**University of Maine College of Education and Human Development**

**Independent Study/Directed Reading Course Guidelines**

**DRAFT**

Generally, independent studies range from one to six credits. The number of credits is determined by the amount of work to be completed and should be comparable to that of a classroom course.

The number of credits also determines the meeting hours. While the days and times of the student’s meetings with the instructor are “to be arranged,” instructors and students meet for a minimum number of hours per semester.

The general rule of thumb at the University of Maine is that 1 credit hour is the equivalent of in-class meetings of 50 minutes per week. In other words:

* For a 4-credit independent study, the minimum number of contact hours per week would be 200 minutes or about 3 hours and 20 minutes per week.
* For a 3-credit independent study, the minimum number of contact hours is 150 minutes or 2 hours and 30 minutes per week.
* For a 2-credit independent study, the minimum number of contact hours is 100 minutes or about 1 hour and 40 minutes per week.

In arranging contact hours, instructors and students may choose to meet at their discretion as long as the equivalent contact hours are met. For example, for a 1-credit independent study, instructors and students could meet every week for about an hour, every other week for two hours, or less frequently, if appropriate, as long as they meet for a minimum hours over the course of the semester.

As in any other course, the student should come prepared for these meetings by completing readings and written work on time.

In order to register for the Independent Study, the student and instructor should cooperatively complete the attached *Independent Study Registration Form*, which will include an overview of the following:

* Proposed number of credits
* A statement of expectations and requirements
* Method(s) to determine progress
* A timeline for completion
* A schedule of meetings equaling the total number of required contact hours
* Signatures of the student and the instructor agreeing to these requirements

Registration forms should be reviewed and signed by the School Director then forwarded to Jo-Ellen Carr in Graduate Records.

**Sample Independent Study Registration Form**

Student Name Sarah Goodstudent

Student ID XXXXXX Email goodstudent@maine.edu

Instructor Name Dr. D. Brown

Title of Independent Study The Glass Ceiling

 (No more than 30 characters in the title)

Number of Credits to be Earned 1 Semester/Year

**Study Overview:**

The purpose of this independent study is for the student to gain an understanding of the “glass ceiling” phenomenon and to explore its causes and effects through a review of the literature. 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 3 credits for this work.

**Goals:**

Three specific goals will be emphasized in the literature review:

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.”

**Assignments:**

The table below delineates activities and evaluation modes associated with the above goals.

|  |  |  |
| --- | --- | --- |
| **Goal** | **Activity** | **Product/Evaluation** |
| 1. Learn about psychological processes | Read four chapters selected by the instructor | Multiple choice exam |
| 2. Understand the glass ceiling effect | Conduct literature search; select, read, and annotate 8-12 articles | Annotated bibliography |
| 3. Explore applications | Conduct interview and write literature review | Final paper |

**Requirements and Grading:**

The student’s performance will be evaluated based on the following:

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). *Our Social World.* Pacific Grove, CA: Brooks/Cole – pp. 233-271

Matlin, M. (1993). *The Psychology of Women.* Fort Worth, TX: Harcourt Brace – pp. 152-191 and 233-283

Santrock, J. W. (1995). *Psychology.* Dubuque, IA: Brown Publishers – pp. GG3-GG27

1. **Annotated Bibliography (1/3 of grade)** – the student will conduct a literature review of education and psychology journals in order to identify 8-12 articles that 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 selected 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 article, and a critique. Bibliographic entries should also make reference to other articles in the series and to the “big picture.”

1. **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 paper 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 and make recommendations for the future.

**Timeline:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Assignment** | **Total Meeting Hours** |
| September 1-7, 2014 | Read first chapterMeet with instructor to discuss | 1 |
| September 8-15, 2014 | Read second chapterMeet with instructor to discuss | 1 |
| September 16-23, 2014 | Read third chapterMeet with instructor to discuss | 1 |
| September 24-30, 2014 | Read fourth chapterMeet with instructor to discuss | 1 |
| October 1-7, 2014 | Identify 8-12 articlesMeet with instructor to discuss | 1 |
| October 15-31, 2014 | Write annotated bibliographyMeet with instructor to discuss progress and review draft | 2 |
| November 1-7, 2014 | Identify potential intervieweeMeet with instructor to discuss | 1 |
| November 8-15, 2014 | Conduct interview and write upMeet with instructor to discuss | 1 |
| November 16-30, 2014 | Begin writing final paperMeet weekly with instructor to discuss progress and review draft | 2 |
| December 1-8, 2014 | Complete final paperMeet with instructor to review final | 1 |
| **Total Number of Contact Hours with Instructor:** | 12 |

**The signatures below indicate agreement to the above.**

Student Date

Instructor Date

Advisor Date

School Director Date

**Independent Study / Directed Reading Registration Form**

Student Name

Student ID Email

Instructor Name

Course Number:

**(Designators include: EHD 698, EAD 697, HED 697,**

**EDT 697, ERL 697, EMA 697, EML 697, ESC 697, SED 697)**

Directed Readings: EHD 602

Title of Study

 (No more than 30 characters in the title)

Number of Credits to be Earned Semester/Year

**Study Overview:**

**Goals:**

**Assignments:**

The table below delineates activities and evaluation modes associated with the above goals.

|  |  |  |
| --- | --- | --- |
| **Goal** | **Activity** | **Product/Evaluation** |
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**Requirements and Grading:**

The student’s performance will be evaluated based on the following:

**Timeline:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Assignment** | **Total Meeting Hours** |
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| **Total Number of Contact Hours with Instructor:** |  |

**The signatures below indicate agreement to the above.**

Student Date

Instructor Date

Advisor Date

School Director Date

8/14/19