

Independent Study 2022

GROUP PROJECTS (IS 3125)

Ten projects will be offered.

Registration can be completed through MyUSAO.

INDIVIDUAL PROJECTS (IS 3115)

Individual projects will require approval from:

1. Faculty member who will supervise the project.
2. Division Chair.

To enroll in an **Individual Project**, bring **completed** Independent Study Application (last page of this brochure) to the Registrar's Office, Troutt Hall, room 204.

Course: IS -3125-01

Instructor: Dr. Jason Shaw

TITLE: *Belize Study Abroad-Exploring Cultural and Diverse Natural History of Central America*

DESCRIPTION: An immersion style study abroad trip to Belize with foci on native culture as well as the natural history of the flora and fauna of the Caribbean Mountain and coastal regions. Students will learn about ancient native cultures by spending time at the Xunantunich Mayan ruins as well as being able to explore different types of communities while learning about their local customs and ways of life. Students will be going on nature walks in national parks with local guides to learn about the local plants and animals that inhabit the many different ecosystems we will visit. Activities will include:

- Nature hikes in national parks
- Snorkeling, surfing, and kayaking
- Mayan ruin excursion
- Cultural experiences of ecotourism, food production, and ethnobotany
- Zoo visit
- Mangrove cleanup

METHOD OF ACHIEVING PURPOSE: This trip is being offered through Oklahoma Study Abroad and is based on their itinerary. We will be using local guides to help us really get the true immersion experience. They developed this itinerary with me to help make the trip of interest to all students. Students have already started signing up and paying for the trip. The trip will be May 5th through the 13th.

METHOD OF STUDENT EVALUATION: All students will develop a project prior to the trip. This project will be a way to evaluate them on an individual basis. The instructor will advise the student to make sure that it includes the appropriate rigor. The project will be worked on during the trip and the final product will be turned in prior to the end of the semester. Also, prior to the trip we will have group meetings to prepare the students for the experience. This will include how to pack, how to travel abroad, and what to expect once we are there.

Course: IS -3125-02

Instructor: Dr. Linda McElroy

TITLE: *Making an Impact: Choose your Own Adventure with Community Service Activities*

DESCRIPTION: A worthwhile objective for USAO students is to “Make an Impact” beyond your required coursework. The “Making an Impact” Independent Study allows you to choose ONE of the options listed below, or to combine more than one of the options.

Independent study projects are designed to “emphasize innovative educational approaches and individual creative learning”, and to “provide opportunities for intensive service learning activities.” You will be given specific guidelines and expectations for the option you select. However, YOU will be required to use your own creativity to plan and/or implement community service activities appropriate for your choice.

NOTE: All options are available to USAO students in all majors. Options 2, 3, and 4 will provide Service Learning Credit. You need to meet with the instructor by Thursday, April 7 for approval of your project. (Gary Hall 206F; lmcelroy@usao.edu; 405-823-3287)

1. Preparing for Community Service in the Future: Making an Impact in your own field of expertise. You will be responsible for planning and preparing for Community Service beyond your USAO experiences. Dream big, and prepare for implementing your ideas in the real world in the future. Your preparation may include reading professional-level books in your field and/or in conjunction with Interdisciplinary Studies (IDS) courses, beyond the texts you will already read for your regular courses. You may consult with your advisor or IDS faculty for ideas, but selections must be your choices and must be approved by the Independent Study instructor (at least five professional-level books). **OR**...you might complete creative projects that you can implement in Community Service activities in the future (at least ten projects). **OR**...you might combine the readings and the creative projects to meet the criteria for five credit hours of course work, approved by the independent study instructor. You will meet with the instructor once a week during the five-week term, either in-person, virtually, or by phone.
2. Supporting a nationwide Community Service project...Relay for Life. You will plan your own activities and implement them in support of the Grady County/Caddo County Relay for Life committee and Relay for Life events. You will research the American Cancer Society’s Relay for Life efforts, meet once a week with the instructor (and possibly other students) during the five-week Independent Study term, either in-person, virtually, or by phone. We will plan and complete activities, and provide service to the event committee in preparing and completing the Grady County Relay for Life event. Structure of the Relay for Life events may be modified, depending on the status of COVID-19. You may be asked to provide help with virtual as well as in-person events. You may need to combine this choice with a different option in this project, if only limited options are available. We can tailor the project to fit our goals with the circumstances. If circumstances do not allow us to implement this option, you will be able to move to option 1.
3. Community Service in a New Setting...This project will support you if you join a community service experience that will introduce you to a new setting. It could be in Oklahoma, a different state, or an international experience. You need to join a project that is sponsored by a reliable group that can assure your safety and the validity of your experiences. For example, USAO’s Baptist Collegiate Ministry often offers a community service experience. The experience must be approved by the course instructor. You will research the community or culture you will be visiting and submit information to the course instructor before you travel, participate in extended

Community Service activities at the destination, keep a travel journal and photo journal of your experiences, and write a summary paper when you return to USAO. If circumstances do not allow us to implement this option, you will be able to move to option 1.

