

## How To Register Classes as GSELS Designated in the Changemaker Hub

These instructions show you the new process for registering GSELS classes, effective as of the Fall 2023 term.





# Step 1: Log in to the Changemaker Hub

• Log in to the Hub using your MDC credentials (MDC email and password): https://changemakerhub.mdc.edu/



• Click on the drop-down menu and then click on "Log In"

| Miami Dade<br>College          |  |                                      | English • | Explore | List Event | Add Impact | Sign Up | Log in |
|--------------------------------|--|--------------------------------------|-----------|---------|------------|------------|---------|--------|
| Make an<br>Log Long your MD    | Log In<br>State of plan some state<br><b>State of the NDC</b><br>Changemark His ultifiant and passed<br>State more options v           |                                      |           |         |            |            |         |        |
| powered by <b>O. GivePulse</b> | Learn more about GivePulse<br>Support Center / FAQ<br>GivePulse Carsers (We Are Hiring!)<br>23 by GivePulse, Inc. All rights reserved. | Privacy Policy<br>Terms & Conditions |           |         |            |            |         |        |
|                                |  |                                      |           |         |            |            |         |        |

Click on the blue button "Log in via MDC" and sign in using your MDC credentials

# Step 2: Find your class dashboard



Go back to the same drop-down menu where you signed in, and now click on "Dashboard." This takes you to your dashboard where you can access all your classes, impacts, and more.

| Miami Dade<br>College                         |  | Explore List Manage A                              | ctivity 🙆 🗸 EN 🔇 |
|---|--|--|------------------|
| Overview / Closses<br>My E<br>Overview        |  |  |                  |
| Classes<br>Search                             |  |  | Need Help?       |
| Term  |  |  | 57<br>Groups     |
| Spring 2024 Fall 2023 Summer 2023 Soring 2023 | on&Comm - TuTh 09:50am - 11:05am<br>-2286  | Admin<br>Add Impoct<br>Message<br>More Options     |                  |
| Fall 2022 Apply Clear                         | on&Comm - TuTh 11:15am - 12:30pm<br>-11662 | Admin<br>Add Impact<br>Wessage<br>The Options      |                  |
| Adv Co<br>ENC230                              | mposition&Comm (206947)<br>00   2243-11282 | Admin<br>Add Impact<br>Message<br>The More Options |                  |
| Adv Co  | mposition&Comm (206947)<br>00   2233-5234  | Admin<br>(+) Add Impoct                            |                  |

 Click on the "classes" tab. Here you will find all of your classes listed and can sort by "term" or "causes" (which allows you to see which classes are already GSELS-related or GSELS-focused).

# Step 3: Edit your class page

| Miami Dade<br>College |   | Explore List Manage Activity 🚺 🗸 EN   |
|-----------------------|---|---|
|                       | MDC Changemaker Hub / Kendall / Classes / 1 Yr Basic Army Rotc_   |   |
|                       | 1Yr Basic Army Rotc (209033)         People         10         Hore       Events       People         D                               | Joining Disabled Affiliate  |
|                       | About 1 Yr Basic Army Rotc Course Information Title and ID MSL1001 209033: 1 Yr Basic Army Rotc - TuTh 01:00pm - 01:50pm, (2227-3754) | Contacts<br>Dominique Adam<br>Prevery Admentational<br>Prevery Admentational<br>Typer Doughty<br>Faculty<br>Message |
|                       | Jennestens Full EVEE  | People  |
|                       | Opportunities 🗮 🛱 🕄   | S J C L M   |
|                       | Search by keywords and filters  |   |

• Click on the blue "Manage" tab on the upper left side of your class screen.

| Miami Dade<br>College   |  | Explore List Manage Activity 🚺 🗸 EN  |
|---|--|--|
|   | MDC Changemaker Hub / Kendall / Classes / 1 Yr Basic Army Rotc   |  |
| Edit<br>Edit<br>Manage bylers<br>Manage Impacts<br>Add User<br>Add Event<br>Add Event | 1Yr Basic Army Rotc (209033)       Lease         People       10         More       Events       People         10       Discussions                                 | 2 Disabled Affiliate <   |
|   | About<br>1 Yr Basic Army Rotc<br>Course Information<br>Title and ID MSL1001209033: 1 Yr Basic Army Rotc - TuTh 01:00pm - 01:50pm, (2227-3754)<br>Semesters Fall 2022 | Contacts  Contingue Adam Provey Assistance Message  T T T Very Page  Page Page |
|   | Opportunities 📃 🏭 🛱 🗞  |  |

• Click on "Edit."

