



The University of the Arts  
**Professional Institute for Educators**

S U M M E R 2 0 1 3 C O U R S E S



**Act 48  
Returns  
July 1**

(See page 13)

**Enrich yourself.  
Enrich your classroom.**

[cs.uarts.edu/pie](http://cs.uarts.edu/pie)

“I am now able to infuse this new knowledge and experience into my teaching.”



> **Katie Paetzold**

Teaches K-3 Art at George C. Baker Elementary School  
Moorestown Township Public Schools, Moorestown, NJ

**PIE courses taken:**

Mural Arts — Storytelling

Museum Exhibition Course — Gauguin, Cezanne + Matisse

Screen Printing + Stencils

Last summer, Katie was a part of our annual ArtsWeek program. During ArtsWeek, both arts specialists and creative educators in all subjects can explore teaching methods and projects that cross subject boundaries. Katie took a mural arts course that included English teachers, arts specialists and general elementary teachers — all working together. This experience — like many in our program — connects literacy, sociology and history and provides an understanding of process and materials in ways that can engage all types of learners.

Join us as we find connections and inspirations for you, your colleagues and your students — from jazz music and primary sources to the Works Progress Administration and the print; from challenging gifted students to bringing the latest technology tools to students with disabilities; from taking one summer 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](mailto:success.stories@uarts.edu)**

# Contents

## **Master's Degree + Graduate Certificate Programs** 2



### **The Arts** 12

Arts Integration	12
Soundtree + TI:ME	12



ArtsWeek: The Wayne Art Center	14
ArtsWeek: The Goggleworks Center for the Arts	16
ArtsWeek: The University of the Arts	18



### **Museum + Primary Sources** 20

VAST	20
Teaching with Primary Sources	22



### **Inclusion** 24



### **Literacy** 26



### **Educational Technology** 28

### **Class Locations + Map** 32

### **Policies** 33



## **IMPORTANT DATES** Summer 2013

### **Wed May 1**

Priority Application Deadline for new MEd and graduate certificates for Summer 2013 semester

### **Mon May 27**

Memorial Day  
University offices closed

### **Thu Jul 4**

Independence Day  
University offices closed

### **Mon Jun 24**

Start of MEd Summer Session



### **FREE PARKING**

Now available for students at the Center City campus. See page 35 for details.

### **ONLINE + HYBRID**

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

Register now at [cs.uarts.edu/pie](http://cs.uarts.edu/pie) or contact us for more information:

Phone: 215.717.6006

Fax: 215.717.6538

Email: [pie@uarts.edu](mailto:pie@uarts.edu)

In person:

211 South Broad Street, Room 901  
Philadelphia, PA 19102



Facebook: [facebook.com/UArtsPIE](https://facebook.com/UArtsPIE)



LinkedIn: [tinyurl.com/UArtsCS-on-LinkedIn](https://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 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.**

### **Apply now to begin in June 2013!**

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](http://cs.uarts.edu/MEd) for complete policy details as well as application costs and frequently asked questions.

# 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, participants learn how to effectively assess how well students are learning through the integration of authentic assessment. Educators learn how to transform the process of teaching and learning into measurable 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. In Curriculum Design, students explore contemporary and technological considerations for curriculum design, curriculum accessibility and enhancements, and the role of standards in curriculum design.

---

## **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. Basic theories of instructional design, along with research-based instructional strategies, guide the student in developing instructional practices designed to complement the areas of curriculum and assessment.

---

## **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. Designing 21st Century Learning Environments explores the many aspects of what is needed to create and sustain learning environments that align with the times. 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. Collaboration, accessibility, motivation, and authentic learning are all highlighted.

---

## **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. The Capstone course provides students with the opportunity to demonstrate their mastery of Educational Program Design through the creation of a comprehensive project reflective of their understanding and ability to apply the knowledge acquired throughout their coursework. The final project will include the (1) selection and development of a project plan (proposal); (2) literature review and analysis related to the project topic with the subsequent submission of both the literature review and full bibliography; and (3) submission of the final project.

# MEd + Graduate Certificate Programs

## 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** – Every child in every classroom, every teacher in every school, and every person in every community is affected by educational technology. Educational technology enables students to analyze, synthesize and evaluate information, and express ideas in compelling ways that will prepare them for the demands of the 21st century. 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.
- **Inclusion** – Student diversity is one of the major features that characterize classrooms today. Teachers are expected to educate and develop proficiencies across diverse populations of students including those with developmental and learning disabilities; sensory challenges; and a wide range of cultural, ethnic, racial, gender, socio-economic, and primary language backgrounds. Learn how to best educate all students, regardless of the nature of diversity or special need.
- **Literacy** – Literacy is the foundation for student achievement. The most effective teachers integrate literacy-based learning experiences into their classrooms with the goal of empowering students to learn and critically think across all subjects. 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.
- **Museum + Primary Sources** – Optimizing the potential for students to become lifelong learners and contributors to society are the goals of every educator. Establishing a curriculum that integrates learning within informal environments and traditional educational settings is one path to reaching this goal. 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.
- **The Arts** – Current neuroscience and cognitive science research establishes that arts education can help boost test scores across disciplines and lend support for the need for arts in schools. A substantive arts education includes comprehensive experiences in the visual and performing arts. Learn how the process of creating can provide learning and innovation skills such as creativity, critical thinking, problem solving, communication, and collaboration. This concentration is designed for K-12 teachers in all subjects.
- **Ti:ME** – This program is offered in partnership with Soundtree and the Technology Institute for Music Educators (Ti:ME), a Pennsylvania nonprofit corporation that serves to assist music educators in applying technology to improve teaching and learning in music. These courses fulfill part of the requirements for the Technology Institute for Music Educators certification. Learn about the variety of systems for educators designed to integrate musical instruments, audio components, video production tools, computers and software that can be used to support music curriculum.

## 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. Priority deadline of May 1, 2013 to begin in Summer 2013. Applications may be considered after this deadline if space permits.

**For more details, please visit: [cs.uarts.edu/med/how-to-apply](http://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 Resources (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](mailto:pie@uarts.edu) or 215.717.6092 to discuss which option is best for you.

# MEd + Graduate Certificate Programs

## Frequently Asked Questions

### **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](mailto:pie@uarts.edu).

### **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](http://cs.uarts.edu/MEd) for more information about transfer credits.

### **Do the MEd and/or graduate certificate programs lead to teaching certification?**

These programs do not lead to Pennsylvania Department of Education state certification for entry into public schools. These programs are designed for K-12 in-service teachers.

### **May I apply to the MEd even though I am not currently working in a classroom?**

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

### **How much does this program cost?**

The cost per credit for all courses in the MEd or graduate certificate programs is \$630 for the 2013-2014 academic year (June 2013 – June 2014).

