Purpose: Directed Individual Study is designed to offer advanced students the opportunity to pursue, for credit, a specialized topic of interest not currently taught through a regularly offered course. Students seeking to complete an independent study with a faculty member need to prepare a syllabus for their independent study in consultation with the proposed instructor. Please note that you must find a faculty member (not a graduate student instructor) who is willing to be your adviser for the project.

Instructions: Students should prepare a proposal for their independent study by completing the information below. The instructor should then review and amend the proposal as needed. Students need to come to an agreement on the aims of the course, its learning objectives, content, and evaluation plan with a faculty member who will direct their course of study prior to registration.

Name (First, Middle, Last): __________________________________________

Email: ____________________________ Phone: ____________________________

PID: ____________________________ Expected date of graduation: ____________

Major(s): ___________________________________________________________________

Is the student seeking credit for this course as an elective in Public Policy?

☐ No
☐ Yes. Field Concentration: ________________________________

To ensure that this elective is credited towards the major, please return a copy of this form signed by your instructor to:

Student Services Manager
Department of Public Policy
University of North Carolina-Chapel Hill
Abernethy Hall, CB#3435
Chapel Hill, NC 27599

Approved June 2013
A. **Direction** – provide a brief statement on the focus or aims of your independent study (25 words):

B. **Learning Objectives** – outline the specific measurable learning outcomes to be achieved by your independent study.

C. **Student-Faculty Contact Plan** – Please indicate how often you and your instructor will meet to discuss your work for this class as well as the discussion method. Meetings may include all forms of communications including discussions in-person, online (e.g., Skype), or over the phone.

D. **Content** – list the readings and assignments utilized to achieve these objectives:

   **Required Readings**
   
   **Description of Assignments**

E. **Evaluation Plan** – Specify the procedures for reviewing progress and measuring achievement of your learning objectives:

Assignments will be evaluated as follows:

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Approved June 2013
F. **Number of Credits:** _________ (see attached Course Credit Guidelines)

G. **Course No.** _________

I agree to complete the course assignments as specified by this independent study proposal.

Student’s Name: __________________________ Signature: __________________________

I agree to supervise and evaluate the students work as agreed to by this independent study proposal.

Instructor’s Name: __________________________ Signature: __________________________

Approved by Director of Undergraduate Studies: ____________________________________

Signature          Date

**COURSE CREDIT GUIDELINES**

**General:** For undergraduates, a single course credit reflects approximately 1 hour of class time and 1.5-2 hours of reading and research in addition to time spent in class.

**3 Credits:** An undergraduate independent study should be assigned 3 credits if the faculty member and the student meet at least once each week and the course requires an average commitment of 8 hours per week. For a 3 credit course, students should be expected to complete a substantial class project such as a 10-page term paper.

**2 Credits:** An undergraduate independent study should be assigned 2 credits if the faculty member and the student meet at least once every other week and the course requires an average commitment of 5 hours per week. The course may include short discussion papers or reflections on weekly readings and/or weekly analyses of project data.

**1 Credit:** An undergraduate independent study should be assigned 1 credit if the faculty member and the student meet at least once every other week and the course requires an average commitment of 2-3 hours per week. The course may include weekly field work, journal writing about learning experiences, and reflective discussions with the instructor.

Approved June 2013