4. Paraprofessionals in the Public Schools... This project will allow you to work in the role of an unpaid paraprofessional (teacher assistant) in a school setting full time during the five-week Independent Study term. You will work with the course instructor to arrange placement and a supervisor at the school site. You will be required to complete a background check with assistance of the course instructor. You must contact the independent study instructor by April 7 (or earlier) to allow for arrangements to be completed. If circumstances do not allow us to implement this option, you will be able to move to option 1.

METHOD OF ACHIEVING PURPOSE: You must meet with the instructor by Thursday, April 7 for detailed instructions and expectations. You must complete ALL of the approved components of your project. You must submit a final summary report at the end of the project as specified for your project

METHOD OF STUDENT EVALUATION: A grade of “Pass” will be based upon the satisfactory completion of ALL of the components of the project and submission of all required paperwork to course instructor by the specified date for your project.

Course: IS -3125-03

Instructor: Dr. Matt Reynolds

TITLE: *Dungeons and Dragons*

DESCRIPTION: Learn to play Dungeons and Dragons 5th edition. Students will work cooperatively and communicate with teammates creatively in conflict resolution exercises in a safe and controlled fantasy environment.

METHOD OF ACHIEVING PURPOSE: Dungeons and Dragons isn't just a simulated fighting game, but one where individuals can increase their social-emotional learning and self-determination capabilities. No more than twelve students will join the class and they will be divided into two groups of six. Two to three class sessions will happen a week for several hours each, in which Dr. Reynolds will direct the group (DM) while students negotiate decisions together. After each session students will journal, blog, or vlog about their experiences and share with Dr. Reynolds. Various questions (see below) will be provided to students to help them in their journaling experiences.

1. What did you like best about the session and why?
2. What didn't you like about the session and why?
3. What kind of story arc are you creating for your character?
4. What plans do you have for your character or party for the next session?
5. Have you been able to take the actions you wanted during the sessions? Why or why not?
6. What things have worked when collaborating with your group?
7. What things haven't worked when collaborating with your group?
8. Do you feel empowered when playing a fantasy character? Why or why not?
9. Have you learned anything about yourself while playing?
10. What have you learned about working in a group to solve problems?
11. My D&D Experience Paper
 - a. Were you able to create the story arc you wanted for your character?

During the last week, students will turn in a summary paper of their experiences playing Dungeons and Dragons.

METHOD OF STUDENT EVALUATION:

1. Journal about their experiences
2. Reflecting over their choices during the sessions
3. Writing their summary paper

Course: IS -3125-04

Instructor: Dr. Yunjae Hwang

TITLE: *Learning Korean Language and Culture through TV Dramas*

DESCRIPTION: This project is designed to elevate Korean language proficiency and to increase students' awareness about Korean culture through Korean TV dramas. Adapting interactive dramas and elaborate online instructional designs, including frequent discussion, this project will assist and motivate students to obtain Korean language and valuable cultural awareness.

METHOD OF ACHIEVING PURPOSE: During the project, we will have zoom meetings as once a week. Dr. Hwang will lecture week topic related Korean language via zoom. Also, Dr. Hwang will introduce useful videos to learn Korean for independent learning. In addition, students are expected to watch the assigned episodes of Korean TV drama recommended by Dr. Hwang before coming to meeting. Some cultural and linguistic topics embedded in each episode of the TV drama will be introduced and discussed in meeting.

