

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: TEACHING AND LEARNING	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: ARE 6342	CURRENT COURSE TITLE: ART EDUCATION IN SECONDARY SCHOOL
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2012	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: Art education in middle and high schools is the focus of this course through analysis and study of theories, use of visual art materials, curriculum planning, and review of practices and research in art education.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: EXISTING PREREQUISITE ARE 4132 or equivalent TO NONE CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. No	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each. College of Education Departments: Teaching and Learning, Counselor Education, Curriculum, Culture and Ed. Inquiry, Exercise Science and Health Promotion, Comm. Sciences and Disorders, Ed. Lead. And Research Meth. Exceptional Student Ed.

Faculty contact, email and complete phone number:
 Dr. Susannah Brown, Sbrow118@fau.edu, 561 297-2635

Approved by: Department Chair: <u>Barbara Ridener</u> College Curriculum Chair: <u>Linda Webb</u> College Dean: <u>Valerye Boster</u> UGPC Chair: _____ Graduate College Dean: _____	Date: <u>12-6-11</u> <u>12-7-11</u> <u>12/12/11</u> _____ _____	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by changes
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Email this form and syllabus to diamond@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



College of Education
Department of Teaching and Learning

COURSE NUMBER: ARE 6342, SECTION #001

COURSE TITLE: Art Education in Secondary School

TERM and YEAR:

COURSE TIME and LOCATION INFO:

INSTRUCTOR:

OFFICE:

PHONE NUMBER:

EMAIL ADDRESS:

OFFICE HOURS:

COURSE DESCRIPTION: (3 credits) Art education in middle and high schools is the focus of this course through analysis and study of theories, use of visual art materials, curriculum planning, and review of practices and research in art education.

GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES:

FAU Florida Educator Accomplished Practices – Preprofessional= FAU EAP

Subject Matter Content Standards for Florida Teachers- Art=SMCS-ART

Association for Childhood Education International Standards= ACEI

COURSE OBJECTIVES:

1. Students will identify the role and significance of visual art in relation to other disciplines. (FAU EAP: 8.1, 12.1; SMCS-ART: 17.1, 17.2, 18.1, 18.2, 18.3, 21.1, 21.2, 21.3, 21.4; ACEI: 2.5, 2.8, 3.1)
2. Students will gain evaluation skills necessary to adapt art-integrated curricula to the secondary visual art students' unique learning needs, as influenced by their age, cultural background, visual art knowledge, familiarity with art materials, language proficiency, and developmental level. (FAU EAP: 8.1, 10.1; SMCA-ART: 1.1, 1.2, 1.3; ACEI: 1.0, 2.5)
3. Students will demonstrate an understanding of visual art concepts and skills and the ways they are used in a secondary school setting to encourage the expression of various idea, emotions, and meanings. (FAU EAP: 4.2, 5.2, 7.2, 8.2; SMCS-ART: 1.1, 1.2, 1.3, 2.1,

2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4; ACEI: 1.0, 2.5, 2.8)

4. Students will demonstrate proficiency in developing lesson plans and unit plans that integrate visual arts and subject matter of other disciplines using the Florida Sunshine State Standards and grade level expectations. (FAU EAP: 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; SMCS-ART: 17.3, 18.4, 19.1, 19.2, 19.3, 21.1, 21.2, 21.3, 21.4; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2)
5. Students will apply knowledge and higher order thinking when participating in art criticism, aesthetic, art production, and art history activities appropriate for diverse learners in the secondary learning environment. (FAU EAP: 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 11.1, 12.1, 12.2; SMCS-ART: 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2; ACEI: 2.5)
6. Students will be able to identify and utilize a variety of appropriate visual art teaching strategies and develop materials to assess skills, techniques, creativity, and communication in learners within the secondary school environment. (FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 12.1, 12.2; SMCS-ART: 20.1, 20.2, 20.3; ACEI: 4.0)
7. Students will research and evaluate creative and higher order thinking activities for visual art using technology and electronic resources. (FAU EAP: 2.2, 4.2, 5.2, 7.2, 8.1, 8.2, 12.1, 12.2; SMCS-ART: 18.4; ACEI: 3.3)

COURSE EVALUATION METHOD AND REQUIREMENTS:

