

Art Education Independent Study Proposal and Contract

Once you have registered for your independent study, please check the course tile on Canvas for *ART295I* or *ART495I Independent Study* for further explanation and support materials you can use to fill out this document.

Independent Study Title:		Student Name & ID:	
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PART I: PROPOSAL

Preliminary Proposal:

What do you want to investigate in this independent study? Be as specific as possible. Whenever possible, address the following points in your proposal:

- Describe the project. How will you demonstrate and build on previous knowledge about the subject you propose to explore?
- What do you expect to learn from this independent study? What are your outcomes/goals? Consider multiple outcomes that address your **research, process, product, and assessment**. For example: After taking Modern Art History, I want to know more about the Pop Art collection at the Gregory Allicar Museum of Art. I propose to develop and write three in-depth lesson plans based on Pop Art permanent collection objects at the art museum.
- What will your investigation look like? For example: Will you research objects in the Pop Art permanent collection of the Gregory Allicar Museum of Art and write appropriate lesson plans? OR Will you create a three-day workshop for ELL students at the middle school level? How will you achieve these plans?
- How might you assess your outcomes/goals for this independent study? For example: I will create a “four scale” rubric. OR I will develop a peer review instrument for my project.

Again, be as specific as possible when constructing your proposal. This will be helpful when you meet with your instructor and develop your contract.

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PART II: MEETING

Schedule a meeting with the art education faculty member you will be working with for this independent study. Please bring your proposal with you, a bibliography of potential resources related to your proposal, and a careful review of the documents listed on Canvas. During this meeting, you and the faculty member will identify the dimensions of the proposed independent study, which becomes assessment criteria for scoring your work collaboratively:

- list of concepts, facts, or theories relating to content knowledge of the art discipline or domain involved in the task;
- a list of processes and skills related to the art discipline or domain of the task;
- a list of core thinking skills and metacognitive processes involved in the task;

From each list, you choose several criteria central to the independent study. Additionally, the details of the independent study contract are reviewed and formalized for final review using the contract below.

PART III: CONTRACT

Project Description:

Briefly describe the question, problem, or proposed experience explored through this independent study.

Outcomes/Learning Objectives: (Upon completion of the independent study, the student will be able to...)

- Outcomes/learning objectives need to be measurable.
- To write an outcome that is measurable, use *action* words in the outcome/learning objective. An action word connotes an observable behavior; behavioral verb.
- What then are behavioral verbs? The answer is quite simple. A behavioral verb is a word that denotes an observable action, or the creation of an observable product. Verbs such as identify, name, describe, analyze, and create are behavioral because you can observe the act or product of identifying, naming, describing, analyzing, and creating. Examples of verbs are found on Canvas under the Independent Study course icon.
- Consider an outcome for research; for process; for product; and for assessment.

<p>Assessment (Outcomes/learning objectives as questions): Have you achieved the outcomes/learning objectives specified in your plan? Written as questions, your outcomes will become the criteria for your assessment instrument. For example, the outcome: Compare and contrast image and text used to "describe" women's roles in the 1950s, becomes: Are image and text used to "describe" women's roles in the 1950s compared and contrasted in the study?</p>	<p>Assessment Instrument: <u>How well</u> have you achieved the outcomes/learning objectives specified in your plan? Using the example to the left (Are image and text used to "describe" women's roles in the 1950s compared and contrasted in the study?), we want to know <u>how well</u> you compared and contrasted image and text in your study; and if you did it correctly. Include your rubric, checklist, rating scale, etc. below. <u>Make sure all your outcomes/learning objectives are assessed.</u></p>

<p>Timeline/calendar: Include a tentative calendar that identifies suggested deadlines for your research, action plans, meetings, etc. Again, it is understood that this timeline is tentative.</p>

Materials:

List supplies/materials you will need for this independent study.

Resources:

List all books, slides, posters, etc. you will use for this independent study. If you are creating a bibliography or writing a research paper, art education follows the APA style. You can find more information on APA at <https://csueduc466art326.com/apa-style/>

Documentation:

Internships, teaching experiences, and workshops can be documented as part of the independent study *and* serve as a form of assessment. Tips on documentation can be found at <https://csueduc466art326.com/t-independent-study-in-art-education/project-description-outcomelearning-objectives/2289-2/timelinecalendar-materials-resources/documentation/>