## Step 4: Update your class causes

| MDC Changemaker Hub / Kendall / Clas | ises / 1 Yr Basic Army / Update |  |                             |                            |   |
|--------------------------------------|---------------------------------|--|-----------------------------|----------------------------|---|
| 1 Yr Basic Army Rotc (209033) 🗸      | This course is synced via a     | a nightly job. Certain fields and roster | s can only be updated via t | that process.              |   |
| OS Manage                            |                                 | $\sim$                                   | _                           |                            |   |
| Edit Class                           | Basic Info Course Info          | Logos Causes SDGs                        | Links Additional Contai     | cts                        |   |
| View Public Page                     | Name *                          | Your Desired Course(209033)              |                             |                            |   |
| OS Customize *                       |                                 |  |                             |                            |   |
|                                      | Administrator *                 | Dominique Adam                           | • [                         | Display Full Name          | ~ |
| Lusers *                             |                                 | Select the primary administrator for th  | is class. Go HERE to add ad | ministrators to your class |   |
| Events *                             | Instructors/Faculty             | Tvier Doughty                            |                             | ~                          |   |
| \$ Giving *                          | instructors/r acony             | spar scorging                            |                             | ~                          |   |
| 🙆 Impacts 👻                          |                                 |  |                             | ~                          |   |
| 🞓 Academia *                         | 26                              |  |                             |                            |   |
| ▲ Network *                          | Phone                           |  |                             |                            |   |
| * Badging *                          | Description *                   | B I - :≣ }                               | ≣ 8% ©                      | ⊞~ ↔                       |   |
| III Surveys -                        |                                 |  |                             |                            |   |
| Internships *                        |                                 |  |                             |                            |   |
| T Points *                           |                                 |  |                             |                            |   |
|                                      |                                 |  |                             |                            |   |

• From the "Edit" screen, you will find several features you can customize per your specific needs. For GSELS classes, click on the "Causes" tab.

| O <sub>o</sub> Manage |   |  |  |
|-----------------------|---|--|--|
|                       | Basic Info Course Info Logos Causes                       | SDGs Links Additional Contacts                       |  |
| View Public Page      | Which causes does your organization support?              |  |  |
| ©© Customize -        | You may not be an NPO, but your organization can affect r | nany causes. Please select those causes you support. |  |
|                       | Advocacy  | Animals  | GSELS Criterion 11: Analyze the interdependence of             |
| Lusers ▼              | Financial Assistance                                      | Conservation   | society, cultural diversity, the economy, and the environment. |
| 🛗 Events 👻            | Food Insecurity, Hunger                                   | Environment  | GSELS Criterion 12: Describe how ethics influences             |
| ¢ China -             | General Advocacy  | Environmental Education                              | poverty, the environment, and health in society.               |
| \$ Owing              | Human Rights  | □ Sustainability                                     | GSELS Criterion 13: Compare the impact of different            |
| Impacts •             | Legal Services  | Water Conservation                                   | human actions and attitudes on global sustainability and       |
| 🕿 Academia 👻          | Marginalized Populations                                  |  | ecosystems.  |
|                       | Poverty & Basic Needs                                     | General Services                                     | GSELS-Focused  |
| A Network -           | Race & Ethnicity  |  | GSELS-Related  |
|                       | Social Justice  |  | □ Jaffer Institute Programming                                 |
| * Badging ~           | Voter Registration And Education                          |  | Voter Engagement Education                                     |
| III Surveys ◄         | Arts, Culture, and Sport                                  | Non-Profit Business Services                         | Professional Development                                       |
|                       | Carts & Culture   |  | Computers & Technology   |
| In monompo -          | Media & Broadcasting                                      | Clinical Services                                    | Employment   |
| Points                | Politics  | Dentel Services                                      | Entrepreneurial Training                                       |
| E Resources -         | Sports & Recreation                                       |  | Leadership Development   |
|                       | Children & Youth  | Montal Health Services                               | Professional Development                                       |
| ▲ More Tools ▼        | Children & Youth  |  | Research   |
|                       | Mentor  |  | Student Fieldwork  |
| \$ Payments -         |   | Special Needs  | ─ Workforce Development  |
| 🖽 Billing 👻           | Education   | Other  | C  |
|                       |   | Academic Service-Learning - Optional                 | Vulnerable Populations   |
|                       |   | Academic Service-Learning - Required                 |  |
|                       | General Education   | Civic Action Scorecard - Ontional                    | Gender   |

• From the "Causes" tab, you will find several causes you may choose to assign to your class. From here you may also specify if your class will incorporate academic service-learning and/or the Civic Action Scorecard.