C-F = Conceptual Framework connection to assignment

FAU EAP = Florida Educator Accomplished Practices—Preprofessional

SMCS-ART = Subject Matter Content Standards for Florida’s Teachers for Art

ACEI= Association for Childhood Education International Standards

1. Art Integrated Unit Plan with Artwork – 30%

This is a typed unit plan that integrates Art with other disciplines such as, Mathematics, Language Arts, Science, Social Studies, etc. This approach integrates art learning in art history, art criticism, aesthetics, and studio production with other disciplines. You must create the artwork, which meets the objectives of the unit plan. Please refer to the assignment sheet and criteria list given in class. A minimum grade of C is required to pass this course assignment. (C-F; As a reflective decision maker, the student applies knowledge and skills acquired in the course to demonstrate their ability to become an informed and capable professional. FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; FSMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2, 17.1, 17.2, 17.3, 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ESOL: 4.1, 4.2, 4.3, 12.1, 12.2, 12.3, 13.3, 13.7, 16.2, 16.3, 17.1, 17.4, 17.5, 18.1; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

2. Critical Response to the Schmidt Gallery and Jaffe Book Arts Collection—10%. These are written papers that describe, analyze, interpret, and evaluate an original work of art viewed at the galleries. Formats are given in class and will be completed during class time.

(C-F: As a reflective decision maker, the student selects an art exhibit or event and chooses to practice professional, ethical behaviors while attending and writes an informed critique of the event.

FAU EAP: 4.2, 6.1, 8.1, 11.1, 12.1, 12.2; SMCS-ART: 13.1, 13.2, 13.3, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2; ACEI: 2.5, 5.1)

3. Written Papers as assigned – 10%

A. Art Image Assignment- Write a response to specific questions concerning an art image. Collect items that relate to the image. Participate in class discussion.

B. Journal Entries- Write a response to specific question, topic, etc. given in class. Please remember these are not private diaries, Dr. Brown reads your response and ideas are shared in class.

(C-F: The student gains information and experience to develop their knowledge and skills to become a capable reflective-decision maker. FAU EAP: 2.2, 4.2, 5.2, 7.2, 8.1, 8.2, 11.1, 11.2, 12.1, 12.2; SMCS-ART: 12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 14.2, 15.1, 15.2, 15.3, 15.4, 15.5; ESOL: 6.1, 6.7; ACEI: 2.5, 5.1, 5.2)

4. Field Experience Research Paper - 25% Field Experience at the middle or high school level will be completed. You must plan, prepare, and teach art lessons. After completing the lessons, you must assess student learning and provide documentation to support your assessment. You must complete a self-reflection concerning the lessons you taught. A specific assignment sheet will be given in class. Partial credit will not be given.

(C-F: As reflective decision makers, students demonstrate ethical, capable, and informed behavior by observing and teaching elementary level students during art class. FAU EAP: 1.1, 2.2, 4.2, 5.1, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2; SMCS-ART: 17.3, 19.1, 19.2, 19.3, 21.3; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

5. Class Work and Homework—25% Assignments and studio projects in class are graded in proportion to the amount of class time assigned to the projects. Students are required to access and use Blackboard for this course. Each student must keep an electronic art education portfolio; clean up after studio work is finished; actively participate in activities; and complete all requirements in a professional, ethical, and timely manner. Projects and activities that are completed in class and for homework are evaluated in part on the amount of work involved and the care and concern with which they are done. Assignments are due on the given date. Late work will not receive full credit. One class day late results in a loss of 10 points. An additional 5 points for each subsequent class late will be deducted. After two weeks, you will receive a zero for the assignment. All written assignments to be graded must be typed. Spelling and grammar are factored into the final grade.

(C-F: As a reflective decision maker, the student gains information, knowledge, and skills to become an informed, ethical, and capable professional.

FAU EAP: 1.1, 2.2, 4.2, 5.2, 6.1, 7.2, 8.1, 8.2, 10.1, 10.2, 11.1, 11.2, 12.1, 12.2; SMCS-ART: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 8.3, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2, 17.1, 17.2, 17.3, 19.1, 19.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3, 21.4; ACEI: 1.0, 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2)

COURSE GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

POLICY on ABSENCES, MAKE-WORK, LATE WORK, and INCOMPLETES

Attend classes regularly. "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Your final grade is affected by unexcused absences (3=20 points deducted from the classwork portion of your grade, 4 or more absences will result in a failing grade for the course). Students are expected to be on time and to remain for the duration of each class session. Unavoidable absences include the following: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. The instructor reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence. All work must be completed by the next class (one week) in order to receive full credit. Make-up work will be accepted within two weeks after the absence but 10 points will be taken off the assignment. Make-up work will not be accepted more than 2 weeks after the absence. Also, note that grades of Incomplete (I) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

SPECIAL COURSE REQUIREMENTS

In order to complete the art critique assignments, students must attend the gallery or museum selected for the assignment. Each instructor will notify the students about this requirement and the location of the gallery or museum at least two weeks in advance of the activity.

