Service-Learning Course Designation Form

Existing Courses. Faculty need to submit this form and the accompanying course syllabus to the Center for the Advancement of Service-Learning Excellence (CASLE) at courses@servicelearning.msstate.edu. Please direct questions to Dr. April Heiselt, Director of the Center for Service-Learning Excellence at 662-325-2370 or april@ext.msstate.edu. Visit the CASLE website at http://servicelearning.msstate.edu/ for further information and sample forms.

New Courses. Faculty must submit this form in conjunction with the required UCCC (University Committee on Courses and Curricula) Cover Sheet (see http://www.uccc.msstate.edu/corecoversheet08.pdf) and proposal (http://www.uccc.msstate.edu/GuideandFormat_2012.pdf), and appropriate course syllabus to the Center for the Advancement of Service-Learning Excellence (CASLE) at courses@servicelearning.msstate.edu.

Contact Information

Name: Charles Freeman

Title: Assistant Professor

Email: cfreeman@humansci.msstate.edu

Phone: (662) 325-1293

College: Agriculture and Life Sciences

Department/Unit: School of Human Sciences

Course Information

X New Course  □ Existing Course

Proposed Course Number: HS 4990

Existing Course Number:

Course Title: The Design Process

Community Partner(s): Bailey Family Farms (Stephen Bailey), C&W Farms (Bobby Whitt), Danny Clark Farms (Danny Clark), and Earp Farms (Jamie Earp)

Revised 3/14/14
1. **Community Engagement.** Describe how this course provides an opportunity for students to be engaged in the community. How will the participation of your students be of value to the community partner(s), their stakeholders, and in meeting community needs? How are the needs of the partner identified? Is the service-learning project being done "to" the partner (i.e. the partner is waiting for the class to come and meet their needs) or "in conjunction with" (i.e. reviewing the community partner’s assets and working in conjunction with the partner to develop the service-learning project)? Who will be your community partner(s)? Be sure to address how the partnership was created and how the relationship with the partner is maintained throughout the project.

As a partner in the Sweet Potato Innovation Challenge, students enrolled in HS 4990 The Design Process will create proposed projects related to using non-sellable harvested sweet potatoes. Students will partner with one of the following: Bailey Family Farms (Stephen Bailey), C&W Farms (Bobby Whitt), Danny Clark Farms (Danny Clark), and Earp Farms (Jamie Earp) to learn more about the planting, growing and harvesting process, as well as current market opportunities for non-sellable sweet potatoes. Students will present ideas to the partners to educate them on future opportunities with sweet potatoes, while learning more about this valued regional commodity.

2. **Community Engagement.** Describe the specific service-learning activities included in your course. What will the students “do” for their service-learning? How is this directly linked to the academic objectives within the course?

Students will work in teams to create a prototype proposal for an innovative use for non-sellable sweet potatoes in apparel and textile products. By developing a prototype proposal, students will hopefully identify a new market outlet for sweet potato growers and producers. Course objectives include:

1. Define and explore various design processes: creative and functional.
2. Conduct ideation and solutions generation techniques.
3. Conduct research related to potential solutions of pre-determined problems.
4. Work in conjunction with specified community partner to create solutions to identified need, teach and learn from community partners in relation to problem resolution, reflect on learning process as relates to project objectives and outcomes.
5. Create prototypes and utilize professional presentation techniques.
6. Analyze and reflect on project objectives and outcomes

In relation to these objectives students will use this project as an application of the design processes learned as well as the importance of research, documentation of methodologies and reflection and analysis of design prototypes.

3. **Community Engagement.** Indicate the number of hours of direct service, advocacy work, or project-based service-learning that will be required of each student in the course. Please be sure and address the following.

30

A. **Course Options.** How has your course provided an option for students who choose not to participate with a particular community partner placement that may present a religious, political or moral conflict for the student? What other options are provided?

Yes, for those not wanting to participate, a creative scholarship option will be made available.

B. **Ethical Considerations.** Are there any ethical issues students may experience by participating in this project? If so, please describe how you will address these prior to the placement of students within a community partner site.

No

4. **Reflection.** List the kinds of structured reflection strategies (i.e. writing assignments, discussions, presentations, or reflective journals) that will be required of your students. Be sure and provide details (either in the syllabus or on this form) that illustrate how the students will critically think about and make connections between their service and their learning throughout the course.

