Request for SLS Course Affiliation

Q1 Request for SLS Course Affiliation

Please complete the form in its entirety. It should take about 15 minutes. If your course becomes affiliated with SLS, we will use this information to advertise. You are encouraged to take a look at the SLS framework before you fill out the form. Re-affiliating your course? If you were previously affiliated with SLS and wish to re-affiliate for additional semesters, there is no need to complete this form. Please email Ruthie Yow, Service Learning and Partnerships Specialist, and let her know that you are re-affiliating your course and for which semester(s). In addition, please let us know if any information has changes (Course name, Course number, description, etc.)

Q2 Please complete the following:

- First Name: (1) ________________________________________________
- Last Name: (6) ________________________________________________
- Your Title: (2) ________________________________________________
- Your School/Unit/Organization (3) ________________________________
- Email: (4) ________________________________________________
- Phone: (5) ________________________________________________
Q3 Your Course Title

Q4 Course Number (if cross listed, provide all numbers)

Q10 Instructor Name:

Q11 Course is open to:

☐ Undergraduates (1)

☐ Graduates (2)

Q12 Is the course open to all majors?

☐ Yes (1)

☐ No (2)

Display This Question:
If Is the course open to all majors? = No

Q13 If no, please explain:


Q16 These are the SLS Learning Outcomes. Please check up to 3 of the ones that most strongly apply to your course.

☐ 1. Students will be able to identify relationships among ecological, social, and economic systems. (1)

☐ 2. Students will be able to describe how their actions impact the sustainability of communities. (2)

☐ 3. Students will be able to demonstrate skills needed to work effectively in different types of communities. (3)

☐ 4. Students will be able to evaluate how decisions impact the sustainability of communities. (4)

☐ 5. Students will be able to describe how they can use their discipline to make communities more sustainable. (5)

☐ 6. Students will be able to develop approaches to sustainability challenges in communities. (7)

☐ 7. Students will be able to communicate effectively with the public about creating sustainable communities. (8)

☐ 8. Students will develop and manifest personal values and beliefs consistent with their roles as responsible members of local, national, international, and/or professional communities. (9)

☐ None: My course relates to the SLS theme “creating sustainable communities” but does not address any of the above learning outcomes. (10)
Display This Question:

If These are the SLS Learning Outcomes. Please check up to 3 of the ones that most strongly apply
= None: My course relates to the SLS theme “creating sustainable communities” but does not address any of the above learning outcomes.

Q32 Please share 1 - 3 of your Learning Outcomes for your course that relate to the theme of "creating sustainable communities."

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Q17 SLS assesses all affiliated courses and offers two types of Assessment Partnerships. Please read the descriptions on our Assessment page and indicate below which partnership you prefer.

- OPTION 1: PERSONALIZED ASSESSMENT PARTNERSHIP (1)

- OPTION 2: ADVANCED ASSESSMENT PARTNERSHIP Please note: If faculty teaching Foundation Courses or participating in the SLS Level 1 Affiliates Program you are automatically engaged in this option. (2)

Q18 Provide a short description of your course for SLS marketing to students, including specifically how it addresses one or more aspects of our Sustainable Communities framework.

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Q19 Would you like us to tag the course with any of the SLS BIG IDEAS?

○ Yes (1)
○ No (2)

Display This Question:

If Would you like us to tag the course with any of the SLS BIG IDEAS? = Yes

Q20 Please list what those BIG IDEAS are:

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Q21 Will this course include any kind of interaction with partners engaged in real-world work (preferred, but not required)? Examples include field trips, guest speakers, and community partnerships.

○ Yes. Please explain in 1 - 2 sentences so we can add this description to your course description on our new website. This will allow students to search specifically for courses that have a service learning or community engagement (SLCE) component: (1)

________________________________________________________________

○ No (2)

Display This Question:

If Will this course include any kind of interaction with partners engaged in real-world work (preferred, but not required)? = Yes. Please explain in 1 - 2 sentences so we can add this description to your course description on our new website. This will allow students to search specifically for courses that have a service learning or community engagement (SLCE) component:
Q22 Do you want assistance from SLS on content or partner connections?

- Yes (1)
- No (2)

Display This Question:
If Do you want assistance from SLS on content or partner connections? = Yes

Q23 How can we help you?

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Q51 Are you willing to contribute a blog post about your course, beforehand to market and/or during the semester to say what you're doing?

- Yes (5)
- No (6)

Q52 Are you willing to ask your students to write a blog post about your course at some point during the semester?

- Yes (5)
- No (6)
Q25 We request that instructors of affiliated courses subscribe to our e-newsletter to stay abreast of SLS opportunities and share them with your students. Have you signed up?

☐ Yes (28)

☐ No, please add me. (29)

Q26 Other comments or questions?

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Q27 **Mini-Grants:** Faculty teaching affiliated courses are eligible to apply for mini-grants of up to $500 to support sustainable communities-related activities. Funds are limited and availability will vary depending on time of year. Deadlines are rolling. Generally, only one mini-grant will be given per instructor per semester, and only to instructors not receiving other SLS funding for that semester. Additional opportunities are available to apply for course development funds and are advertised via our newsletter. To request a mini-grant, answer these questions:

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Q46 Are you currently receiving SLS funding?

- Yes. Please explain (and be specific about the source of SLS funds and which semester you are receiving the funds): (1) 

- No (2)

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Q28 How much are you requesting as a mini-grant?

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Q29 What do you need the funding for? Be as specific as possible (and note that funds come from the State so cannot be used for food).

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Q30 What is the name and email of the financial analyst who works for your unit?