COURSE CONNECTION TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

As a reflective decision-maker, the student makes informed and ethical decisions and provides evidence of being a capable professional by developing and presenting lessons that demonstrate a respect for the developmental characteristics of young children. Students demonstrate the ability to create artwork and evaluate historical and cultural artwork using knowledge of art elements and principles of art and aesthetic theory.

CLASSROOM ETIQUETTE POLICY

“In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

DISABILITY POLICY:

“In compliance with the Americans with Disabilities Act (A.D.A.), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton in the Student Support Service Building (SU 80) in Room 133 (297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, JU 312 (772-873-3441)- and follow all OSD procedures.”

HONOR CODE POLICY STATEMENT:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

REQUIRED TEXT/MATERIALS:

Anderson, T. & Milbrandt, M. (2005). *Art for life: Authentic instruction in art*. New York: McGraw-Hill, Inc.

SUPPLEMENTARY/RECOMMENDED READINGS:

Florida Department of Education. (2010). *The arts for all students: The Florida pre-K-12 sunshine state standards and instructional practices*. Tallahassee, FL: Author.
Note: All Sunshine State Standards can be downloaded from:
<http://www.fldoe.org/bii/curriculum/SSS/>

OTHER RESOURCES:

Lincoln Center Institute for the Arts in Education: www.lcinstitute.org
National Art Education Association: www.naea-reston.org (the publication list)
Florida Art Education Association: www.faea.org

AUDIO/VISUAL TECHNOLOGY:

Computer: Email. This is required. Go to MyFAU to obtain a free email account.
Computer: Power Point presentations posted on MyFAU under course files.
Computer: On-line Research
Computer: Word Processing
Visual Aides: CD-ROMs, DVDs, Art Teaching Posters

CONTENT OUTLINE:

This is a general guide subject to modifications by the instructor based upon student progress. Chapters will be discussed in class the week after they are assigned.

Week #	Activities/Content
Week 1	<p>Introductions, Syllabus review and Conceptual Framework connections to this course discussed.</p> <p>Discussion of Critical Response to Schmidt and Jaffe exhibitions, Field Experience Research paper, and all other course requirements.</p> <p>Make Marbled Paper for journals. Construct journals after marbled paper is dry. Journal Entry #1- Review of Art Elements and Principles of Design and Studio Integration: Ekphrasis</p> <p>What constitutes an effective art lesson and how to write one-lecture/discussion.</p> <p>Review Power point Chapters 1 & 2</p> <p>Homework: Read Chapters 1 (Art for Life: Conceptual and Cultural Foundations, The Purpose of Art for Life), 2 (Authentic Instruction: The Theoretical Foundation for Art for Life), and 3 (Art Education and Visual Culture)</p> <p>All power points and files for class are online on the class Blackboard site.</p> <p>Explore the FL Next Generation Sunshine State Standards (S.S.S.) online for Visual Art 6-8 and 9-12 and be ready to discuss in class.</p>
Week 2	<p>Review Chapters and Sunshine State Standards. Write Journal response #2: Childhood visual art experiences (1 in school and 1 at home or community)</p> <p>Discuss Starting Points for Creating Art. Discuss Olivia Gude's Approach- Spiral Curriculum.</p> <p>Studio Activity</p> <p>Discuss equipment maintenance, hazardous substances, and safety procedures in the art studio setting.</p> <p>Discussion of chapter 3.</p> <p>Homework:</p> <p>Read chapters 4 (Individual Expression and Creativity) and 5 (Aesthetics).</p>
Week 3	<p>Chose an artist visual for the Art Image Assignment.</p> <p>Home Work:</p> <p>Start Art image assignment- Given a randomly selected postcard of an art image, describe the initial reaction, gather things related to it; research the artist, artwork, and time period; interpret the image, and evaluate your response based upon your personal experience and contextual information. Relate it to your own artwork created in class, reflecting your own philosophy of art. Create an image reflecting a similar mood or</p>