Students will be required to document activity and research at the various stages of the design process and create a written and oral proposal for consideration for continued involvement in the Sweet Potato Innovation Challenge. In addition, final projects will include a poster presentation developed for submission to the Undergraduate Research Symposium in Spring 2015. Lastly, students will prepare a written statement reflecting on the learning process, community partner needs, and an overall assessment of the service-learning experience.

Revised 3/14/14
5. **Reciprocity.** All participants in this course (i.e. students, and community partners) should serve as both teachers and learners at some point in the service-learning project. Please indicate how reciprocity is provided in your course (i.e. this may be through a specific assignment, project presentation, etc.). Visits and partnerships with community partners will provide students the background education about sweet potatoes, which will be needed to begin brainstorming and research. In addition, students will have the opportunity to educate community partners about apparel and textiles, including production, design, and marketing.

6. **Public Dissemination.** Please address how the information obtained in the project is shared with the community. How will you keep the community informed on the progress of the project? What means will you use to publicize the efforts of the project both locally and statewide?
   Prototype proposals will be part of the Sweet Potato Innovation Challenge promotional event at the end of Fall 2014. It is anticipated this event will be promoted through the Center for Service-Learning Excellence as well as university relations. In addition, progress and project outcomes will be documented through Ag Communications and our Fashion Focus blog.

   A. **Partner confidentiality.** There may be some projects in which the community partner would rather not have information shared with the public. Please indicate if your service-learning partner has this need and explain the specific circumstances.

   NA

7. **Assessment.** While service is an integral part of the course, academic credit is given for demonstrated learning. With this in mind, how will you assess the service-learning component of the course in relation to both the academic and service expectations (i.e. what will be your formative and summative evaluation pieces)? Please include a description and/or a sample.
   Students’ ability to document and maintain progress reports of the design processes will be used for evaluation, as in-class assignments during the course of the project. A midterm progress report and presentation will be evaluated for accuracy, progression through the design process, and professionalism. Final projects will be presented at the Fall 2014 Sweet Potato Innovation Challenge promotional event, where evaluation of the presentation will take place. As part of the final presentation, a written abstract for conference submission will be graded. Journal/sketchbook entries and reflective statements will be assessed at various points throughout the semester.

By checking the boxes below, you indicate that you have read and reviewed the following requirements.

X My students will receive a service-learning orientation. I prefer this orientation be conducted by

   _____Myself (faculty) _____The Center for the Advancement of Service-Learning Excellence (initial below)

   A. I will contact Michelle Garraway at 325-2370 or at garraway@ext.msstate.edu to schedule an orientation session for CASLE to attend my class. _________ (please initial)

X My students will complete the MSU Service-Learning Student Course Evaluation.

X I will report end of semester data to the Center for the Advancement of Service-Learning Excellence (CASLE).

X My course syllabus is attached to this form.

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Faculty Member Signature: [Signature] Date: 4-1-14

Department Chair Signature: [Signature] Date: 4-1-14

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*For CASLE staff only:*

☐ Course Approved

☐ Course Not Approved for the following reasons:
HS 4990: The Design Process

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Charles Freeman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>216 Lloyd-Ricks Watson Hall</td>
</tr>
<tr>
<td>Phone:</td>
<td>325-1293</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:Cfreeman@humansci.msstate.edu">Cfreeman@humansci.msstate.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Monday &amp; Tuesday 11:00am – 1:00pm</td>
</tr>
<tr>
<td>Time of Class:</td>
<td>Monday and Wednesday 2:00 – 3:50 PM</td>
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<tr>
<td>Classroom:</td>
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Course Objectives:
As a result of the course, students will:
1. Define and explore various design processes: creative and functional.
2. Conduct ideation and solutions generation techniques.
3. Conduct research related to potential solutions of predetermined problems.
4. Work in conjunction with specified community partner to create solutions to identified need, teach and learn from community partners in relation to problem resolution, reflect on learning process as relates to project objectives and outcomes.
5. Create prototypes and utilize professional presentation techniques.
6. Analyze and reflect on project objectives and outcomes.

Recommended Text:

Student Activities:
In class Assignments: Each class we will engage in various activities related to the design process including ideation strategies, research processes, problem identification, etc. Attendance and participation will be graded EVERY class meeting.

