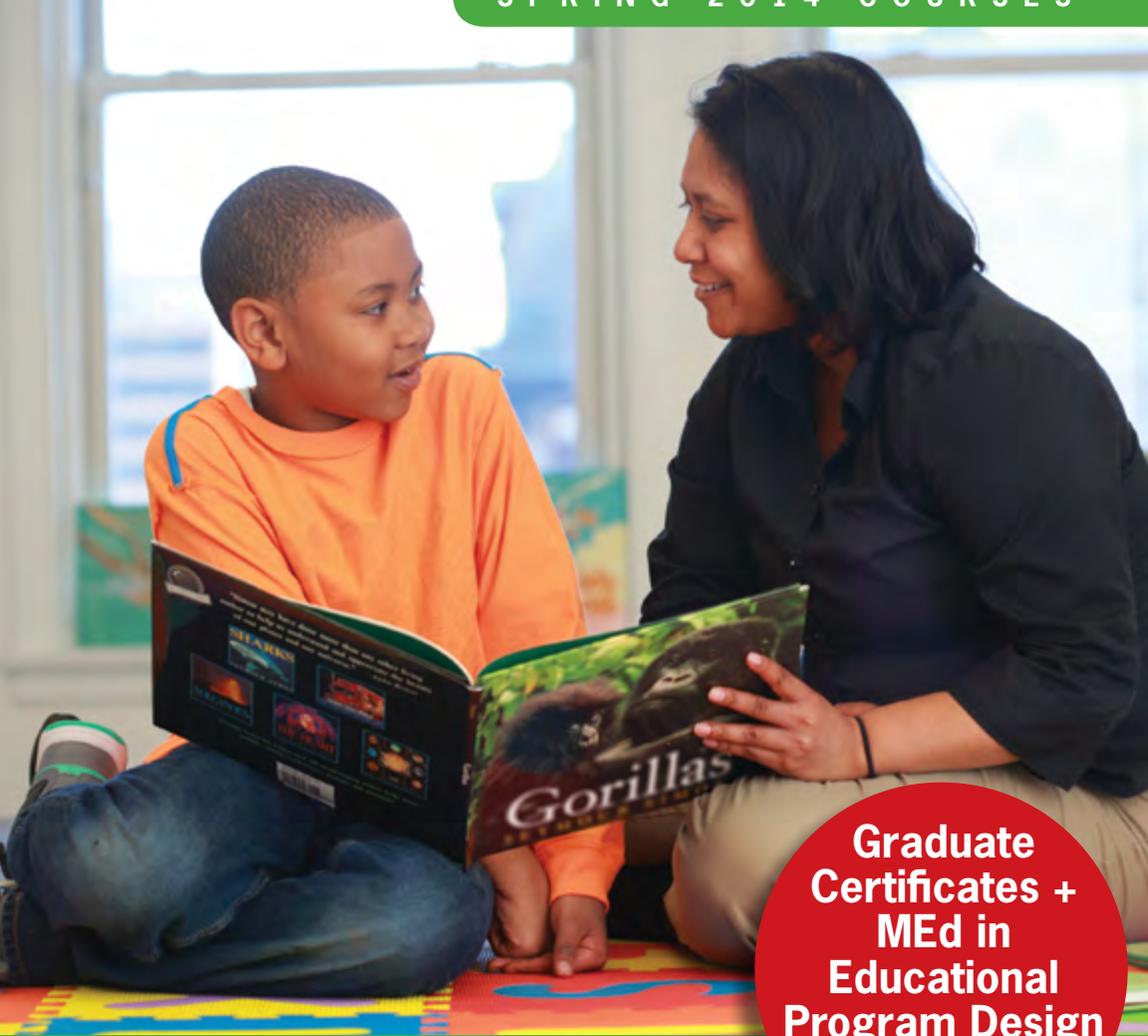




THE UNIVERSITY OF THE ARTS

Professional Institute for Educators

SPRING 2014 COURSES



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

**Enrich yourself.
Enrich your classroom.**

cs.uarts.edu/pie



“The *Constructing Identity Through Images* course showed me great ways to integrate visual art with literacy and geography.”

> **Sheila Myers**

Literacy Coach at Potter-Thomas Promise Academy
The School District of Philadelphia

PIE courses taken:

Teaching with Primary Sources — Free Introductory Workshop for Educators
Photography: Who Are We? — Constructing Identity Through Images

Sheila Myers is looking to add as many tools to her teacher toolkit as possible, including lesson plans that promote creative and critical thinking. After taking courses as part of the Teaching with Primary Sources program at UArts, Sheila designed a hands-on authentic learning unit on maps. “I collected old maps of Philly from the Library of Congress and had students compare and contrast them,” she said. “I also added a lesson where students mapped their own neighborhood in photographs.”

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 spring course to a focused certificate program or a Master of Education in Educational Program Design. We have the options to meet your needs and advance your teaching.

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

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FREE PARKING

Now available for students
at all locations including
Center City. See page 35 for details.

ONLINE **+HYBRID**

Look for these icons throughout the
brochure. See page 34 for more details.



IMPORTANT DATES Spring 2014

Mon Jan 20

Martin Luther King, Jr. Day
University Closed

Mon Jan 27

Spring 2014 Semester Begins

Mon Mar 10 + Fri Mar 14

UArts Spring Break
University Closed; PIE and MEd
courses offered as scheduled

MEd + Graduate Certificate Info Sessions

See website for details.

Tue Jan 7

at Philadelphia Academy
Charter School

Thu Jan 9

at Unionville Elementary School

Wed Jan 29

at Montgomery County
Intermediate Unit

Thu Jan 30

at Bucks County Intermediate Unit

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



Facebook: facebook.com/UArtsPIE



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 more informed 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.

