary Sources (PRES and UTPS), Technology Institute for Music Educators (MTEC), and The Arts (VPAS).

Students may elect to enroll in some of the same course options available to matriculated students without officially enrolling in either the MEd or graduate certificate programs. Students who elect to do so are considered non-matriculated and these courses are designated with an "NM" in the course number.

Additionally, the Professional Institute for Educators continues to offer courses that serve strictly as professional development opportunities, which earn the student graduate credits but cannot be applied toward a matriculated degree or certificate program. These courses are designated with an "ED" in the course title. Please note that application requirements, prerequisite restrictions, and tuition rates do vary between program and course options.

Please contact us at pie@uarts.edu or 215.717.6092 to discuss which option is best for you.

MEd in Educational Program Design Core Requirements

Course	Credits	Notes
Assessment Design + Evaluation (EDPD 601)	3.0	Must be taken as first course
Curriculum Design (EDPD 602)	3.0	Offered every fall semester
Instructional Design (EDPD 603)	3.0	
Designing 21st Century Learning Environments (EDPD 604)	3.0	Offered every spring semester
Concentration:	15.0	
Select one of the following:		
Educational Technology		
Inclusion		
Literacy		
Museum + Primary		
The Arts		
TI:ME (Technology Institute for Music Educators)		
Educational Program Design Capstone Research Project (EDPD 701)	3.0	Final Course
Total Minimum Required	**30.0**	**10 courses**

MEd Concentrations/Graduate Certificates

Educational Technology (ETEC)

Learn to integrate technology into teaching and learning, coordinate technology, manage technological resources, and explore the benefits of technology for instruction. Help students create digital projects that fulfill curricular needs and learn to integrate technology as an effective teaching tool.

Course	Credits	Notes
Foundations of Educational Technology (ETEC 500)	3.0	Recommended first course; offered every fall semester
Select 9 credits from courses with subject code ETEC (refer to website for full list of course offerings in each of the concentrations). Courses may include:		
Digital Storytelling in the Classroom	3.0	
Digital Communication in the Classroom	3.0	
Integrating iPad Technology into the Classroom	3.0	
Integrating Technology into Language Arts Education	3.0	
Integrating Technology into Math Education	3.0	
Integrating Technology into Social Studies Education	3.0	
Online Tools + Collaboration in Education	3.0	
Using Print Design + Digital Photos in the Classroom	3.0	
Web-Based Lessons + Resources	3.0	
Open Elective from any concentration area	3.0	
Total Minimum Required for Concentration/Certificate	**15.0**	**5 courses**

Inclusion (INCL)

Learn how to best educate all students, regardless of nature of diversity or special need.

Course	Credits	Notes
Foundations of Inclusionary Practices in the Classroom (INCL 500)	3.0	Recommended first course; offered every fall semester
Select 9 credits from courses with subject code INCL (refer to website for full list of course offerings in each of the concentrations). Courses may include:		
Children at Risk	3.0	
Managing Interactions in Inclusive Learning Environments	3.0	
Conflict Resolution — Bullying	3.0	
Gifted Education in Inclusive Classrooms	3.0	
Differentiated Instruction	3.0	
Including Special Needs	3.0	
Understanding the Autism Spectrum + Inclusion	3.0	
Open Elective from any concentration area	3.0	
Total Minimum Required for Concentration/Certificate	**15.0**	**5 courses**

Literacy (LITY)

Learn effective ways to help students become better readers, writers, communicators and learners of standards-based curriculum across all content areas through traditional and creative forms.

Course	Credits	Notes
Foundations of Literacy in the Classroom (LITY 500)	3.0	Recommended first course; offered every spring semester
Select 9 credits from courses with subject code LITY (refer to website for full list of course offerings in each of the concentrations). Courses may include:		
Exploring Literacy Through the Performing Arts	3.0	
Exploring Literacy Through the Visual Arts	3.0	
Exploring Multicultural Literature	3.0	
Foundations of Reading — Phonics + Vocabulary	3.0	
Integrating Children's Literature into the Classroom	3.0	
Exploring Literacy Through Poetry, Introductory	3.0	
Exploring Literacy Through Poetry, Advanced	3.0	
Reading + Writing Across the Curriculum	3.0	
Reading Strategies — Storytelling I	3.0	
Reading Strategies — Storytelling II	3.0	
Open Elective from any concentration area	3.0	
Total Minimum Required for Concentration/Certificate	**15.0**	**5 courses**

The Arts (VPAS)

Learn how the process of creating can provide learning and innovation skills such as creativity, critical thinking, problem solving, communication, and collaboration. This certificate/concentration is designed for K-12 teachers in all subjects.

Course	Credits	Notes
Foundations of Integrating the Arts into the Classroom (VPAS 500)	3.0	Recommended first course; offered every fall semester
Select 9 credits from courses with subject code VPAS (refer to website for full list of course offerings in each of the concentrations). Courses may include:		
3-D Projects for the Classroom: Ceramics — Throwing	3.0	
3-D Projects for the Classroom: Ceramics Raku	3.0	
3-D Projects for the Classroom: Fiber Arts	3.0	
3-D Projects for the Classroom: Glass Fusing + Slumping	3.0	
3-D Projects for the Classroom: Jewelry — Metal Clay	3.0	
3-D Projects for the Classroom: Traditional Jewelry Techniques	3.0	
Integrating Design Fundamentals — Projects for the Classroom	3.0	
History + Philosophy of Murals for Educators	3.0	
Integrating Performing Arts in the K-5 Classroom	3.0	
Mural Arts + Storytelling for the Classroom	3.0	
Printmaking for the Classroom: Book Arts	3.0	
Printmaking for the Classroom: Monoprinting	3.0	
Printmaking for the Classroom: Screen Printing	3.0	
Visual Arts the Classroom: Digital Photography	3.0	
Visual Arts for the Classroom: Drawing + Painting	3.0	
Visual Arts for the Classroom: Landscape Painting	3.0	
Visual Storytelling Techniques for Educators	3.0	
World Cultures Through Art — Projects for the Classroom	3.0	
Open Elective from any concentration area	3.0	
Total Minimum Required for Concentration/Certificate	**15.0**	**5 courses**

TI:ME (MTEC) — Technology Institute for Music Educators

These courses, primarily offered in an online format through our partner Soundtree, are part of the certification requirements for the Technology Institute for Music Educators (TI:ME), a Pennsylvania nonprofit organization whose mission is to assist music educators in applying technology to improve teaching and learning in music.