# Step 5: Designate your class as GSELS-Focused or GSELS-Related

| ou may not be an NPO, but your organization can affect many causes. Please select the | se causes you support.   |  |
|---|--|--|
| dvocacy   | Environmental Education  | GSELS Criterion 11: Analyze the interdependence of society, cultural diversity, the economy, and the     |
| ) Financial Assistance  | Sustainability   | environment.   |
| ) Food Insecurity, Hunger   | Water Conservation   | GSELS Criterion 12: Describe how ethics influences poverty, the environment, and health in society.      |
| ) General Advocacy  | General Services   | GSELS Criterion 13: Compare the impact of different human actions and attitudes on global sustainabil    |
| ) Human Rights  | Civic Engagement   | and ecosystems.  |
| ) Legal Services  | Community  | GSELS Criterion 14: Contrast business practices and economic models and their impact on global           |
| ) Marginalized Populations  | Faith-Based  | sustainability.  |
| Poverty & Basic Needs   | □ International  | GSELS Criterion 15: Explain the precautionary principle and how it can prevent unintended                |
| Race & Ethnicity  | Non-Profit Business Services   | consequences on human and ecological systems.  |
| ) Social Justice  |  | GSELS Criterion 16: Examine democratic principles that promote peace and global sustainability.          |
| Voter Registration And Education  | Health Services  | GSELS Criterion 17: Apply knowledge and skills to engage in behavior that fosters global sustainability. |
| rts. Culture. and Sport   | U Clinical Services  | GSELS Criterion 18: Participate in service-learning or other civic actions that model sustainability and |
| Arts & Culture  | Dental Services  | resilience.  |
| Media & Broadcasting  | Health   | Jaffer Institute Programming   |
| Politics  | Mental Health Services   | Unify America Challenge  |
| Shorts & Recreation   | <ul> <li>Nutrition</li> </ul>  | Voter Engagement Education   |
|   | Special Needs  | Derfamilieren Derenieren et  |
| hildren & Youth   | Other  | Protessional Development   |
| ) Children & Youth  | Academic Service-Learning Class: Optional  |  |
| ) Mentor  | Academic Service-Learning Class: Required  |  |
| ducation  | Civic Action Scorecard Class: Optional   | Entrepreneunal Training  |
| College Readiness   | Civic Action Scorecard Class: Required   | Leadership Development   |
| Early Childhood Education   |  | Professional Development   |
| General Education   | GSELS Class: Englised  | Research   |
| ] Leadership Education  | GSELS Class: Related   | Student Fieldwork  |
| ] Literacy  | GSELS common U1: Explain the principles and ethical implications of the Earth Charte   | Workforce Development  |
| STEM  | GSELS Oritarian 02: Describe the roles of personal and social responsibility in securing   | n Farth's resources Vulnerable Populations   |
| Tutor   | OOLCO Citerion 02. Describe the roles of personal and social responsibility in security     and beauty for present and future executions | Domestic Violence  |
|   | GSELS Optimize 02: Defend the rights to display and health of all living beings and/or the   | he securitary in Gender  |
| Disector Deller   | Occus one on os. Detend the rights to dignity and realth of an inving beings and of a  | Homeless & Housing   |
| ) Disaster Relier   | which they are embedded.   | □ Immigrants & Refugees  |
| ) Emergency & Satety  | GSELS Criterion 04: Explain now respect for Earth and biodiversity is essential for hun<br>built   | nan and ecological Incarcerated Formerly Incarcerated  |
| invironmental   | nearn.   | Indiaenous Peoples & Communities   |
| Animals   | GSELS Criterion 0b: Explain how cultural diversity, inclusion, compassion, nonviolence   | and peace are I GRTQ+  |
| Conservation  | critical for global sustainability.  |  |
| ) Environment   | GSELS Criterion 08: Outline the history of Earth, the evolution of life, and humanity's p  | lace in this Order Addits  |
|   | timeline.  | Creation Switch Disabilities   |
|   | GSELS Criterion 07: Analyze situations and issues from a holistic systems thinking per   | rspective.   |
|   | <ul> <li>GSELS Criterion 08: Explain how biomimicry can inform resilient, sustainable solutions</li> </ul>                               | s. U veterans & mintary Families   |
|   | GSELS Criterion 09: Consider how access to education, healthcare and economic pro-   | sperity are Utitim Services  |
|   | important for global sustainability.   |  |
|   | GSELS Criterion 10: Illustrate how uncontaminated air, water, and soil are fundamenta  | al to healthy  |
|   | accesseme  |  |

• From the "Causes" screen, select either "GSELS Class Focused" or "GSELS Class Related" to designate your class as GSELS-Focused or GSELS-Related.