MEd + Graduate Certificate Programs

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 an 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 art 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 Spring Info Sessions.
To attend, RSVP to pie@uarts.edu or call 215.717.6092.

Tue Jan 7

4:30 – 6 pm

Philadelphia Academy Charter School

Thu Jan 9

4:30 – 6 pm

Unionville Elementary School

Wed Jan 29

4:30 – 6 pm

Montgomery County Intermediate Unit

Thu Jan 30

4:30 – 6 pm

Bucks County Intermediate Unit

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

MEd + Graduate Certificate Programs

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.

What can I expect in online and hybrid courses?

Online and hybrid courses have the same learning objectives, faculty and content as our traditional face-to-face classroom courses, with the added convenience of having 24/7 access to course materials in a digital classroom space. Hybrid courses generally meet 50% in-person in the classroom and 50% online. Exact course meeting dates are listed on course syllabi. Online learning at the University of the Arts is facilitated by Digication which is accessed via the University's portal. Students receive notification about how to access the portal prior to their first class.

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/payment-plans 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 + Graduate Certificate Programs

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	
Instructional Design (EDPD 603)	3.0	
Designing 21st Century Learning Environments (EDPD 604)	3.0	
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
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
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
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

To learn more about the differences between matriculated and non-matriculated course options, see page 7.

MEd + Graduate Certificate Programs

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
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 for 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
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.

To learn more about the differences between matriculated and non-matriculated course options, see page 7.

MEd in Educational Program Design

Core Courses

Assessment Design + Evaluation

CORE requirement – Required first core 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 Mon Jan 27 – Fri Mar 14, with in-person sessions Wed Jan 29, Wed Feb 5, Wed Feb 12, Wed Feb 19, Wed Feb 26 + Wed Mar 12:
5 – 9 pm
Instructor: Dr. Russell Pritchard

Curriculum Design

CORE requirement

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 Mon Mar 24 – Fri May 9, with in-person sessions Tue Mar 25, Tue Apr 1, Tue Apr 8, Tue Apr 22, Tue Apr 29 + Tue May 6: 5 – 9 pm
Instructor: Sarah Anne Eckert

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.

Unionville Elementary School — 7 weeks

ETEC 500NM 01 – 3 credits \$945, Fee \$45

ETEC 500 01 – 3 credits \$1890, Fee \$45

Tue + Thu, Mar 25 – May 8: 5 – 8 pm

Instructor: PIE Faculty

Basic Computer Graphics for Teachers

Learn the fundamentals of computer graphics and desktop publishing that are useful in the classroom. Become familiar with hardware and software through demonstration and hands-on training. The course covers electronic paint and drawing systems, video digitizing, scanning, printing and future applications. Emphasis is on curriculum development.

+ HYBRID

The University of the Arts — 7 weeks

ED 7013 01 – 3 credits \$945, Fee \$45

Online Mon Jan 27 – Fri Mar 14, with 3 to 4 in-person sessions from 4:30 – 9:30 pm.

Specific dates for the in-person sessions are noted on class syllabus.

Instructor: PIE Faculty



Differentiated Instruction Using Educational Technology

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 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 students.

+ HYBRID

Unionville Elementary School — 7 weeks

ETEC 602NM 01 – 3 credits \$945, Fee \$45

ETEC 602 01 – 3 credits \$1890, Fee \$45

Online Mon Mar 24 – Fri May 9, with 3 to 4 in-person sessions from 4:30 – 9:30 pm.

Specific dates for the in-person sessions are noted on class syllabus.

Instructor: PIE Faculty

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.

Unionville Elementary School — 7 weeks

ETEC 502NM 01 – 3 credits \$945, Fee \$45

ETEC 502 01 – 3 credits \$1890, Fee \$45

Tue + Thu: Mar 25 – May 8: 5 – 8 pm

Instructor: Scott Duggan



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 Mon Jan 27 – Fri Mar 14, with in-person sessions Thu Jan 30, Thu Feb 13 + Tue Mar 4: 4:30 – 9:30 pm
Instructor: Scott Duggan

Washington Township School District — 7 weeks

ETEC 508NM 02 – 3 credits \$945, Fee \$45
ETEC 508 02 – 3 credits \$1890, Fee \$45
Mon + Wed: Mar 24 – May 7: 5 – 8 pm
Instructor: Kristen Ferrari

Integrating Handheld Devices

Learn more advanced techniques and approaches to maximize the use of handheld technology, the iPod Touch, as a learning and teaching tool for the classroom. Participants must have previous digital technology experience and bring an iPod Touch to class in order to create subject-specific interactive lessons for students. Assessment and review of educational applications for this device and best practices for effective use is the focus. Projects produced concentrate on the integrative use of video and sound projects with students and research regarding grant opportunities for teachers to bring handheld technology into educational settings. Participants design lesson plans that address standards and engage students most effectively across a range of subject areas.

+ HYBRID

Unionville Elementary School — 7 weeks

ED 7066 01 – 3 credits \$945, Fee \$45
Online Mon Mar 24 – Fri May 9, with in-person sessions Wed Apr 9, Wed Apr 23 + Wed May 7: 4:30 – 9:30 pm
Instructor: Scott Duggan

Summer 2014 Preview



Ed Tech Week

More and more, educational technology is used in the classroom as an instructional tool to enrich the quality of instruction and enhance learning. Teachers need to be prepared to use technology both as a learning and assessment tool. UArts is committed to supporting the ever-changing needs of teachers who recognize the critical role technology can and should play in their classroom. Join fellow educators in participating in UArts' first Ed Tech Week this summer.

If you are interested in joining our email list to receive Ed Tech Week information updates including event location, course offerings and vendor participants, please email pie@uarts.edu. You must include your email address, program of interest, school district and grade level taught.