Sketchbook/Journal: Each student will keep a portfolio/sketchbook/journal to document ideas, inspirations, solutions, research ideas, etc. These will be checked at three unannounced times during the semester.
Midterm: The midterm will be a project progress report. You will present a professional status report on your project, problem identification, potential solutions, current research, current needs, future plans, and anticipated outcomes.

Final Project: For the Final Project you will professionally present your idea/proposed project at an event organized through the Center for Service-Learning Excellence. In addition, you will complete a design process report outlining selected design processes, steps and documentation for each stage, analysis of learning objectives compared to outcomes, and a reflection on the learning process.

**Summary of Student Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>In-class Assignments</td>
<td>300</td>
</tr>
<tr>
<td>Sketchbook/Journal (3@50pts.)</td>
<td>150</td>
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<tr>
<td>Midterm</td>
<td>200</td>
</tr>
<tr>
<td>Final Project</td>
<td>300</td>
</tr>
<tr>
<td>Professionalism</td>
<td>50</td>
</tr>
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<td></td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

Letter grades will be based on the following guidelines:

- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- Below 600 = F

**Course Policies:**

Attendance: Students are expected to attend all regularly scheduled class sessions. Missing this class will quickly snowball, as many of the concepts build upon one another. Attendance is the difference between a great grade and an average or worse grade.

Twitter: This class in addition to being supported by mycourses will have an alternative support system via Twitter. Should you choose to use this, you can follow the instructor on Twitter @cf617. Any questions you may have throughout the semester, no matter the time feel free to post these on Twitter and either I or another follower can answer your question.

Missed Assignments: There is no make-up in this class and late assignments are NOT accepted. Only an approved university sanctioned event will permit you to complete an assignment early. If you miss a project due date for an EXTREME circumstance, you must provide verifiable documentation immediately upon return and you must contact me (via a friend or family member if necessary) the day of your due date. Should you
have a death in the family, again a verifiable excuse is necessary. If you are a victim of these unfortunate circumstances, your make-up will be a one-question essay.

Service-learning: A holistic pedagogy that integrates meaningful community service, community engagement, or civic engagement into academic course objectives through experiential learning and critical reflection to enrich the educational experience of students, teach civic responsibility, and meet the needs of a community.

Students with Special Needs: It is the responsibility of any student who has special needs [Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)] to inform the instructor as soon as possible so reasonable accommodations may be provided. The student must self-identify concerning disability documentation that is as recent as within the last three (3) years and request necessary accommodations.

Honor Code: Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: http://www.msstate.edu/dept/audit/1207A.html

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>M: Course introduction &amp; overview of design process</td>
<td></td>
</tr>
<tr>
<td>W: Introduction to Problem Identification</td>
<td></td>
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</table>

<table>
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<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td>M: Problem Identification - Deconstruction</td>
<td></td>
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<tr>
<td>W: Problem Identification - Isolation</td>
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<table>
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<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td>M: Design Processes - Creative</td>
<td></td>
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<tr>
<td>W: Design Processes - Creative</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
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</tbody>
</table>
| 4    | M: Design Processes - Functional  
     | W: Design Processes - Functional |
| 5    | M: Ideation Strategies  
     | W: Ideation Techniques |
| 6    | M: Solution Filtering  
     | W: Solution Filtering |
| 7    | M: Objectives Outlining  
     | W: Objectives Measurement |
| 8    | M: Midterm Report  
     | W: Current Research Strategies |
| 9    | M: Current Research Strategies  
     | W: Current Research Strategies |
| 10   | M: Solution Generation  
     | W: Solution Generation |
| 11   | M: Experiential Learning  
     | W: Experiential Learning |
| 12   | M: Analysis and Solutions Management  
     | W: Analysis and Solutions Management |
| 13   | M: Reflection and Assessment  
     | W: Re-Direction and Project Completion |
| 14   | M: Final Project Preparation  
     | W: Final Project Preparation |
| 15   | M: Final Project Presentation  
     | W: Final Project Presentation |

Final Exam: Final presentations and critiques.
NOTE: This form is a cover sheet that must accompany a proposal for inclusion as a Special Topic Course. Both cover sheet and proposal should be submitted, along with two copies to UCCC, Garner Hall, Room 279, Mail Stop 9702.

