

PUBHEHS 4325 CLIMATE CHANGE, SUSTAINABILITY, AND HUMAN HEALTH

3 CREDITS – AUTUMN 2025

- Mode of Delivery: Asynchronous course 100% distance learning

Course Instructor

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- Instructor's Office/Student Drop-In Hours: <https://go.osu.edu/pubhehs3310>
- [Wednesday's between 10 am to 11 am with pre-scheduled appointments \(go to Bookings\) or by appointment outside of drop in hours](#)

GRADUATE TEACHING ASSISTANT (GTA)

- Name: Anthony Akande
- Email Address: akande.16@buckeyemail.osu.edu
- Office hours: By appointment
- The GTA assigned to the course will assist with scoring assignments and other duties in course management; however, final grades will be assigned by the professor. Any questions regarding grading should be directed to the professor and not the TA (See Course Communication).
- For further details on contacting the instructor and TA, see the "Communication with the instructor and TA" section below.

COURSE DESCRIPTION

In 1987, the United Nations Brundtland Commission defined sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." Today, there are almost 140 developing countries in the world seeking ways of meeting their development needs, but with the increasing threat of climate change, concrete efforts must be made to ensure development today does not negatively affect future generations. The US National Environmental Policy Act of 1969 committed the United States to sustainability, declaring it a national policy "to create and maintain conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations." In May 2023, the UN Department of Economic and Social Affairs (DESA) and the United Nations Framework Convention on Climate Change (UNFCCC) secretariat co-convened an international group of 14 experts from diverse backgrounds. Their goal was to provide analytical research and practical recommendations, building the evidence base for how actions addressing both the climate emergency and sustainable development challenges can work synergistically as a win-win solution, maximizing impact. Students taking this course will critically evaluate how international, national, regional, state, and local sustainability goals will

work synergistically with climate change policy that is designed to mitigate the public health impacts from the effects of climate change, improve climate change adaptation and reduce community vulnerability, and increase community resilience to climate change. Students will have access to the most current climate change scientific reports from the US and Internationally, and become aware of the history of international policy-making conferences. Students will be able to discuss the definition of climate change and weather, the difference between the causes of climate change (e.g., greenhouse gas), the effects of climate change (e.g. drought and other extreme weather events), and the short and long-term impacts of these effects on ecosystem and human health, such as excessive heat-related illnesses, vector- and waterborne diseases, increased exposure to environmental toxicants, and exacerbation of cardiovascular and respiratory diseases due to declining air quality. The concepts of prevention, mitigation, adaptation, vulnerability, and resilience will be presented in the Learning Materials as they relate to the impacts of climate change on human health. The course will also serve as a platform for the students to participate in discussions and debates on the impacts of climate change on human health.

PREREQUISITES

There are no prerequisites required for this course

GE THEME SUSTAINABILITY

GOAL 1: SUCCESSFUL STUDENTS WILL ANALYZE AN IMPORTANT TOPIC OR IDEA AT A MORE ADVANCED AND IN-DEPTH LEVEL THAN THE FOUNDATIONS.

1.1 Engage in critical and logical thinking

Activities to achieve goal:

This course will build the skills needed to engage in critical and logical thinking in this class. Students will critically evaluate initial responses/posts from their peers in a Discussion and Debate Board. The initial responses/posts will be summaries of popular press or peer-reviewed journal articles answering specific prompts. The additional responses to their peers' initial posts will be required to refute, support, or validate the claims, issues, or actions in their peers' news or journal articles using scientific justification from the Learning Materials or their own credible references.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability

Activities to achieve goal:

Students will engage in scholarly exploration by participating in a group project to create an upcycled consumer product made from wood (or other material) that meets circular economy requirements and meets the true definition of "upcycling." This project will address the sustainability component of the course, and the students will also learn about one of the solutions to the recycling problem we have in the US with plastics.