This event includes:

- A variety of educational technology course offerings
- Act 48 credit opportunities
- An educational technology vendor's fair
- Closing luncheon
- Networking opportunities

Integrating iMovie into the Classroom

Digital video is a dynamic medium that can play a role in the classroom as an important way for students and educators to create, share and understand content in any curriculum. Apple iMovie is a remarkable program that came free with each new Macintosh computer for many years. It can introduce complex concepts in editing digital video in an easy-to-grasp way. Capture digital video to learn fundamental editing skills.

Unionville Elementary School — 3 weeks

ED 7171 01 – 3 credits \$945, Fee \$45
Tue, Wed + Thu: May 13 – May 29: 4:30 – 9 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. Participants must bring iPad (any version is fine) with access to download educational apps.

Montgomery County Intermediate Unit — 7 weeks

ETEC 513NM 01 – 3 credits \$945, Fee \$45
ETEC 513 01 – 3 credits \$1890, Fee \$45
Mon + Wed, Jan 27 – Mar 12: 5 – 8 pm
Instructor: John Walsh

+ HYBRID

Unionville Elementary School — 7 weeks

ETEC 513NM 02 – 3 credits \$945, Fee \$45
ETEC 513 02 – 3 credits \$1890, Fee \$45
Online Mon Jan 27 – Fri Mar 14, with in-person sessions Tue Jan 28, Tue Feb 11 + Thu Feb 27: 4:30 – 9:30 pm
Instructor: Scott Duggan

+ HYBRID

The University of the Arts — 7 weeks

ETEC 513NM 03 – 3 credits \$945, Fee \$45
ETEC 513 03 – 3 credits \$1890, Fee \$45
Online Mon Mar 24 – Fri May 9, with 6 in-person sessions from 5 – 9 pm. Specific dates for the in-person sessions are noted on class syllabus.
Instructor: Sallie Michalsky

Integrating Technology into Language Arts Education

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.

+ HYBRID

Montgomery County Intermediate Unit — 7 weeks

ETEC 506NM 01 – 3 credits \$945, Fee \$45
ETEC 506 01 – 3 credits \$1890, Fee \$45
Online Mon Mar 24 – Fri May 9, with 6 in-person sessions from 5 – 9 pm. Specific dates for the in-person sessions are noted on class syllabus.
Instructor: Sallie Michalsky

Integrating Technology into the Curriculum

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.

+ HYBRID

Unionville Elementary School — 7 weeks

ETEC 512NM 01 – 3 credits \$945, Fee \$45
ETEC 512 01 – 3 credits \$1890, Fee \$45
Online Mon Jan 27 – Fri Mar 14, with in-person sessions Tue Feb 4, Tue Feb 18 + Thu Mar 6: 4:30 – 9:30 pm
Instructor: Scott Duggan



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, Jan 27 – Mar 12: 5 – 8 pm
Instructor: Scott Duggan

Internet Responsibility for Students

The internet is a critical tool for teaching and learning. It also brings some considerations to educators in order to foster personal responsibility and safety in students. This course looks at resources for teachers, discusses the issues of online safety as an extension of personal safety and provides grade-level appropriate online resources for student use. Discussions focus on privacy and personal responsibility with students of all ages. This course utilizes the Computer Crime and Intellectual Property Section of the U.S. Department of Justice and the Pennsylvania Department of Education Internet Safety Guidelines, plus a variety of online resources to provide teachers with the knowledge and tools to integrate these practices into the classroom.

ONLINE 7 weeks

ED 7076 01 – 3 credits \$945, Fee \$45
Mon Mar 24 – Fri May 9
Instructor: Scott Duggan

Internet as a Teaching Tool

In this hands-on course, participants expand their teaching repertoire by learning how to effectively use the internet in the classroom. Explore browser basics, gain research skills using search engines, download text and graphics, and create a simple web page. Other topics include managing bookmarks, incorporating web content into basic Word and Excel documents, copyright issues and how to use these skills thematically within educational settings.

+ HYBRID

Bucks County Intermediate Unit — 7 weeks

ED 7041 01 – 3 credits \$945, Fee \$45
Online Mon Jan 27 – Fri Mar 14, with 3 to 4 in-person sessions from 4:30 – 9:30 pm. Specific dates for the in-person sessions are noted on class syllabus.
Instructor: PIE Faculty

+ HYBRID

Unionville Elementary School — 7 weeks

ED 7041 02 – 3 credits \$945, Fee \$45
Online Mon Mar 24 – Fri May 9, with in-person sessions Mon Mar 31, Mon Apr 7 + Mon Apr 28: 4:30 – 9:30 pm
Instructor: Scott Duggan

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 Mon Jan 27 – Fri Mar 14, with 6 in-person sessions from 5 – 9 pm. Specific dates for the in-person sessions are noted on class syllabus.
Instructor: Lorraine LeStorti

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.

Unionville Elementary School — 7 weeks

ED 7053 01 – 3 credits \$945, Fee \$45
Mon + Wed: Jan 27 – Mar 12: 5 – 8 pm
Instructor: Ryan Fegley

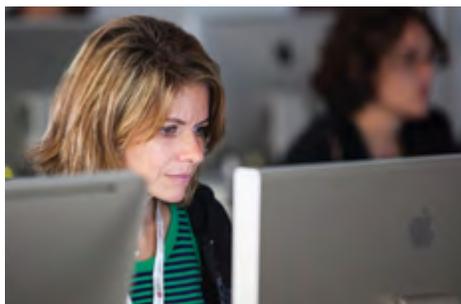
Online Tools + Collaboration in Education

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

Unionville Elementary School — 7 weeks

ETEC 505NM 01 – 3 credits \$945, Fee \$45
EETC 505 01 – 3 credits \$1890, Fee \$45
Online Mon Mar 24 – Fri May 9, with in-person sessions Mon Mar 24, Mon Apr 21 + Mon May 5: 4:30 – 9:30 pm
Instructor: Scott Duggan



Presentation Software for the Classroom

Examine the administrative, academic and technological uses for presentations to aid student learning in the classroom. Explore the applications including PowerPoint and Keynote, as well as cloud-based presentation software. 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 Jan 27 – Mar 14, with in-person sessions Thu Feb 6, Thu Feb 20 + Tue Mar 11: 4:30 – 9:30 pm
Instructor: Scott Duggan

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 multimedia tools, slide shows and concept mapping.

