

Independent Study Procedures for Instructors

School of Professional & Continuing Studies

University of Richmond

An Independent Study (IS) course is a course taken with faculty supervision for knowledge enhancement beyond the courses offered in a particular area of interest. In rare cases, when scheduling or other conflicts exist, a regular course may be taken as an independent study as directed by the academic program chair.

A student who has completed at least 60 semester hours of academic work toward a bachelor degree may request to take a course through IS. IS projects may be used in the Areas of Study and General Distribution area and may be used to enhance courses in the major. No more than twelve semester hours may apply to the baccalaureate degree. Prior permission of the Associate Dean is required. Students in master's degree programs of 30 hours or more may take no more than six semester hours toward their degree.

Faculty Obligations

1. The student must obtain written approval for both the IS project and the supervising instructor from the Program Chair and the Associate Dean before work begins.
2. The supervising instructor is expected to meet with the student at least once a week and to ensure that the work of the student is at the same level of quality and quantity as any course offered for the same number of semester hours credit. Meetings may be in-person, by phone or email.
3. Work with either the student or the Program Chair to prepare a detailed Learning Contract (see sample below). The instructor and the student agree upon the contract before the project begins. Send a copy of the contract signed by you and the student to your Program Chair for approvals and to be included in student's file. The contract must clearly spell out the number of credits to be earned.
4. Roll/Grade Sheet
 - A. If this is a new IS course set up by the SPCS Office, the student must register for the independent study course during the regular registration period. If this is course currently on the schedule, but was converted to an IS due to low enrollment, the department chair will discuss the IS option with the instructor and start the process. The student will remain in the original CRN and SPCS will create a revised faculty contract.
 - B. The Registrar's Office will forward an electronic roster to faculty member. As with a regularly scheduled course, the final grade for an IS is entered online using BannerWeb. (Instructions may be found in the SPCS Faculty Handbook and online at bannerweb.richmond.edu.)
 - C. The grade must be submitted during the regular semester-end grading period as published on the academic calendar
 - D. An IS must be completed in the semester of enrollment. (An "Incomplete" grade is not acceptable; this policy applies to both "Y" and "I" grades.)

Remuneration

The salary will be a percentage (usually 60%) of the per credit hour tuition paid for the course.

NOTE: Faculty members who are directing IS in addition to teaching a regularly scheduled class will have their compensation distributed over the standard two or four pay periods of the semester. Faculty members who are being compensated for independent studies only will be paid on the first regular pay period after the grade has posted to the student record. The payroll deadline is the 15th of the month for payment on the 1st of the following month. When grades are not posted until the 15th or later, payment will be delayed one month.



SAMPLE Independent Study Request & Learning Contract Form

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Instructions *In all cases, typed signatures are approved. Do not print this form; submit electronically.*

1. Complete Part 1
 - a. Sign electronically as a Word document (typed signature acceptable)
 - b. Submit to chair/assistant chair for approval
2. Upon approval of Part 1, complete Part 2 in consultation with supervising instructor
 - a. Sign electronically with instructor, then submit to program chair for final approval
 - b. Chair will forward to associate dean for approval
3. Once all permissions received, register for class via BannerWeb as instructed

Part 1: IS Request

Name Student Name URID: 1123456

Supervising Instructor Dr. Instructor

Semester Hours 3 Initiator (select one): Student Program

Course Title Exploding the Glass Ceiling

Independent Study Rationale

In-depth statement of IS topic. If program initiated, chair or program manager should provide rationale for IS.

SPCS does not offer a course in its undergraduate HRM program that explores what happens when employees reach the "glass ceiling" in their careers. This Independent Study project seeks to research the phenomenon of the glass ceiling across multiple industry sectors to define what is meant by a glass ceiling in each sector, to identify individuals and/or groups who are marginalized as a result of hitting a glass ceiling in their careers, and to develop best practices that HR managers can implement in their industry sector to address the needs of populations so marginalized by hitting glass ceilings.