GOAL 2: SUCCESSFUL STUDENTS WILL INTEGRATE APPROACHES TO THE THEME BY MAKING CONNECTIONS TO OUT-OF-CLASSROOM EXPERIENCES WITH ACADEMIC KNOWLEDGE OR ACROSS DISCIPLINES AND/OR TO WORK THEY HAVE DONE IN PREVIOUS CLASSES AND THAT THEY ANTICIPATE DOING IN FUTURE.

2.1 Identify, describe, and synthesize approaches or experiences

Activities to achieve goal:

Students describe what video significantly impacted their understanding of sustainability, climate change, and global warming compared to the other videos. They explain why/how it significantly impacted your understanding of sustainability, climate change, and global warming, and what they learned that you didn't know before they watched the video.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal:

Students complete a short Essay about how the course affected their understanding of climate change: In no more than 200 words, describe the impact of this course on your understanding and confidence in the science of climate change.

Students will complete a Creative Reflection/Project: Using one of the local, state, national, or international (UNSDG) sustainable development goals, students will need to creatively represent how this goal intersects with the prevention of climate change and the protection of public health.

GOAL 3: STUDENTS ANALYZE AND EXPLAIN HOW SOCIAL AND NATURAL SYSTEMS FUNCTION, INTERACT, AND EVOLVE OVER TIME; HOW HUMAN WELLBEING DEPENDS ON THESE INTERACTIONS; HOW ACTIONS HAVE IMPACTS ON SUBSEQUENT GENERATIONS AND SOCIETIES GLOBALLY; AND HOW HUMAN VALUES, BEHAVIORS, AND INSTITUTIONS IMPACT MULTI-FACETED, POTENTIAL SOLUTIONS ACROSS TIME

3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.

Activities to achieve goal:

Write a short factual essay with credible justification on a local, state, national, or international sustainability goal that will mitigate ONE of the public health impacts from the effects of climate change discussed in this module and improve climate change adaptation or reduce community vulnerability and increase community resilience. Include the causes and effects of climate change that are associated with your public health impact.

3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.

Activities to achieve goal:

Write a short essay on the future human health impact from the effects of climate change that you believe will be the most accurately predicted in 2050 and why. This opinion essay does need to have credible justification.

3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

Activities to achieve goal:

Discussion/Debate Board

Initial Response: Answer prompts to summarize a popular press article about implementing sustainability practices related to mitigating the impacts of climate change on human health within the USA.

Additional Response: Answer prompts to refute, support, or validate the claims, issues, or implementation/actions in your peers' news articles using scientific justification from the Learning Materials or your own credible references.

TEXT/READINGS

This course does not require a specific textbook. Assigned Learning Materials, such as scientific publications, journal articles, digital video clips or movies, and applicable website contents/links, are required in most of the modules.

CARMEN

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use Buckeye Pass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

COURSE STRUCTURE

Each Module will contain a variety of topics, shared via learning materials, such as videos, lectures, readings, articles, and PDFs as well as assignments. They may also include optional readings and other materials for review and self-study. A roadmap is provided in the Overview of each module that lists the due dates of the assignments.

Modules for this course open on Tuesdays at 12:01 am and close on Mondays at 11:59 pm. There are 8 Modules in the course. All Modules are 2 weeks long, except Module 1 is 1 week and Module 8 is 2 weeks and 2 days long. A detailed Course Outline can be found on the Syllabus page in Carmen.

CLASS FORMAT: HOW THIS COURSE WORKS

- Mode of delivery: This course is 100% online delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.