### **Is financial aid available?**

Federal financial aid is not available for these programs but the University will offer payment plans for students beginning in the Fall 2013 semester. Please visit [cs.uarts.edu/MEd](http://cs.uarts.edu/MEd) for more information about payment plans.

**For more Frequently Asked Questions, visit our website at [cs.uarts.edu/MEd](http://cs.uarts.edu/MEd)**

## 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
<b>Total Minimum Required</b>	<b>30.0</b>	<b>10 courses</b>

## 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	
<b>Total Minimum Required for Concentration/Certificate</b>	<b>15.0</b>	<b>5 courses</b>

To learn more about the differences between matriculated and non-matriculated course options, see page 5.

# MEd + Graduate Certificate Programs

## 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	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	
<b>Total Minimum Required for Concentration/Certificate</b>	<b>15.0</b>	<b>5 courses</b>

## 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:		
Enriching the K-7 Language Arts Curriculum	3.0	
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	
<b>Total Minimum Required for Concentration/Certificate</b>	<b>15.0</b>	<b>5 courses</b>

## 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	
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	
<b>Total Minimum Required for Concentration/Certificate</b>	<b>15.0</b>	<b>5 courses</b>

## Ti:ME (METC) — 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 METC:		
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	
<b>Total Minimum Required for Concentration/Certificate</b>	<b>15.0</b>	<b>5 courses</b>

To learn more about the differences between matriculated and non-matriculated course options, see page 5.

# 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 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	
<b>Total Minimum Required for Concentration/Certificate</b>	<b>15.0</b>	<b>5 courses</b>

# MEd in Educational Program Design

## Core Courses

### Assessment Design + Evaluation

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

This course focuses on developing participants' understanding of the end goals of the educational experience students receive in the classroom; capability to enhance instruction and learning through appropriate student assessments; and ability to provide useful feedback on educational programming. Utilizing the concept of authentic assessment (or "cornerstone" assessments as per Wiggins and McTighe in *Schooling by Design*, 2007), participants transform the process of teaching and learning into measureable outcomes achievable by all students. Particular attention is paid to: (1) the varied types of assessment necessary for an educational program including formative, summative, diagnostic, and benchmark, (2) the current environment of educational assessment, (3) assessment for project-based learning, (4) assessment instruments and their design, (5) the utilization of assessment data to improve student learning, and (6) the inter-relatedness of curriculum, instruction and assessment in the teaching and learning process. Educators develop an understanding of the different types of assessment and how they fit

into a comprehensive system of curriculum, instruction, and assessment. Participants are able to construct a variety of assessments and assessment items to align with classroom instructional objectives. The effective use of data to make informed decisions about curriculum, instruction, and future assessment is discussed. (Open to Educational Program Design majors only)

#### **ONLINE** 4 weeks

EDPD 601 01 – 3 credits \$1890, Fee \$45  
Mon Jun 24 – Fri Jul 19  
Instructor: PIE Faculty

#### **+ HYBRID**

#### **Unionville Elementary School — 4 weeks**

EDPD 601 02 – 3 credits \$1890, Fee \$45  
Online Mon Jun 24 – Fri Jul 19; In-person sessions on Wed Jun 26 + Wed Jul 17: 9 am – 12 pm  
Instructor: PIE Faculty

#### **+ HYBRID**

#### **The University of the Arts — 4 weeks**

EDPD 601 03 – 3 credits \$1890, Fee \$45  
Online Mon Jun 24 – Fri Jul 19; In-person sessions on Wed Jun 26 + Wed Jul 17: 9 am – 12 pm  
Instructor: PIE Faculty

#### **Montgomery County Intermediate Unit — 2 weeks**

EDPD 601 04 – 3 credits \$1890, Fee \$45  
Mon, Tue, Thu: Jul 29 – Aug 8: 8:30 am – 3:30 pm  
Instructor: PIE Faculty

**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](http://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 5.



# 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.

#### The University of the Arts — 1 week

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

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

Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm

Instructor: PIE Faculty

#### + HYBRID

### Montgomery County Intermediate Unit — 2 weeks

VPAS 500 02 – 3 credits \$1890, Fee \$45

VPAS 500NM 02 – 3 credits \$945, Fee \$45

Online Mon Jul 1 – Fri Jul 12; In-person sessions on Mon Jul 1 + Mon Jul 8: 9am – 12pm

Instructor: PIE Faculty

### 3-D Projects for the Classroom:

#### Glass Sampler

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, learn 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.

#### The University of the Arts — 1 week

VPAS 525 01 – 3 credits \$1890, Fee \$95

VPAS 525NM 01 – 3 credits \$945, Fee \$95

Wed Jun 26 – Tue Jul 2: 9 am – 5:30 pm

Instructor: John Shoemaker

## 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. Designed primarily for K-8 educators.

#### Bucks County Intermediate Unit — 2 weeks

VPAS 551 01 – 3 credits \$1890, Fee \$75

VPAS 551NM 01 – 3 credits \$945, Fee \$75

Mon, Tue, Thu: Jul 29 – Aug 8: 8:30 am – 3:30 pm

Instructor: PIE Faculty

## Soundtree + TI:ME

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

### **TI:ME 1A Basic Skills in Music Technology**

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 the necessary knowledge to make critical judgments about the appropriateness of selected music hardware and software for particular educational applications. This course fulfills the first half of the TI:ME Level 1 certification requirement.

#### **The University of the Arts — 1 week**

MTEC 500 01 – 3 credits \$1890, Fee \$45  
MTEC 500NM 01 – 3 credits \$945, Fee \$45  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Michael Fein

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

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

#### **ONLINE 4 weeks**

MTEC 501 01 – 3 credits \$1890, Fee \$45  
MTEC 501NM 01 – 3 credits \$945, Fee \$45  
Online Mon Jul 1 – Fri Jul 26, with synchronous online sessions on Tue Jul 2, Tue Jul 9, Tue Jul 16: 7:30 - 9:30 pm  
Instructor: Michael Fein

## **Act 48 Returns July 1**

The moratorium giving Pennsylvania-certified teachers an extension on Act 48 requirements expires on June 30, 2013. Teachers will return to a five-year cycle to complete this requirement.

Act 48 requires all Pennsylvania educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates to participate in ongoing professional education. The University of the Arts is an approved provider for the Pennsylvania Department of Education Act 48 professional development requirements. Visit <https://www.bit.ly/act48> for more information.

## Arts Week 2013

ArtsWeek is for teachers across subject areas who are interested in developing innovative, creative approaches to education based on intensive work with art-specific content.

During ArtsWeek, each course provides a rich, engaging studio experience within a specific discipline. Participants complete a final project and lesson plan reflecting the new skills and approaches learned as applied to classroom teaching and student learning. Educators also participate in a final reception and exhibition of ArtsWeek work with their colleagues.

