

# Jane Teranes Climate Change Education Requirement Course Submission Form

Please complete this form to submit courses that will meet the Jane Teranes Climate Change Education Requirement (JTCCER).

*For more information on the requirement, and a preview of this form, visit*

*<https://senate.ucsd.edu/committees/standing/jane-teranes-climate-change-education-requirement-committee/committee-resources>*

*Questions? contact Daniel Carrillo, Senate Analyst, at [dcarrillojr@ucsd.edu](mailto:dcarrillojr@ucsd.edu)*

---

\* Indicates required question

1. Submitter Name \*

---

2. Submitter Email \*

---

3. School, Department, or Program \*

---

4. Department Chair (or equivalent) Name \*

---

5. Department Chair (or equivalent) Email \*

---

6. By checking this box, you indicate that the proposed course has received approval from the \* department chair (or equivalent) to be added to the JTCCER list.

*Check all that apply.*

The course has been reviewed and approved by the department chair/provost/program director for its inclusion on the JTCCER list.

7. If you would like additional contacts to receive information about this submission, please list their emails here:

---

---

---

---

---

8. Course Subject Code and Number \*  
(e.g. ENVR 100)

---

9. Course Title \*

---

10. When is this course typically offered? \*

*Check all that apply.*

- Fall  
 Winter  
 Spring  
 Summer

11. Course Instructor(s)

---

12. Effective Term

*(Please list the quarter and year of the first time the course will be offered as a JTCCERC Course. FA24 is the first available term)*

---

13. Enrollment Limit (if any)

---

14. Cross-listed courses

*(Leave blank is no courses are cross listed)*

---

### **Course Content**

The Committee will review the course syllabus and form responses to understand how the course meets the JTCCER.

15. **30% of the course content should be focused on understanding and addressing climate change and its impacts.** \*

30% corresponds to 3 weeks of a 4-unit course that should be dedicated to climate change in the form of lectures, reading, project-based learning activities, and/or case studies. Assignments and grades must also reference climate change content with at least 20% of the grade determined by it.

Indicate the percentage of course content on climate change below.

---

16. The course should have a substantial contribution from at least two of the four following categories. Please select which categories the course will meet: \*

*Check all that apply.*

- Scientific Underpinnings
- Humanistic and Social Dimensions
- Climate Solutions
- Project Based Learning about a Climate Change Topic

**Please answer how the course includes a substantial contribution to at least two of the four categories listed.**

Please answer with enough detail for the Committee to fully review the course. If the course does not meet a specific category, you may leave that section blank.

17. Scientific Underpinnings:

How does the course provide students with a scientific foundation to understand the mechanisms responsible for climate change and the scope of projected climate change, including knowledge of the magnitude of the impact of human-caused climate change on the planet, the biosphere, or society?

---

---

---

---

---

18. Humanistic and Social Dimensions:

How does the course provide knowledge of the historical, cultural, or social causes of climate change? How does the course provide an understanding of the human costs, consequences, and disproportionate impacts of climate change or its basis in human values? Does the course offer context for understanding how addressing the climate crisis requires social, political, or economic transitions and transformations? Does the course engage health, equity, and climate justice issues?

---

---

---

---

---

19. Climate Solutions:

How does the course provide knowledge of both scientific and non- technical solutions to the crisis? Does the course consider social, cultural, or political adaptations to climate change? Do the solutions discussed include a holistic assessment of political, social, economic, behavioral, or technological approaches? Does the course consider the needs and/or concerns of those experiencing the impact of climate change? Does it put solutions in the context of the scientific underpinnings and/or humanistic or social dimensions of climate change?

---

---

---

---

---

20. **Project-based Learning about a Climate Change Topic:**

How do students have opportunities to gain experience or work on a project that is related to climate change content? For example, a project-based writing assignment, case study, presentation, business plan, community-based project, research experiment, artistic project, interview and oral history, design project, or other, related to a climate change topic.

---

---

---

---

---

21. **Please upload the course syllabus.**

An annotated syllabus is required for review. Please upload an annotated syllabus that notes or highlights specific topics, assignments, readings, group work, etc. that contribute to the requirement.

*If you have any issue uploading the syllabus, you may email it to [dcarrillojr@ucsd.edu](mailto:dcarrillojr@ucsd.edu)*

Files submitted:

22. **Please upload the eCourse form.**

A copy of the eCourse form is required. The course form may be a "draft" version if it has yet to be fully approved. Please access and download a copy of the eCourse form from the eCourse system ([ecourse.ucsd.edu](http://ecourse.ucsd.edu)).

*If you have any issue uploading the eCourse form, you may email it to [dcarrillojr@ucsd.edu](mailto:dcarrillojr@ucsd.edu)*

Files submitted:

23. Is there anything else you would like the committee to know about this course?

---

---

---

---

---

---

This content is neither created nor endorsed by Google.

**Google Forms**