Week 1: Korean letters (Consonants and Vowels), Writing system, & Sound patterns

Week 2: Korean letters (Consonants and Vowels), Writing system, & Sound patterns

Week 3: Word structure & Sentence structure (Korean Grammar)

Week 4: Daily life topics (greetings, location, time, number, activities)

Week 5: Daily life topics (activities, weekend plan)

METHOD OF STUDENT EVALUATION:

1. Journal about Korean culture including analyze and interpret culturally salient features that appear in Korean dramas and cross-cultural insights by comparing to Korean and students' own heritage culture.
2. Participation and discussion

Course: IS -3125-05

Instructor: Dr. James Finck and Dr. Jason Shaw

TITLE: *Natural History of Western Oklahoma*

DESCRIPTION: The purpose of this Independent Study is to give students a firsthand experience of some of the historical locations of western Oklahoma (including battlegrounds and forts) as well as introduce them to different aspects of science (including animal identification, caving, and plant biology). It also allows students to challenge themselves physically and mentally for what can be a difficult week, and to learn something about who they are. This trip will be a week long camping trip that will begin in the panhandle of Oklahoma and work its way back to USAO. Many historical and scientific lessons will be learned along the way both in prepared lessons and spontaneous teaching opportunities. Students will have to bring all their gear and prepare their own food along the way. They will sleep outside every night and learn some survival skills.

METHOD OF ACHIEVING PURPOSE: Students will spend the first week in the field for practical instruction at the habitat area where they will learn and practice techniques necessary to the class. Some of the lessons taught will be fire building, shelter construction, tent setup, first aid, knot tying, water purification, and proper food preparation. During this week we will determine if the students are prepared for the trip and guarantee they have the proper supplies.

METHOD OF STUDENT EVALUATION: Students will be evaluated on a Pass/Fail basis. The class is open to all students, but they must be willing to enjoy the outdoors and participate in our activities. We will be hiking, caving and camping. Students will need to participate in all activities to earn the credit. Students will be graded on their daily journals as well as a project that will be determined by the instructors.

Course: IS -3125-06

Instructor: Dr. Dany Doughan

TITLE: *Nuclear Magnetic Resonance: A Practical Experience*

DESCRIPTION: This course exposes students to the instrumental techniques of Nuclear Magnetic Resonance (NMR) from a practical standpoint. Students who have completed Organic Chemistry I and its lab at USAO will have been exposed to the aforementioned technique from a theoretical standpoint but have not had a practical experience with it. This course will include regular visits to the University of Oklahoma Nuclear Magnetic Resonance (OU NMR) Facility to analyze unknown organic compound samples and elucidate their molecular structure.

METHOD OF ACHIEVING PURPOSE: The purpose of this course is for students to develop more confidence in their spectroscopic problem-solving skills through using an advanced spectrophotometric technique that is currently unavailable at USAO. This course integrates critical thinking and interpretation skills with hands-on experiences with NMR instruments. The students will make use of a free Organic Chemistry textbook to inform them about the theories of NMR as they utilize the instruments at the OU NMR facility. The students will make use of the NMR technique to identify the molecular structures of unknown organic molecules. At the start of the independent study, the students will be identifying simple organic molecules, but as the course progresses and the students become more comfortable with utilizing the NMR instruments, the complexity of the organic molecules to be identified will increase.

METHOD OF STUDENT EVALUATION: Student performance will be evaluated quantitatively through a final report that will include (1) a detailed description of the student successes and struggles with using the OU NMR facility, (2) a log of the time spent preparing the organic unknown samples and analyzing them, and (3) a clear interpretation of the instrumental results and how they led to obtaining the molecular structures.

Course: IS -3125-07

Instructor: Dr. J.C. Casey

TITLE: *Podcasting Workshop: Planning, Preparation, Production*

DESCRIPTION: The purpose of "Podcasting Workshop: Planning, Preparation, Production" will be to help students develop the skills necessary for creating a successful podcast.

METHOD OF ACHIEVING PURPOSE: The instructor will guide students in discussions and individual activities that include developing the concept of a podcast, planning several shows (including calendaring and research), and recording and editing several completed shows. The University podcasting booth may be used for recording some shows. Students will practice both voicing and producing podcasts.

METHOD OF STUDENT EVALUATION: The instructor will provide a matrix of assignments and deadlines, which students will follow and turn in as instructed. Meeting times will be determined by students enrolled in the class at the first meeting. Some assignments must be done in groups; others may be done individually. Attention to responsibilities in the group assignments will be part of the final grade.