ArtsWeek 2013 is offered at three locations:

- Wayne Art Center
- GoggleWorks Center for the Arts
- The University of the Arts

Supplies are the responsibility of the student; some shared classroom supplies and equipment may be provided. Supply lists are available online prior to the start of classes.

Visit us online at [cs.uarts.edu/pie/artswweek](http://cs.uarts.edu/pie/artswweek) for location, travel and accommodations for each ArtsWeek location.

### ArtsWeek: The Wayne Art Center

June 24 – 28, 2013 in Wayne, PA

Located on the Main Line in Philadelphia's western suburbs, the Wayne Art Center offers large light-filled studios and galleries in a comfortable suburban setting. The Professional Institute for Educators is proud to partner with this community art center to serve teachers in this region, as well as those eager to visit this area.

#### Wayne Art Center

413 Maplewood Ave. | Wayne, PA 19087  
Phone: 610.688.3553 | [wayneart.org](http://wayneart.org)

#### 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 thinking and working three-dimensionally and incorporate new methods to encourage craftsmanship and conceptual skills in students. Focus on the potential of the potter's wheel as a tool for expression. 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. In addition, discover finishes

experimenting with colored slips, under glazes, oxides, shop glazes and firing techniques.

#### Wayne Art Center — 1 week

VPAS 510 01 – 3 credits \$1890, Fee \$95  
VPAS 510NM 01 – 3 credits \$945, Fee \$95  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Hope Rovelto

#### 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, glazes and oxides. This course provides an opportunity for personal invention, higher-level challenges and advanced critique. Improve competency in thinking and working three-dimensionally to bring these skills into the classroom.

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

#### Wayne Art Center — 1 week

VPAS 511 01 – 3 credits \$1890, Fee \$95  
VPAS 511NM 01 – 3 credits \$945, Fee \$95  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Hope Rovelto

### **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.

#### **Wayne Art Center — 1 week**

VPAS 520 01 – 3 credits \$1890, Fee \$95  
VPAS 520NM 01 – 3 credits \$945, Fee \$95  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Chris Darway

### **3-D Projects for the Classroom: Jewelry — Metal Clay, Advanced**

In this course, work with metal clay in both silver and bronze to produce jewelry or small sculptural objects, covering more complex topics and techniques including applications of metal clay in combination with other materials, consideration of jewelry techniques and use of metal elements and alloys. Course content is designed for application in art classrooms and for those with previous metal clay experience. **Prerequisite:** (VPAS 520) 3-D Projects for the Classroom: Jewelry — Metal Clay, Introductory

#### **Wayne Art Center — 1 week**

VPAS 521 01 – 3 credits \$1890, Fee \$95  
VPAS 521NM 01 – 3 credits \$945, Fee \$95  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Chris Darway

### **Printmaking for the Classroom: Monoprinting, Introductory**

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

#### **Wayne Art Center — 1 week**

VPAS 526 01 – 3 credits \$1890, Fee \$75  
VPAS 526NM 01 – 3 credits \$945, Fee \$75  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Christine Stoughton

### **Printmaking for the Classroom: Monoprinting, Advanced**

This class addresses advanced image making through printmaking media such as relief, monoprinting and collographs. Create images by drawing/painting directly on the plate or by working from a sketch. The creative process is analyzed at every point, with an emphasis on creating a series of thematic work. Techniques covered include printing with water-based inks and multiple colors as well as working with non-traditional presses that can be used in a variety of classroom settings. **Prerequisite:** (VPAS 526) Printmaking for the Classroom: Monoprinting, Introductory

#### **Wayne Art Center — 1 week**

VPAS 527 01 – 3 credits \$1890, Fee \$75  
VPAS 527NM 01 – 3 credits \$945, Fee \$75  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Christine Stoughton

## Visual Arts for the Classroom: Drawing + Painting, Introductory

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

### Wayne Art Center — 1 week

VPAS 542 01 – 3 credits \$1890, Fee \$45  
VPAS 542NM 01 – 3 credits \$945, Fee \$45  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Yiuki Gu

## Visual Arts for the Classroom: Drawing + Painting, Advanced

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

**Prerequisite:** (VPAS 542) Visual Arts for the Classroom: Drawing + Painting, Introductory

### Wayne Art Center — 1 week

VPAS 543 01 – 3 credits \$1890, Fee \$45  
VPAS 543NM 01 – 3 credits \$945, Fee \$45  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Yiuki Gu

## ArtsWeek: The GoggleWorks Center for the Arts

July 15 – 19, 2013 in Reading, PA

**The GoggleWorks Center for the Arts is a premiere community art and cultural resource center for Berks County as well as central and southeastern Pennsylvania. GoggleWorks is the largest, most comprehensive interactive arts center of its kind in the country.**

**GoggleWorks is a prime example of adaptive reuse in architecture and derives its name from the original structure from which it evolved. A former goggle factory, GoggleWorks is an industrial complex of six buildings transformed into galleries, studios, classrooms, a wood shop, a photography classroom with darkroom, a glassblowing facility and a ceramics studio. The space also holds a film theater, café, gift shop and offices for 26 community arts organizations.**

### GoggleWorks Center for the Arts

201 Washington St. | Reading, PA 19601  
Phone: 610.374.4600 | [goggleworks.org](http://goggleworks.org)

## 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 — 1 week

VPAS 512 01 – 3 credits \$1890, Fee \$95  
VPAS 512NM 01 – 3 credits \$945, Fee \$95  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Wen Fan

## 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 its application to the classroom.

**Prerequisite:** (VPAS 512) 3-D Projects for the Classroom: Ceramics — Raku, Introductory

### GoggleWorks Center for the Arts — 1 week

ED 513 01 – 3 credits \$1890, Fee \$95  
ED 513NM 01 – 3 credits \$945, Fee \$95  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Wen Fan

### **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 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.

#### **GoggleWorks Center for the Arts — 1 week**

VPAS 523 01 – 3 credits \$1890, Fee \$95  
VPAS 523NM 01 – 3 credits \$945, Fee \$95  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Carol Moore

---

### **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 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

#### **GoggleWorks Center for the Arts — 1 week**

VPAS 524 01 – 3 credits \$1890, Fee \$95  
VPAS 524NM 01 – 3 credits \$945, Fee \$95  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Carol Moore

---

### **Printmaking for the Classroom: Book Structures, Introductory**

Participants in this course are introduced to a variety of contemporary book structures to which writing and imagery can be added. This includes accordion variations, sewn books, flexagons and pop-ups. Projects and discussions include approaches to incorporate images with simple text to convey meaning within various types of books. Collaborative book projects for classroom use and

the opportunity to create a personal book are developed. Classroom applications for all grade levels are addressed; projects are adaptable for K-12 students in many subject areas.

