

# 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.
<b>Attach syllabus for ANY changes to current course information.</b>	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	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.
No	

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

<b>Approved by:</b> Department Chair: <u>Barbara Ridener</u> College Curriculum Chair: <u>Linda Welch</u> College Dean: <u>Valerie R. Bester</u> UGPC Chair: _____ Graduate College Dean: _____	<b>Date:</b> <u>12-6-11</u> <u>12-7-11</u> <u>12/12/11</u> _____ _____	<b>ATTACHMENT CHECKLIST</b>  ♦Syllabus (see guidelines for requirements: <a href="http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php">http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php</a> )  ♦Written consent from all departments affected by changes
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Email this form and syllabus to [diamond@fau.edu](mailto: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**

**COURSE TITLE: Art Education in Secondary School**

**TERM and YEAR:**

**COURSE INFO:**

**INSTRUCTOR:**

**OFFICE: College of Education**

**PHONE NUMBER:**

**EMAIL ADDRESS:**

**OFFICE HOURS:**

**CATALOG 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 ideas, 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 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. (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; 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; 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. Incomplete forms must be completed and signed by the student and instructor prior to being processed through the College of Education.

**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 special 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 at [http://www.fau.edu/regulations/chapter4/4/001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4/001_Honor_Code.pdf).

“FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The following constitute academic irregularities.

- a. The use of notes, books, or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor—acts defined as cheating.
- b. The presentation of words or ideas from an existing source (including the Internet) as one’s own—acts defined as plagiarism.
- c. Other activities that interfere with the educational mission within the classroom.”

## **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. (1996). *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](http://www.lcinstitute.org)  
 National Art Education Association: [www.naea-reston.org](http://www.naea-reston.org) (the publication list)  
 Florida Art Education Association: [www.faea.org](http://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 Group Jaffe Books Arts Presentations, 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 &amp; 2</p> <p><b>Homework:</b> 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 MyFAU site under Course Tools - Files.</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><b>Review Chapters and Sunshine State Standards.</b> 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-Paper Mache Initials Sculpture which is the cover for a book about yourself.</p> <p>Discuss equipment maintenance, hazardous substances, and safety procedures in the art studio setting.</p> <p>Discussion of chapter 3.</p>



	<p>Homework: Read chapters 4 (Individual Expression and Creativity) and 5 (Aesthetics).</p>
Week 3	<p>Chose an artist visual for the Art Image Assignment. Home Work: 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 idea. Read chapter 6 (Art Criticism) Bring Art/Not Art Items for Aesthetic Discussion next class.</p>
Week 4	<p><b>Bring to Class an object that you think is ART and an object that you think is NOT ART. Aesthetics, Philosophy, and Creativity Discussion.</b> 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. Discuss Assessment of Art Learning. Website for Rubrics <a href="http://rubistar.4teachers.org">rubistar.4teachers.org</a> Practice writing Rubrics and other assessment tools. Discuss diverse learners, ESOL and Special Needs. Ceramics- slab drape mold 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) Research online- the Jaffe Book Arts Center website and browse over the collection. Select one artist book to share about briefly in class. <a href="http://www.library.fau.edu/depts/spc/JaffeCenter/jaffeabout.htm">http://www.library.fau.edu/depts/spc/JaffeCenter/jaffeabout.htm</a></p>
Week 5	<p>Glaze ceramics. <b>Share Jaffe Artist you selected.</b></p>
Week 6	<p><b>Art Image Assignment Due. Critique of work.</b></p>
Week 7	<p><b>We will walk over from class to the Library 3<sup>rd</sup> floor Jaffe Books Arts Collection.</b> 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. Home Work: Written reflection of the class at the Jaffe Collection due next class.</p>
Jaffe Book Arts Collection Meet in class room #118 and walk over to the Jaffe Books Arts Center on the 3 <sup>rd</sup> floor of the Library for Academic Service Learning hours on site with The Jaffe Books Arts	



Center Staff. Critique #1	Read Chapters 11&12
Week 8	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).
Week 9	<b>Studio work on unit plan artwork samples</b>
Week 10	Studio – Recycled, Reused Art Sculpture Homework: Read Chapter: 13 (A Sense of Self, of Place, and of Community – Fred Wilson’s Installation Art and 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	Review chapters for final exam. Complete all studio work.
Week 16	Turn in all assignments to be graded: Unit Plan, Journal and Field Experience Research Paper Due.
Final Exam Week	See Published Exam Schedule for date and time

### **TEACHING METHODOLOGIES:**

Lecture  
 Modeling  
 Guided Practice  
 Discussion  
 Presentations  
 Cooperative Learning  
 Internet Communication (use of e-mail, Web sites, Blackboard)  
 Power Point Presentations  
 Lesson Plan Writing  
 Use of LCD Projector, Videos, Computer  
 Studio Production using a variety of media

## **ASSESSMENT PROCEDURES:**

Exams

Presentations

Teacher Interviews

Art Exhibit Critiques

Lesson Plans

Professional Ethical Behavior in class and when dealing with other educators in the community/

Meaningful Class Participation

Studio Production

Rubrics

Portfolios

## **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.
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- 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 Nostrand 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  
Boca Raton, FL 33431-0991

Phone: 561-297-2259  
FAX: 561-297-2268  
E-mail: [wener@fau.edu](mailto:wener@fau.edu)

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](mailto: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](mailto: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  
Florida Atlantic University  
Boca Raton, FL  
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>



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