Course: IS -3125-08

Instructor: Dr. Christopher Garneau

TITLE: *Exploring Social Problems in Class, Race, and Gender Through Film*

DESCRIPTION: This course provides a critical examination of some of the most pressing social problems regarding social class, race, and gender in the United States. The primary mode of study will be independent viewing of several films that highlight the social problems covered during that week's lesson. The class will independently view 16 films over three weeks. The selected films will all be feature films. This course will follow the same types of structure as a social problems course and will draw from sociological theory. The film-viewing element of the class is designed to enhance the learning experience by adding multiple mediums.

METHOD OF ACHIEVING PURPOSE: The class meets the first three Mondays of the term prior to viewing to discuss the sociological theories and research on the topic areas for the films that will be included in the week's viewing schedule. Students will view the films on their own during the week. The films will be available for rental through Amazon.com. During the Monday discussions, the instructor will present sociological theories related to the social problems covered that week and students will divide into groups to analyze how the theories are reflected in the films. Students are also expected to participate via discussions on Canvas. There will be a final 3-4 page paper where students can choose a film of their own to critique that highlights a social problem related to class, race, or gender.

METHOD OF STUDENT EVALUATION: A "Pass" grade will be assigned to students who satisfactorily complete ALL of the following:

- View all films
- Attend all discussion days during the term
- Actively participate in online class discussions over the episodes and the readings.
- Write course paper at the end of the term (specifications to be determined by professor)

Viewing Schedule

Week 1: Social Class and Stratification (April 25th through May 1st)

1. The Hunger Games (1st Film)
2. Parasite
3. Good Will Hunting
4. The Pursuit of Happyness
5. Slumdog Millionaire

Week 2: Race and Ethnicity (May 2nd through May 8th)

1. Black Panther
2. Just Mercy
3. Get Out
4. The Hate U Give
5. In the Heights

Week 3: Sex and Gender (May 9th through May 15th)

1. Hidden Figures
2. Saved!
3. Ghostbusters (1984) & Ghostbusters (2016)
4. Alien
5. On the Basis of Sex

Discussion Posts

Each week students will be required to post to the discussion board on Canvas for each film that we view. This is basically open-ended but students will be expected to discuss how they feel the film relates to the topics discussed in the previous week's lecture. Students will also need to discuss whether or not the film effectively deals with the issues related to that week's topic. For example, some questions to consider are: does the film give viewers a way to think critically about class, race, and gender? Is the narrative of the film sociological in nature? Are there any parts of the film that are problematic in its handling of social issues? These posts should be 1-2 well developed paragraphs for each film.

In addition to original posts, students must also respond to at least one other post each week. The responses do not need to be as long but they must have some kind of substantial contribution to the discussion. Replies like "I agree" or "I don't agree" without any further discussion are not acceptable.

Final Paper

The final paper will be due Friday May 27th. For this assignment, students will choose one feature film of their choice (no documentaries) that deals with class, race, gender, or some combination of the three intersections. The paper needs to be 3-4 pages, double-spaced and submitted to Canvas. In this paper, students should consider addressing the following questions: What does the film's writers/producers want us to "get" from this film? Does the film cover the social issue from a sociological perspective? Does the way the film covers the social issue lead to critical thinking on the issue? Is the portrayal of the social issue complex and nuanced? Does it have depth? Or is it "preachy" and overly simplistic? Finally, do you like this film and why?

Course: IS -3125-09

Instructor: Dr. Karen Karner

TITLE: *Special Olympics*

DESCRIPTION: The purpose of this project is to provide USAO students the opportunity to gain hours of experience working directly with children, their caregivers and families, who have been affected by disabilities. USAO students will also have occasions to assist special education teachers and have opportunities to work with families who have special needs children. This is a repeatable course for up to 10 upper division credit hours, and as such those who are enrolling for the second time will see some differences in requirements

METHOD OF ACHIEVING PURPOSE: Each student will engage in assignments and activities listed under IV to meet requirements of the project. Each student will participate in each day of the three-day Special Olympics Summer Games held on the campus of Oklahoma State University and within the community of Stillwater May 11-13, 2022. Each student will interview coaches, family members, and special athletes. In addition, each student will be expected to provide assistance to the coaches and staff in a wide variety of capacities. Students will report to duty at the beginning of Special Olympics on Wednesday and will stay through the close of activities on Friday. Each student will keep a journal and time log detailing the events of each day. Students must pay room and board expenses of approximately \$90 if they choose to stay overnight. Students must attend three meetings at USAO in addition to the Special Olympic Summer Games. Failure to attend all required meetings or assigned summer games will result in a Fail grade for the course.

