JTC Notes for Proposers

1. JTC does calculate the percentage of course content dedicated to climate change. Please include a detailed calendar with the annotated syllabus that highlights climate change topics in the course content.
2. Sustainability is a broader topic than climate change. The committee considers climate change content to include: GHG emissions and mechanisms of atmospheric and oceanic change, sources of emissions, ways to mitigate emissions, climate impacts and adaptation to climate impacts, the historic, political, social and economic context of climate emissions and impacts of climate hazards, among other related content.
3. Environmental justice is a broader term than climate justice. The committee considers climate justice to be a subtopic of environmental justice. For example, exposure to hazardous waste is an environmental justice issue, whereas exposure to floods is a climate justice issue.
4. Project-based learning - the committee considers project-based learning to include assignments that have some applied component to them about a climate-related topic.
    a. Note: if a climate change topic is one option of many for a project-based assignment, then the committee would not accept that assignment for this category.
5. Please make sure that the content in the proposal matches the content in the syllabus.
6. Special Topics Courses – currently, JTC does not approve special topics courses or other courses where the same course number may be used for multiple topics. Please submit all courses with a unique course number.
7. Global Seminars - since these courses could change location, make sure that it is clear how the climate change content would be carried through to other sites beyond the one in the sample syllabus.
8. Course Approval Form – You may submit the proposal without the course approval form, but please send the form over email once you have received it.

Recommendations

1. Include a statement in the syllabus about why and how the course fulfills this requirement and announce this on the first day of class
2. Resources:

a. Bending the Curve

b. https://www.cambridge.org/us/universitypress/subjects/earth-and-environmental-science/climatology-and-climate-change/climate-change-science-essential-reader?format=HB&isbn=9781009691185

c. https://www.cambridge.org/core/