

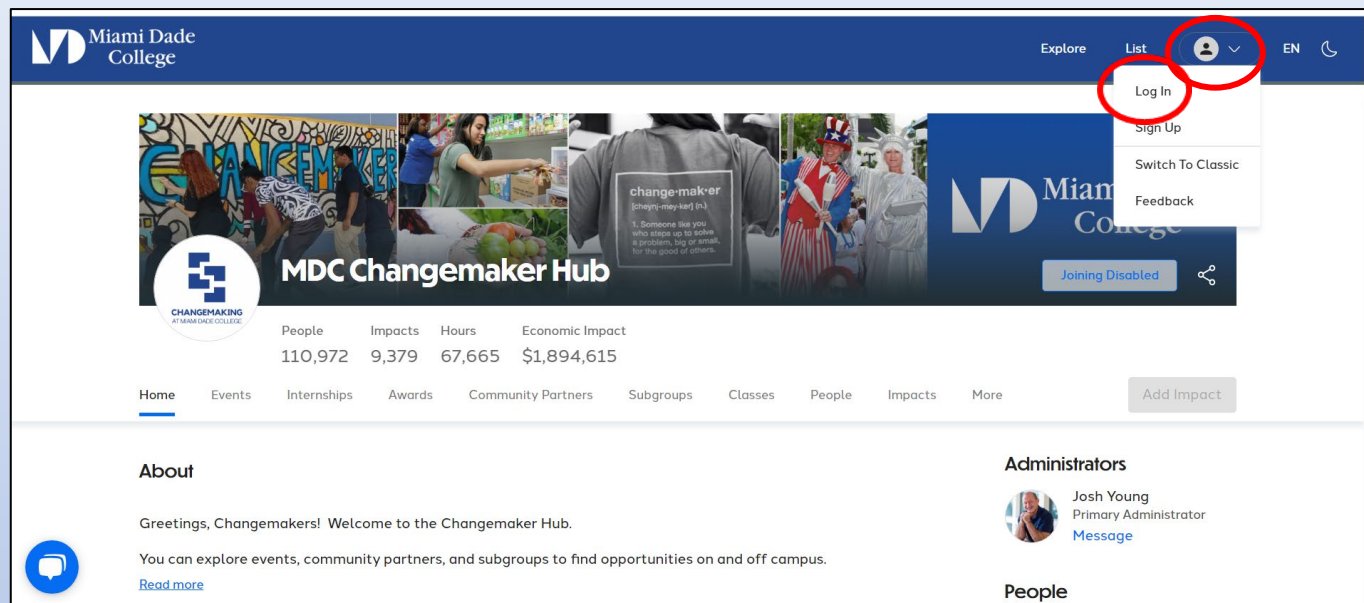


How To Register Classes as GSELS Designated in the Changemaker Hub

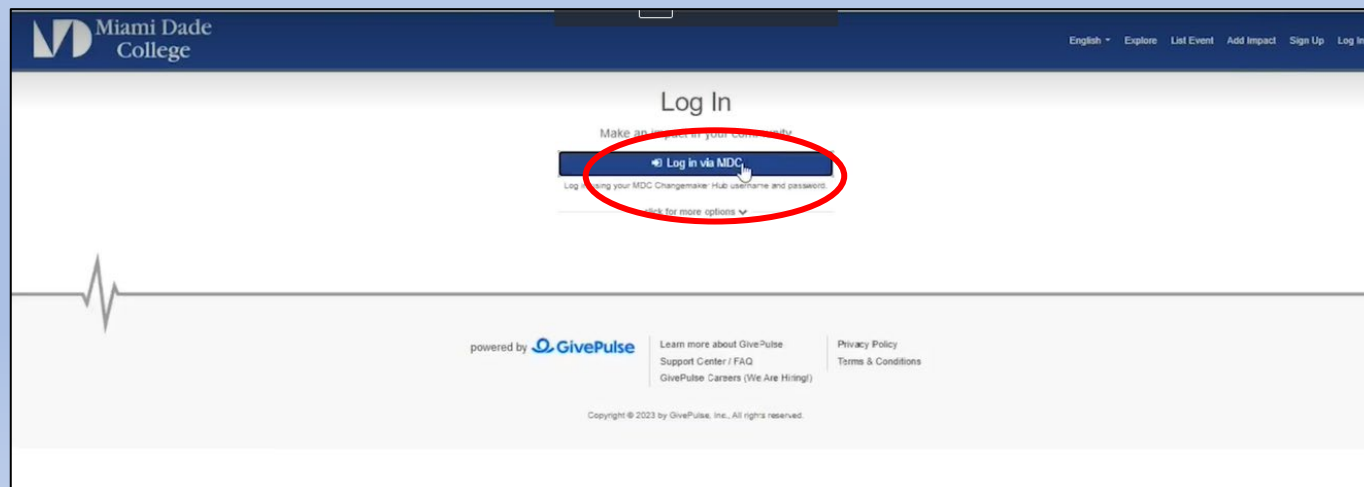
These instructions show you the new process for
registering GSELS classes, effective as of the Fall 2023 term.