Course	Credits	Notes
Required courses with subject code MTEC:		
TI:ME 1A Basic Skills in Music Technology	3.0	
TI:ME 1B Music Technology — Software, Communications + Digital Media	3.0	
TI:ME 2A Digital Music Notation	3.0	
TI:ME 2B Multimedia Authoring	3.0	
TI:ME 2C Integrating Technology in the Music Curriculum	3.0	
Total Minimum Required for Concentration/Certificate	**15.0**	**5 courses**

Museum + Primary Sources (PRES or UTPS)

Learn how to develop the skills to research, analyze and integrate museum content, artifacts, and primary sources into units of instruction, helping students to better understand the world and their place in it.

Course	Credits	Notes
Foundations of Museum + Primary Sources in the Classroom (PRES 500)	3.0	Recommended first course; offered every spring semester
Select 9 credits from courses with subject code PRES or UTPS (refer to website for full list of course offerings in each of the concentrations). Courses may include:		
Exploring the Barnes Foundation — Projects for the Classroom	3.0	
Michener Art Museum Exhibition — Teacher Resources for the Classroom	3.0	
PMA Featured Exhibition — Teacher Resources for the Classroom	3.0	
Philadelphia Museums — Philadelphia History for Teachers	3.0	
Photography: Who Are We? Constructing Identity Through Images	3.0	
Music: Discovering the Roots of American Music to Enhance the Curriculum	3.0	
Poetry: A Place for the Poem — An Introduction to Poetry for Teachers	3.0	
The Power of the Poster + the Print — Using WPA Sources	3.0	
Open Elective from any concentration area	3.0	
Total Minimum Required for Concentration/Certificate	**15.0**	**5 courses**

Discount for First MEd Course!

Newly matriculated students in the MEd program are eligible for a one-time 25% tuition discount on their first course (Assessment Design + Evaluation, EDPD 601). This discount cannot be combined with any other scholarship or discount programs. Please visit our website at cs.uarts.edu for more information on tuition rates and discounts.

Core Courses

Assessment Design + Evaluation

CORE requirement – Required first course for MEd in Educational Program Design

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 measureable 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)

+ HYBRID

Unionville Elementary School — 7 weeks
EDPD 601 01 – 3 credits $1890, Fee $45
Online Tue Oct 29 – Tue Dec 17, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Dr. Russell Pritchard

Curriculum Design

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)

+ HYBRID

Montgomery County Intermediate Unit — 7 weeks
EDPD 602 01 – 3 credits $1890, Fee $45
Online Tue Oct 29 – Tue Dec 17, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Karen Dundon

Act 48 requirements are back!

The moratorium giving Pennsylvania-certified teachers an extension on Act 48 requirements expired on June 30, 2013. Teachers have now returned to a five-year cycle for completing this requirement.

The University of the Arts is an approved provider for the Pennsylvania Department of Education Act 48 professional development and the New Jersey Department of Education teacher continuing education requirements.

Foundations of Educational Technology

Recommended first course for Educational Technology Concentration/Certificate (ETEC)

Are you connecting with the digital learners of today? Are you utilizing the classroom technology available to you? This course emphasizes the use of technology in the classroom as an "instructional tool" to enrich the quality of your teaching and enhance learning. It 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.

+ HYBRID

Montgomery County Intermediate Unit — 7 weeks
ETEC 500NM 01 – 3 credits $945, Fee $45
ETEC 500 01 – 3 credits $1890, Fee $45
Online Tue Oct 29 – Tue Dec 17, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Kristen Ferrari

Digital Communication in the Classroom

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.

+ HYBRID

Unionville Elementary School — 7 weeks
ETEC 508NM 01 – 3 credits $945, Fee $45
ETEC 508 01 – 3 credits $1890, Fee $45
Online Tue Sep 10 – Thu Oct 24, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Scott Duggan

Digital Storytelling in the Classroom

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.

Montgomery County Intermediate Unit — 7 weeks
ETEC 502NM 01 – 3 credits $945, Fee $45
ETEC 502 01 – 3 credits $1890, Fee $45
Tue + Thu: Sep 10 – Oct 24: 5 – 8 pm
Instructor: Ken Kay

+ HYBRID

Unionville Elementary School — 7 weeks
ETEC 502NM 02 – 3 credits $945, Fee $45
ETEC 502 02 – 3 credits $1890, Fee $45
Online Tue Oct 29 – Tue Dec 17, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Scott Duggan

Digital Video Documentary

Digital video technologies have revolutionized the possibilities of video production and post-production, particularly in the area of documentary. This course introduces digital video tools and their application in the making of documentary programs. Participants learn how to work with small-format cameras to capture scenes of the world around them, conduct interviews, import into digital video workstations and edit to final project. Through documentary projects, participants gain the knowledge to apply these tools with students to better build strong narratives, communicate ideas and understand a new way to express real life.

Unionville Elementary School — 7 weeks
ED 7320 01 – 3 credits $945, Fee $45
Mon + Wed: Oct 28 – Dec 16: 5 – 8 pm
Instructor: Scott Duggan

Integrating iPad Technology into the Classroom

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 media 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.