- **Pace of online activities:** This course is designed with weekly due dates and times. It is strongly encouraged that you plan to complete the material in advance of the due dates. Students who are most successful in the class space out the material to ensure that there is sufficient time to absorb it and to meet the requirements in the module. There will be very few exceptions to the late policy. Managing your schedule and time is an important skill that will serve you well both in this course and in your future career. Late policy exceptions will only be granted under exceptional circumstances and extended emergencies with properly documented evidence. Delaying starting the material until a few hours before the deadline and then having insufficient time to complete it will not result in an extension and may influence the quality of your learning and work. For example, if you have 18 hours of learning per module in this course, it may not be possible to meet course deadlines if you wait until the last minute to meet the module's learning requirements. It is also recommended that you turn in materials on time to ensure that you stay on track with the course and to avoid late penalties. All work is due on Mondays by the close of the module at 11:59 pm, unless otherwise indicated.
- **Module content:** Each module will contain a variety of topics, shared via learning materials, such as videos, lectures, readings, articles, and PDFs) as well as assignments due at the end of that module. They may also include supplemental readings and other materials for review and self-study.
- **Modules have requirements.** You must complete all the requirements for a module to gain access to the next modules. For example, Module 2 cannot be started until Module 1 is completed. You will either need to manually "Mark as Done" or "Submit", "View", "Contribute" or "Score at least _." The requirements are listed under the item. You will have to satisfy all item requirements before you can consider the Module "complete." Modules are considered "complete" once all conditions for module completion have been met.
- **Credit hours and work expectations:** This is a 3-credit-hour course. For a typical Ohio State class in any modality, university policy calls for an average of 1 hour "direct instruction" plus 2 hours "out-of-class" time per week for each 1 credit hour for a "C" grade. This equates to 9 hours of in-class and out-of-class activities per week or 18 hours for a 2-week module. To receive higher than a "C," you will need to invest more than 18 hours per module. Instructional time for an online class asynchronous class such as this class, is the same amount of time students spend learning in an in-person class of the same number of credit hours. In other words, you should plan on spending 9 hours per week or 18 hours per module learning in this course. A Suggested module Workflow and Roadmap will be located in the "Overview" of each module showing the estimated instructional time for each assignment in the module.
- **Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of the students' expected participation:
 - Participating in online activities for attendance: **AT LEAST ONCE PER WEEK**
 - You are expected to log in to the course in Carmen every week to review Learning Materials and to complete the Self- Checks, Assignments, and the Discussion and Debate Board. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor as soon as possible.

TECHNOLOGY AND TECH SKILLS NEEDED TO BE SUCCESSFUL IN THIS COURSE:

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

REQUIRED EQUIPMENT

- Computer: current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- Calculator: Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
 - Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

OPTIONAL EQUIPMENT (FOR PARTICIPATION IN OPTIONAL LIVE OFFICE HOURS AND/OR REVIEW SESSIONS)

- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

REQUIRED SOFTWARE

- Microsoft 365 Copilot (formerly Office 365)
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions for downloading and installation can be found at go.osu.edu/office365help.

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- Self-Service and Chat support: <http://it.osu.edu/help>
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu

ASSIGNMENTS/ASSESSMENTS

SELF-CHECKS (DUE ON THE LAST DAY OF THE FIRST WEEK IN THE MODULE) = 5% OF GRADE

For each topic taught in this course, you will be required to review the Learning Materials (LMs). To assess your level of understanding of the lecture topics and other LMs, you will then be required to complete periodic Self-Checks. Self-Checks may contain true/false, multiple choice, short answer, or other question forms. You have 2 attempts at each Self-Check, and there is no time limit. **1 drop will be given for Self-Checks.**

PARTICIPATION: GRADED DISCUSSION/DEBATE BOARDS (DUE AT THE END OF EVERY MODULE) = 20% OF GRADE

A graded mandatory Discussion/Debate Board (DDB) is an assignment due at the end of each module. For each of the impacts of climate change on human health in the course modules, students will be asked to present a summary of a popular press news article that makes claims (takes a position or provides evidence) about a human health impact from the effects of climate, a prevention/mitigation, adaptation strategy, or an example of the concepts of vulnerability and resilience within a country outside the US, within a region or the US as a whole, or within a US state or local jurisdiction such as Columbus Ohio. You will be answering specific/unique prompts

for your initial response and your additional response to your peers' initial response. will post an initial response to the prompts about your news article and one additional response to your peers' initial response. Your additional response will be required to refute, support, or validate the claims, issues, or actions in your peers' news articles using scientific justification from the Learning Materials or your own credible references. All work must be your own. **Please read the instructions and the rubric with each DDB to understand how they are graded. 1 drop will be given for Discussion/Debate Boards.** Your answers will be scrutinized using plagiarism and AI-checking software.