	<p>idea. Read chapter 6 (Art Criticism) Bring Art/Not Art Items for Aesthetic Discussion next class.</p>
Week 4	<p>Bring to Class an object that you think is ART and an object that you think is NOT ART. Aesthetics, Philosophy, and Creativity Discussion. Journal response: What is Art?</p> <p>Art Criticism and Art History (multicultural and diversity of cultures). Review of Discipline-based Art Education (DBAE or Comprehensive Arts Education) Approach to Teaching Discussion.</p> <p>Discuss Assessment of Art Learning. Website for Rubrics rubistar.4teachers.org Practice writing Rubrics and other assessment tools. Discuss diverse learners, ESOL and Special Needs.</p> <p>Ceramics- slab drupe mold</p> <p>Homework: Read Chapters 7 (Art History), 8 (Making Art), 9 (New Technologies and Art Education), and 10 (What Drives You? Research Notebooks and a Sense of Self)</p> <p>Research online- the Jaffe Book Arts Center website and browse over the collection. Select one artist book to share about briefly in class.</p> <p>http://www.library.fau.edu/depts/spc/JaffeCenter/jaffeabout.htm</p>
Week 5	<p>Glaze ceramics. Share Jaffe Artist you selected.</p>
Week 6	<p>Art Image Assignment Due. Critique of work.</p>
Week 7 Jaffe Book Arts Collection Meet in class room #118 and walk over to the Jaffe Books Arts Center on the 3 rd floor of the Library for Academic Service Learning hours on site with The Jaffe Books Arts Center Staff. Critique #1	<p>We will walk over from class to the Library 3rd floor Jaffe Books Arts Collection. We will complete a critique web while at the gallery. We will be in our groups to work on the lesson ideas after a brief introduction to the collection and practice the Critique Process of Description, Analysis, Interpretation, and Evaluation.</p> <p>Home Work: Written reflection of the class at the Jaffe Collection due next class.</p> <p>Read Chapters 11&12</p>
Week 8	<p>Discussion of Chapters 11 (A Sense of Community: Krzysztof Wodiczko and the Social Responsibility of Art), Part 3 introduction (Models of Instruction), & 12 A Sense of Place and Of Community: Sea Full of Clouds-Ciel Bergman, Nancy Merrill, and Ecological Consciousness).</p>
Week 9	<p>Studio work on unit plan artwork samples</p>
Week 10	<p>Studio – Recycled, Reused Art Sculpture</p> <p>Homework: Read Chapter: 13 (A Sense of Self, of Place, and of Community – Fred Wilson’s Installation Art and</p>

	Reconstruction of the Historical Narrative
Week 11 Schmidt Gallery Critique #2	Meet in class and walk over to the Schmidt Gallery in the Performing Arts Building. Complete critique after practicing the Critique Process of Description, Analysis, Interpretation, and Evaluation. Homework: Read Chapter 14 (A Sense of Self and of Community- Exploring Issues of Identity through the Artwork of Charnelle Holloway)
Week 12	Discussion of Chapter 14
Week 13	Design Individual Jewelry piece Homework: 15 (A Sense of Self, of Place, and of Community-Art for Peace), & 16 (Art Education for Life).
Week 14	Complete Jewelry project and Discuss Chapters 15 & 16
Week 15	Complete all studio work. Turn in all assignments to be graded: Unit Plan, Journal and Field Experience Research Paper Due.
Week 16	Final Critique during Final Exam week (see published final exam schedule for exact date and time)

USE OF STUDENT WORK

All teacher education programs undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

BIBLIOGRAPHY:

A. Books

- Alexander, K., and Day, Michael. (1991). *Discipline-based art education: A curriculum sampler*. Los Angeles: The Getty Center for Education in The Arts.
- Anderson, T. & Milbrandt, M. K. (2005) *Art for life: Authentic instruction in art*. New York, NY: McGraw-Hill Companies, Inc.
- Arnheim, Rudolf. (1974). *Art and visual perception: A psychology of the creative eye*. Berkeley: University of California Press.
- Atkins, Robert. (1990). *Artspeak: A guide to contemporary ideas, movements, and buzzwords*. New York: Abbeville Press.
- Barkan, Manuel. (1966). *Through art to creativity*. Boston: Allyn and Bacon.
- Beattie, D. K. (1997). *Assessment in art education*. Worcester, MA: Davis Publications, Inc.
- Bruner, Jerome S. (1966). *The process of education*. Cambridge, MA: Belknap Press of Harvard University Press.
- Chapman, Laura H. (1978). *Approaches to art in education*. New York: Harcourt Brace Jovanovich.