Unionville Elementary School — 7 weeks
ETEC 513NM 01 – 3 credits $945, Fee $45
must bring iPad to class (any version is fine)
ETEC 513 01 – 3 credits $1890, Fee $45
must bring iPad to class (any version is fine)
Tue + Thu: Sep 10 – Oct 24: 5 – 8 pm
Instructor: Scott Duggan

+ HYBRID
The University of the Arts — 7 weeks
ETEC 513NM 02 – 3 credits $945, Fee $45
must bring iPad to class (any version is fine)
ETEC 513 02 – 3 credits $1890, Fee $45
must bring iPad to class (any version is fine)
Online Tue Oct 29 – Tue Dec 17, with 2 to 3
in-person sessions from 5 – 8 pm as noted
on syllabus
Instructor: Sallie Michalsky

+ HYBRID
Delaware County Intermediate Unit — 7 weeks
ETEC 513NM 03 – 3 credits $945, Fee $45
must bring iPad to class (any version is fine)
ETEC 513 03 – 3 credits $1890, Fee $45
must bring iPad to class (any version is fine)
Online Tue Oct 29 – Tue Dec 17, with 2 to 3
in-person sessions from 5 – 8 pm as noted
on syllabus
Instructor: Ken Kay

Integrating Technology into Math Education

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.

Montgomery County Intermediate Unit — 7 weeks
ETEC 510NM 01 – 3 credits $945, Fee $45
ETEC 510 01 – 3 credits $1890, Fee $45
Tue + Thu: Oct 29 – Dec 17: 5 – 8 pm
Instructor: John Walsh

Interactive Whiteboard Technology

Learn techniques to maximize and integrate interactive whiteboards (IWB), including SMART Board and Promethean ActivBoard models, as a learning and teaching tool for the classroom. Discover methods to tie internet resources, PowerPoint, Notebook and other technologies into interactive activities and exercises. Discussions consider implementation of this tool within existing curricula. Focus on exploring new methods and best practices to engage students effectively across a range of subject areas. Participants should bring some existing resources to create focused interactive lessons. Students must bring their own laptop to this class in order to develop integrated projects with the whiteboard technology.

Unionville Elementary School — 7 weeks
ED 7055 01 – 3 credits $945, Fee $45
Mon + Wed: Oct 28 – Dec 16: 5 – 8 pm
Instructor: Paula Eichman

Introduction to Photoshop for Teachers

Learn the basics of Adobe Photoshop through hands-on creation and manipulation of digital images. Also gain some basic digital camera knowledge for classroom use in student activities. Learn how to scan images, adjust resolution and size, edit text effect features and find effective ways to merge the power of words with the power of images to increase visual literacy in students. Content applicable to all subjects and grade levels.

+ HYBRID
The University of the Arts — 7 weeks
ED 7406 01 – 3 credits $945, Fee $45
Online Tue Sep 10 – Thu Oct 24, with 2 to 3
in-person sessions from 5 – 8 pm as noted
on syllabus
Instructor: PIE Faculty

Microsoft Excel as a Classroom Management Tool

Need a better way to manage classroom information? Microsoft Excel can make many everyday tasks more efficient: averaging grades, tracking student data, organizing and sorting information and performing calculations. Discover ways to utilize Excel personally and develop student activities for the classroom. Beginning with the basics, learn how to set up spreadsheets and use the data to create charts and graphs. Explore functions and formatting in Excel and be introduced to customizing spreadsheets, list management, workgroup collaboration, importing data and advanced charting and formatting techniques. This class is taught in a Macintosh environment, but Excel can also be used with Windows.

+ HYBRID
Unionville Elementary School — 7 weeks
ED 7053 01 – 3 credits $945, Fee $45
Online Tue Sep 10 – Thu Oct 24, with 2 to 3
in-person sessions from 5 – 8 pm as noted
on syllabus
Instructor: Ryan Fegley

Online Tools + Collaboration in Education

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, 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.

+ HYBRID
Washington Township School District — 7 weeks
ETEC 505NM 01 – 3 credits $945, Fee $45
ETEC 505 01 – 3 credits $1890, Fee $45
Online Tue Sep 10 – Thu Oct 24, with 2 to 3
in-person sessions from 5 – 8 pm as noted
on syllabus
Instructor: Kristen Ferrari

PowerPoint + Keynote in the Classroom

Explore the applications of both PowerPoint and Keynote, as well as Prezi, a cloud-based presentation software. Examine the administrative, academic and technological uses for presentations to aid student learning. Produce presentations along with handouts, speaker's notes and outlines for use in a variety of educational environments. Create presentations and lessons based on curricular needs and share methods to better integrate these multimedia tools effectively for student use.

+ HYBRID
Unionville Elementary School — 7 weeks
ED 7057 01 – 3 credits $945, Fee $45
Online Tue Oct 29 – Tue Dec 17, with 2 to 3
in-person sessions from 5 – 8 pm as noted
on syllabus
Instructor: Sallie Michalsky

Web-Based Lessons + Resources for Teachers

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.

+ HYBRID
The University of the Arts — 7 weeks
ETEC 507NM 01 – 3 credits $945, Fee $45
ETEC 507 01 – 3 credits $1890, Fee $45
Online Mon Oct 28 – Mon Dec 16, with 2 to 3
in-person sessions from 5 – 8 pm as noted
on syllabus
Instructor: Dr. Russell Pritchard

Foundations of Inclusionary Practices in the Classroom

Recommended first course for Inclusion Concentration/ Certificate (INCL)

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.

+ HYBRID

Chester County Intermediate Unit — 7 weeks
INCL 500NM 01 – 3 credits $945, Fee $45
INCL 500 01 – 3 credits $1890, Fee $45
Online Tue Oct 29 – Tue Dec 17, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Dr. Tina Pisch

The faculty assignments for each course can be found with the course descriptions on our website. Find information about our faculty, their experience and credentials at **cs.uarts.edu/faculty**

Classroom Management for Inclusive Classrooms

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.

+ HYBRID

Montgomery County Intermediate Unit — 7 weeks
INCL 502NM 01 – 3 credits $945, Fee $45
INCL 502 01 – 3 credits $1890, Fee $45
Online Mon Sep 9 – Wed Oct 23, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Karen Dundon

Creating Effective Classroom Learning Centers

Learning centers provide opportunities for self-directed, differentiated learning. They need to be well designed and skillfully implemented to meet the needs of individual students. This course helps identify needs and develop differentiated classroom learning centers that engage students' interests, complement existing lessons and work with various learning styles. Participants consider student assessment and customization in creating effective centers for student use.