METHOD OF STUDENT EVALUATION:

A. To successfully pass this course, each student must:

(Note: Dates below are subject to change depending on the timing of the Games as determined by Oklahoma Special Olympics. Dates provided are an estimate based on previous years' dates.)

1. Attend the orientation session (1st meeting) at 11:00 a.m. on Thursday, April 7, 2022, in Gary Hall 108, during which two pre-event surveys will be completed on students' knowledge, skills, and attitudes toward Special Olympics and disability in general. Surveys and discussion that occurs at this meeting will follow the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015);
2. Write a 1200-1400-word essay before the games, based on personal research from a) books relaying the first-hand experiences of special athletes, b) documentaries/movies on special athletes and disability, and/or c) interviews with special athletes and their families. The purpose of this assignment is to gain knowledge of the Special Olympics and the culture of disability in our communities. Students will discuss their work on this project at the second meeting before the games. A list of books, movies, and documentaries will be presented at the first meeting;
3. Attend the organizational meeting (2nd meeting) on Monday, May 9, 2022, before Special Olympics, in Gary Hall 108. Students will receive needed information for the trip and present their personal research;
4. Attend and participate in the Special Olympics state games, for three days, on the OSU campus and within the community of Stillwater. Estimated dates are May 11-13, 2022;
5. While at the games, conduct six interviews (two with teachers/coaches, two with family members, and two with special athletes). Questions asked should be of substance. This is the

opportunity for students to get to know athletes, families, and coaches, and ask them about their involvement. A list of springboard questions will be provided;

6. Complete a time schedule verifying participation in Special Olympics' assigned duties. This should be a real-time marking of where the student was throughout the day that notes place, event, and duty at the time;
 7. Keep a journal recording reflections on participation in the Special Olympics. These are daily entries of what students did throughout each day. This is a time for students to note their actions, reactions, and observations of the athletes and the games that they want to remember. Journals should be more than a daily synopsis. They should include what students explored and discovered concerning the games, the stakeholders, and themselves;
 8. Complete a 750-1000-word, typed essay summarizing the experience and personal reflections following the guidelines of the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015).
 9. Create a four-minute (approximately 8-10 slides) PowerPoint presentation using photos taken during the three-day experience that could be used as a marketing tool to promote the Special Olympics Independent Study project. More than a summary of the student's experience, this presentation should be inviting to other USAO students who may consider this project in future enrollment; and
 10. Attend a final meeting (3rd meeting) after the conclusion of the Special Olympics on Monday, May 16, 2022, at 1:00 p.m. in Gary Hall, Room 108. All written work MUST be turned in at this meeting (including typed interviews, a copy of the journal, time schedule, and one-page summary). Students will share their experiences with the group. PowerPoint presentations will be presented. Students will complete two post-event surveys duplicating the pre-event surveys, and instructors will compare results with the pre-event survey results.
- B. If the games do not occur due to COVID-19, the following alternate requirements will be used to evaluate successful passing of this class.
1. Attend the orientation session (1st meeting) at 11:00 a.m. on Thursday, April 7, 2022, in Gary Hall 108, during which explanations of assignments and list of films will be given. Discussion that occurs at this meeting will follow the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015);
 2. Attend weekly movie/discussion meetings during which students will view and discuss a fiction/nonfiction film that depicts either the Special Olympics or cultural awareness of disability at large. Discussion will follow a developed format, and students will summarize the discussion and submit comments weekly to the instructors as evidence of attendance and active participation;
 3. Design a 20-30-minute activity in an area of their choosing (possibly related to their majors) that they will lead live on a designated social media site monitored by Special Olympics of Oklahoma. The purpose of the activity will be to lead special athletes attending the virtual presentation through an activity that will improve their abilities in daily living (Examples: cooking, painting, music, health and fitness, smart shopping, organizing a get-together with friends). Students will attend each other's presentations. Students will write a proposal following a template provided by the instructors outlining the activity. Once approved, students will keep a timeline and journal of research and development of the live presentation;
 4. Attend one event or athletic practice as organized by an individual team in the state of Oklahoma. The instructors will connect with coaches and teams to establish possible assignments. Students may, however, connect with their hometowns if they know of coaches

and teams and attend those events as their choice. Students will keep record of the date, event, and a description of what assignment they fulfilled for the team. Students will obtain the signatures of the coaches or event coordinators as evidence of attendance and participation;