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/>

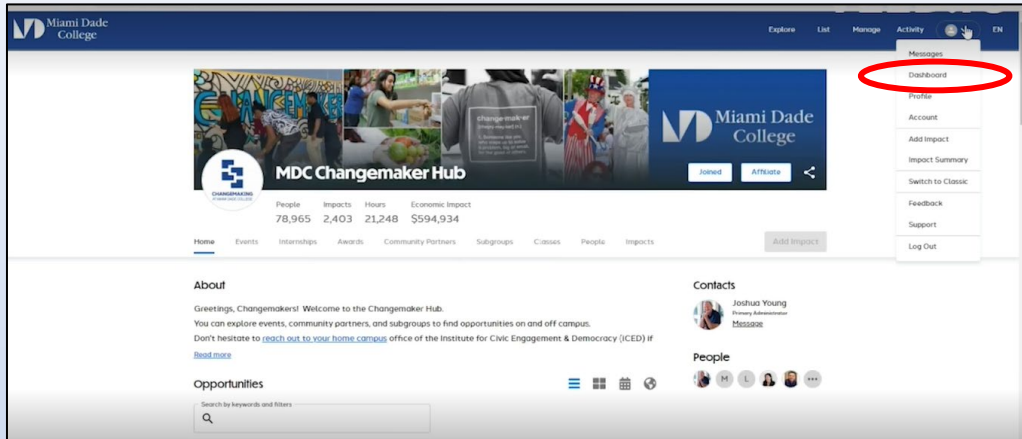


- Click on the drop-down menu and then click on “Log In”