Bucks County Intermediate Unit — 7 weeks
INCL 504NM 01 – 3 credits $945, Fee $45
INCL 504 01 – 3 credits $1890, Fee $45
Tue + Thu: Sep 10 – Oct 24: 5 – 8 pm
Instructor: Tom Palumbo

Differentiated Instruction

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.

+ HYBRID

Phila Academy Charter School — 7 weeks
INCL 508NM 01 – 3 credits $945, Fee $45
INCL 508 01 – 3 credits $1890, Fee $45
Online Tue Oct 29 – Tue Dec 17, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Elana Betts

Gifted Education in Inclusive Classrooms

Explore techniques to improve instruction to all students in advanced programs and bring gifted education pedagogy into regular classrooms more effectively. Ideas from Renzuilli 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 outside of 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.

+ HYBRID

Phila Academy Charter School — 7 weeks
INCL 505NM 01 – 3 credits $945, Fee $45
INCL 505 01 – 3 credits $1890, Fee $45
Online Mon Oct 28 – Mon Dec 16, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Dr. Sarah Anne Eckert

Exploring Literacy Through Poetry, Introductory

In this course participants learn 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, integrating poetry with subject areas, and narrative and historical poetry. Develop poetry centers, presentations and web activities to support integrating poetry across the curriculum.

+HYBRID

Phila Academy Charter School — 7 weeks
LITY 504NM 01 – 3 credits $945, Fee $45
LITY 504 01 – 3 credits $1890, Fee $45
Online Tue Sep 10 – Thu Oct 24; In-person sessions Wed Sep 11 + Wed Oct 23: 5 – 8 pm
Instructor: Anne Bair + Donna Popp

Exploring Literacy Through the Performing Arts

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. Playwriting activities are examined for their unique potential in leveraging the listening and the 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.

+HYBRID

The University of the Arts — 7 weeks
LITY 501NM 01 – 3 credits $945, Fee $45
LITY 501 01 – 3 credits $1890, Fee $45
Online Tue Oct 29 – Tue Dec 17, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Margie Salvante

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Exploring Multicultural Literature

Teachers, librarians and reading specialists can learn to enrich student awareness and appreciation of diverse cultures though 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, and focusing on their incorporation into cross-curricular studies.

Phila Academy Charter School — 7 weeks
LITY 503NM 01 – 3 credits $945, Fee $45
LITY 503 01 – 3 credits $1890, Fee $45
Mon + Wed: Oct 28 – Dec 16: 5 – 8 pm
Instructor: Jessica Jefferis

Reading + Writing Across the Curriculum

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.

⏻ONLINE 7 weeks
LITY 506NM 01 – 3 credits $945, Fee $45
LITY 506 01 – 3 credits $1890, Fee $45
Tue Sep 10 – Thu Oct 24
Instructors: Dr. Rebecca Joella

Reading Strategies — Storytelling I

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 medium 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.

Chester County Intermediate Unit — 7 weeks
LITY 509NM 01 – 3 credits $945, Fee $45
LITY 509 01 – 3 credits $1890, Fee $45
Tue + Thu: Sep 10 – Oct 24: 5 – 8 pm
Instructor: Jessica Jefferis

Foundations of Integrating the Arts into the Classroom

Recommended first course for The Arts Concentration/Certificate (VPAS)

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.

+HYBRID

The University of the Arts — 7 weeks
VPAS 500NM 01 – 3 credits $945, Fee $45
VPAS 500 01 – 3 credits $1890, Fee $45
Online Tue Sep 10 – Thu Oct 24, with 2 to 3 in-person sessions from 5 – 8 pm as noted on syllabus
Instructor: Carol Royer

3-D Projects for the Classrom: Ceramic Tile + Mosaics, Introductory

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.

GoggleWorks Center for the Arts — 3 weeks
VPAS 516NM 01 – 3 credits $945, Fee $75
VPAS 516 01 – 3 credits $1890, Fee $75
Sat + Sun: Sep 28 + 29, Oct 12 + 13, Oct 19 + 20: 9 am – 4 pm
Instructor: Wen Fan

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

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. Slumping/draping possibilities are also discussed.

GoogleWorks Center for the Arts — 4 weeks
VPAS 552NM 01 – 3 credits $945, Fee $95
VPAS 552 01 – 3 credits $1890, Fee $95
Sat Sep 21, Sun Sep 22 + Sat Sep 28:
9 am – 5 pm, Sat Oct 5: 9 am – 3 pm,
Sat Oct 12 + Sun Oct 13: 9 am – 1 pm
Instructor: Carol Moore

Mural Arts + Storytelling for the Classroom

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.

The University of the Arts — 3 weeks
VPAS 505NM 01 – 3 credits $945, Fee $95
VPAS 505 01 – 3 credits $1890, Fee $95
Sat + Sun: Sep 21 + 22, Sep 28 + 29, Oct 5 + 6: 9 am – 4 pm
Instructor: Shira Walinsky

Printmaking for the Classroom: Book Arts + Language Arts, Introductory

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.

Wayne Art Center — 3 weeks
VPAS 538NM 01 – 3 credits $945, Fee $45
VPAS 538 01 – 3 credits $1890, Fee $45
Sat + Sun: Oct 19 + 20, Oct 26 + 27,
Nov 2 + 3: 9 am – 4 pm
Instructor: Mary Tasillo

Printmaking for the Classroom: Screen Printing, Introductory

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.

The University of the Arts — 3 weeks
VPAS 528NM 01 – 3 credits $945, Fee $75
VPAS 528 01 – 3 credits $1890, Fee $75
Sat + Sun: Oct 19 + 20, Oct 26 + 27,
Nov 2 + 3: 9 am – 4 pm
Instructor: Greg Pizzoli

World Cultures Through Art — Projects for the Classroom

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.

