

**MSU Faculty Guide to Community-Engaged Learning Course Designation**

The following pages have been assembled to give faculty insight into how to apply for community-engaged learning course designation. From concept to application to designation, each step of the process is covered to help the reader understand what is involved. If you have any questions, please do not hesitate to contact CCEL at 325-2370 or [ccel@msstate.edu](mailto:ccel@msstate.edu).

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# MSU Community-Engaged Learning Course Designation Process

In an effort to ensure that all Mississippi State University (MSU) courses receiving the community-engaged learning (“CEL”) course designation have received appropriate support, the Center for Community-Engaged Learning (CCEL) in conjunction with MSU’s Community Engagement Committee has designed the following community-engaged learning designation process.

Obtaining the community-engaged learning course designation is strongly recommended in order to alert students to this unique experiential learning pedagogy and to formally identify community-engaged learning course opportunities within an academic department, MSU Extension, Student Affairs, or the College of Veterinary Medicine.

The approval process is as follows:

1. Faculty seeking a community-engaged learning designation must complete the MSU CEL Designation Application online at [www.servicelearning.msstate.edu/courses/s-designation](http://www.servicelearning.msstate.edu/courses/s-designation).
2. The request is reviewed by CCEL\* using the community-engaged learning course criteria as stated on the CEL Course Review Rubric.
3. When the course is approved for the community-engaged learning (“CEL”) designation, CCEL will notify both the MSU Registrar’s Office and the faculty member regarding this approval. If approved, the searchable attribute “C” with the course section number is added to the course display on the master schedule. Additionally, on the student transcript the comment “Community-Engaged Learning Course” will be added. In the event that a request is not approved, CCEL will provide the instructor with an overview of concerns regarding the community-engaged learning requirements of the course.
4. Faculty should allow for one month from submission to final approval and notification by CCEL.
5. Adding the community-engaged learning course designation to a course does not require the approval of the University Course and Curriculum Committee (UCCC) as the course has already been approved by the UCCC. However, should the use of community-engaged learning pedagogy change the course more than 25% in design, a course modification will need to be completed and submitted to the UCCC. It is assumed that once community-engaged learning course designation is granted, no further approval will be needed unless the faculty member changes the course design with respect to the community-engaged learning over 25%. Faculty will ultimately decide when a request for a course modification is necessary.

\* CCEL includes the center director, program coordinator, graduate assistant, and the Community-Engaged Learning Advisory Committee (CELAC) that consists of faculty from all academic colleges and divisions of the university.

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**MSU CEL Designation Application Template**

Name:

Email:

Title:

Department:

College:

Department Head:

Department Head Email:

Course Number:

Course Name & Catalog Description:

I am seeking a community-engaged learning designation:

\_\_\_\_\_ only when course taught by faculty member named above

\_\_\_\_\_ every time course is offered

Have you met with the staff of the Center for Community-Engaged Learning (CCEL) to discuss your community-engaged learning course?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

What semester will this course be taught? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Community Engagement describes collaboration between MSU and partnering communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.**

* Copy & paste your course description.
* Provide an overview of the general community-engaged learning experience in this class explaining it as you would to a potential community partner. This is a big picture explanation.
* Please list the community-engaged course learning objectives and provide potential learning activities that will support each learning objective.
* How will the potential community partner be involved in project development?

1. **Reflection is an opportunity to analyze and share thoughts on the project experience.** Please explain what type of reflection strategies (e.g. written assignments, small group discussion, class discussion, visual art) will be required in the course.
2. **Reciprocity is defined as a mutually beneficial exchange between MSU and its community partners.** What potential partners do you envision for the course? Please describe how the proposed community-engaged learning project will be mutually beneficial for the students and the community partner.
3. **Dissemination is the sharing of information obtained in a community-engaged project with the community partner, the university, and/or the broader public. (e.g. presentations, executive summaries, survey feedback, scholarly publications, program/activity outputs)** Please address how project results are shared with the community partner, university, and/or the broader public.

Please indicate if you would like CCEL’s support in the following areas.

\_\_\_\_\_ Community-Engaged Learning Orientation

\_\_\_\_\_ Development of a survey to assess community-engaged learning effectiveness

**Please attach a copy of your syllabus** and any other relevant supporting documents. Note that the syllabus or supporting documents **MUST** **indicate**:

* how students will be prepared for their engagement experience using a community-engaged orientation
* that students will be graded on achievement of course objectives and not engagement hours alone

Browse

attach syllabus (.doc or .pdf)

attach supporting documents (.doc or .pdf)

Browse

attach supporting documents (.doc or .pdf)

Browse

***If you need assistance completing this form or would like support in developing your community-engaged learning course, please contact Michelle Garraway in the Center for Community-Engaged Learning (CCEL) via phone (662-325-2370) or email (michelle.garraway@msstate.edu).***

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**CEL Course Review Rubric**

This rubric will be used to review your community-engaged learning course proposal. Please use this checklist to be sure that your application and syllabus convey the following information to the committee:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Yes** | **No** | **Comment** |
| Students in the class provide a benefit to individuals, organizations, schools, businesses or other entities in the community. |  |  |  |
| There is a clear connection between the community engagement activity and the course content. |  |  |  |
| The community-engaged learning activities supports one or more course objectives. |  |  |  |
| The course requires reflection strategies and other appropriate assignments for the student to integrate community engagement with classroom instruction. |  |  |  |
| The application or syllabus describes a mutually beneficial relationship between university and community participants. |  |  |  |
| Application and/or syllabus details how project results are shared with the community partner, university, and/or the broader public. |  |  |  |
| Course includes orientation (in class or on-site) to prepare students for community-engaged learning experience. |  |  |  |
| Grade will be given for achievement of course objectives not just for completing a set number of community-engaged learning hours. |  |  |  |