+ HYBRID

Unionville Elementary School — 7 weeks

EETC 507NM 01 – 3 credits \$945, Fee \$45
EETC 507 01 – 3 credits \$1890, Fee \$45
Online Mon Mar 24 – Fri May 9, with in-person sessions Wed Mar 26, Wed Apr 2 + Wed Apr 30: 4:30 – 9:30 pm
Instructor: Scott Duggan

To learn more about the differences between matriculated and non-matriculated course options, see page 7.



Inclusion

Children at Risk

This course is designed to provide educators with a better understanding of children with different social, emotional, developmental and learning disorders, such as dyslexia, autism and ADHD. Strategize activities and ways to help at-risk children and discuss a team approach that includes teachers, support services, community resources and parents. Explore creative activities, such as role playing, art, music, literature and puppetry and how these can serve as vehicles to enhance student learning. Themes such as friendship making, and manners and respect, are included to help children develop healthy social skills. Approaches to implement in the classroom and resources available to educators, parents and students are presented.

+ HYBRID

Montgomery County Intermediate Unit — 7 weeks

INCL 510NM 01 – 3 credits \$945, Fee \$45

INCL 510 01 – 3 credits \$1890, Fee \$45

Online Mon Mar 24 – Fri May 9, with in-person sessions Tue Mar 25, Tue Apr 1, Tue Apr 8, Tue Apr 22, Tue Apr 29 + Tue May 6: 5 – 9 pm
Instructor: PIE 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.

Montgomery County Intermediate Unit — 7 weeks

INCL 502NM 01 – 3 credits \$945, Fee \$45

INCL 502 01 – 3 credits \$1890, Fee \$45

Mon + Wed, Jan 27 – Mar 12: 5 – 8 pm

Instructor: Karen Dundon

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



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.

Unionville Elementary School — 7 weeks

INCL 504NM 01 – 3 credits \$945, Fee \$45

INCL 504 01 – 3 credits \$1890, Fee \$45

Mon + Wed: Jan 27 – Mar 12: 5 – 8 pm

Instructor: PIE Faculty

NEW Multicultural + Socioeconomic Diversity in the Classroom

This class is designed to assist preK-12 educators in ways to recognize the importance of affirming the multicultural and socioeconomic diversity in students and helping students and educators understand and respect those differences in others. Participants will gain a greater awareness of racial, ethnic, cultural, gender and socioeconomic diversity (emphasizing the impact of poverty) within their school communities. The unique needs of English Language Learners (ELL) will also be addressed. This course focuses on methods to weave tolerance and understanding into existing curricular units and lesson plans.

Participants examine, analyze and discuss issues of a multicultural society and their relationship to student achievement and engagement in the classroom. Learn how to develop proactive measures to increase participation and resilience of marginalized individuals and exit the class with a wealth of concrete, easy to use, research-based instructional strategies that may be used to narrow and/or close the achievement gap for under-resourced and under-served students.

Phila Academy Charter School — 7 weeks

INCL 503NM 01 – 3 credits \$945, Fee \$45

INCL 503 01 – 3 credits \$1890, Fee \$45

Mon + Wed: Mar 24 – May 7: 5 – 8 pm

Instructor: PIE Faculty



Understanding the Autism Spectrum Disorders Within the Inclusive Classroom Setting

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.

Phila Academy Charter School — 7 weeks

INCL 506NM 01 – 3 credits \$945, Fee \$45

INCL 506 01 – 3 credits \$1890, Fee \$45

Tue + Thu: Mar 25 – May 8: 5 – 8 pm

Instructor: Elana Betts



Foundations of Literacy in the Classroom

Recommended first course for the Literacy Concentration/Certificate (LITY)

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.

+ HYBRID

Phila Academy Charter School — 7 weeks

LITY 500NM 01 – 3 credits \$945, Fee \$45
LITY 500 01 – 3 credits \$1890, Fee \$45
Online Mon Mar 24 – Fri May 9, with in-person sessions Tue Mar 25, Tue Apr 1, Tue Apr 8, Tue Apr 22, Tue Apr 29 + Tue May 6: 5 – 9 pm
Instructor: PIE Faculty

Enriching Language Arts — PreK-4

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 PreK-4. 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.

Phila Academy Charter School — 7 weeks

LITY 514NM 01 – 3 credits \$945, Fee \$45
LITY 514 01 – 3 credits \$1890, Fee \$45
Mon + Wed: Mar 24 – May 7: 5 – 8 pm
Instructor: PIE Faculty

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 Mon Jan 27 – Fri Mar 14, with in-person sessions Wed Jan 29, Wed Feb 5, Wed Feb 12, Wed Feb 19, Wed Feb 26, Wed Mar 5 + Wed Mar 12: 5 – 8 pm
Instructor: Anne Bair + Donna Popp

Exploring Literacy Through the Visual Arts

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.

Bucks County Intermediate Unit — 7 weeks

LITY 502NM 01 – 3 credits \$945, Fee \$45
LITY 502 01 – 3 credits \$1890, Fee \$45
Tue + Thu: Jan 28 – Mar 13: 5 – 8 pm
Instructor: PIE Faculty

Foundations of Reading — Phonics + Vocabulary

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.