Wayne Art Center — 3 weeks
VPAS 501NM 01 – 3 credits $945, Fee $95
VPAS 501 01 – 3 credits $1890, Fee $95
Sat + Sun: Oct 19 + 20, Oct 26 + 27,
Nov 2 + 3: 9 am – 5 pm
Instructor: Susan Rodriguez

Soundtree + TI:ME

We are pleased to partner with SoundTree and TI:ME to serve the needs of music educators using technology. SoundTree specializes in learning systems for education that integrate electronic music instruments, audio and video tools and software. The curriculum of these online courses includes live lectures, assignments and threaded discussion boards. The courses are part of the certificate requirements for the Technology Institute for Music Educators (TI:ME), a Pennsylvania nonprofit organization whose mission is to assist music educators in applying technology to improve teaching and learning in music. TI:ME offers sequenced music technology courses designed for educators, leading to a TI:ME certificate upon completion. Courses are primarily asynchronous to be completed on your schedule; however, some content will take place at specific times for participants to log-in and enjoy together. Visit our website for details at: cs.uarts.edu/pie/soundtree

TI:ME 1B Music Technology — Software, Communications + Digital Media

Participants explore instructional software, configuring and using computers on networks and the internet and the basics of using digital media in K-12 music education. Consider many ways to incorporate these digital tools into the music curriculum to serve a range of students. This course imparts practical skills and knowledge to in-service music teachers allowing them to integrate technology effectively into teaching and learning. This course fulfills the second half of the TI:ME Level 1 certification requirement.

⏻ ONLINE 7 weeks
MTEC 501NM 01 – 3 credits $945, Fee $45
MTEC 501 01 – 3 credits $1890, Fee $45
Tue Sep 10 – Thu Oct 24
Instructor: Michael Fein

NEW

One-Day Workshops to Earn Act 48 Hours

These one-day workshops keep educators up-to-date on current topics and trends to improve teaching and student learning in a short, convenient format for those who prefer a non-credit experience.

Game Theory (K-5)

Transfer the enthusiasm kids have for video games into a school environment. Participants explore innovative game theory and problem-solving in math, science, technology and language arts and consider game strategy and design.

Philadelphia Academy Charter School
ED 5517 01 – Non-credit, $200, No Fee
Sat Nov 9: 9 am – 3 pm

Interactive Whiteboard Technology

Learn techniques to integrate interactive whiteboards as a learning and teaching tool for the classroom. Discover methods to tie Internet resources, presentation tools and other technologies into activities and exercises to engage students effectively across a range of subject areas.

Unionville Elementary School
ED 7055HC 01 – Non-credit, $200, No Fee
Sat Nov 16: 9 am – 3 pm

Creating Units to Support Differing Learning Styles

Participants receive an overview of how to develop a cross-curricular unit to support multiple learning styles and the different ways students learn. Educators examine and evaluate methods to support students and integrate new activities into lesson plans.

Philadelphia Academy Charter School
ED 6384 01 – Non-credit, $200, No Fee
Sat Nov 23: 9 am – 3 pm

iLife Overview

This overview of the Macintosh iLife suite considers how to best integrate these software tools into a range of classroom settings. Learn the capabilities of the iLife software (iPhoto, iMovie, GarageBand and iWeb) to bring sound and images to enhance methods of teaching more effectively.

Unionville Elementary School
ED 7039 01 – Non-credit, $200, No Fee
Sat Dec 7: 9 am – 3 pm

Parent Programs

Examine the role of the parent in the educational process, develop positive ways to communicate more effectively with parents and learn the importance of parent partnership programs and resource centers to encourage positive interactions.

Philadelphia Academy Charter School
ED 5507 01 – Non-credit, $200, No Fee
Sat Dec 14: 9 am – 3 pm

Exploring the Barnes Foundation — Projects for the Classroom

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.

The University of the Arts — 7 weeks
PRES 504NM 01 – 3 credits $945, Fee $95
PRES 504 01 – 3 credits $1890, Fee $95
Tue + Thu: Oct 29 – Dec 17: 5 – 8 pm
Instructor: Susan Rodriguez

PMA Featured Exhibition — Fernand Leger + Modernity — Teacher Resources for the Classroom

Fernand Léger played a leading role in redefining the practice of painting by bringing it into engagement with the urban environment and modern mass media. In this course, participants study the significance of Léger and his work in the context of art history and culture, with the latest exhibition at the Philadelphia Museum of Art as the focus. Léger: Modern Art and the Metropolis features Léger's monumental painting The City (1919), a landmark in the history of modern art. Léger is known both for creating forceful and diverse modernist offerings of the 20th century and as a Cubist painter who incorporated industrial and mechanical images into his work.

Léger's form of Cubism was radically different from that of Braque, Picasso and Juan Gris, as he was often fascinated with mechanization and the working man. Participants use the Philadelphia Museum of Art as well as the Barnes Foundation to study from primary sources. The course also explores methods to engage students with object study and brings cross-disciplinary projects to a range of subject areas.

The University of the Arts — 3 weeks
PRES 501NM 01 – 3 credits $945, Fee $95
PRES 501 01 – 3 credits $1890, Fee $95
Sat + Sun: Oct 19 + 20, Oct 26 + 27,
Nov 2 + 3: 9 am – 5 pm
Instructor: Sarina Miller

Michener Art Museum — Harry Bertoia: Mid-Century Design — Teacher Resources for the Classroom

Harry Bertoia, born in Italy, created well-known tonal sounding sculptures and designed furniture for Knoll, Inc. His studies began in printmaking and metalworking, which informed his work throughout his career. He designed, among other pieces, the Bertoia Diamond Chair series, which became part of the mid-century modern furniture movement. From 1953 to 1978, Bertoia created over 50 large public commissions, engaged by such architects as Eero Saarinen, Henry Dreyfuss, Roche + Dinkeloo, Minoru Yamasaki, Edward Durell Stone and I. M. Pei. In this course, participants study Bertoia's work and consider the impact of modern craft and design through an exhibition of his work at the James A. Michener Art Museum and examine other mid-century works that reflect the changing aesthetics of the modern age. The course also explores methods to engage students with object study and brings cross-disciplinary projects to a range of subject areas.