- Dewey, J. (1934). *Art as experience*. New York: Minton, Balch.
- Dobbs, S.M., Hermine, F., and MacGregory, R. (Eds). (1991). *Research readings for discipline based art education: A journey beyond creating*. NAEA Publishers.
- Feldman, Edmund B. (1996). *Philosophy of art education*. Upper Saddle River, NJ: Prentice Hall.
- Florida Department of Education. (1996). *The arts for all students: The Florida pre K-12 sunshine state standards and instructional practices*. Tallahassee, FL : author.
- Florida Education Standards Commission. (1996). *Teachers of the twenty-first century: Educator accomplished practices*. Tallahassee, FL: author.
- Hume, Helen D. (1990). *A survival kit for the secondary teacher*. West Nyak, NY: The Center for Applied Research in Education.
- Lowenfeld, Victor, & Brittain, Lambert. *Creative and mental growth* (8th ed). Upper Saddle NJ: Prentice Hall.
- McFee, June King. (1970). *Preparation for art*. San Francisco: Wordsworth Publishing Co.
- Michael, J. (1982). *Lowenfeld lectures*. University Park, PA: The Pennsylvania State University Press.
- Parks, Michael E. (1994). *The art teacher's desktop reference*. Englewood, NJ: Prentice Hall.
- Piaget, Jean. (1969). *The psychology of the child*. New York: Basic Books.
- Qualley, Charles. (1986). *Safety in the art room*. Worcester, MA: Davis Publications.
- Read, Herbert. (1958). *Education through art*. New York: Pantheon Books.
- Roberts, P.L. & Kellough, R. D. (1996). *A guide for developing an interdisciplinary thematic unit*. Englewood Cliffs, NJ: Simon & Schuster.
- Schwartz, Julia. (1992). *Purpose, principles, standards for school art programs*. Reston, VA: National Art Education Association.
- Spandorfer, M., Curtiss, D., & Snyder, J. (1992). *Making art safely*. New York: Van Norstrand Reinhold.
- Wong, H.K. & Wong, R.T. (1991). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Harry Wong Publications.
- Young, B. (Ed). (1990). *Art, culture, and ethnicity*. Reston, VA: National Art Education Association.

B. JOURNALS:

American Journal of Art Therapy
 Art Education, The Journal of the National Art Education Association
 Arts Education Policy Review
 Childhood Education
 The Clearing House
 Education
 Educational Leadership
 International Journal of Education & the Arts
 Journal of Educational Research
 Journal of Research in Childhood Education
 School Arts
 Studies in Art Education

C. INTERNET SITES: (Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.)

1. Organizations

National Art Education Association

Florida Art Education Association

Palm Beach County Art Teachers Association

Getty Institute for the Arts (ARTSEDNET)

National Art Education Association, Advancing Art Education Report

2. Resources (Materials, Lesson plans, etc.)

Art and Architecture History <http://rubens.anu.edu.au/>

Smithsonian American Art Museum <http://www.mnaa.si.edu/>

Crayola Creativity Central <http://www.crayola.com/educators/>

Art Education Resources <http://www.cedarnet.org/emig/nj.html>

Art Resources <http://www.eduationindex.com/art/>

Multiple Intelligence Theory <http://www.ncbe.gwu.edu>

Dear Dr. Brown,

I do not see any problem with the changes you are proposing to ARE 4313 and ARE 6342. I support your changes to the catalog descriptions.

With best regards,
Dr. Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor & Chair
Department of Communication Sciences and Disorders
College of Education
Florida Atlantic University
777 Glades Road
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Hello Susannah:

I approve the proposed catalog changes.

Irene H. Johnson
Professor/Chair Counselor Education Department

The EDLRM department has no problem with these proposals. RS

Robert Shockley, Chair
Department of Educational Leadership and Research Methodology
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
561.297.3551
Shockley@fau.edu

I have reviewed the syllabi and supporting material for ARE 4313 and ARE 6342. I do not see any conflict or redundancy with the courses or curriculum in the ESE Department. Good luck with the changes!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

I support these changes.

Linda Johnson
Chair, Department of Visual Arts and Art History

The Department of Visual Arts and Art History depends on your support. A donation of any size helps sustain high-quality programming, state of the art facilities and provides scholarships to deserving students. [Give to Visual Arts & Art History](#)

Susannah:

I see no conflict with the Department of Curriculum, Culture, and Educational Inquiry. Take care.