#### <u>REMINDERS:</u>

*GSELS-Related classes include one module or major lesson plan that incorporates GSELS content. GSELS-Focused classes present the entire class through the lens of sustainability and Earth Literacy.* 

# Step 6: Select your GSELS criteria

| may not be an NPO, but your organization can affect many causes. Please select those co | auses you support.  |   |
|---|---|---|
| rocacy  | Environmental Education   | GSELS Criterion 11: Analyze the interdependence of society, cultural diversity, the economy, and the                        |
| Financial Assistance  | <ul> <li>Sustainability</li> </ul>  | environment.  |
| Food Insecurity, Hunger   | Water Conservation  | GSELS Criterion 12: Describe how ethics influences poverty, the environment, and health in society.                         |
| Beneral Advocacy  | Ganaral Sanúnas   | <ul> <li>GSELS Criterion 13: Compare the impact of different human actions and attitudes on global sustaina</li> </ul>      |
| luman Rights  | Civic Engagement  | and ecosystems.   |
| .egal Services  | Community   | GSELS Criterion 14: Contrast business practices and economic models and their impact on global                              |
| Marginalized Populations  | Faith-Based   | sustainability.   |
| Poverty & Basic Needs   |   | GSELS Criterion 15: Explain the precautionary principle and how it can prevent unintended                                   |
| Race & Ethnicity  | Non-Perfit Rusiness Services  | consequences on human and ecological systems.   |
| Social Justice  |   | <ul> <li>GSELS Criterion 18: Examine democratic principles that promote peace and global sustainability.</li> </ul>         |
| /oter Registration And Education  | Health Services   | <ul> <li>GSELS Criterion 17: Apply knowledge and skills to engage in behavior that fosters global sustainability</li> </ul> |
| Culture, and Sport  | Cinical Services  | GSELS Criterion 18: Participate in service-learning or other civic actions that model sustainability and                    |
| krts & Culture  | <ul> <li>Dental Services</li> </ul>   | (Base)  |
| /edia & Broadcasting  | Health  | Jaffer Institute Institute  |
| Politics  | Mental Health Services  | Unify America Challenge   |
| Souts & Recreation  | <ul> <li>Nutrition</li> </ul>   | Voter Engagement Education  |
|   | Special Needs   | Breferringal Douglasment  |
| Idren & Youth   | Other   | Computers & Technology  |
| unioren a routh   | Academic Service-Learning Class: Optional   | Employment  |
| Ventor  | Academic Service-Learning Class: Required   | Entropyment     Entropyment   |
| ication   | <ul> <li>Civic Action Scorecard Class: Optional</li> </ul>  | C Londenskie Reinforment  |
| College Readiness   | <ul> <li>Civic Action Scorecard Class: Required</li> </ul>  | Development     Development   |
| Early Childhood Education   | CLDE-focused PBL  | Protessional Development  |
| Seneral Education   | GSELS Class cossed  | Research  |
| eadership Education   | GPL o Class: Related  | U Student Fieldwork   |
| iteracy   | GSELS Criterion 01: Explain the principles and ethical implications of the Earth Charte                     | Workforce Development   |
| STEM  | GSELS Criterion 02: Describe the roles of personal and social responsibility in securin                     | g Earth's reactives Vulnerable Populations  |
| lutor   | and beauty for present and future generations.  | Domestic Violence   |
| ercencies   | GSELS Criterion 03: Defend the rights to dignity and health of all living beings and/or t                   | he ecosystems in Gender   |
| Disaster Relief   | which they are embedded.  | Complete & Housing  |
| Emergency & Safety  | <ul> <li>GSELS Criterion 04: Explain how respect for Earth and biodiversity is essential for hun</li> </ul> | nan and ecological Interiorants & Refugees  |
| increased.  | health.   | Incluserated, Formerly Incarcerated   |
| in crimental  | GSELS Criterion 05: Explain how cultural diversity, inclusion, compassion, nonviolence                      | and peace are Indianous Peoples & Communities   |
| viintars<br>Seese set   | critical for global sustainability.   |   |
|   | GSELS Criterion 08: Outline the history of Earth, the evolution of life, and humanity's p                   | lace in this Older Adults   |
| nvironment  | timeline.   | P sons with Disabilities  |
|   | GSELS Criterion 07: Analyze situations and issues from a holistic systems thinking per                      | rspective. Decual Assault   |
|   | GSELS Criterion 08: Exclain how biomimicry can inform resilient, sustainable solutions                      | Veterans & Miltary Families   |
|   | GSELS Criterion 09: Consider how access to education, healthcare and economic non                           | sperity are Victim Services   |
|   | important for olobal sustainability.  |   |
|   | SSELS Oriterion 10: Illustrate how upcontaminated air water, and soil are fundamenta                        | d ter withy   |