#### **GoggleWorks Center for the Arts — 1 week**

VPAS 536 01 3 credits \$1890, Fee \$75  
VPAS 536NM 01 3 credits \$945, Fee \$75  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Beth Krumholz

---

### **Visual Arts for the Classroom: Drawing + Painting, Introductory**

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

#### **GoggleWorks Center for the Arts — 1 week**

VPAS 542 02 – 3 credits \$1890, Fee \$45  
VPAS 542NM 02 – 3 credits \$945, Fee \$45  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Elizabeth Wagner

---

### **Visual Arts for the Classroom: Drawing + Painting, Advanced**

Expand drawing and painting skills at a more advanced level. Working from direct observation, including some figure models, participants improve perception and technical skills, working both in drawing media and in paint. Create a range of timed pieces in basic drawing media such as charcoal, pencil, ink and conte crayon, then move on to more advanced work using acrylic paints. This course considers color theory, composition, painting technique and the overall process and includes in-depth critiques. **Prerequisite:** (VPAS 542) Visual Arts for the Classroom: Drawing + Painting, Introductory

#### **GoggleWorks Center for the Arts – 1 week**

VPAS 543 02 – 3 credits \$1890, Fee \$45  
VPAS 543NM 02 – 3 credits \$945, Fee \$45  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Elizabeth Wagner

## ArtsWeek: The University of the Arts

August 5 – 9, 2013 in Philadelphia, PA

**At the University of the Arts, creativity in all its forms overlaps and converges. UArts is the first and only university in the United States solely dedicated to educating creative individuals in the visual, performing and communication arts. We believe in the creative process as a transformative force for society.**

**Our campus in Center City Philadelphia stretches along the Avenue of the Arts from Walnut Street to South Street. Philadelphia is overflowing with stories to tell, scenes to capture, people to meet, museums to explore, restaurants to sample and performances to ponder. This city offers a distinctive blend of old and new. History, technology and artistic creativity mingle on city corners. Philadelphia is home to an astounding collection of museums, artistic venues and historical attractions.**

### **3-D Projects for the Classroom: Ceramic Tile + Mosaics, Introductory**

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

#### **The University of the Arts — 1 week**

VPAS 516 01 – 3 credits \$1890, Fee \$75  
VPAS 516NM 01 – 3 credits \$945, Fee \$75  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Katia McGuirk

### **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, learn 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.

#### **The University of the Arts — 1 week**

VPAS 522 01 – 3 credits \$1890, Fee \$75  
VPAS 522NM 01 – 3 credits \$945, Fee \$75  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Mary Smull

### **Integrating Design Fundamentals — Projects for the Classroom**

This course presents a step-by-step approach to understanding what causes one to look at a painting, photograph or any 2-D media and what is needed to maintain visual interest. This method applies aspects of line, shape, value and color directly to moving the viewer's eye to and through a composition. With studio projects and hands-on exercises reinforcing concepts, vocabulary and visual organization, participants strengthen their own design thinking skills and develop new methods to convey and explain design to students. Applicable to the fine arts, applied arts and digital media, this course provides a simple and comprehensive methodology through which artists can create dynamic art.

#### **The University of the Arts — 1 week**

VPAS 550 01 – 3 credits \$1890, Fee \$45  
VPAS 550NM 01 – 3 credits \$945, Fee \$45  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Buy Shaver

### **Printmaking for the Classroom: Monoprinting, Introductory**

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

### **The University of the Arts — 1 week**

VPAS 526 02 – 3 credits \$1890, Fee \$75  
VPAS 526NM 02 – 3 credits \$945, Fee \$75  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Rosae Reeder

---

### **Printmaking for the Classroom: Monoprinting, Advanced**

This class addresses advanced image making through printmaking media such as relief, monoprinting and collographs. Create images by drawing/painting directly on the plate or by working from a sketch. The creative process is analyzed at every point, with an emphasis on creating a series of thematic work. Techniques covered include printing with water-based inks and multiple colors as well as working with non-traditional presses that can be used in a variety of classroom settings. **Prerequisite:** (VPAS 526) Printmaking for the Classroom: Monoprinting, Introductory

---

### **The University of the Arts — 1 week**

VPAS 527 02 – 3 credits \$1890, Fee \$75  
VPAS 527NM 02 – 3 credits \$945, Fee \$75  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Rosae Reeder

---

### **Visual Arts for the Classroom: Digital Photography, Introductory**

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

---

### **The University of the Arts — 1 week**

VPAS 548 – 3 credits \$1890, Fee \$45  
VPAS 548NM 01 – 3 credits \$945, Fee \$45  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: PIE Faculty

---

### **Visual Arts for the Classroom: Drawing + Painting, Introductory**

Drawing and painting are foundational skills for visual literacy and developing an understanding of form, composition, light, and color. Working

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

### **The University of the Arts — 1 week**

VPAS 542 03 – 3 credits \$1890, Fee \$45  
VPAS 542NM 03 – 3 credits \$945, Fee \$45  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Yiuqi Gu

---

### **Visual Arts for the Classroom: Drawing + Painting, Advanced**

Expand drawing and painting skills at a more advanced level. Working from direct observation, including some figure models, participants improve perception and technical skills, working both in drawing media and in paint. Create a range of timed pieces in basic drawing media such as charcoal, pencil, ink and conte crayon, then move on to more advanced work using acrylic paints. This course considers color theory, composition, painting technique and the overall process and includes in-depth critiques. **Prerequisite:** (VPAS 542) Visual Arts for the Classroom: Drawing + Painting, Introductory

---

### **The University of the Arts — 1 week**

VPAS 543 03 – 3 credits \$1890, Fee \$45  
VPAS 543NM 03 – 3 credits \$945, Fee \$45  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Yiuqi Gu

---

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

This featured course is part of our Teaching with Primary Sources program at UArts and is being offered during ArtsWeek. See page 23 for full course details.

### **The University of the Arts — 1 week**

UTPS 504 01 – 3 credits \$1890  
UTPS 504NM 01 – 3 credits \$945  
ED 8135 01 – **NON-CREDIT – FREE**  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Mary Tasillo

To learn more about the differences between matriculated and non-matriculated course options, see page 5.



