Student-Directed Learning (SDL) Registration Proposal (CIS Pilot)

This questionnaire will guide you to develop a proposal to register either a Prior Learning Assessment (PLA) for evaluation of student-directed learning you have already achieved, or a Student-Designed Independent Study (SDIS), for evaluation of a learning project with a combination of prior and new learning, or all new independent learning. An overview of these strategies and the proposal-approval process is described online at: http://www.metrostate.edu/msweb/explore/clis/creative.html.

For guidelines, review related course outlines, learning outcomes, and sample proposals. Obtain consultation about your proposal from a faculty subject-matter expert or department chair, your advisor, and/or the SDL Center (651-793-1782). Once the proposal questionnaire is drafted, it must be approved in the appropriate subject-area department, and then it will be individually registered for you. Tuition is due at the semester tuition deadline, or if registered after that deadline, tuition is due within 24 hours of registration. Search Academic/Events Calendar on the website for registration and financial aid deadlines.

**Student Information:**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Phone: (h/c)</td>
<td>(w) E-mail:</td>
</tr>
<tr>
<td>Major/Program Focus and title:</td>
<td>Advisor Name:</td>
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</table>

**Proposal Questionnaire**

See Page Two (reverse) for questions to answer to develop your detailed proposal. Check with your advisor about how it will fit in your program. Complete all questions, and then send the draft proposal for consultation and feedback to a department chair and/or prospective faculty evaluator who is a subject-matter expert. Incorporate feedback and confirm the evaluator’s availability, then follow steps to register, below.

**Registration Information:** (To fill in a check-box, double-click on box, and then select default value “checked” and OK.)

1. Intended term/year for registration: _____
2. Intended Department: _____
3. Competence Type:  □ Individualized, OR □ Course Equivalency: Specify department and course number: _____
4. Learning/Evaluation Format and Level:  □ SDIS 160 (lower division)  □ SDIS 360 (upper division)  □ PLA 165 (lower division)  □ PLA 365 (upper division)

5. Registration Title: __________
6. Number of Credits:  □ Four  □ Three  □ Two  □ One
7. Grade Method:  □ Graded A-F  □ Competence/No Competence

**Evaluator Information:**

<table>
<thead>
<tr>
<th>Evaluator Name:</th>
<th>□ Resident Faculty  □ Community Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td>Phone (day)</td>
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</table>

If the evaluator is outside the university or outside the MnSCU system, fill out address information below. If the proposed evaluator is not a resident or community faculty member, fill out address AND attach a copy of the evaluator’s resume.

Address: City/State/Zip:

**Student Registration Checklist:**  □ You consulted your advisor about this proposal.

□ You asked a subject-matter expert to review the proposal and incorporated feedback into the proposal.

□ You made informed decisions about how to use the SDL in your program, and about the number of credits, grading method, and evaluation methods, and you know the registration deadline for your situation.

□ You plan to send the proposal to the appropriate department in an attachment from your Metro State e-mail, with your student ID number and a request to register the SDL in a particular semester.

**Student Signature to request registration for assessment:** Date: __________

**Department Checklist and Signatures:**

□ Approved for Registration as: □ SDIS □ PLA; Recommended for GELS/GOAL Area, if appropriate:

□ Not approved for Registration at this time (return to student).

**Designated Department Reviewer:** Date: __________

Enter name in electronic form, or sign paper form.
Preparation: Refer to the website for samples of SDL competence descriptions and for a list of consultants and evaluators, at http://www.metrostate.edu/msweb/explore/cis/cls.html. You may also request access to the D2L online-learning site on Student-Directed Learning, by e-mailing your name and student ID number to marcia.anderson@metrostate.edu. Additional guidance is available by attending a “Lab” for PLA and SDIS, or you may register for the one-credit course Metro 100, Getting Credit for What You Know. Proposal Components: 1) Complete the form on Page 1, and respond to the Questionnaire sections A through J below to help you develop a thorough description of your proposed Student-Directed Learning (SDL), which can be a PLA, an SDIS or a combination. Describe learning already completed, as well as learning to be accomplished for this competence. 2) Put your name and competence title in the document title when you save it, such as: C.Collegestudent.GrantwritingPLA.doc.

A. What is your subject’s “Competence Statement”—what you know and can do in the subject at college-level?

B. What are the specific “Learning Outcomes” you have achieved or plan to achieve? These are the learning outcomes you propose to be evaluated, in terms of both:
   1. What do you know or plan to learn about information and theory in the subject?
   2. What skills and methods are you able to practice, or plan to learn to practice?

C. What is the “Learning Level” of your competence? For example, introductory university level (understanding and application); upper-division level (adding the demonstration of analysis, evaluation and/or synthesis); professional level; or “at a level equivalent to…..”.

D. What was your prior Learning Process, or what is your planned Learning Outline for new learning? Describe how you have learned and/or propose to learn the above outcomes.

E. What resources have you used in your learning, or do you propose to use? List key resources used to acquire the competence, previous or future, including books/journals (include bibliography), training, mentoring, faculty consultations, community-based learning, experiential learning, etc.

F. Have you completed previous credited Learning at college-level in this or related subjects? If so, list it here and name the institution in which it was achieved. If appropriate, explain how this proposed competence differs or extends beyond what you did before. If you have no related credited learning, say “None”.

G. How do you propose to use the competence in your Program Degree Plan? If this competence is equivalent to a course, name the course, or indicate it is an individualized competence. Do you propose to use it for a GELS Goal Area (name which Goal Area), for your major (name it) or individualized focus area (give your focus title), for a minor (name it), or for elective credit? NOTE: If you plan to propose the competence to meet a Goal Area requirement, you must follow those criteria and submit an appeal.

H. Has your competence been assessed previously? List any assessment techniques you have already completed, or plan to complete, such as: Theory Seminar Diagnostic, course waiver exam, learning inventory or portfolio, standardized license or certificate examinations, etc. Also list the sponsor of the assessment, and when it was completed or will be completed.

I. With whom have you consulted on this proposal? Please list any resource people you have consulted in developing this proposal. Has the proposed evaluator given you feedback on the proposal, the evaluation methods, and the registration term you have planned?

J. What Evaluation Methods do you propose? You will discuss and confirm these with the evaluator before registration. For now, describe evaluation methods you have available or would develop that match the competence you have summarized above. State what you plan to demonstrate for evaluation of your competence (knowledge and application), and/or materials/documentation to be provided for evaluation.

Check all methods by which the learning will be or could be evaluated:
- oral interview
- reflective/analytical paper
- case study analysis
- portfolio review (samples)
- essay test
- journal
- written exercises
- project evaluation
- research paper
- simulation exercise
- situational observation

Updated 3-2015.