5. Conduct interviews with at least two coaches, two family members, and two special athletes during the event in #4 or over the course of the five weeks. Questions asked should be of substance. This is the opportunity for students to get to know athletes, families, and coaches, and ask them about their involvement in Special Olympics. A list springboard questions will be provided;
6. Complete a 750-1000-word, typed essay summarizing experiences and personal reflections on Special Olympics and cultural awareness of disability in our society following the guidelines of the DEAL model of reflection for experience learning (Ash, Clayton, & Moses, 2007; Kleinhesselink, K, et.al., 2015). Essays should reflect involvement in events and student-led activities as well as movies and discussions viewed in the class sessions; and
7. Submit all written work for the class at the final class meeting Monday, May 24, at 1 pm., including typed interviews, a copy of the journal and timeline of their activity and essay. Students will share their reflections with the group.
8. In-person attendance in class will be required on the following dates: April 25, May 2, 9, 16, and 23.

Course: IS -3125-10

Instructor: Dr. Misty Steele

TITLE: *Emotional Fitness Bootcamp: Developing Emotional Intelligence*

DESCRIPTION: Emotional Intelligence plays a vital role in personal and profession performance, satisfaction, and success. Enhancing emotional intelligence fosters the development of skills that promote the maintenance of healthy relationships. Emotional Intelligence (EI) is comprised of four domains: self-awareness, self-management, social awareness, and relationship management. Nested within each domain are learnable EI skillsets that provide the ability to appropriately respond to the world around us. These concepts include achievement, influence, conflict management, inspirational leadership, empathy, positive outlook, and self-control. Like many skills, these skills require practice and personal engagement with processes. It takes awareness, understanding, and practice for a clear path to personal change. Emotional Intelligence supports the ability to cooperate, collaborate, and communicate which are essential to developing happiness and success. This course is designed to encourage student autonomy and flexibility by meeting individual needs, career goals and personal/professional strengths.

Course Objectives: After participating in this course, students will be able to:

- Describe the major concepts of emotional development.
- Formulate a personal/professional approach to promoting the nature and process of the emotional mind.
- Apply knowledge of self in the consideration of practical problems.
- Practice and monitor key skills for personal success.
- Practice and monitor the skills associated with self-management and motivation.

METHOD OF ACHIEVING PURPOSE: Students will meet have two in-depth class workshop sessions and then two self-assessment and independent research days:

Monday (May 2, 2022) 10:00 am – 3:00 pm (lunch break from 12:00-1:00)

Tuesday (May 3, 2022) * Self-Assessment, Self-Discovery, Independent Research day #1

Wednesday (May 4, 2022) 10:00 am – 3:00 pm (lunch break from 12:00-1:00)

Thursday (May 5, 2022) * Self-Assessment, Self-Discovery, Independent Research day #2

The course will focus each workshop on a four major emotional intelligence concepts and skillsets:

Workshop #1: Exploring the emotional system; developing an emotionally healthy mind; Interpersonal Skills (Assertion, Anger and Anxiety Management); *Leadership Skills* (Social Awareness, Empathy, Decision Making, & Positive Influence)

Workshop #2: Self-Management Skills (Drive, Self-Ethics, & Positive Change); *Intrapersonal Skills* (Self-Esteem, Stress Management); *Self-Renewal and Personal Excellence* (Belief, Guidance, Power, Balance, & Support Systems); *Life-long Emotional Learning*

Between and after course meetings, students will utilize the Emotional Learning System to monitor and record their progress on understanding and utilizing each week's concepts. This will involve self-assessments, practice, reflection, improvement planning, and application.

METHOD OF STUDENT EVALUATION: Grades will be assigned on a Pass/Fail basis. A grade

of “Pass” will be earned upon the student’s satisfactory performance of ALL of the following:

- 1) Participating in course meetings and discussions concerning the concepts.
- 2) Documenting the completion of the Emotional Learning System for each skillset.
- 3) Completing a Pre/Post-Test Personal Excellence Inventory
- 4) Developing a Pre/Post-test Personal Improvement Plan
- 5) Reflection Paper on personal growth and the most beneficial concepts they learned through the course
- 6) Submit all required materials to course instructor by assigned dates.

Independent Study Application for Individual Projects 3115

NAME _____

ID# _____ Major _____

Title of Project _____

A. Description of Project (Purpose)

B. Method of Achieving Purpose

C. Methods to be used by students in evaluating success of project

Signed: _____
Faculty member who will supervise the Independent Study project

Signed: _____
Division Chair Date