+ HYBRID

Bucks County Intermediate Unit — 7 weeks

LITY 508NM 01 – 3 credits \$945, Fee \$45
LITY 508 01 – 3 credits \$1890, Fee \$45
Online Mon Jan 27 – Fri Mar 14, with 6 in-person sessions from 5 – 9 pm. Specific dates for the in-person sessions are noted on class syllabus.
Instructor: Tom Palumbo

Grant Writing

Learn the fundamentals of writing a successful grant proposal. Begin the process by identifying funding sources from local, state and federal grants, as well as alternative funding sources like small agencies, organizations and institutions. Develop letters of inquiry for the funding of classroom materials, technology and community service awards, outlets for student projects, service-learning projects and scholarships. Participants are assisted in website research and application completion procedures for all grades and program needs.

+ HYBRID

Phila Academy Charter School — 7 weeks

ED 5501 01 – 3 credits \$945, Fee \$45
Online Mon Jan 27 – Fri Mar 14, with 6 in-person sessions from 5 – 9 pm. Specific dates for the in-person sessions are noted on class syllabus.
Instructor: PIE Faculty

Primary Curriculum Development

There's much to be learned via national and local programs when it comes to teaching young children core knowledge, basic skills, creativity, accelerated curriculum and social responsibility. Topics include learning and developmental theory, curriculum structures, new standards in reading, math, history and science, and curriculum centers for early instruction. Leave with theory and research-based learning packets ready for immediate use in the classroom.

Montgomery County Intermediate Unit — 7 weeks

ED 5511 01 – 3 credits \$945, Fee \$45
Tue + Thu, Mar 25 – May 8: 5 – 8 pm
Instructor: Tom Palumbo

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.

+ HYBRID

Phila Academy Charter School — 7 weeks

LITY 509NM 01 – 3 credits \$945, Fee \$45
LITY 509 01 – 3 credits \$1890, Fee \$45
Online Mon Mar 24 – Fri May 9, with in-person sessions Tue Mar 25, Tue Apr 1, Tue Apr 8, Tue Apr 22, Tue Apr 29 + Tue May 6:
5 – 9 pm
Instructor: Anne Bair + Donna Popp

**NJ Public
School
Teachers!**

UArts can help you meet your five-year, 100-hour continuing education requirements.

To learn more about the differences between matriculated and non-matriculated course options, see page 7.



The Arts

Art Integration

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.

Goggleworks Center for the Arts — 7 weeks

VPAS 500NM 01 – 3 credits \$945, Fee \$45
VPAS 500 01 – 3 credits \$1890, Fee \$45
Mon + Wed: Jan 27 – Mar 12: 5 – 8 pm
Instructor: Beth Krumholz

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

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.

GoggleWorks Center for the Arts — 3 weeks

VPAS 512NM 01 – 3 credits \$945, Fee \$95
VPAS 512 01 – 3 credits \$1890, Fee \$95
Sat + Sun: Mar 22 + 23, Mar 29 + 30,
Apr 5 + 6: 10 am – 5 pm
Instructor: James Pastore

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

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 medium to convey an artistic message. Participants develop work in a series and consider application to the classroom. **Prerequisite:** (VPAS 512) 3-D Projects for the Classroom: Ceramics — Raku, Introductory

GoggleWorks Center for the Arts — 3 weeks

VPAS 513NM 01 – 3 credits \$945, Fee \$95
VPAS 513 01 – 3 credits \$1890, Fee \$95
Sat + Sun: Mar 22 + 23, Mar 29 + 30,
Apr 5 + 6: 10 am – 5 pm
Instructor: James Pastore

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

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.

The University of the Arts — 3 weeks

VPAS 510NM 01 – 3 credits \$945, Fee \$95
VPAS 510 01 – 3 credits \$1890, Fee \$95
Sat + Sun: Feb 8 + 9, Feb 15 + 16,
Feb 22 + 23: 10 am – 5 pm
Instructor: PIE Faculty

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

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. **Prerequisite:** (VPAS 510) 3-D Projects for the Classroom: Ceramics — Throwing, Introductory

The University of the Arts — 3 weeks

VPAS 511NM 01 – 3 credits \$945, Fee \$95
VPAS 511 01 – 3 credits \$1890, Fee \$95
Sat + Sun: Feb 8 + 9, Feb 15 + 16,
Feb 22 + 23: 10 am – 5 pm
Instructor: PIE Faculty

3-D Projects for the Classroom: Fiber Arts

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 media and the technical requirements and considerations to bring these approaches into the curriculum. Content is 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.

GoggleWorks Center for the Arts — 3 weeks

VPAS 522NM 01 – 3 credits \$945, Fee \$95

VPAS 522 01 – 3 credits \$1890, Fee \$95

Sat + Sun: Feb 8 + 9, Feb 15 + 16, Feb 22 + 23:
10 am – 5 pm

Instructor: PIE Faculty

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

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 is 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.

The University of the Arts — 3 weeks

VPAS 523NM 01 – 3 credits \$945, Fee \$95

VPAS 523 01 – 3 credits \$1890, Fee \$95

Sat + Sun: Jan 11 + 12, Jan 25 + 26,

Feb 1 + 2: 10 am – 5 pm

Instructor: Ben Wright

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

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.

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

The University of the Arts — 3 weeks

VPAS 524NM 01 – 3 credits \$945, Fee \$95

VPAS 524 01 – 3 credits \$1890, Fee \$95

Sat + Sun: Jan 11 + 12, Jan 25 + 26,

Feb 1 + 2: 10 am – 5 pm

Instructor: Ben Wright

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

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. Fee includes some materials for projects, but students will need to purchase additional items based on individual choices.

Pricing fluctuates for precious metals.

Wayne Art Center — 3 weeks

VPAS 520NM 01 – 3 credits \$945, Fee \$95

VPAS 520 01 – 3 credits \$1890, Fee \$95

Sat + Sun: Mar 22 + 23, Mar 29 + 30,

Apr 5 + 6: 10 am – 5 pm

Instructor: Chris Darway

To learn more about the differences between matriculated and non-matriculated course options, see page 7.