College or School: College of Agriculture and Life Sciences
Department: School of Human Sciences
Contact Person: Charles Freeman  Phone: 325-1293  E-mail: cfreeman@humansci.msstate.edu

Mail Stop: 9745  Date Initiated: 2/26/14  Effective Date: 8/16/14

Course Information and Description
Symbol  Number  Title  Credit Hours
HS  4990  The Design Process  (3)

Topics will include an overview of the design process both creative and functional, as well as detailed breakdowns of various stages in multiple processes; research techniques related to solution analysis and problem identification, service-learning as a core course component, and project development and presentation.

Approved:  Date:

Department Head

Dean of College or School
Special Topic Course Proposal:
Special Topics courses may be offered twice. If the department or faculty would like to continue to offer the course, a full course addition proposal must be developed and submitted for full approval (see the Guide & Format for instructions). Special Topics may be offered once through AOCE (campus 5).

Explain on this page your idea for a Special Topic Course to be taught during the Fall, Spring, or Summer semester (does not include Maymester). Complete Page 3 of the proposal to include the course title, credit hours, course content/topics, methods of evaluation, and grading scale. A copy of the course syllabus must also be attached; however, it does not replace this proposal form.

1. Idea or Reasoning for a Special Topic Course:

There are several reasons why a Special Topics: The Design Process course will contribute to the overall curriculum in Apparel, Textiles and Merchandising (ATM). Students of focusing in either merchandising or design will possibly take the course:

   a. This course is largely based in service-learning principles and will allow students to work with a community partner in identifying a need and creating solutions to these specified problems.
   b. Students are following the design process without an academic basis for understanding the processes, stages and outcomes in current courses. This course will provide a background and introduction to various processes.
   c. Proposed course will increase research interests and output of undergraduate students.
   d. Proposed course will further strengthen ATM students’ communication skills and competencies prior to graduation as well as introduce service-learning to many of the students.
2. Course Information:

<table>
<thead>
<tr>
<th>Symbol</th>
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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>4990</td>
<td>The Design Process</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Detailed Course Outline**

(Include a **detailed course outline** including all topics and sub-topics to be addressed in the course.)

(Expand text box as needed)

(Attach **detailed course syllabus**)

- Problem Identification - Deconstruction
- Problem Identification - Isolation
- Design Processes - Creative
- Design Processes - Functional
- Ideation Strategies
- Solution Filtering
- Objectives Outlining
- Objectives Measurement
- Current Research Strategies
- Solution Generation
- Experiential Learning
- Service-learning
- Analysis and Solutions Management
- Reflection and Assessment
- Re-Direction and Project Completion

**Methods of Evaluation:**

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1000 pts

Letter grades will be based on the following guidelines:

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- 800-899 = B
- 700-799 = C
- 600-699 = D
- Below 600 = F
This email serves as approval to offer HS 4990 - Special Topic: The Design Process as a special topics course via Campus 1 during Fall Semester 2014. You may offer this course again as a special topics course during another semester with approval before the course must be offered as a regular course.

To this email, I am attaching the course addition form that must be completed before the course is added to the master schedule. Please complete a separate form for each campus offering and return them to Debbie Wade (debbiew@registrar.msstate.edu) so the course can be added to the Fall 2014 Master Class Schedule.

Please let me know if you have any questions.

KAS

Dr. Kirk A. Swortzel, Professor
Program Coordinator, Ag Information Science
Graduate Coordinator, Agricultural and Extension Education
214 Lloyd-Ricks-Watson Building
Box 9745
Mississippi State, MS 39762-9731
Voice: 662-325-7837
Fax: 662-325-8188
Mobile: 662-617-1798
E-mail: ksworthzel@ais.msstate.edu

Office of the Registrar – Course Request Form

** Every field must be entered prior to submission.

Nature of change: ____________________________ Campus: ____________________________

Term: _______ 20__ Part of Term for summer: _______ CRN(for existing course): _______

Subject/number/section: ____________________________ Title: ____________________________

Cross-listed with (CRNs): ____________________________ Status: ____________________________

Course Type: ____________________________ Method of delivery: ____________________________

Grade Mode: ____________________________ Credit hours: _______ Max Enrollment: _______

Meeting days: ____________________________ Start time: _______ End Time: _______


Instructor: ____________________________ Instructor Name: ____________________________