HOMEWORK (HW) (DUE AT THE END OF EVERY MODULE) = 20% OF GRADE

This class will utilize homework assignments to foster critical thinking skills. There will be one to three HW assignments per a two-week module. Assignment instructions and submission requirements can be found in each assignment in your Canvas course. You may use the course LMs or other credible references to complete the assignment, but your answers must be your own work, unless otherwise noted. **1 drop will be given for HWs.** Pay attention to the instructions in the HW assignments and the detailed rubrics. Your answers will be scrutinized using plagiarism and AI-checking software.

SHORT ESSAY | HOW THE COURSE AFFECTED YOUR UNDERSTANDING OF CLIMATE CHANGE AND HUMAN HEALTH = 10% OF GRADE

You will be answering a short essay question about how the course affected your understanding of climate change.

CREATIVE SCHOLARLY PROJECT (MODULE 2 - MODULE 8) = 25% OF GRADE

Students will engage in a scholarly exploration by participating in a group project: to create an upcycled consumer product made from wood (or other material) that meets circular economy requirements and meets the true definition of "upcycling." This project will address the sustainability component of the course, and the students will also learn about one of the solutions to the recycling problem we have in the US with plastics and other municipal solid waste that ends up in landfills. The project will be separated into Milestones that require our groups to submit portions of our work throughout the semester. For Milestone #4, each group will produce a 3 – 5-minute creative marketing video about your product, with credible scholarly references. Detailed instructions, rubrics, and due dates will be given for each Milestone. Your product will be scrutinized using plagiarism and AI-checking software.

CREATIVE REFLECTION = 20% OF GRADE

Students will complete a Creative Reflection using one of the local, state, national, or international (UNSDG) sustainable development goals, students will need to creatively represent how this goal intersects with the prevention of climate change and the protection of human health. Pay attention to the instructions in the assignment and the detailed rubrics.

HOW YOUR GRADE IS CALCULATED

The weighting scheme for the course will be composed of the following items. See additional grading details at the end of this document.

Category	Total Weight of Grade
Self-Checks	5%

Homework Assignments	20%
Participation/Discussion Boards	20%
Creative Scholarly Project	25%
Creative Reflection	20%
Short Essay	10%
Total	100 %

GRADING SCALE

Grade	Percentage	Meaning
A	100-93	Outstanding performance; consistently shown exceptional depth of understanding and/or capacity for creative application of course concepts
A-	92.9-90	Very strong performance with a demonstrated depth of understanding and/or ability to apply course concepts
B+	89.9-87	Performance at an expected level; work is complete and shows solid understanding and application of course concepts
B	86.9-83	Adequate performance: work is complete but shows some limitations in grasp or ability to apply course concepts
B-	82.9-80	Marginally acceptable; work is conducted only to meet minimum course requirements
C+	79.9-77	Indicates only average understanding or application of course concepts
C	76.9-73	
C-	72.9-70	
D+	69.9-67	Below average or failure to meet stated course requirements
D	66.9-60	
E	<60	

CLASS POLICIES

SUGGESTED WORKFLOW

It is strongly encouraged that you plan to complete the material in advance of the deadline. Students who are most successful in the class space out the material to ensure that there is sufficient time to absorb it. A **“Suggested Workflow”** document can be found in the “Getting Started” module. Planning your workflow also helps guard against the impact of unforeseen circumstances. There will be very few exceptions to the late policy. Managing your schedule and time is an important skill that will serve you well both in this course and in your future career. Late policy exceptions will only be granted under exceptional circumstances and extended emergencies with properly documented evidence. Delaying starting the material until a few hours before the deadline and then having insufficient time to complete it will not result in an extension. Some modules also have group work that needs to be completed by a certain deadline for your group to move forward. It is recommended that you turn in materials on time to ensure that you stay on track with the course and avoid late penalties. Keep in mind that each module represents many hours of effort, which are clearly outlined on the overview page of each module, AND that for you to move through the modules, you must complete the previous module to move on to the next.