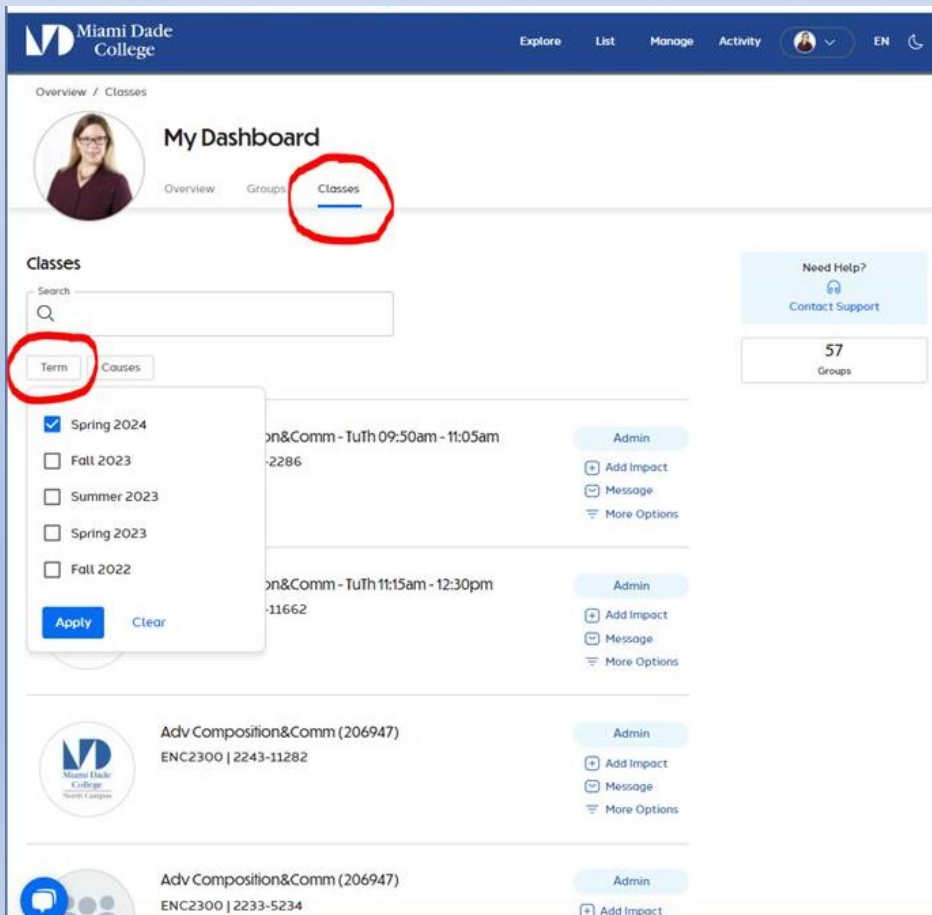


- Click on the blue button “Log in via MDC” and sign in using your MDC credentials

Step 2: Find your class dashboard

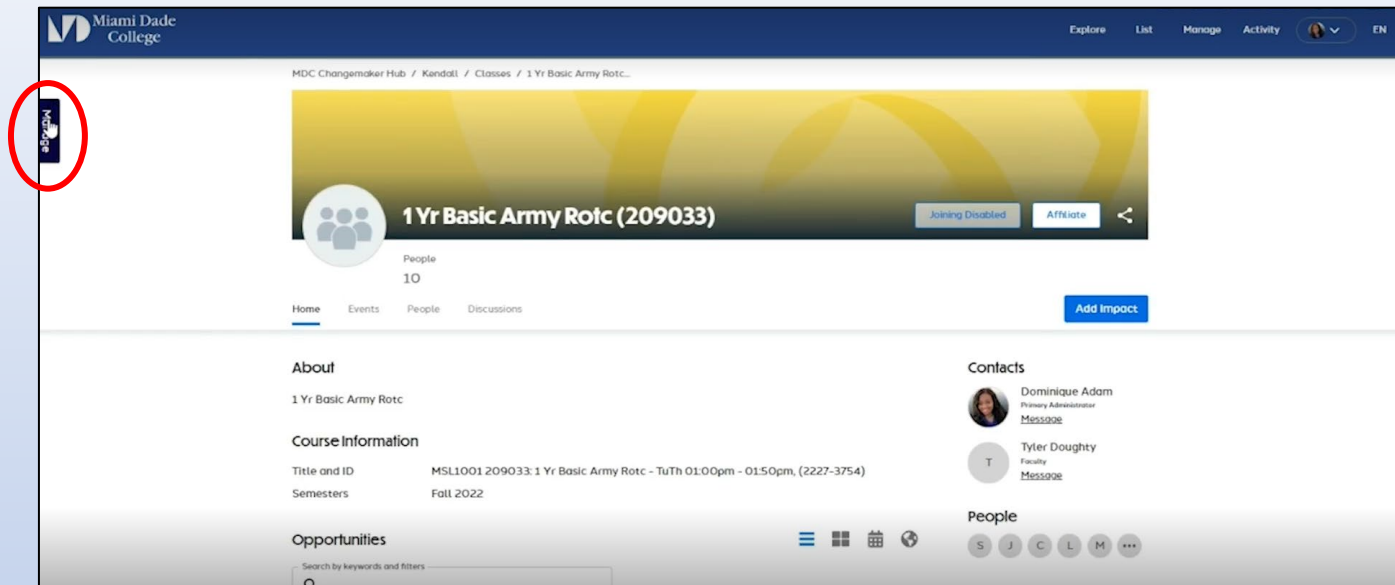


- Go back to the same drop-down menu where you signed in, and now click on “Dashboard.” This takes you to your dashboard where you can access all your classes, impacts, and more.