The Arts

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.

Goggleworks Center for the Arts — 3 weeks
VPAS 538NM 01 – 3 credits \$945, Fee \$75
VPAS 538 01 – 3 credits \$1890, Fee \$75
Sat + Sun: Feb 8 + 9, Feb 15 + 16,
Feb 22+ 23: 10 am – 5 pm
Instructor: PIE Faculty

Studio Techniques in Mural Making for Educators

In this course, teachers are exposed to a range of media and techniques used in mural making. Murals can be painted, silkscreened, printed from the computer, laser-cut metal and attached to walls, and more. Learn ways of approaching a collaborative process in order to create a mural and develop a smaller portrait mural in order to simplify complex imagery with multiple values. Participants design and use various techniques on and off the computer, project the design on parachute cloth, paint it and install the mural. In order to develop imagery and understand the process, investigate case studies of murals and incorporate mosaic, printmaking, Photoshop and temporary wheat pastes, as well as photo/collage and hand drawing. Through hands-on exercises, participants learn how these methods can be used in creating a successful mural.

The University of the Arts — 3 weeks
VPAS 504NM 01 – 3 credits \$945, Fee \$75
VPAS 504 01 – 3 credits \$1890, Fee \$75
Sat + Sun: Mar 22 + 23, 29 + 30,
Apr 5 + 6: 10 am – 5 pm
Instructor: Shira Walinsky



Visual Storytelling Techniques for Educators

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.

Montgomery County Intermediate Unit — 3 weeks

VPAS 551NM 01 – 3 credits \$945, Fee \$95
VPAS 551 01 – 3 credits \$1890, Fee \$95
Sat + Sun: Feb 8 + 9, Feb 15 + 16,
Feb 22 + 23: 10 am – 5 pm
Instructor: Carol Royer

Visual Arts for the Classroom: Landscape Painting, Introductory

In this course, emphasis is on an “in the field” approach to landscape as subject matter. In addition to producing finished paintings, participants 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 work outdoors to address the process of working with the immediacy of changing conditions. Participants work from direct observation and cover concepts in landscape composition. Choice of media may be oil, acrylic or pastel. Topics include: proper grounds (surfaces) for oil paint, materials, media 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 discuss choosing a location, reading the weather, reading the light and color mixing. This course is intended for educators with previous experience in basic drawing and painting. All course content is applicable to classroom instruction and curriculum for art educators. Instructor provides locations at first class session and information for inclement weather plans.

James A. Michener Art Museum — 3 weeks

VPAS 546NM 01 – 3 credits \$945, Fee \$45
VPAS 546 01 – 3 credits \$1890, Fee \$45
Sat + Sun: Mar 22 + 23, Apr 5 + 6,
Apr 12 + 13: 10 am – 5 pm
Instructor: Joe Sweeney

Visual Arts for the Classroom: Landscape Painting, Advanced

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 media may be oil, acrylic or pastel. Topics include media 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 are applicable to art classroom instruction. **Prerequisite:** (VPAS 546) Visual Arts for the Classroom: Landscape Painting, Introductory

James A. Michener Art Museum — 3 weeks

VPAS 547NM 01 – 3 credits \$945, Fee \$45
VPAS 547 01 – 3 credits \$1890, Fee \$45
Sat + Sun: Mar 22 + 23, Apr 5 + 6,
Apr 12 + 13: 10 am – 5 pm
Instructor: Joe Sweeney



To learn more about the differences between matriculated and non-matriculated course options, see page 7.



The Arts

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 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

Basic Skills in Music Technology (TI:ME 1A)

This course imparts practical skills and knowledge to in-service music teachers to allow them to integrate technology effectively into teaching and learning. Covering basic skills in music notation software, music production software, and use of electronic musical instruments, participants learn the basics of MIDI theory and notation and explore many ways to incorporate these tools into the curriculum. Participants gain knowledge to make critical judgments about the appropriateness of selected music hardware and software for particular educational applications. The format of the course alternates presentations with class activities, many of which serve to assess student progress in the classroom. This course fulfills the first half of the TI:ME Level 1 certification requirement.

ONLINE 7 weeks

MTEC 500NM 01 – 3 credits \$945, Fee \$45

MTEC 500 01 – 3 credits \$1890, Fee \$45

Mon Mar 24 – Fri May 9

Instructor: Michael Fein

Summer 2014 Preview



Expanded ArtsWeek Program!

Each summer, the University of the Arts hosts its annual ArtsWeek at three regional locations: the GoggleWorks Center for the Arts in Reading, the Wayne Art Center in Wayne and the University's campus in Philadelphia. ArtsWeek is designed to provide teachers from all disciplines with an intensive, week-long opportunity to explore, create and develop new approaches to classroom education through the use of art-specific content and materials.

Keep a look out for additional details about the event, hotel accommodations and transportation during the next few months.

If you are interested in joining our email list to receive ArtsWeek specific information, please email pie@uarts.edu. You must include your email address, program of interest, school district and grade level taught.