• While you are in the "Causes" tab, please also select your class's GSELS criteria by checking the appropriate boxes. <u>REMINDER:</u>

GSELS classes must include a minimum of 3 of the 18 GSELS criteria.

 Once you have selected 3 or more GSELS criteria for your class, scroll down to and click on the blue "Update" button to save your changes.

| Disaster Relef     Encyconerata     Conservation     Conservation     Conservation     Environment  | GELS Criterion 03. Defend the rights to dignity and health of all king beings<br>and/or the accorptions in which they are embedded.<br>GELS Drittion 04. Explain how rejected the time and biodiversity is<br>escential for human and ecological health.<br>GELS Drittion 05. Explain how cancels the time and they<br>official particular development of the evolution of tile, and<br>humanly place in the templane and evolve of the evolution of tile, and<br>humanly place in the templane<br>of SELS. Ortherion 05. Explain the control the evolution of tile, and<br>humanly place in the templane<br>of SELS Criterion 07. Analyze situations and issues from a holdiscl systems<br>binding paraportice.<br>OSELS Criterion 06. Explain how access to elucation, healthcre and<br>exonomic properlym a emotivation to going activationability.<br>OSELS Criterion 07. Unalyze an emotivat to going activationability.<br>OSELS Criterion 09. Explain how access to elucation, healthcre and<br>exonomic properlym a emotivation to going activationability.<br>OSELS Criterion 09. Biostrate how uncontaminated air, water, and soli are<br>Indiamental to healthy ecosystems. | Wenerate Productions         Oexdet           Oexdet         Oexdet           Insurance         Setting           Insurantel, Formeny incarcented         Indepense Prepares           OGER Adults         Communities           OGER Adults         Setting           Versions with Deabilities         Security Assault           Versions version         Versions versions           Versions version         Versions versions |
|---|--|---|
| Who will this serve?         Girls and Boys (16 tr 11 years old)         Addressmits (12 to 77 years old)         Variaup Fleegles (16 to 24 years old)         Older Adult (24 to 89 years old)         Older Adult (24 set) graam older)         Society in General         Anneats | Berefits what gender?<br>  Agender<br>  Famile<br>  Male<br>  Go Brany<br>  Cother<br>  assender of Thomasculine<br>  Transitionian of Transmissuline<br>  Transmissuline<br>  Transmissuline<br>  Device Trid to Jensor<br>  Liputen  | Service Type Volatering Service Lawring Service Lawring Service Lawring Service Lawring Service Lawring Service Lawring Secul Innovation  |

Congratulations! You have just registered your GSELS-designated class!

- After completing the last step, you have successfully registered this GSELS class. The whole process should only take a few minutes.
- Please note that this process must be completed for each class you would like to designate as GSELS-Focused or GSELS-Related.
- Registering your GSELS classes enables us to track students' progress in the GSELS program. If you do not register your classes, your students cannot be recognized as GSELS Scholars.

# **GSELS** Information

#### For assistance or questions regarding GSELS and registering GSELS-designated classes, please contact the following:

## **GSELS** Campus Coordinators

Hialeah Campus Karen Alvarez Delfin GSELS Faculty Liaison kalvare2@mdc.edu

### North Campus

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#### Homestead Campus Nia Madison GSELS Faculty Liaison mmadison@mdc.edu

## Padrón Campus

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#### Kendall Campus Netiva Kolitz EEI Program Professional nkolitz@mdc.edu

## West Campus

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## Medical Campus

Mike Matthews EEI Collegewide Director mmatthew@mdc.edu

## Wolfson Campus

Logan Saucer GSELS Faculty Liaison Isaucer@mdc.edu

For more general information on GSELS, please visit the Earth Ethics Institute website at <u>www.earthethicsinstitute.org</u>