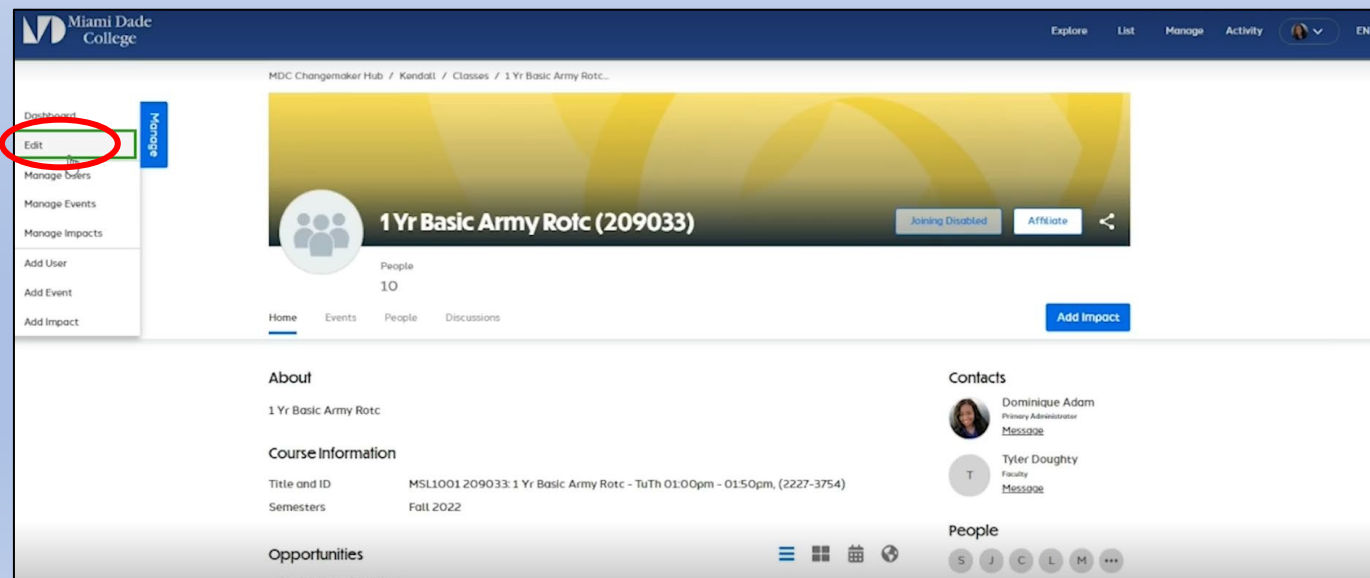


- Click on the “classes” tab. Here you will find all of your classes listed and can sort by “term” or “causes” (which allows you to see which classes are already GSELS-related or GSELS-focused).