MISSING ASSIGNMENT DEADLINES, EXCUSED ABSENCES, MAKING UP YOUR WORK

Make-ups are permitted for legitimate reasons such as serious illness, disability, military service, family death, religious observance, academic trips, approved events, or university hearings. Contact the instructor before or no later than three days after the missed deadline with evidence about why you could not meet the deadline. Acceptable evidence would include accommodations from Student Learning and Disability Services, healthcare notes, or other university-provided documentation. If such evidence is provided, you may receive an excused absence and be allowed to submit your missed work within a timeframe acceptable to the instructor. No make-ups for personal reasons like oversleeping, travel, work outside the classroom, or leisure. Exceptions are at the instructor's discretion.

LATE POLICY

Assignments submitted late may incur a 10% daily score reduction. Changes to deadlines due to unforeseen circumstances will be communicated via Announcements. All missed assignments are due by the last day of class unless other arrangements are made.

All excused or unexcused missed assignments are due by the last day of the course before finals week unless other arrangements are made with the instructor.

PROVISIONALLY

Please note that this syllabus is tentative, and that the instructor reserves the right to make changes at any time, as necessary.

COURSE COMMUNICATION

CANVAS

We will be using Canvas for all aspects of course management. Please check the course homepage on Canvas daily for course announcements, clarifications, and other class materials every time you log into the classroom to stay on top of the latest developments in the course. You are required to subscribe to “Announcements,” which will notify you via email of a new posting. See

https://www.youtube.com/watch?v=Yj_flcz0lmk

COMMUNICATION WITH THE INSTRUCTORS AND TA

- The instructors and TA will only respond to messages sent to the Carmen Inbox, the Discussion Board, or grade book comments. Messages directly emailed to the instructors or TA will not be answered.
- Questions, comments, or needing clarification about course content, policies, or assignments need to be posted in the Course Content, Policies, or Assignments Discussion Board. This board will be accessible to you throughout the entire semester. Use this discussion board (DB) if you have questions, comments, or need clarification on course content, policies, or assignments. The TA or Dr. Rosile will respond within 1 day either on the DB or through Announcements to ensure that everyone has access to the same information. If you post on the DB after 5 pm on Friday, your response may not be until the following Monday.
- All messages regarding your grades or other academic problems you are having with the course, missing assignment deadlines, or problems you are having due to an illness, emergency, or disability accommodation. Please message Dr. Rosile on all messages regarding your grades or other academic problems you are having with the course, missing assignment deadlines, or problems you are having due to an illness, emergency, or disability accommodation. We can also schedule a time to meet via Zoom and discuss any issues you may have. Dr. Rosile will respond within 1 day. If you post a message to Carmen after 5:00 pm on Friday, your response may not be until the following Monday.

COPYRIGHT STATEMENT

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

ACADEMIC POLICIES

COPYRIGHT STATEMENT

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GENERATIVE AI POLICY

Students are welcome to explore innovative tools and technologies for specific course assignments, including generative artificial intelligence (GenAI) **for assignments where GenAI is permitted in the instructions for specific applications in Assignments (e.g., Assignments may have no Gen AI permitted or different applications of Gen AI depending on the Assignment). GenAI is allowed in all assignments to assist learners with automated grammatical assistance and language**

acquisition if statements answering #1 and #2 below are included). When GenAI is allowed in this course, we will generally follow the guidance found on the OSU website: [**AI Considerations for Teaching and Learning**](#). **Assignments where GenAI is not specifically permitted should be your own original work.**

GenAI can be a helpful resource for drafting creative content, brainstorming ideas, creating a “reverse outline” from a rough draft, and enhancing productivity. Yet it is essential to approach its use thoughtfully and ethically. If you use GenAI for any of your assignments, please include the following statement with each assignment:

- **Application Used:** Specify the GenAI application or tool you used (e.g., Copilot, ChatGPT, Claude AI, Gemini).
- **Intended Purpose:** Describe the purpose for which you used GenAI (e.g., idea generation, content creation).
- **Quality of Initial GenAI Output:** Evaluate the initial output generated by GenAI. For example, was it accurate, biased, coherent, and/or relevant?
- **Iteration and Refinement:** Explain how you revised prompts or adjusted parameters to refine the GenAI output. Did you experiment with different input prompts to improve the output?
- **Incorporation in Completed Assignment:** Reflect on how you incorporated the GenAI-generated content into your assignment. How did you edit, adapt, or combine it with other ideas?