James A. Michener Art Museum — 3 weeks
PRES 502NM 01 – 3 credits $945, Fee $95
PRES 502 01 – 3 credits $1890, Fee $95
Sat Sep 14: 9 am – 2:30 pm; Sun Sep 15: 9 am – 5 pm; Sat Sep 28: 9 am – 2 pm; Sun Sep 29, Sat Oct 5 + Sun Oct 6: 9 am – 5 pm
Instructor: PIE Faculty

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THE UNIVERSITY OF THE ARTS

LIBRARY OF CONGRESS

TEACHING with PRIMARY SOURCES

The Teaching with Primary Sources (TPS) program at UArts prepares educators to deepen and enrich their instruction on classroom topics across subject areas. We show teachers with vision how to make that happen.

Funded by a grant from the Library of Congress, the TPS program at the University of the Arts creates professional development opportunities for K-12 educators that focus on teaching with primary sources in an arts context to enhance cross-curricular areas in primary and middle schools. The mission of the TPS-UArts program is to: build awareness of the Library's educational initiatives, provide content that promotes the effective educational use of the Library's resources and offer access to and promote sustained use of the Library's educational resources.

This fall, we offer two courses that use an artistic lens to expand the use of primary sources in the classroom. Non-credit course registration is free, non-matriculated registration is offered at a significantly reduced rate and there are no course fees. Register early — space is limited.

Poetry: A Place for the Poem — An Introduction to Poetry for Teachers

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.

The University of the Arts — 2 weeks
ED 8131 01 – **NON-CREDIT – FREE**
UTPS 500NM 01 – 1.5 credits **REDUCED TUITION RATE** $275, No Fee
UTPS 500 01 – 1.5 credits $945, No Fee
Sat Oct 19, Sat Nov 2 + Sun Nov 3: 9 am – 5 pm
Instructor: Juan Sebastian Agudelo

Theater: Bringing Primary Sources to Life Through Drama

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.

The University of the Arts — 2 weeks
ED 8132 01 – **NON-CREDIT – FREE**
UTPS 502NM 01 – 1.5 credits **REDUCED TUITION RATE** $275, No Fee
UTPS 502 01 – 1.5 credits $945, No Fee
Sat Oct 12, Sat Oct 19 + Sun Oct 20: 9 am – 5 pm
Instructors: Patricia "Stormy" Vogel + Margie Salvante

Visit us at **tps.uarts.edu** to learn more about the Teaching with Primary Sources program at the University of the Arts, and to register for courses and free workshops.

Pennsylvania

New Jersey

BERKS ❷

BUCKS ❸ ❹

MONTGOMERY ❾

❺ ❿ ⓫

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320 South Broad Street | Philadelphia, PA 19102
215.717.6006 | uarts.edu

BERKS COUNTY
2 GoggleWorks Center for the Arts (GW)
210 Washington Street | Reading, PA 19601
610.374.4600 | goggleworks.org

BUCKS COUNTY
3 Bucks County Intermediate Unit (BCIU)
705 Shady Retreat Road | Doylestown, PA 18901
215.348.2940 | bucksiu.org

4 James A. Michener Art Museum (MMD)
138 South Pine Street | Doylestown, PA 18901
215.340.9800 | michenermuseum.org

CHESTER COUNTY
5 Chester County Intermediate Unit (CCIU)
455 Boot Road | Downingtown, PA 19335
484.237.5000 | cciu.org

6 Unionville Elementary School (UES)
1775 West Doe Run Road | Kennett Square,
PA 19348
610.347.1700 | ues.ucfsd.org

DELAWARE COUNTY
7 Delaware County Intermediate Unit (DCIU)

200 Yale Avenue | Morton, PA 19070
610.938.9887 | dciu.org

GLOUCESTER COUNTY, NEW JERSEY
8 Washington Township School District
(WTSD) at Bunker Hill Middle School
372 Pittman-Downer Road | Sewell, NJ 08080
856.881.7007 | wtps.org/bhms

MONTGOMERY COUNTY
9 Montgomery County Intermediate Unit (MCIU)
1605 West Main Street | Norristown, PA 19403
610.539.8550 | mciu.org

10 Wayne Art Center (WAC)
413 Maplewood Avenue | Wayne, PA 19087
610.688.3553 | wayneart.org

NORTHEAST PHILADELPHIA
11 Philadelphia Academy Charter School (PACS)
11000 Roosevelt Blvd/Plaza Drive
Philadelphia, PA 19116
215.676.8320 | philadelphiaacademy.org/pacs

Professional Institute for Educators

Terra Hall
211 S. Broad Street
(Corner of Broad + Walnut Streets)
9th Floor, Room 901
215.717.6006

Mailing Address: USPS
The University of the Arts
Professional Institute for Educators
320 S. Broad Street
Philadelphia, PA 19102

Mailing Address: FedEx and UPS
The University of the Arts
Professional Institute for Educators
311 South Juniper Street
Philadelphia, PA 19107

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General Policies

Academic Information

The University of the Arts is accredited by the Middle States Association of Colleges and Schools. The Professional Institute for Educators at the University of the Arts offers both matriculated and non-matriculated graduate-level courses. Non-matriculated students include: students who have their bachelor's degree and are taking additional course work in preparation for applying to a graduate program; students interested in applying graduate credits towards Masters Equivalency Programs; students taking graduate coursework to fulfill PA-certified teachers professional development requirements; and students who wish to remain non-degree seeking but are interested in enrolling in course work for personal fulfillment. Matriculated students are those who have applied and been admitted into either the Master of Education or a graduate certificate program.

Educators taking courses for credit are required to complete assignments for evaluation outside of direct contact hours. These assignments may include lesson plans, readings, papers, projects, presentations or other work relating the course content to classroom application. Most final course projects will be due two weeks after the final class meeting.

Student Code of Conduct

The University reserves the right to deny registration to any student based upon the student's prior behavior or actions in a previous class, program or workshop at the University.

Additionally, any current student may be dismissed from his/her class and the program if found to be disruptive or behaving inappropriately in class or on the University campus. Students dismissed from any UArts Continuing Studies program will be denied admission to future terms and programs.