Step 3: Edit your class page

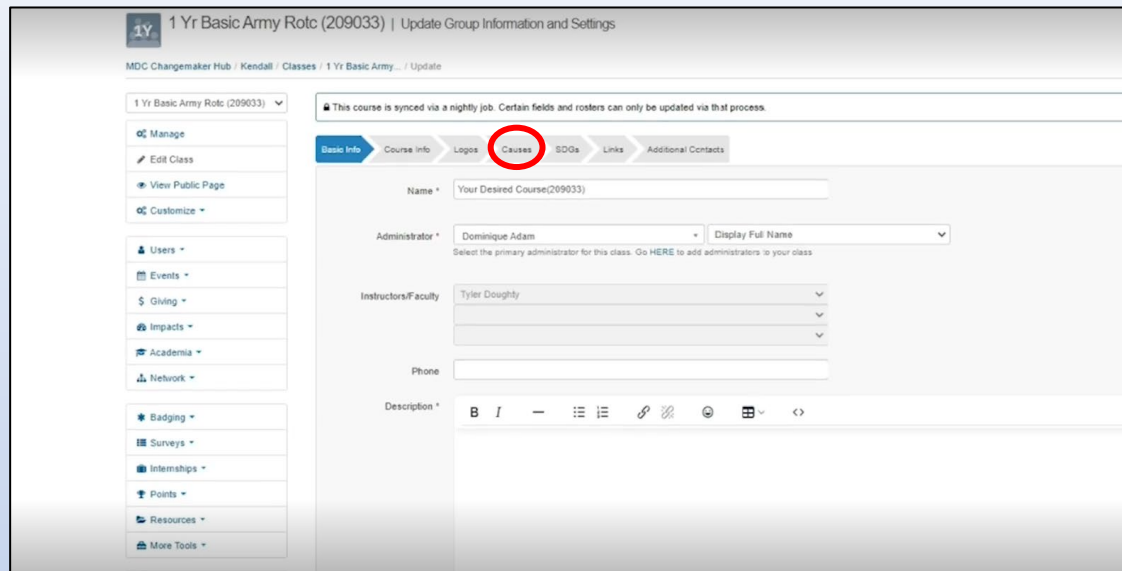


- Click on the blue “Manage” tab on the upper left side of your class screen.

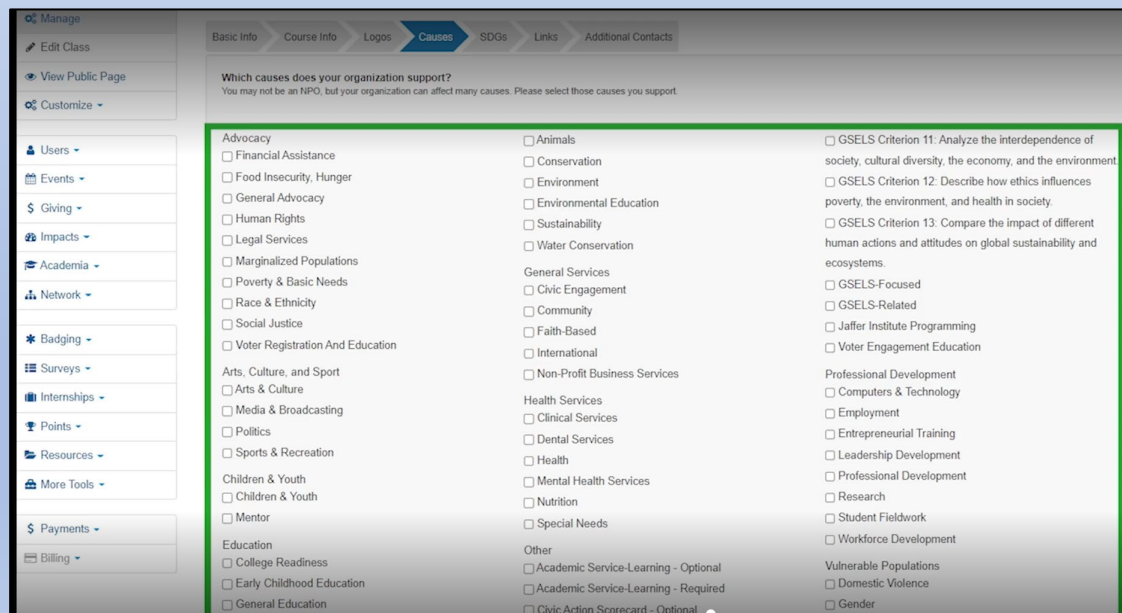


- Click on “Edit.”

Step 4: Update your class causes



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



- 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

Which causes does your organization support?
You may not be an NPO, but your organization can affect many causes. Please select those causes you support.