## Foundations of Museum + Primary Sources in Education

Recommended first course for Museum + Primary Sources Concentration/Certificate (PRES)

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

### James A. Michener Art Museum – 4 weeks

PRES 500 01 – 3 credits \$1890, Fee \$75  
PRES 500NM 01 – 3 credits \$945, Fee \$75  
Tue + Thu, Jun 25 – Jul 25: 8:30 am – 3:30 pm  
Instructor: Cassie Gunkel

### The University of the Arts – 1 week

PRES 500 02 – 3 credits \$1890, Fee \$75  
PRES 500NM 02 – 3 credits \$945, Fee \$75  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Cassie Gunkel

## Exploring the Barnes Foundation — Projects for the Classroom

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

### The University of the Arts — 1 week

PRES 504 01 – 3 credits \$1890, Fee \$95  
PRES 504NM 01 – 3 credits \$945, Fee \$95  
Mon Jul 29 – Fri Aug 2: 9 am – 5:30 pm  
Instructor: Susan Rodriguez

## Paris + Japan — Influences on Modern Art + Impressionism

The wave of Japanese woodblock prints that flooded into Paris in the 19th century brought new ways of seeing to Western art. This course examines the profound aspects of the Japanese influence on European art through the study of master artists and their techniques in both cultures. Key figures such as Hiroshige, Utamaro, Sesshu and Hokusai are considered for their contributions to the work of Monet, Cassatt, Degas, Manet, Van Gogh, Gauguin and Toulouse-Lautrec. The extensive Asian and French 19th century collections at the Philadelphia Museum of Art serve as a central means of study. Course content applies to a range of subject areas, including visual arts, history, multicultural studies and the humanities at all grade levels. A visit to the Shofuso Japanese Teahouse in Fairmount Park is planned.

### The University of the Arts — 1 week

ED 812 01 – 3 credits \$945, Fee \$75  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Susan Rodriguez

## VAST

## Visual Arts as a Source for Teaching at the Philadelphia Museum of Art

### VAST at the PMA — The Art of Story

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

behind-the-scenes meetings with museum curators, writing workshops and field trips to build skills and strategies for teaching humanities-based curriculum.

This summer, the theme is “The Art of Story.” Works of art often tell stories. The image or object artists create may relate a myth, a religious story, a historical event, a well-known fable or tale, or a story of their own invention. In turn, viewers weave stories as we look at and respond to works of art. Explore the Museum’s collections and special exhibitions, including *Witness: The Art of Jerry Pinkney* to discover the many ways stories can be told through art as well as the variety of ways adults and students can respond through art and writing. Sessions will be led by Museum Educators and invited speakers and artists (including education staff from the Arden Theater Company). Off-site visits will include the newly reopened Rodin Museum. Teachers will be grouped into elementary, middle school and high school teams to facilitate meaningful discussion and brainstorming of curricular connections. All

VAST participants will receive a resource guide with background information on artworks, discussion questions, a resource list and writing connections to bring back to the classroom.

The Professional Institute for Educators is pleased to partner with the Philadelphia Museum of Art to provide the opportunity to earn credit as part of this program. Teachers must first apply and be accepted into VAST by the PMA. A program fee is paid directly to the museum. To apply, contact the PMA Ticket Center at 215.235.7469. Questions should be directed to Barbara Bassett, Curator of Education at 215.684.7587.

Upon acceptance by the Museum, participants may then register for credit by contacting PIE at 215.717.6006.

**Philadelphia Museum of Art — 1 week**

ED 8052 01 – 2 credits \$475 (payable to UArts)

Fee payable to the Philadelphia Museum of Art (\$250 non-member or \$200 member)

Mon Jul 8 – Fri Jul 12: 9 am – 3:30 pm

Instructor: Barbara Bassett



Using primary sources and the cultural riches of Philadelphia brings authentic and engaging content to teachers and students in our courses. Here, museum visitors and teachers learn in the galleries of the Philadelphia Museum of Art. (Image courtesy of the Philadelphia Museum of Art)

To learn more about the differences between matriculated and non-matriculated course options, see page 5.



## 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

The Teaching with Primary Sources (TPS) program at UArts gives classroom topics a deeper, richer meaning for your students. We show teachers with vision how to make that happen.

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

This summer, we offer five courses that use an artistic lens to expand the use of primary sources in the classroom. Non-credit course registration is free, and there are no course fees. Register early — space is limited.

#### Music: Discovering the Roots of American Music to Enhance the Curriculum

Featuring live music, hands-on activities and engaging exercises to use with students, this course focuses on the use of the digital archives of the Library of Congress to effectively and thoroughly plan, prepare and design lessons incorporating 20th century American music, particularly jazz and its influences, into the curriculum. Beginning with the digital archives, develop the ability to access musical resources to provide a multi-sensory approach to teaching historical content through a creative arts perspective. Participants are engaged in the exploration and appreciation of jazz music and the significance of jazz in American history and society — from tradition to innovation. K-8 teachers design a unit of study relevant to their interests and current classroom curricula, creating musical connections to American history and culture to enhance student learning.

#### Delaware County Intermediate Unit — 1 week

UTPS 501 01 – 3 credits \$1890, No Fee  
UTPS 501NM 01 – 3 credits \$945, No Fee  
ED 8134 01 – **NON-CREDIT – FREE**  
Mon Jul 29 – Fri Aug 2: 9 am – 5:30 pm  
Instructor: Beth Sokolowski

#### 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 for the classroom 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 and hands-on photographic projects. Content is appropriate for a range of subject areas as connections to social science, identity, expression and literacy are explored.

#### The University of the Arts — 1 week

UTPS 503 01 – 3 credits \$1890, No Fee  
UTPS 503NM 01 – 3 credits \$945, No Fee  
ED 8133 01 – **NON-CREDIT – FREE**  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Jordan Rockford

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

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

### Delaware County Intermediate Unit — 1 week

UTPS 500 01 – 3 credits \$1890, No Fee  
UTPS 500NM 01 – 3 credits \$945, No Fee  
ED 8131 01 – **NON-CREDIT – FREE**  
Mon Jul 22 – Fri Jul 26: 9 am – 5:30 pm  
Instructor: Sebastian Juan Agudelo

## Theater: Bringing Primary Sources to Life Through Drama

Use primary sources from American theater history to prepare lessons that incorporate dramatic skits and activities into social studies, language arts and history curriculum. Participants identify primary sources from the digital archives of the Library of Congress that are relevant to State Standards and apply these into drama-based lessons for students. With a featured performance at the Walnut Street Theatre, behind-the-scenes tours and unique experiences, teachers learn how to engage students in new ways to understand active storytelling using research.

### Delaware County Intermediate Unit — 1 week

UTPS 502 01 – 3 credits \$1890, No Fee  
UTPS 502NM 01 – 3 credits \$945, No Fee  
ED 8132 01 – **NON-CREDIT – FREE**  
Mon Jul 8 – Fri Jul 12: 9 am – 5:30 pm  
Instructor: Margie Salvante

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

### The University of the Arts — 1 week

UTPS 504 01 – 3 credits \$1890, No Fee  
UTPS 504NM 01 – 3 credits \$945, No Fee  
ED 8135 01 – **NON-CREDIT – FREE**  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Mary Tasillo

Visit us at [tps.uarts.edu](https://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.