ArtsWeek 2014 features:

- expanded studio offerings
- dynamic guest speaker
- welcome breakfast
- stimulating activities
- exciting closing event



Museum + Primary Sources

Philadelphia History Through Architecture

In this course, architecture is a means to understand Philadelphia's history from colonial town to industrial powerhouse, into today's major American urban center. By examining Philadelphia's built environment from the earliest buildings along the Delaware River to the present makeover of the Center City skyline, an overview of the city's past is discovered in a visual form that engages teachers and students. Many important architectural styles, buildings, movements and architects are discussed, including the vernacular style evidenced in the Philadelphia row house, buildings of national significance such as the Fairmount Water Works and Eastern State Penitentiary, the redevelopment of Society Hill and Old City in the 20th century, and the importance of parks in Philadelphia's landscape. Study the contributions of recognized Philadelphia architects such as John Haviland, William Strickland, Frank Furness and Louis Kahn. In addition to lectures, visits sites

including Gloria Dei (Old Swede's Church), Christ Church, the Fairmount Water Works, Eastern State Penitentiary, the Philadelphia Saving Fund Society (PSFS) building and the Athenaeum of Philadelphia – the repository for the history of Philadelphia's buildings and architects in the region. Through lectures, site visits and walking tours, participants become familiar with Philadelphia history as well as the cultural and sociological significance of works viewed. This course is appropriate for K-12 teachers in all subject areas. Course content, in addition to exposure to primary source materials, assists teachers in developing engaging classroom experiences that meet academic standards related to historical analysis, sociology, visual literacy and more.

The University of the Arts — 3 weeks

PRES 508NM 01 – 3 credits \$945, Fee \$75

PRES 508 01 – 3 credits \$1890, Fee \$75

Sat + Sun: Mar 22 + 23, Mar 29 + 30,

Apr 5 + 6: 10 am – 5 pm

Instructor: Dr. Rob Armstrong

For Your Students

During the fall and spring semesters, Pre-College Programs offers 10-week classes for students in grades K-8 through the Saturday Arts Lab. Intensive eight-week classes for high school students are also available through the Pre-College Saturday School.

The Pre-College Summer Institute offers intensive four-week programs for rising juniors and seniors in Creative Writing, Theater, and Art, Media + Design; a three-week program in Dance as well as two-week programs in Music: Instrumental + Voice, and Music Business + Technology. One-week Intensives are also available for commuter students in grades 9-12. Programs begin in July, and three and four week programs offer college credit.

For more information or to receive scholarship vouchers to award your students, call 215.717.6430, email precollege@uarts.edu or visit uarts.edu/precollege.





Museum + Primary Sources

Teaching with Primary Sources

FREE COURSES FOR NON-CREDIT! NO COURSE FEES!

Seeing the past clearly reveals new possibilities.



THE UNIVERSITY OF THE ARTS



TEACHING with PRIMARY SOURCES

Look Back. See Further.

Primary sources are the raw materials of history, original documents and objects created during a particular time of study. Many of these are works of art that comprise our cultural history, providing a human witness to the past — including photographs, playbills, musical scores, recordings, prints, sheet music, posters, poems, set designs and much more. Primary sources, particularly in the arts, bring a personal connection that allow your students to look back in a more engaged way.

Through the Teaching with Primary Sources (TPS) program at UArts, all teachers can learn to use the artifacts and digital resources of the Library of Congress to provide students with a richer and more powerful sense of history — to explore how creative expression is linked with other topics, to consider the complexity of the past and to discuss how ideas relate to today. And through it all, discuss the impact of the artist, the creative process, and ways to empower teachers to examine art forms with more confidence.

The TPS courses feature an inquiry-based process to use immediately and guide students toward higher-order thinking and stronger critical analysis skills. In each class, artifacts are brought to life in a variety of ways: through visiting local collections and museums for behind-the-scenes experiences, attending performances and studio demonstrations, and participating in hands-on activities that can be replicated in schools. Teachers leave each TPS class with lessons, digital tools, resources, guides and more.

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. Non-credit course registration is completely free and credit registration is offered at a reduced tuition rate with no course fees. Register early — space is limited.



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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.

Photography: Who Are We? — Constructing Identity Through Images

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.

The University of the Arts — 2 weeks

FREE! ED 8133 01 – Non-credit, No Fee
REDUCED TUITION RATE UTPS 503NM 01
– 1.5 credits \$450, No Fee
UTPS 503 01 – 1.5 credits \$945, No Fee
Sat + Sun: Feb 15, 22 + 23: 9 am – 5 pm
Instructor: Jordan Rockford + Patricia “Stormy” Vogel

The Power of the Poster + the Print — Using WPA Sources

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 performances, educational programs and community activities throughout the United States in the 1930s. The posters were made possible by one of the first U.S. Government programs to support the arts. In this course, learn about the WPA and its mission as well as the connections to history, art, social science and visual literacy. Participants learn about this time period, the power of design to communicate and how to use visual primary sources to engage students. Including printmaking exercises, mural tours and museum visits, 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 with connections to social science, history, material processes and literacy.

The University of the Arts — 2 weeks

FREE! ED 8135 01 – Non-credit, No Fee
REDUCED TUITION RATE UTPS 504NM 01
– 1.5 credits \$450, No Fee
UTPS 504 01 – 1.5 credits \$945, No Fee
Sat + Sun: Feb 22, Mar 1 + 2: 9 am – 5 pm
Instructor: Mary Tasillo + Patricia “Stormy” Vogel

SAVE THE DATE: SPRING 2014 WORKSHOP

Sat Apr 26: 9 am – 12 pm | The University of the Arts

Teaching with Primary Sources — UArts Workshop for K-12 Educators

This workshop provides an overview to understanding primary source materials, why primary sources are important in education and methods to teach their uses to students of all ages. Participants explore the vast resources of the Library of Congress and learn methods to incorporate these sources in ways to enhance student learning. Teachers leave with tools to take back to their classrooms and engage students in a variety of subject areas.

FREE! ED 0055N 01 – NON-CREDIT (3 Act 48 hours)



PMA Featured Exhibitions

In partnership with the featured special exhibitions on view at the Philadelphia Museum of Art, these courses are part of a continuing series that use primary museum resources to better understand artworks in cultural and historical context as well as influence; this study is then applied to a range of subjects to enhance teaching. Participants study works using an art history perspective, as well as social and cultural significance. Course content is developed with the Education Department at the PMA, featuring speakers who discuss the exhibition in depth, plus additional lectures accessing the permanent collection. With studio demonstrations and hands-on workshops designed for classroom use, participants create and develop a series of activities and lesson plans for application into a range of subject areas and grade levels.