Office Use Only: Part 1 Approval & Routing

Approval: Chair/Assistant Chair _____
Type name as signature *Date*

Routing: ATFS Registrar Advisor Student



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Part 2: Learning Contract

Course Description

The purpose of this independent study is for the student to gain understanding of the “glass ceiling” phenomenon and to explore its causes and effects. The study will begin with a broad, conceptual unit covering the underlying psychological process involved in creating a culture where the “glass ceiling” can occur. After this the focus will narrow to an examination of the prevalence of the glass ceiling, its causes, and its consequences to individuals and organizations. Finally, the student will draw conclusions and make recommendations regarding the issue. The student will earn (indicate number) credits for this work.

Goals or Outcomes

Three specific goals will be emphasized in the study:

1. To learn about psychological processes involved, including stereotyping, norms, gender role development, and prejudice.
2. To gain understanding of the glass ceiling effect by examining the literature regarding causes and effects of, and solutions to the glass ceiling effect.
3. To explore applications of the above material to the "real world."

Required Assignments

Goals: 1) Learn about psychological processes; 2) Understand the glass ceiling effect; 3) Explore applications

Activities: 1) Read four chapters selected by the instructor; 2) Conduct literature search; select, read and annotate 8-12 articles; 3) Explore applications

Products: 1) Multiple Choice Exam; 2) Annotated Bibliography; 3) Term Paper

Assessment Criteria: *Performance will be evaluated based on these areas.*

The student's performance will be evaluated based on three areas:

1. Multiple Choice Exam (1/3 of grade). After reading the chapters below, the student will complete an objective examination on the material. Readings include the following four chapters:

Forsyth, D. (1995). “Prejudice”, in *Our Social World*. Pacific Grove, CA: Brooks/Cole. pp. 233-271.

Matlin, M. (1993). “Women and Work” and “Gender Stereotypes”, in *The Psychology of Women*. Fort Worth, TX: Harcourt Brace Jovanovich. p. 152-191 and pp. 233-283.

Santrock, J.W. (1995). “Gender”, in *Psychology*. Dubuque, IA: Wm. C. Brown Publishers. pp. GG3-GG27.

2. Annotated Bibliography (1/3 of grade). The student will conduct a literature review of business and psychology journals in order to identify 8-12 articles which together comprehensively cover these topics: description of the glass ceiling, research regarding its prevalence, discussion of the causes, discussion of effects on both individuals and organizations, and suggested resolutions.

The student should present the list of select readings to the instructor for approval prior to beginning reading. The student will read the articles and write an annotated bibliography consisting of 1-2 pages (double spaced, typed) per article. The page should include the citation, a brief summary of the articles and a critique. Bibliographic entries should also make reference to other articles in the series and to the “big picture”.

3. Final Paper (1/3 of grade). After the research, the student will interview an individual woman who has encountered the glass ceiling. The goal of this will be to relate a real person’s experience to what the student has read. The paper written after the interview should integrate the academic material with the real life experience. Second, the student should also use the paper as an opportunity to draw personal conclusions regarding the glass ceiling effect and to make recommendations for the future.

Completion Milestones & Timeframe

The independent study is to be completed by the end of the spring semester. The student has permission to begin



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study in early December. The student is free to progress at her own pace as long as the last assignment is submitted at least one week prior to the end of the term. The responsibility for initiating contact with the instructor and for communicating about progress and for completing work belongs to the student. It is expected that the student will contact the instructor on a regular basis to discuss progress and to arrange time to meet.

We agree to the terms of the learning contract listed above.

Student Student Name 12/1/2019
Type name as signature *Date*

Instructor Instructor Name 12/1/2019
Type name as signature *Date*

Office Use Only: Part 2 Approval & Routing

Chair/Assistant Chair _____ *Type name as signature* _____ *Date*

Associate Dean _____ *Type name as signature* _____ *Date*

Notes: _____

Routing: Registrar Student Instructor