While GenAI can be a valuable tool, academic integrity remains paramount. You are responsible for developing and articulating your own ideas, so addressing how GenAI contributed to those ideas (as you would for any sources you use) is centrally important to your learning. Attribute GenAI-generated content with proper citations and avoid plagiarism. Additionally, consider the accuracy of information incorporated in your assignment and the ethical implications of using GenAI in educational contexts. You are responsible for ensuring that the information you submit based on a GenAI query does not contain misinformation, unethical content, or violate intellectual property laws.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State’s Academic Integrity ([opens in new window](#)) policy and Code of Student Conduct ([opens in new window](#)) because the work is not your own. The unauthorized use of GenAI tools will result in a referral to the Committee on Academic Misconduct ([opens in new window](#)).

OFFICE OF STUDENT LIFE: DISABILITY SERVICES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me

as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

MENTAL HEALTH SERVICES

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

RELIGIOUS BELIEFS OR PRACTICES ACCOMMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of

the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

INTELLECTUAL DIVERSITY

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

GRIEVANCES AND SOLVING PROBLEMS

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

CREATING AN ENVIRONMENT FREE FROM HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of

pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:
Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Module # dates	Learning Materials (May change at the discretion of the instructor. Check the module in Carmen for Required and Optional Learning Materials)	Assignments and due dates (May change at the discretion of the instructor). Check the module in Carmen for due dates.
#1 August 26th to September 1st	Lecture topic: Overview of Climate Change/Global Warming Learning Materials (LMs) to Read or View REQUIRED Learning Materials • EPA's Climate Change Science webpage • CDC's Climate Change and Health • OSU Sustainability Institute • OHIO STATE SUSTAINABILITY GOALS • UN SDGs • https://www.un.org/sustainabledevelopment/takeaction/ • The Lazy Person's Guide to Saving the World • UN SDGs Fast Facts - What is Sustainable Development? • Ohio State Sustainability Institute 6 Dimensions of Sustainability Videos • Student sustainability video • Video: UN SDGs • Video: We The People for The Global Goals • Video: The 5 Ps of the SDGs: People, Planet, Prosperity, Peace, and Partnership • Climate Science: What You Need to Know • Climate 101: Cause and Effect • Weathergirl goes rogue • Alan Alda: Why you should trust science even if you're a skeptic Learning Materials for HW Video #1: Global Warming: Fact or Fiction? Featuring Physicists Willie Soon and Elliott D. Bloom Video #2: Judith Curry: "Relax, there is no climate emergency!" Video #3: Heartland Institute Climate Change Conference	Due First Monday of Module (unless otherwise noted)
		Self - Checks Homework #1: Generative AI use Homework #2: Generative AI use Discussion/Debate Board #1
#2 September 2nd To September 15th	Lecture topic: Overview of Sustainability Lecture topic: Climate Change Prevention, Mitigation, Adaptation and Renewable Energy Lecture topic: Overview of Climate Change Public Health Impacts Learning Materials to Read or View REQUIRED Learning Materials	Due First Monday of Module (unless otherwise noted)
		Self - Checks
		Due Second Monday of Module (unless otherwise noted)

	● THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, A Scientific Assessment, U.S. Global Change Research Program, 2016 ○ About this Report ○ Guide to the Report ○ Executive Summary ○ Chapter 1. Introduction: Climate Change and Human Health ● United Nations What is Climate Change? ● Climate Action Fast Facts ● NASA what is climate change? ● World Bank ● NCA4 Volume 2, US Climate Change Assessment, 2018, page 39 ● NCA4 Volume 1, Climate Science Special Report, Chapter 2, Physical Drivers of Climate Chang ● UN SDGs webpage ● Video: UN SDGs ● Video: We The People for The Global Goals ● Video: The 5 Ps of the SDGs: People, Planet, Prosperity, Peace, and Partnership ● USEPA Learn about Sustainability ● Synergy Solutions for Climate and SDG Action: Bridging the Ambition Gap for the Future We Want ● Synergy Solutions for a World in Crisis: Tackling Climate and SDG Action Together, Publication Year: 2023 ● https://sdgs.un.org/sites/default/files/2023-09/UN%20Climate%20SDG%20Synergies%20Report-091223B_1.pdf ● Harnessing Climate and SDGs Synergies ● Transforming our world: the 2030 Agenda for Sustainable Development ● NASA webpage Mitigation and Adaptation.	Homework #3: Homework #4: DDB N/A
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#3 September 16th to September 29nd	Lecture topic: Significant Publications and Resources on Climate Change and Human Health Learning Materials to Read or View REQUIRED Learning Materials These LMs are NOT to be read word-for-word. You should scan these documents ONLY to understand their structure (table of contents) and purpose. You will be referring to chapters and content of these documents throughout the course for your Self-Checks, HW, Assignments, and your Research Paper. • CDC's Climate and Health Program https://www.cdc.gov/climate-health/index.html • THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, A Scientific Assessment, U.S. Global Change Research Program, 2016 • About this Report • Guide to the Report • Executive Summary • Chapter 1. Introduction: Climate Change and Human Health • 3rd US Climate Change Assessment, 2014 (Third National Climate Change Assessment) • Review for content Chapter 9 Human Health • Highlights of the 3rd US Climate Change Assessment, 2014 (Third National Climate Change Assessment, NCA3) • Finding 5 Human Health • 4th US Climate Change Assessment, 2018 • Fourth National Climate Assessment Volume I: CLIMATE SCIENCE SPECIAL REPORT • Fourth National Climate Assessment Volume II: Impacts, Risks, and Adaptation in the United States • Fourth National Climate Assessment (NCA4) Volume II: Impacts, Risks, and Adaptation in the United States • Chapters 13 and 14 • NCA5 • Chapters 4, 11, 14, and 15 • The IPCC finalized the first part of the Sixth Assessment Report, Climate Change 2021: The Physical Science Basis, the Working Group I contribution to the Sixth Assessment ReportLinks to an external site. • WGI Summary for Policy Makers Links to an external site. • PDF Climate Change 2022: Impacts, Adaptation and Vulnerability Links to an external site. • https://www.ipcc.ch/report/ar6/wg2/downloads/report/IPCC_AR6_WGII_FullReport.Links to an external site.Links to an external site.pdfLinks to an external site. • WGII Summary for Policy Makers.Links to an external site.	Due First Monday of Module (unless otherwise noted) Self - Checks Due Second Monday of Module (unless otherwise noted) Homework #5 Homework #6 Discussion/Debate Board #2 Creative Scholarly Project Milestone #1
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	• Climate Change 2022: Mitigation of Climate Change, the Working Group III contribution. Links to an external site. • WGIII Summary for Policy Makers. • Optional Learning Materials • These materials may be referred to throughout the course in Lectures and in your Carmen modules. You may need to reference these materials in your HWs and Assignments. They represent publications and resources on the topics of Climate Change and Sustainability from the International to the local (Columbus, Ohio) level from NGOs, public, and private/commercial organizations. • The Rio Summit • The Kyoto Protocol • The Copenhagen Accord COP 15 • The Paris Accord COP 21 • UN COP 26 • UN COP 27 • UN COP 29 • UN COP 28 • NASA Responding to Climate Change: Mitigation and Adaption • NIH Climate Change and Health Initiative Strategic Framework • USA President's Executive Order: Tackling Climate Change • USEPA Learn about Sustainability • USEPA 2024-2027 Climate Adaptation Plan • ASPPH Climate Change and Health • NACCHO Climate Change • OPHA Climate Resilience in Ohio • Central Ohio Climate Action Plan • Ohio Environmental Council Climate Change • FCPH Indicators for Local Climate and Health Surveillance • FCPH Climate and Health Dashboards • Sustainable Columbus • Columbus Climate Action Plan • Columbus Climate Adaptation Plan • Smart Columbus Sustainability • Ohio State University Sustainability • OSU Sustainability Institute: https://si.osu.edu/	
#4 September 30th to October 13th	Lecture topic: Guide to the Report Lecture topic: Chapter 1. Part 1. The association between observed Climate Change, projected Climate Change, and how Climate Change Affects Human Health	Due First Monday of Module (unless otherwise noted) Self - Checks