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building
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561-297-3965



Dr. Brown, our department does not have any conflicts with these two classes in Art Education.
Regards, Sue

B. Sue Graves, Ed. D., HFS, FACSM, FISSN
Department Chair
Exercise Science and Health Promotion Department
Florida Atlantic University
777 Glades Road, Field House 11
Boca Raton, Florida 33431
561-297-2938 (main office)
561-297-2790 (office)
561-297-2839 (fax)
Website: <http://www.coe.fau.edu/academicdepartments/eshp/default.aspx>

Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>



Kimberly Lowe <klowe6@fau.edu>

Fwd: Course change request for ARE 6342

1 message

Linda Webb <lwebb@fau.edu>
To: "klowe6@fau.edu" <klowe6@fau.edu>

Wed, Dec 7, 2011 at 11:52 AM

Sent from my iPhone

Begin forwarded message:

From: "Susannah Brown" <Sbrow118@fau.edu>
To: "Linda Webb" <lwebb@fau.edu>
Subject: RE: Course change request for ARE 6342

Thank you and I appreciate it.
Susannah

Dr. Susannah Brown
Associate Professor, Art Education
College of Education
Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Tel: [561.297.2635](tel:561.297.2635)
Fax: [561.297.2925](tel:561.297.2925)
email: sbrow118@fau.edu

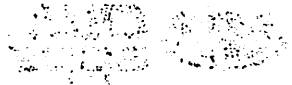
From: Linda Webb
Sent: Monday, November 28, 2011 8:21 AM
To: Susannah Brown
Cc: Kristy De Meo
Subject: RE: Course change request for ARE 6342

Susannah;

I want to send your course change request out tomorrow. I did note a few things up front that should be addressed first. The title on the change form and the syllabus do not match. The title does not appear to be one of the things you are changing. Also, the new course description does not match the syllabus. You use the words middle school in one and junior high in the other. On the change form, you need to list the colleges and departments consulted (even ones who did not reply).

Let me know if you can address these today and I will send out tomorrow before I leave town.

Linda :)



<Kirsten@lowe-kiloway.com>

Two: Course change request for ARE 6342

Message

Wed, Dec 7, 2011 at 11:53 AM

Linda Webb <lwebb@lowe-kiloway.com>
To: "Kirsten@lowe-kiloway.com" <kiloway@lowe-kiloway.com>

Sent from my iPhone

Begin forwarded message:

From: "Susanah Brown" <sbrown11@lowe-kiloway.com>
To: "Linda Webb" <lwebb@lowe-kiloway.com>
Subject: RE: Course change request for ARE 6342

Thank you and I appreciate it.
C. Susanah

Dr. Susanah Brown
Associate Professor, All Education
College of Education
Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Tel: 561.321.7525
Fax: 561.321.7000
email: sbrown11@lowe-kiloway.com

From: Linda Webb
Sent: Monday, November 28, 2011 8:21 AM
To: Susanah Brown
Dr. Kirby DeMare
Subject: RE: Course change request for ARE 6342

Attachment

I want to send your course change request out tomorrow. I did note a few things up front that should be addressed first. The title on the change form and the syllabus do not match. The title does not appear to be one of the things you are changing. Also, the new course description does not match the syllabus. You use the words middle school in one and junior high in the other. On the change form, you need to list the colleges and departments consulted (even ones who did not reply).

Let me know if you can address these today and I will send out tomorrow before I leave town.

Linda Webb, Ph.D
Associate Professor
Department of Counselor Education
Florida Atlantic University
[954-236-1074](tel:954-236-1074)

From: Susannah Brown
Sent: Tuesday, November 22, 2011 12:47 PM
To: Linda Webb
Cc: Kristy De Meo
Subject: Course change request for ARE 6342

Hi Linda,

I hope that I can still complete this course change request at the next GPC meeting. I am still awaiting for 3 chairs to respond to my earlier email and hope to have this prior to our meeting in Dec.

Thanks,

Susannah Brown

Dr. Susannah Brown
Associate Professor, Art Education
College of Education
Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Tel: [561.297.2635](tel:561.297.2635)
Fax: [561.297.2925](tel:561.297.2925)
email: sbrow118@fau.edu<<mailto:sbrow118@fau.edu>>

2 attachments

 **ATT00001.htm**
1K

 **ATT00002.htm**
1K