Students in the Division of Continuing Studies at the University of the Arts are expected to adhere to a Student Code of Conduct, available on our website.

Teacher Professional Development

PA Act 48: We are an approved provider for the Pennsylvania Department of Education Act 48 professional development requirements. A three-credit graduate course is posted as Act 48 90-hour equivalency. Students must supply their Act 48 Professional Personal ID number and submit an Act 48 request form (provided in class) in order to have their credit course posted. Students should log in to the PA Department of Education website (pde.state.pa.us) to obtain this ID number. Act 48 posting to the State occurs at the end of the month in which final grading for coursework is complete.

NJ: We are an approved provider for New Jersey Professional Development (provider #4700). New Jersey teachers should follow the administrative policies of their school district.

Academic Honesty/Integrity Policy

Violations of academic integrity are considered to be acts of academic dishonesty and include (but are not limited to) cheating, plagiarizing, fabrication, denying others access to information or material and facilitating academic dishonesty, and are subject to disciplinary action (please visit cs.uarts.edu/pie/policies#Academic_Honesty_Integrity_Policy to review this policy in its entirety).

Attendance

All students are expected to attend classes regularly and promptly and for the duration of the scheduled instructional time. Individual instructors may penalize for habitual lateness or absence. Repeated absences may result in a grade of "F" for a course.

Students who withdraw from a course must do so in writing. Non-attendance does not constitute an official withdrawal.

Course Cancellation

The University of the Arts reserves the right to cancel classes due to low enrollment. If a cancellation should occur, students will be notified prior to the start of classes and will have the option of taking another course or receiving a full refund.

Grading

Professional Institute for Educators students may obtain their final course grades online through WebAdvisor, MyUArtsRecord. Grades will be available online one week after the submission of the final course project.

Grading System			
A	4.00	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1.00
B	3.00	F	0.00
B-	2.67	P	Pass
C+	2.33		
C	2.00		

Grade of Incomplete ("I")

An incomplete grade may be granted only in extraordinary circumstances, either personal or academic, that prevent the student from completing coursework by the end of the semester. The grade "I" is given only when the completed portion of the student's coursework is of a passing quality. To receive the grade of Incomplete, the student must submit the Incomplete Form and obtain written approval from the course instructor and the Dean of Continuing Studies prior to the conclusion of the semester.

Incomplete grades not cleared by the end of the sixth week of the following semester will be automatically assigned the grade of "F."

Incomplete Forms are available at registrar.uarts.edu or in person at the Office of the Registrar.

Transcript Requests

The University Registrar produces transcripts for all graduate and undergraduate programs including the Professional Institute for Educators. In order to process a transcript request, the student's account must be in good financial standing. Transcript requests can be made online, in person and by mail. The cost for normal service is $5; additional fees apply for fax, emergency, FedEx and international service. Full details are available online at registrar.uarts.edu/services/transcript-request.

⏻ ONLINE ＋ HYBRID

Online + Hybrid Courses

Online and hybrid courses have the same learning objectives and use the same faculty and curriculum as our traditional classroom courses, with the added convenience of having 24/7 access to course materials and the ability to work at one's own pace any time of day. Students wishing to enroll in online and hybrid courses must meet the following minimum requirements:

- Access to a computer with a web browser, Microsoft Office or equivalent and Adobe Acrobat Reader.
- High speed internet access.
- Comfort working on computers, including saving, deleting and moving files.
- Ability to install software, as needed.

Students in online and hybrid courses are required to participate in frequent discussions and complete all projects and assignments indicated in the syllabus. Students will receive an invitation to join the online classroom one week prior to the start of class. Students must use their assigned UArts email address to access the University's online course management system.

Note: Online courses are not for everyone. If you are undecided about whether this format works well with your particular learning style, please contact our office to speak with an advisor.

Supplies

Supplies are the responsibility of the student. Supply lists specific to each class are included in the syllabi available online one week prior to the start of classes.

P

Center City Parking

Students attending courses within the Professional Institute for Educators at the main UArts location in Center City are eligible for a special free parking voucher to cover the costs of parking during class meeting times. Students must park at the LAZ garage in the Symphony House building, located at Broad and Pine Streets. Please see our website for more details.

School Closings

In the event of inclement weather, University officials make every attempt to render a prompt decision about whether classes will be cancelled. This information is communicated throughout campus, on our website and to local media. Students can also sign up for UArts Emergency Alerts to be sent directly to their mobile phone by logging in to the UArts Portal and following instructions.

Off-site Locations

Details about each of our off-site locations, including directions, can be found on our website at cs.uarts.edu/campus-map-directions/locations.

Policies for Non-Matriculated Students

Non-matriculated students include: students who have their bachelor's degree and are taking additional course work in preparation for applying to a graduate program; students interested in applying graduate credits towards Masters Equivalency Programs; students taking graduate coursework to fulfill PA-certified teachers professional development requirements; and students who wish to remain non-degree seeking but are interested in enrolling in course work for personal fulfillment. Non-matriculated coursework is designated by an "NM" in the course number (ex. ETEC 500NM). Non-matriculated students may also register for courses with an "ED" pre-fix. "ED" courses serve strictly as professional development opportunities which earn the student graduate credits but cannot be applied toward a matriculated degree or certificate program at the University of the Arts.

Registration

Non-matriculated students are permitted to register by fax, mail, in person and online via cs.uarts.edu/pie; we also accept registration by phone. To register, you must submit the completed registration form with payment in full (check or money order payable to: The University of the Arts) or a nonrefundable deposit of $50 per course. Deposits are accepted by phone and by using the registration form in this brochure, which can be submitted by fax, mail or in person; the deposit option is currently unavailable online. Students registering with a deposit must pay by credit card and include any fees mentioned in the course description at the time of registration. American Express, MasterCard and VISA are accepted. Students must sign the appropriate line on the registration form indicating approval to charge the remaining balance 21 days prior to the start of class. Students registering 21 days or less prior to the start of class must pay in full.