	Lecture topic: Chapter 1. Part 2. The association between observed Climate Change, projected Climate Change, and how Climate Change Affects Human Health	Due Second Monday of Module (unless otherwise noted)
	Learning Materials to Read or View REQUIRED Learning Materials • THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, A Scientific Assessment, U.S. Global Change Research Program, 2016	Homework #7 Homework #8 Discussion/Debate Board #3
#5 October 14th to October 27th Autumn Break October 16, 17	Lecture topic: THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, Chapter 2. Temperature Related Death and Illness Lecture topic: THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, Chapter 3 Air Quality Impacts Learning Materials to Read or View REQUIRED Learning Materials • THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, A Scientific Assessment, U.S. Global Change Research Program, 2016 • The lectures use this document for source material and include my comments and the HW and SCs will refer to this document. I would suggest reviewing (not reading word-for-word) to obtain an understanding of Chapters 2 and 3.	Due First Monday of Module (unless otherwise noted) Self - Checks Due Second Monday of Module (unless otherwise noted) Homework #9 Homework #10 Discussion/Debate Board #4 Creative Scholarly Project Milestone #2
#6 October 28th to November 10th	Lecture topic: THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, Chapter 4 Impacts of Extreme Events on Human Health Lecture topic: THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, Chapter 5 Vector Borne Disease Learning Materials to Read or View REQUIRED Learning Materials • THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, A Scientific Assessment, U.S. Global Change Research Program, 2016 • The lectures use this document for source material and include my comments and the HW and SCs will refer to this document. I would suggest reviewing (not reading word-for-word) to obtain an understanding of Chapters 4 and 5.	Due First Monday of Module (unless otherwise noted) Self - Checks Due Second Monday of Module (unless otherwise noted) Homework #11 Homework #12 Discussion/Debate Board #5
#7 November 11th to November 24th Veterans Day no classes November 11th	Lecture topic: THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, Chapter 6, Climate Impacts of Water-Related Illness Lecture topic: THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, Chapter 7, Food Safety, Nutrition, and Distribution Learning Materials to Read or View REQUIRED Learning Materials	Due First Monday of Module (unless otherwise noted) Self - Checks Due Second Monday of Module (unless otherwise noted)

	• THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, A Scientific Assessment, U.S. Global Change Research Program, 2016 • The lectures use this document for source material and include my comments and the HW and SCs will refer to this document. I would suggest reviewing (not reading word-for-word) to obtain an understanding of Chapters 6, and 7.	Homework #13 Homework #14 Discussion/Debate Board #6 Creative Scholarly Project Milestone #3
#8 November 25th to December 10th November 26, 27 no classes Thanksgiving November 28 no classes Indigenous Peoples'/Columbus Day	Lecture topic: THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, Chapter 8, Mental Health and Well-Being. Lecture topic: THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, Chapter 9, Populations of Concern Learning Materials to Read or View REQUIRED Learning Materials • THE IMPACTS OF CLIMATE CHANGE ON HUMAN HEALTH IN THE UNITED STATES, A Scientific Assessment, U.S. Global Change Research Program, 2016 (Links to an external site.) • The lectures use this document for source material and include my comments and the HW and SCs will refer to this document. I would suggest reviewing (not reading word-for-word) to obtain an understanding of Chapters 8 and 9.	Due First Monday of Module (unless otherwise noted)
		Self - Checks
		Due Second Monday of Module (unless otherwise noted) Homework #15 DDB N/A Creative Scholarly Project Milestone #4: DUE December 1st
Finals week		NO FINAL EXAMS