<input type="checkbox"/> Advocacy	<input type="checkbox"/> Environmental Education	<input type="checkbox"/> GSELS Criterion 11: Analyze the interdependence of society, cultural diversity, the economy, and the environment.
<input type="checkbox"/> Financial Assistance	<input type="checkbox"/> Sustainability	<input type="checkbox"/> GSELS Criterion 12: Describe how ethics influences poverty, the environment, and health in society.
<input type="checkbox"/> Food Insecurity, Hunger	<input type="checkbox"/> Water Conservation	<input type="checkbox"/> GSELS Criterion 13: Compare the impact of different human actions and attitudes on global sustainability and ecosystems.
<input type="checkbox"/> General Advocacy	General Services	<input type="checkbox"/> GSELS Criterion 14: Contrast business practices and economic models and their impact on global sustainability.
<input type="checkbox"/> Human Rights	<input type="checkbox"/> Civic Engagement	<input type="checkbox"/> GSELS Criterion 15: Explain the precautionary principle and how it can prevent unintended consequences on human and ecological systems.
<input type="checkbox"/> Legal Services	<input type="checkbox"/> Community	<input type="checkbox"/> GSELS Criterion 16: Examine democratic principles that promote peace and global sustainability.
<input type="checkbox"/> Marginalized Populations	<input type="checkbox"/> Faith-Based	<input type="checkbox"/> GSELS Criterion 17: Apply knowledge and skills to engage in behavior that fosters global sustainability.
<input type="checkbox"/> Poverty & Basic Needs	<input type="checkbox"/> International	<input type="checkbox"/> GSELS Criterion 18: Participate in service-learning or other civic actions that model sustainability and resilience.
<input type="checkbox"/> Race & Ethnicity	<input type="checkbox"/> Non-Profit Business Services	<input type="checkbox"/> Jaffer Institute Programming
<input type="checkbox"/> Social Justice	Health Services	<input type="checkbox"/> Unity America Challenge
<input type="checkbox"/> Voter Registration And Education	<input type="checkbox"/> Clinical Services	<input type="checkbox"/> Voter Engagement Education
Arts, Culture, and Sport	<input type="checkbox"/> Dental Services	Professional Development
<input type="checkbox"/> Arts & Culture	<input type="checkbox"/> Health	<input type="checkbox"/> Computers & Technology
<input type="checkbox"/> Media & Broadcasting	<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Employment
<input type="checkbox"/> Politics	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Entrepreneurial Training
<input type="checkbox"/> Sports & Recreation	<input type="checkbox"/> Special Needs	<input type="checkbox"/> Leadership Development
Children & Youth	Other	<input type="checkbox"/> Professional Development
<input type="checkbox"/> Children & Youth	<input type="checkbox"/> Academic Service-Learning Class: Optional	<input type="checkbox"/> Research
<input type="checkbox"/> Mentor	<input type="checkbox"/> Academic Service-Learning Class: Required	<input type="checkbox"/> Student Fieldwork
Education	<input type="checkbox"/> Civic Action Scorecard Class: Optional	<input type="checkbox"/> Workforce Development
<input type="checkbox"/> College Readiness	<input type="checkbox"/> Civic Action Scorecard Class: Required	<input type="checkbox"/> Vulnerable Populations
<input type="checkbox"/> Early Childhood Education	<input type="checkbox"/> Environmental Education	<input type="checkbox"/> Domestic Violence
<input type="checkbox"/> General Education	<input type="checkbox"/> GSELS Class: Focused	<input type="checkbox"/> Gender
<input type="checkbox"/> Leadership Education	<input type="checkbox"/> GSELS Class: Related	<input type="checkbox"/> Homeless & Housing
<input type="checkbox"/> Literacy	<input type="checkbox"/> GSELS Criterion 01: Explain the principles and ethical implications of the Earth Charter.	<input type="checkbox"/> Immigrants & Refugees
<input type="checkbox"/> STEM	<input type="checkbox"/> GSELS Criterion 02: Describe the roles of personal and social responsibility in securing Earth's resources and beauty for present and future generations.	<input type="checkbox"/> Incarcerated, Formerly Incarcerated
<input type="checkbox"/> Tutor	<input type="checkbox"/> GSELS Criterion 03: Defend the rights to dignity and health of all living beings and/or the ecosystems in which they are embedded.	<input type="checkbox"/> Indigenous Peoples & Communities
Emergencies	<input type="checkbox"/> GSELS Criterion 04: Explain how respect for Earth and biodiversity is essential for human and ecological health.	<input type="checkbox"/> LGBTQ+
<input type="checkbox"/> Disaster Relief	<input type="checkbox"/> GSELS Criterion 05: Explain how cultural diversity, inclusion, compassion, nonviolence and peace are critical for global sustainability.	<input type="checkbox"/> Older Adults
<input type="checkbox"/> Emergency & Safety	<input type="checkbox"/> GSELS Criterion 06: Outline the history of Earth, the evolution of life, and humanity's place in this timeline.	<input type="checkbox"/> Persons with Disabilities
Environmental	<input type="checkbox"/> GSELS Criterion 07: Analyze situations and issues from a holistic systems thinking perspective.	<input type="checkbox"/> Sexual Assault
<input type="checkbox"/> Animals	<input type="checkbox"/> GSELS Criterion 08: Explain how biomimicry can inform resilient, sustainable solutions.	<input type="checkbox"/> Veterans & Military Families
<input type="checkbox"/> Conservation	<input type="checkbox"/> GSELS Criterion 09: Consider how access to education, healthcare and economic prosperity are important for global sustainability.	<input type="checkbox"/> Victim Services
<input type="checkbox"/> Environment	<input type="checkbox"/> GSELS Criterion 10: Illustrate how uncontaminated air, water, and soil are fundamental to healthy ecosystems.	

