

# Request for SLS Course Affiliation

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## **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. Please note that all SLS Affiliated Courses are expected to align in some way with the SLS Sustainable Communities framework. You are encouraged to take a look at the [framework](#) before you fill out the form. Re-affiliating your course? If your course was previously affiliated with SLS and you 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 her know if any information has changed (course name, course number, description, etc.)

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Please complete the following:

- First Name: (1) \_\_\_\_\_
  - Last Name: (6) \_\_\_\_\_
  - Your Title: (2) \_\_\_\_\_
  - Your School/Unit (3) \_\_\_\_\_
  - Email: (4) \_\_\_\_\_
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Course Title

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Course Number (if cross listed, provide all numbers)

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Semesters your course will be offered in the near future: (Please select and indicate the year.) You may list multiple years within each semester or you may indicate that the course is offered every year in that semester.

Spring (3) \_\_\_\_\_

Summer (4) \_\_\_\_\_

Fall (5) \_\_\_\_\_

Are you the instructor of this course?

Yes (1)

No (provide Instructor name) (2)

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Course is open to:

Undergraduates (1)

Graduates (2)

Is the course open to all majors?

Yes (1)

No (2)

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*Display This Question:*

*If Is the course open to all majors? = No*

If no, please explain:

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Please explain clearly how your course relates to SLS and our theme "creating sustainable communities," including specifically how it addresses one or more aspects of our Sustainable Communities [framework](#).

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Provide a detailed description of your course to be used specifically for SLS marketing to students. If your course will include interactions with partners engaged in real-world work, please give examples of what that project or projects will entail, and with what organization or office you are likely to partner. Offering such details and examples that clearly connect to the theme of "creating sustainable communities" will help students understand the connection to

SLS. The course search function of the SLS website gets a good deal of traffic, so don't be afraid to toot your own hoot about the most compelling aspects of your course!

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Is your course part of the [Sustainable Cities Minor](#) or the [Innovating for Social Impact Program](#)?

- Yes, my course is part of the Sustainable Cities Minor (1)
- Yes, my course is part of the Innovating for Social Impact Program (2)
- No, but I am interested in speaking to SLS about incorporating my course (3)
- No, I am not interested in either program (4)

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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 projects or assignments with community partnerships.

- Yes it DEFINITELY includes engagement with partners. (4)
  - It MIGHT include engagement with partners-- I'm not sure yet. (5)
  - It definitely won't--that isn't an aspect of this course. (6)
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Would you like assistance from SLS on creating or diversifying partner connections for your course?

Yes (1)

No (2)

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*Display This Question:*

*If Would you like assistance from SLS on creating or diversifying partner connections for your cours...  
= Yes*

How can we help you? Please use the space to describe what support you would like regarding partner connections, including types of organizations or experts you'd like to be connected to, or describing how you see a community partner contributing to your course. SLS is happy to help!

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These are the SLS Student Learning Outcomes that we assess. Please select one that your course best addresses. \*Note: SLO 4 is intended to be used by upper division, project-based courses such as Capstone.

- 1. Students will be able to identify relationships among ecological, social, and economic systems. (1)
  - 2. Students will be able to demonstrate skills needed to work effectively in different types of communities. (3)
  - 3. Students will be able to evaluate how decisions impact the sustainability of communities. (4)
  - 4. Students will be able to describe how they can use their discipline to make communities more sustainable.\* (5)
  - None: My course relates to the SLS theme “creating sustainable communities” but does not address any of the above learning outcomes. (10)
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Assessment Partners collaborate with SLS to better integrate assessment into their courses to enrich student learning and also assist SLS with our assessment work related to a particular Student Learning Outcome. Please indicate whether you are interested in exploring this opportunity. Note that faculty teaching Foundation Courses automatically work with SLS as Assessment Partners.