## Foundations of Inclusionary Practices in the Classroom

Recommended first course for Inclusion Concentration/Certificate (INCL)

Student diversity is one of the main characteristics that defines today's classroom. This course helps educators build the capacity to understand, honor and support the ever-increasing diversity of educational needs within classrooms.

Recommendations are provided to enable teachers to augment their existing practices by infusing inclusive practices into existing content and curricula. Roles and responsibilities of general and special educators are explored to help facilitate collaboration in serving the needs of students and to make meaningful contributions to the identification, evaluation, re-evaluation, teaching and monitoring of progress of all students.

Participants identify potential barriers to learning across curriculum areas in the general education classroom and identify strategies and services to eliminate those barriers.

### Phila Academy Charter School — 2 weeks

INCL 500 01 – 3 credits \$1890, Fee \$45  
INCL 500NM 01 – 3 credits \$945, Fee \$45  
Mon, Tue, Wed: Jun 24 – Jul 3: 8:30 am – 3:30 pm  
Instructor: PIE Faculty

**+ HYBRID**

### Delaware County Intermediate Unit — 4 weeks

INCL 500 02 – 3 credits \$1890, Fee \$45  
INCL 500NM 02 – 3 credits \$945, Fee \$45  
Online Mon Jul 1 – Fri Jul 26; In-person sessions  
Mon Jul 8 + Mon Jul 22: 9 am – 12 pm  
Instructor: PIE Faculty

## Conflict Resolution — Bullying

Children who are comfortable in their own skin are more likely to respect and appreciate others and grow into caring, healthy and productive adults. Using role-playing and creative expression, this course provides strategies to help students improve their relationships through effective communication, especially in handling conflict, bullying and anger. Subjects include expressing and understanding emotions, verbal and nonverbal language cues, anger management and conflict resolution, listening, problem solving, decision making and parenting.

### The University of the Arts — 1 week

INCL 511 01 – 3 credits \$1890, Fee \$45  
INCL 511NM 01 – 3 credits \$945, Fee \$45  
Wed Jun 26 – Tue Jul 2: 9 am – 5:30 pm  
Instructor: Nan Gallagher

**ONLINE 4 weeks**

INCL 511 02 – 3 credits \$1890, Fee \$45  
INCL 511NM 02 – 3 credits \$945, Fee \$45  
Mon Jul 1 – Fri Jul 26  
Instructor: Ken Kay

## Creating Multicultural Environments in the Classroom

This course assists K-12 educators in recognizing the importance of affirming the cultural identities of students and helping them to respect cultural differences in others. Participants develop resources, tools and methods to increase cultural awareness in the classroom across the curriculum. Activities encourage students to understand and honor diversity, both in their schools and in the larger community. This course focuses on methods to weave tolerance and understanding into existing curricular units and lesson plans.

### Montgomery County Intermediate Unit — 1 week

INCL 512 01 – 3 credits \$1890, Fee \$45  
INCL 512NM 01 – 3 credits \$945, Fee \$45  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Teneisha Feit

## Differentiated Instruction

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

### + HYBRID

#### Phila Academy Charter School — 2 weeks

INCL 508 01 – 3 credits \$1890, Fee \$45  
INCL 508NM 01 – 3 credits \$945, Fee \$45  
Online Mon Jul 29 – Fri Aug 9; In-person sessions  
on Mon Jul 29 + Mon Aug 5: 9 am – 12 pm  
Instructor: PIE Faculty



Visit our  
new website  
[cs.uarts.edu/pie](https://cs.uarts.edu/pie)

## Gifted Education in Inclusive Classrooms

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

#### Phila Academy Charter School — 1 week

INCL 505 01 – 3 credits \$1890, Fee \$45  
INCL 505NM 01 – 3 credits \$945, Fee \$45  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Tom Palumbo

## Including Special Needs

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

### + HYBRID

#### Bucks County Intermediate Unit — 2 weeks

INCL 509 01 – 3 credits \$1890, Fee \$45  
INCL 509NM 01 – 3 credits \$945, Fee \$45  
Online Mon Jul 29 – Fri Aug 9; In-person sessions  
on Mon Jul 29 + Mon Aug 5: 9 am – 12 pm  
Instructor: PIE Faculty



## Foundations of Literacy in the Classroom

Recommended first course for 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.

### **ONLINE** 4 weeks

LITY 500 01 – 3 credits \$1890, Fee \$45  
LITY 500NM 01 – 3 credits \$945, Fee \$45  
Mon Jun 24 – Fri Jul 19  
Instructor: PIE Faculty

### Phila Academy Charter School — 2 weeks

LITY 500 02 – 3 credits \$1890, Fee \$45  
LITY 500NM 02 – 3 credits \$945, Fee \$45  
Mon, Tue, Wed: Jul 1– Jul 10: 8:30 am – 3:30 pm  
Instructor: PIE Faculty

## Enriching the K-7 Language Arts Curriculum

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

### Bucks County Intermediate Unit — 2 weeks

LITY 512 01 – 3 credits \$1890, Fee \$45  
LITY 512NM 01 – 3 credits \$945, Fee \$45  
Mon, Tue, Thu: Jul 29 – Aug 8: 8:30 am – 3:30 pm  
Instructor: Tom Palumbo

## 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.

### Phila Academy Charter School — 2 weeks

LITY 508 01 – 3 credits \$1890, Fee \$45  
LITY 508NM 01 – 3 credits \$945, Fee \$45  
Mon, Tue, Wed: Jul 1 – Jul 10: 8:30 am – 3:30 pm  
Instructor: Anne Bair + Donna Popp

## Integrating Children's Literature into the Classroom

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

### Phila Academy Charter School — 1 week

LITY 507 01 – 3 credits \$1890, Fee \$45  
LITY 507NM 01 – 3 credits \$945, Fee \$45  
Wed Jun 26 – Tue Jul 2: 9:00am – 5:30 pm  
Instructor: Tom Palumbo

## 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.

### Phila Academy Charter School — 1 week

ED 5511 01 – 3 credits \$945, Fee \$45  
Wed Jun 26 – Tue Jul 2: 9 am – 5:30 pm  
Instructor: PIE Faculty

---

## Reading + Writing Across the Curriculum

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

### Phila Academy Charter School — 2 weeks

LITY 506 01 – 3 credits \$1890, Fee \$45  
LITY 506NM 01 – 3 credits \$945, Fee \$45  
Mon, Tue, Thu: Jul 29 – Aug 8: 8:30 am – 3:30 pm  
Instructors: Donna Popp

---

## Reading Strategies — Puppetry to Portfolios

Learn research-based project development that supports language arts programs as well as math, history and science. Basic skills, critical thinking, problem solving, creative dramatics and media development are researched and demonstrated in long-and short-term projects. Topics include matching learning styles to student materials, written and electronic portfolio development, classroom centers, parent partnership resources, puppet theaters and the development of curriculum projects aligned to state and national standards.