Checks are only accepted for payment in full. Registration is accepted on a first come, first served basis. Students will receive registration confirmations and receipts via email.

Tuition + Fees
Tuition

Tuition rates for courses within the Professional Institute for Educators at the University of the Arts are listed next to each course. Specialized intensive courses, partnership courses and those with fewer credits may have a customized tuition rate. Courses in the PIE program are offered for credit only; with the exception of non-credit and tution-free courses offered by the Teaching with Primary Sources-UArts Program, funded by the Library of Congress.

Fees

Course fees vary by class and are applied to specific operational costs incurred in certain classes, studios or labs. Payment of fees assigned to courses is required at the time of registration and is nonrefundable.

Refund Policy for Non-Matriculated Students

NOTE: Courses designated by either an "NM" or "ED" are available for registration by non-matriculated students.

All refunds are less nonrefundable deposits and course fees and are calculated as follows:

- 100% refund less the $50 nonrefundable application fee for withdrawal five business days prior to the first class

- 0% refund for withdrawal less than five business days prior to the first day of class

All withdrawals must be submitted in writing via email to cs@uarts.edu. The date the request is received in writing is the date used to calculate the refund amount. Please allow up to 10 business days for review.

It is not our policy to transfer registration from one course to another. Requests of this nature will be processed as a withdrawal, subject to the refund policy above.

The Professional Institute for Educators strongly encourages students to seek pre-approval from their school district before registering for courses. Refunds will not be granted to students who request withdrawal because their school district denies approval for tuition reimbursement.

Tuition Discounts

The Professional Institute for Educators offers discounts to UArts alumni and educators teaching within the School District of Philadelphia who enroll as non-matriculated students in our courses.

Only one tuition discount or scholarship may be applied to a student's account per semester. Scholarships cannot be combined with any other discounts and cannot be applied retroactively to any previous course registrations on record.

Discounts must be calculated and reflected in payment at the time of registration; no refunds will be issued retroactively to correct overpayment.

Alumni Discount – Now 25%!

Graduates of the University of the Arts, Philadelphia College of Art and Design or the Philadelphia College of Performing Arts are entitled to a 25% discount on tuition only.

Note: Alumni discounts are only recognized with online registration if you have previously registered online for a class using an alumni discount.

School District of Philadelphia Scholarship

A scholarship is available for educators currently teaching for the School District of Philadelphia. This scholarship of $250 is applicable towards tuition only for three-credit courses offered within the Professional Institute for Educators.

Scholarships cannot be combined with any other discounts, cannot be applied retroactively to any previous course registrations on record and are only applicable to PIE courses offered between September 2013 and August 2014. Courses offered through the Villanova Summer Music Studies program are not eligible. Courses funded by the Library of Congress are also not eligible for this scholarship.

All recipients are required to submit current official proof of employment from the School District of Philadelphia, and this scholarship is not available for online registration.

Policies for Matriculated Students

Matriculated programs earn students an official credential in their chosen are of study from the University of the Arts. These programs require official application and acceptance before registration is permitted. Matriculated program options include the MEd in Educational Program Design (EDPD) and graduate certificates in the areas of Educational Technology (ETEC), Inclusion (INCL), Literacy (LITY), Museum + Primary Sources (PRES and UTPS), Technology Institute for Music Educators (MTEC) and The Arts (VPAS).

Registration

Matriculated students will receive a University of the Arts student account upon acceptance to the program which will permit them to register online for courses via Web Advisor, MyUArtsRecord. Additionally, matriculated students are permitted to submit registration in-person, fax, mail or phone by contacting the Professional Institute for Educators.

Tuition + Fees
Tuition

Tuition rates for matriculated MEd and/or graduate certificate courses within the Professional Institute for Educators at the University of the Arts are listed next to each course. Specialized intensive courses, partnership courses and those with fewer credits may have a customized tuition rate.

Fees

Course fees vary by class and are applied to specific operational costs incurred in certain classes, studios or labs. Payment of fees assigned to courses is nonrefundable.

Financial Aid + Payment Plans

Federal financial aid is not available for these programs, but beginning in the Fall 2013 semester, the University will offer payment plans for students in the MEd and graduate certificate programs. Payment plans are eligible for matriculated courses meeting for either 14 weeks or 7 weeks during the Fall semester. Please visit cs.uarts.edu/MEd for more details on payment plans.

Academic Advising

While all students are encouraged to schedule individual advising sessions with the staff of the Professional Institute for Educators, matriculated students are assigned an advisor; the student is required to meet with his/her advisor at least once each semester to discuss the student's academic program.

Students have access to their academic records and staff advisors also have access to degree audits and transcripts for the students they advise following the recording of grades each semester. Advising is a shared responsibility between the department and the student. Each must remain informed about the student's progress toward graduation.

Transfer Credits

A maximum of six credits of graduate coursework may be transferred from accredited institutions outside of the University and/or non-matriculated graduate credit earned from the University of the Arts toward the MEd in Educational Program Design.

A maximum of three credits of graduate coursework may be transferred from accredited institutions outside of the University and/or non-matriculated graduate credit earned from the University of the Arts toward graduate certificate programs offered by the Professional Institute for Educators. For more information, visit our website.

Refund Policy for Matriculated Students

All refunds are less nonrefundable $60 application, $150 commitment and applicable course fees.

Occuring	Tuition Retained	Tuition Refunded
Five business days prior to the first session of classes	0%	100%
Less than five business days prior to the first session of classes	20%	80%
At the end of the first session of classes	60%	40%
On or after the second session of classes	100%	0%

Mandatory Enrollment Terms

MEd and graduate certificate students are required to take a minimum of two courses per academic year. Students must enroll in a minimum of one semester per academic year.

A complete list of our policies can be found online at cs.uarts.edu.

**THE UNIVERSITY
OF THE ARTS**

Professional Institute for Educators
320 S. Broad Street | Philadelphia, PA 19102

Through graduate courses, the Professional Institute for Educators develops innovative and creative educational programming to serve the professional development needs of K-12 teachers.

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