- I teach an SLS Foundation Course so I am automatically an SLS Assessment Partner. (1)
  - I would like to talk to SLS about becoming an Assessment Partner. (2)
  - No thanks, I am not interested in exploring this additional opportunity. (3)
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*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.*

Please share a learning outcome for your course that relates to the SLS theme, "creating sustainable communities."

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Would you like us to tag the course with any of the SLS [BIG IDEAS](#)?

Yes (1)

No (2)

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*Display This Question:*

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

Please select what those BIG IDEAS are (hold the Control key to select multiple answers):

- Asset-based Community Development (1)
- Civic Design (2)
- Collaborative Problem Solving (3)
- Mutually Beneficial Partnerships (4)
- Doing Good in Your Neighborhood (5)
- Long-term Relationships (7)
- Reciprocal Teaching & Learning (8)
- Shared Values (9)
- Valuing Community Impact (10)
- Click to write Choice 11 (11)
- Values Based Leadership (12)
- Visual Anthropology (52)
- Digital Storytelling and Documentary Media (53)
- Information Visualization (54)
- Participatory Research (13)
- Ethnography (14)
- Problem Based Learning (15)
- Prototyping (16)
- Understanding Local History and Context (17)
- Design Thinking (18)

- Community Asset Mapping (19)
- Technology for Social Good (21)
- Social, Cultural, & Environmental Context (20)
- Equity and Climate (23)
- Interconnectedness (22)
- Cultural, Linguistic, & Biological Diversity (24)
- Environmental Justice & Citizen Science (25)
- Inequality, Poverty, & Sustainable Development (26)
- Sustainable Urban Development (27)
- Smart Cities (28)
- Democratic Process (29)
- Managing the Commons (30)
- Voice and Agency (31)
- Participatory Processes and Collaborative Governance (32)
- Systems Thinking (33)
- Spatiotemporal Relations (34)
- Social and Environmental Determinants of Health (35)
- Rebound Effect (36)
- Climate Change (37)
- Energy Efficiency (38)

- Food-Energy-Water Nexus (39)
  - Infrastructure: Physical, Technological, & Social (40)
  - Lifecycle Analysis & Thinking (41)
  - Cognitive Flexibility (43)
  - Collaborative Community Innovations (46)
  - Social Entrepreneurship (47)
  - Results-Based Accountability (48)
  - GT as Living Lab (50)
  - GT as Anchor Institution (51)
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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)
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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)
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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 sign up!) (29)
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Georgia Tech is a founding institution of the [RCE Greater Atlanta](#) our new regional sustainability network acknowledged by the United Nations University in December 2017 as a **Regional Centre of Expertise on Education for Sustainable Development** - the 6th in the U.S. and the 164th in the world. Several faculty here at Tech and at our neighbor institutions are on the RCE mailing list and participate regularly in events and activities around a diversity of sustainability topics. Would you like to join them?

- Yes, please! Add me to the RCE Greater Atlanta mailing list. (1)
  - No, thanks. (2)
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Other comments or questions?

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**Mini-Grants:** Faculty teaching affiliated courses are eligible to apply for mini-grants of up to \$500 to support sustainable-communities-related activities. You can use funds for course materials or on partner engagement (for example, paying a community partner to speak in or collaborate with your course). You may also choose to use your mini-grant to compensate you for work on your course-- for example, incorporating a tool from the [SLS Teaching Toolkit](#) into your course. Additional opportunities to apply for course development funds are advertised via our newsletter. Note: mini-grants are State funds and so cannot be used to purchase food. *Please note that if you are receiving other funds from SLS, we generally expect that you will draw on those funds to support your course (unless you are receiving those funds as additional salary).*

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Are you currently receiving SLS funding? *Please note that if you are receiving other funds from SLS, we generally expect that you will draw on those funds to support your course (unless you are receiving those funds as additional salary).*

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

\_\_\_\_\_

No (2)

How much are you requesting as a mini-grant?

\_\_\_\_\_

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

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End of Block: Default Question Block

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