



Independent Study / Directed Reading / Research Approval Form

Instructions: Complete this form and present it to the instructor for approval. The completed form must be submitted to the Registrar's Office no later than the last day to add.

- If the course is approved by the instructor, it will be added to your schedule only if course load allows. Anything over 18 credits is an overload and must be approved by the Associate Dean for Academic Affairs.
- If the course you are trying to add conflicts with another course already on your schedule you will need to either drop the other course or submit a course conflict authorization form.
- If the total number of independent study/directed reading/research credits you are registered for in the semester exceeds 3 you will need to petition the Scholarly Standing Committee.

Last Name: First Name: Student ID:

Semester: Fall Spring Full Semester First-Half Second-Half

Year: Number of Credits:

Instructor College: Course Number: Discipline:
(Include Suffix: e.g., TEST001 HM) (If Department is HSA)

Title / Topic

Planned Readings and Source Materials

(Attach additional page if needed)

Student Signature: _____ Date: _____

To be filled out by Instructor:

On what basis will the student be evaluated for a course grade? What is the student's expected time commitment per week?

(Attach additional page if needed)

Learning Outcomes
(See Reverse for Examples)

(Attach additional page if needed)

Instructor Name: _____ Signature: _____ Date: _____



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Examples of Learning Outcomes

(Samples only. Faculty should not be constrained by the list below.)

1. Students will demonstrate proficiency in independent research, understanding a research topic and the associated methods to a level that allows them to problem-solve and take ownership of a project.
2. Students will develop independent, creative thought in selecting and organizing the material to be discussed, and in the presentation of original ideas and questions.
3. Student will demonstrate the ability to critically analyze the primary scientific literature.
4. Student will demonstrate the ability to select the appropriate method and statistical analyses necessary to test research questions.
5. Student will demonstrate the ability to compare and contrast different processes, modes of thought and modes of expression from different [discipline-specific, e.g. historical time periods] and in different [discipline specific, e.g. geographic areas].
6. Student will develop a clear presentation of the material including defining the topic, stating the plan of the paper, appropriately organizing the material, and discussing their thesis in the context of the existing literature.
7. Students will formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.
8. Student will integrate science and [discipline-specific] principles for analysis and solution of problems in the field of [discipline].
9. Students will combine in-depth scientific/disciplinary analysis with examination of societal issues related to [topic].
10. Students will gain broad knowledge about the topic of interest, and both articulate and appreciate its relevance in modern society.
11. Students will identify critical research questions, define the scope and objectives of a research project, and design experiments, analysis, or an observation plan.
12. Students will examine a range of investigative options for approaching the research question(s), such as experimentation, simulation, and optimization. Students will defend the method chosen for approaching the research.
13. Students will know how to use technical resources to find background information and data pertinent to [topic]. As needed, students will gain the skills to use laboratory techniques and/or software for data analysis and simulation.
14. Students will apply appropriate paths of inference to interpret theory, findings, and/or data. Students will use these interpretations to draw conclusions with regard to the project objectives.
15. Students will behave as responsible professionals with respect to planning and meeting project deadlines, regularly reviewing progress with advisors, and responding to feedback from advisors and/or peers.
16. Students will become familiar with the ethical standards of technical writing with respect to giving credit: acknowledging other contributors, acknowledging funding sources, citing references.
17. Students will develop writing skills and presentation skills needed to effectively communicate the purpose, scope, and conclusions of the project.