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

REMINDERS:

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

Which causes does your organization support?
You may not be an NPFC, but your organization can affect many causes. Please select these causes you support.

Advocacy
 Financial Assistance
 Food Insecurity, Hunger
 General Advocacy
 Human Rights
 Legal Services
 Marginalized Populations
 Poverty & Basic Needs
 Race & Ethnicity
 Social Justice
 Voter Registration And Education

Arts, Culture, and Sport
 Arts & Culture
 Media & Broadcasting
 Politics
 Sports & Recreation

Children & Youth
 Children & Youth
 Mentor

Education
 College Readiness
 Early Childhood Education
 General Education
 Leadership Education
 Literacy
 STEM
 Tutor

Emergencies
 Disaster Relief
 Emergency & Safety

Environmental
 Animals
 Conservation
 Environment

Environmental Education
 Sustainability
 Water Conservation

General Services
 Civic Engagement
 Community
 Faith-Based
 International
 Non-Profit Business Services

Health Services
 Clinical Services
 Dental Services
 Health
 Mental Health Services
 Nutrition
 Special Needs

Other
 Academic Service-Learning Class: Optional
 Academic Service-Learning Class: Required
 Civic Action Scorecard Class: Optional
 Civic Action Scorecard Class: Required
 OLDE-focused PBL
 GSELS Criteria: Selected

LEARNING CRITERIA: Related
 GSELS Criterion 01: Explain the principles and ethical implications of the Earth Charter.
 GSELS Criterion 02: Describe the roles of personal and social responsibility in securing Earth's resources and beauty for present and future generations.
 GSELS Criterion 03: Defend the rights to dignity and health of all living beings and/or the ecosystems in which they are embedded.
 GSELS Criterion 04: Explain how respect for Earth and biodiversity is essential for human and ecological health.
 GSELS Criterion 05: Explain how cultural diversity, inclusion, compassion, nonviolence and peace are critical for global sustainability.
 GSELS Criterion 06: Outline the history of Earth, the evolution of life, and humanity's place in this timeline.
 GSELS Criterion 07: Analyze situations and issues from a holistic systems thinking perspective.
 GSELS Criterion 08: Explain how biomimicry can inform resilient, sustainable solutions.
 GSELS Criterion 09: Consider how access to education, healthcare and economic prosperity are important for global sustainability.
 GSELS Criterion 10: Illustrate how uncontaminated air, water, and soil are fundamental to healthy ecosystems.