PMA Featured Exhibition — The Surrealists — Teacher Resources for the Classroom

The temporary exhibition *The Surrealists* provides an account of Surrealism as told through the Museum's unique collection of great masterpieces and lesser-known works of the movement. The exhibition will highlight the inspired minds and imaginations of the most celebrated Surrealists — including Salvador Dalí and Joan Miró while offering a wide ranging view of the movement. In this course, participants explore the movement's changing historic and geographic conditions, beginning with Surrealism's early development in Paris in the 1920s, continue through the 1930s with its rising profile as a dominant force in the European avant-garde, and end with the transatlantic activities that characterized the years during and after World War II. Art and literary masterpieces will inspire writing and studio activities for teachers across the curriculum as they explore cultural, social, political and economic factors that were at play in the time period.

The University of the Arts — 3 weeks

PRES 580NM 01 – 3 credits \$945, Fee \$75
PRES 580 01 – 3 credits \$1890, Fee \$75
Sat + Sun: Feb 8 + 9, Feb 15 + 16,
Feb 22 + 23: 10 am – 5 pm
Instructor: PIE Faculty

PMA Featured Exhibition — The Art + Culture of Asia: Korea, China + Japan — Teacher Resources for the Classroom

The exhibition *Art of the Joseon Dynasty* is the first full-scale survey in the U.S. to be devoted to art of the celebrated Joseon dynasty (1392–1910), a period that spanned half a millennium and profoundly shaped the culture and identity of Korea today. Comprised of more than 150 works drawn primarily from the National Museum of Korea's collection and supplemented by objects from public and private collections in Korea and the U.S., this exhibition offers a rare opportunity for American audiences to see some of these artistic masterpieces. In this course, explore the history behind the Korean masterpieces viewed in the context of Asia's artistic identity and cultural legacy. Further understanding is offered through the examination and comparison of Korean aesthetics with those of China and Japan.

A variety of themes — courtly life, society, ancestral rites, Confucianism and Buddhism, the philosophy of the dynasty and the cultural dynamics that shaped life during this time — will be explored. Scrolls, ceramics, textiles, woodblock prints as well as other precious and defining objects will inspire studio activities for teachers across the curriculum.

The University of the Arts — 3 weeks

PRES 581NM 01 – 3 credits \$945, Fee \$75
PRES 581 01 – 3 credits \$1890, Fee \$75
Sat + Sun: Mar 22 + 23, Mar 29 + 30,
Apr 5 + 6: 10 am – 5 pm
Instructor: Susan Rodriguez

**NEW**

One-Day Workshops

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.

Building Self-Esteem

In this workshop, educators are given strategies to help children and their families deal with complicated or traumatic life events and situations and build self-esteem through music, art, puppetry, role-playing and literature. Applicable for teachers of students in grades PreK-8.

Montgomery County Intermediate Unit

ED 6382 01 – Non-credit, \$200, No Fee
Sat Feb 1: 9 am – 3 pm
Instructor: Elana Betts

Diversity in Film

Explore themes of diversity with a particular focus on how adolescents are portrayed and how to use film actively in learning. Consider cultures, communities and stereotypes, and identify images and stories that can engage 6-12 grade students to better understand diverse cultures.

Bucks County Intermediate Unit

ED 5821 01 – Non-credit, \$200, No Fee
Sat Feb 1: 9 am – 3 pm
Instructor: PIE Faculty

Philadelphia History + Architecture

By examining Philadelphia's built environment from the earliest buildings to the present Center City skyline, an overview of the city's past is discovered in a visual form. This workshop provides an overview of important architectural styles, buildings, movements and architects, including the vernacular style evidenced in the Philadelphia row house, buildings of national significance such as the Fairmount Water Works and Eastern State Penitentiary, the redevelopment of Society Hill and Old City in the 20th century, and the importance of parks on Philadelphia's landscape.

The University of the Arts

ED 7127 01 – Non-credit, \$200, No Fee
Sat Feb 1: 9 am – 3 pm
Instructor: Dr. Rob Armstrong

Podcasting in the K-6 Classroom

Explore and research teaching strategies for successfully incorporating and producing audio podcasts in the K-6 classroom environment using GarageBand and Audacity. Podcasts are aligned to specific standards related to the four core curriculum areas in elementary education: Literacy, Math, Science and Social Studies.

Unionville Elementary School

ED 7176 01 – Non-credit, \$200, No Fee
Sat Feb 1: 9 am – 3 pm
Instructor: Sallie Michalsky

Understanding Stress + Illness

This workshop addresses the impact of stress on health and well-being and methods to develop effective coping skills in the classroom for both teacher and student. Explore a holistic approach to stress management that combines exercise, meditation, relaxation, yoga, nutrition and cooperative learning emphasizing the importance of multiple approaches for various learners.

Phila Academy Charter School

ED 5991 01 – Non-credit, \$200, No Fee
Sat Feb 1: 9 am – 3 pm
Instructor: PIE Faculty

To learn more about the differences between matriculated and non-matriculated course options, see page 7.

Class Locations + Map



We're right where you need us.

CENTER CITY PHILADELPHIA

 The University of the Arts (UARTS)
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 available through the University of the Arts portal.

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.



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 tuition-free courses offered by the Teaching with Primary Sources-UArts Program, funded by the Library of Congress.

To learn more about the differences between matriculated and non-matriculated course options, see page 7.

Policies

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 to receive a response from the Division of Continuing Studies to course withdrawal requests. Please allow at least three weeks for refunds to be processed.

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 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 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 Spring semester. Please visit cs.uarts.edu/med/payment-plans 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 matriculation 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.

To learn more about the differences between matriculated and non-matriculated course options, see page 7.



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