### Phila Academy Charter School — 1 week

ED 5557 01 – 3 credits \$945, Fee \$45  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Anne Bair + Donna Popp

---

## 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.

### Phila Academy Charter School — 1 week

LITY 509 01 – 3 credits \$1890, Fee \$45  
LITY 509NM 01 – 3 credits \$945, Fee \$45  
Mon, Tue, Thu, Jul 29 – Aug 8, 8:30 am – 3:30 pm  
Instructor: PIE Faculty



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

### + HYBRID

#### The University of the Arts — 4 weeks

ETEC 500 01 – 3 credits \$1890, Fee \$45  
ETEC 500NM 01 – 3 credits \$945, Fee \$45  
Online Tue Jun 25 – Thu Jul 18; In-person sessions on Tue Jun 25 + Thu Jul 18: 9 am – 12 pm  
Instructor: Anthony Latess

### + HYBRID

#### Washington Township School District — 4 weeks

ETEC 500 02 – 3 credits \$1890, Fee \$45  
ETEC 500NM 02 – 3 credits \$945, Fee \$45  
Online Tue Jun 25 – Thu Jul 18; In-person sessions on Tue Jun 25 + Thu Jul 18: 9 am – 12 pm  
Instructor: Kristen Ferrari

### + HYBRID

#### Bucks County Intermediate Unit — 4 weeks

ETEC 500 03 – 3 credits \$1890, Fee \$45  
ETEC 500NM 03 – 3 credits \$945, Fee \$45  
Online Tue Jun 25 – Thu Jul 18; In-person sessions on Tue Jun 25 + Thu Jul 18: 9 am – 12 pm  
Instructor: Mike Szymendera

#### Unionville Elementary School — 2 weeks

ETEC 500 04 – 3 credits \$1890, Fee \$45  
ETEC 500NM 04 – 3 credits \$945, Fee \$45  
Mon, Tue, Thu: Jul 29 – Aug 8: 8:30 am – 3:30 pm  
Instructor: Mike Szymendera

---

## Creating Websites for Teachers

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

#### The University of the Arts — 1 week

ETEC 511 01 – 3 credits \$1890, Fee \$45  
ETEC 511NM 01 – 3 credits \$945, Fee \$45  
Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm  
Instructor: Mike Szymendera

---

## 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.

#### Unionville Elementary School — 1 week

ETEC 508 01 – 3 credits \$1890, Fee \$45  
ETEC 508NM 01 – 3 credits \$945, Fee \$45  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Scott Duggan

## Digital Storytelling in the Classroom

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

### The University of the Arts — 1 week

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

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

Wed Jun 26 – Tue Jul 2: 9 am – 5:30 pm

Instructor: Tony Latess

### Unionville Elementary School — 1 week

ETEC 502 02 – 3 credits \$1890, Fee \$45

ETEC 502NM 02 – 3 credits \$945, Fee \$45

Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm

Instructor: Scott Duggan

---

## iLife Overview

This overview of the Macintosh iLife suite considers the use of images and sound and how to best integrate these software tools into a range of classroom settings. Learn the capabilities of the iLife software (iPhoto, iMovie, GarageBand and iWeb), sync your iPod and understand downloadable utilities and program options from the web. Designed for those new to the iLife suite, this course provides an orientation to these programs, an understanding of their interaction and opportunities to enhance methods of teaching more effectively. Participants develop basic projects for both instructional delivery and for student hands-on experiences in a range of subject areas. Participants may bring their laptops to class sessions, but is not required.

### Unionville Elementary School — 1 week

ED 7039 01 – 3 credits \$945, Fee \$45

Mon Jun 24 – Fri Jun 28: 9 am – 5:30 pm

Instructor: Scott Duggan

## Integrating iPad Technology into the Classroom

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

### Unionville Elementary School — 2 weeks

ETEC 513 01 – 3 credits \$1890, Fee \$45

must bring iPad to class (any version is fine)

ETEC 513NM 01 – 3 credits \$945, Fee \$45

must bring iPad to class (any version is fine)

Mon, Tue, Wed: Jun 24 – Jul 3: 8:30 am – 3:30 pm

Instructor: Scott Duggan

### Phila Academy Charter School — 1 week

ETEC 513 02 – 3 credits \$1890, Fee \$45

must bring iPad to class (any version is fine)

ETEC 513NM 02 – 3 credits \$945, Fee \$45

must bring iPad to class (any version is fine)

Wed Jun 26 – Tue Jul 2: 9 am – 5:30 pm

Instructor: John Walsh

### Delaware County Intermediate Unit — 1 week

ETEC 513 03 – 3 credits \$1890, Fee \$45

must bring iPad to class (any version is fine)

ETEC 513NM 03 – 3 credits \$945, Fee \$45

must bring iPad to class (any version is fine)

Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm

Instructor: Ken Kay

### Bucks County Intermediate Unit — 2 weeks

ETEC 513 04 – 3 credits \$1890, Fee \$45

must bring iPad to class (any version is fine)

ETEC 513NM 04 – 3 credits \$945, Fee \$45

must bring iPad to class (any version is fine)

Mon, Tue, Thu: Jul 29 – Aug 8: 8:30 am – 3:30 pm

Instructor: John Walsh

To learn more about the differences between matriculated and non-matriculated course options, see page 5.



## **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.

**ONLINE** 4 weeks

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

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

Mon Jul 1 – Mon Jul 29

Instructor: John Walsh

## **Integrating Technology into Social Studies Education**

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

## **Montgomery County Intermediate Unit — 1 week**

ETEC 509 01 – 3 credits \$1890, Fee \$45

ETEC 509NM 01 – 3 credits \$945, Fee \$45

Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm

Instructor: Mike Szymendera

## **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.

## **The University of the Arts — 1 week**

ED 7055 01 – 3 credits \$945, Fee \$45

Wed Jun 26 – Tue Jul 2: 9:30 am – 5:30 pm

Instructor: Kristen Ferrari

## **Unionville Elementary School — 1 week**

ED 7055 02 – 3 credits \$945, Fee \$45

Mon Jul 15 – Fri Jul 19: 9 am – 5:30 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 & 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.

## **Phila Academy Charter School — 1 week**

ED 7076 01 – 3 credits \$945, Fee \$45

Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm

Instructor: Ken Kay

## 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.

### The University of the Arts — 2 weeks

ED 7053 01 – 3 credits \$945, Fee \$45  
Mon, Tue, Thu: Jul 29 – Aug 8: 8:30 am – 3:30 pm  
Instructor: PIE Faculty

## 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.

### Unionville Elementary School — 2 weeks

ETEC 505NM 01 – 3 credits \$945, Fee \$45  
Tue, Wed, Thu: May 28 – Jun 6: 4 pm – 9:30 pm +  
Sat Jun 1: 9 am – 4 pm  
Instructor: Scott Duggan

## Technology + Students with Disabilities

Many children with disabilities are now integrated into regular classroom environments that include the use of technology. Learn how to address these students and their needs through specific technology tools and adaptations to improve student learning. Discuss ways to identify physical, emotional and learning disabilities and apply methods and approaches to assist in teaching. Develop practical implementation of tailored adjustments to physical space, implement useful software tools and downloads that can make projects more accessible and integrate built-in digital speech capabilities and other tools to assist students. Course includes discussions, case studies, role playing and hands-on digital projects.