GSELS Criterion 11: Analyze the interdependence of society, cultural diversity, the economy, and the environment.
 GSELS Criterion 12: Describe how ethics influences poverty, the environment, and health in society.
 GSELS Criterion 13: Compare the impact of different human actions and attitudes on global sustainability and ecosystems.
 GSELS Criterion 14: Contrast business practices and economic models and their impact on global sustainability.
 GSELS Criterion 15: Explain the precautionary principle and how it can prevent unintended consequences on human and ecological systems.
 GSELS Criterion 16: Examine democratic principles that promote peace and global sustainability.
 GSELS Criterion 17: Apply knowledge and skills to engage in behavior that fosters global sustainability.
 GSELS Criterion 18: Participate in service-learning or other civic actions that model sustainability and responsible programming.

Jaffer Institute Programming
 Unify America Challenge
 Voter Engagement Education

Professional Development
 Computers & Technology
 Employment
 Entrepreneurial Training
 Leadership Development
 Professional Development
 Research
 Student Fieldwork
 Workforce Development

Vulnerable Populations
 Domestic Violence
 Gender
 Homeless & Housing
 Immigrants & Refugees
 Incarcerated, Formerly Incarcerated
 Indigenous Peoples & Communities
 LGBTQ+
 Older Adults
 Persons with Disabilities
 Sexual Assault
 Veterans & Military Families
 Victim Services

- While you are in the “Causes” tab, please also select your class's GSELS criteria by checking the appropriate boxes.

REMINDER:

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 Relief
 Emergency & Safety

Environmental
 Animals
 Conservation
 Environment

GSELS Criterion 03: Defend the rights to dignity and health of all living beings and/or the ecosystems in which they are embedded.
 GSELS Criterion 04: Explain how respect for Earth and biodiversity is essential for human and ecological health.
 GSELS Criterion 05: Explain how cultural diversity, inclusion, compassion, nonviolence and peace are critical for global sustainability.
 GSELS Criterion 06: Outline the history of Earth, the evolution of life, and humanity's place in this timeline.
 GSELS Criterion 07: Analyze situations and issues from a holistic systems thinking perspective.
 GSELS Criterion 08: Explain how biomimicry can inform resilient, sustainable solutions.
 GSELS Criterion 09: Consider how access to education, healthcare and economic prosperity are important for global sustainability.
 GSELS Criterion 10: Illustrate how uncontaminated air, water, and soil are fundamental to healthy ecosystems.

Vulnerable Populations
 Domestic Violence
 Gender
 Homeless & Housing
 Immigrants & Refugees
 Incarcerated, Formerly Incarcerated
 Indigenous Peoples & Communities
 LGBTQ+
 Older Adults
 Persons with Disabilities
 Sexual Assault
 Veterans & Military Families
 Victim Services

Who will this serve?
 Girls and Boys (0 to 11 years old)
 Adolescents (12 to 17 years old)
 Young People (18 to 24 years old)
 Adults (25 to 59 years old)
 Older Adults (60 years and older)
 Society in General
 Animals

Benefits what gender?
 Gender
 Female
 Male
 Non-Binary
 Other
 Transgender
 Transman or Transmasculine
 Transwoman or Transfeminine
 Prefer Not to Answer

Service Type
 Volunteering
 Social Service
 Service-Learning
 Social Entrepreneurship
 Traditional Entrepreneurship
 Social Innovation

[← Previous](#) [Update](#)

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

Homestead Campus

Nia Madison

GSELS Faculty Liaison

mmadison@mdc.edu

Kendall Campus

Netiva Kolitz

EEL Program Professional

nkolitz@mdc.edu

Medical Campus

Mike Matthews

EEL Collegewide Director

mmatthew@mdc.edu

North Campus

Stephen Nesvacil

EEL Program Professional

snesvaci@mdc.edu

Padrón Campus

Mark Tirpak

EEL Program Professional

mtirpak@mdc.edu

West Campus

Sarah Jacob

GSELS Faculty Liaison

sjacob@mdc.edu

Wolfson Campus

Logan Saucer

GSELS Faculty Liaison

lsaucer@mdc.edu

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