### Unionville Elementary School — 2 weeks

ED 7047 – 3 credits \$945, Fee \$45  
Mon, Tue, Thu: Jul 29 – Aug 8: 8:30 am – 3:30 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.

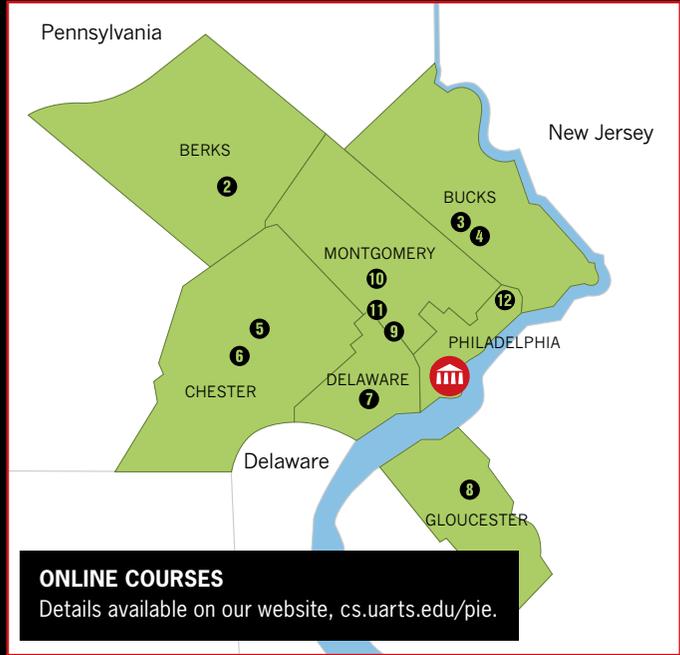
### Unionville Elementary School — 1 week

EETC 507 01 – 3 credits \$1890, Fee \$45  
EETC 507NM 01 – 3 credits \$945, Fee \$45  
Mon Aug 5 – Fri Aug 9: 9 am – 5:30 pm  
Instructor: Ryan Fegley

### Washington Township School District — 1 week

EETC 507 02 – 3 credits \$1890, Fee \$45  
EETC 507NM 02 – 3 credits \$945, Fee \$45  
Mon Jul 15 – Fri Jul 19: 9 am – 5:30 pm  
Instructor: Kristen Ferrari

# 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](http://uarts.edu)

## BERKS COUNTY

2 GoggleWorks Center for the Arts (GW)  
210 Washington Street | Reading, PA 19601  
610.374.4600 | [goggleworks.org](http://goggleworks.org)

## BUCKS COUNTY

3 Bucks County Intermediate Unit (BCIU)  
705 Shady Retreat Road | Doylestown, PA 18901  
215.348.2940 | [bucksiu.org](http://bucksiu.org)

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

## CHESTER COUNTY

5 Chester County Intermediate Unit (CCIU)  
455 Boot Road | Downingtown, PA 19335  
484.237.5000 | [cciu.org](http://cciu.org)

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

## DELAWARE COUNTY

7 Delaware County Intermediate Unit (DCIU)  
200 Yale Avenue | Morton, PA 19070  
610.938.9887 | [dciu.org](http://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](http://wtps.org/bhms)

## MONTGOMERY COUNTY

9 Main Line Art Center (MLAC)  
746 Panmure Road | Haverford, PA 19041  
610.525.0272 | [mainlineart.org](http://mainlineart.org)

10 Montgomery County Intermediate Unit (MCIU)  
1605 West Main Street | Norristown, PA 19403  
610.539.8550 | [mciu.org](http://mciu.org)

11 Wayne Art Center (WAC)  
413 Maplewood Avenue | Wayne, PA 19087  
610.688.3553 | [wayneart.org](http://wayneart.org)

## NORTHEAST PHILADELPHIA

12 Philadelphia Academy Charter School (PACS)  
11000 Roosevelt Blvd/Plaza Drive  
Philadelphia, PA 19116  
215.676.8320 | [philadelphiaacademy.org/pacs](http://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

*This brochure is not a contractual document. The University of the Arts reserves the right to change any curricular offering, policy, faculty assignment or financial regulation described in this brochure. The University of the Arts gives equal consideration to all applicants for admission and scholarships, and conducts all educational programs, activities, and employment practices without regard to race, color, sex, religion, national or ethnic origin, or disability.*

## 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](http://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](http://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](http://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](http://registrar.uarts.edu/services/transcript-request).

## ONLINE + HYBRID

### Online + Hybrid Courses

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

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

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

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

## Supplies

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



## 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](http://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](http://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 5.

## 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](mailto:cs@uarts.edu). The date the request is received in writing is the date used to calculate the refund amount. Please allow up to 10 business days for review.

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

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

## Tuition Discounts

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

Only one tuition discount or scholarship may be applied to a student's account per semester. Scholarships cannot be combined with any other discounts and cannot be applied retroactively to any previous course registrations on record. Discounts must be calculated and reflected in payment at the time of registration; no refunds will be issued retroactively to correct overpayment.

## Alumni Discount – Now 25%!

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

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

## School District of Philadelphia Scholarship

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

Scholarships cannot be combined with any other discounts, cannot be applied retroactively to any previous course registrations on record and are only applicable to PIE courses offered between September 2012 and August 2013. 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 Resources (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. Please visit [cs.uarts.edu/MEd](http://cs.uarts.edu/MEd) for more details on payment plans.

## Academic Advising

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

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

To learn more about the differences between matriculated and non-matriculated course options, see page 5.

## 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 registration and course fees.

Occuring	Tuition Charged	Tuition Refunded
Prior to the first session of classes	0%	100%
After the end of the first session of classes	20%	80%
After the end of the second session of classes	60%	40%
On or after the third 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](http://cs.uarts.edu).**



**THE UNIVERSITY  
OF THE ARTS**

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

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

**NEW MASTER'S DEGREE IN SUMMER 2013!**  
[cs.uarts.edu](http://cs.uarts.edu)



**Become a fan of PIE on Facebook:**  
[facebook.com/UArtsPIE](https://facebook.com/UArtsPIE)

**UArts. Creativity Propelled.**  
[uarts.edu](http://uarts.edu)