ENVIRONMENTAL REGULATIONS
ESCI-4301-W01 CRN 21929
Department of Physical & Life Sciences
Environmental Laws & Regulations
Fall 2016

COURSE SYLLABUS

A. COURSE INFORMATION

Course number/section: ESCI-4301-W01 - ENVIRONMENTAL REGULATIONS

Class meeting time: Not Applicable - Online Course Only

Online Course Hours: Weekly participation in this course is mandatory for all online students. The course week will be from 00:00 Hours CST on Monday through 23:59 on Sunday each week. Assignments will usually be posted by Sunday evenings each week for the following week. All weekly assignments must be turned in within the week. Weekly discussion board assignments and current events postings are an essential part of class participation and should be completed by Thursdays so that classmates will have the opportunity to read them and comment on them.

Class location: Not Applicable - Online Course Only

Course Website: 21929.201701:[SPRING-17]ESCI-4301-W01-ENVIRONMENTAL REGULATIONS
https://bb9.tamucc.edu/21919:[Spring-17]ESCI-4301-W01-ENVIRONMENTAL REGULATIONS

B. INSTRUCTOR INFORMATION

Instructor: H.A. Tony Wood
Instructor Mailing Address: 6300 Ocean Drive, Unit 5850, Corpus Christi, TX 78412
Instructor Office: 6300 Ocean Drive, NRC Suite 1105, Corpus Christi, TX 78412
Office Hours: By Appointment. Generally 9-5:30 M-F
Telephone: (w) 361-825-3335
E-mail: tony.wood@tamucc.edu

Appointments: Students should submit a meeting request using Outlook. Students may also e-mail or call. In any case, the meeting should not be considered confirmed until it is accepted by the instructor. (Walk-ins are sometimes accepted.)

C. COURSE DESCRIPTION
Catalog Course Description
A survey of state and federal environmental laws and regulations, and their impact on the environment. Case studies of environmental issues and legislated regulations.

Extended Course Description
Environmental laws and regulations establish the parameters of environmental resource management for our society and establish the framework under which environmental professionals work. This is an extremely important course for environmental science majors and is recommended for anyone expecting to work in areas related to environmental policy, regulation, or management. This course requires extensive readings from the text, study of regulatory agency websites, and a review of briefings and presentations each week. The successful student will gain an understanding of the major legal, regulatory, historical, and policy frameworks that define environmental programs and regulations in the United States. A practical review of environmental regulatory compliance and enforcement, as well as the successes of such programs will also be discussed. International environmental treaties, regulations, and agreements, and their implications for the United States may also be discussed as a part of this course.

Special Note: There are two Environmental Regulations course sections offered this semester. Each has the same core foundation. There are both graduate level and undergraduate level sections. These course sections are merged in Blackboard so that discussions can be shared across both sections of the course. All of your assignments will be delivered in Blackboard.

It is the student’s responsibility to become familiar with Blackboard. Collegiate level online courses are difficult and demanding. They require a great deal of reading and writing. They require personal dedication and weekly participation. This course is an example of these factors. If you feel that you do not have the dedication and focus for an online course you may want to take the course in its classroom version during another semester.

D. PREREQUISITES AND COREQUISITES

Prerequisites - POLS 2305 - U.S. Government and Politics and POLS 2306 - State and Local Government (or equivalent.) The instructor or academic advisor may grant permission to take ESCI 4301 without these two TAMUCC prerequisite courses if the student has successfully completed an equivalent high school or collegiate level course in U.S. Government, and has an understanding of tri-partite multi-level Governments as practiced in the U.S.

Co-requisites - None

E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES
• Federal Environmental Law, The User’s Guide by O. Moya and A. Fono, 3rd Ed. 2010. Students are expected to read each section of the textbook prior to the corresponding classroom session and class discussions.

• http://www2.epa.gov/laws-regulations

• http://www.fws.gov/le/laws-regulations.html

• https://www.osha.gov/law-regs.html

• Other readings will be suggested over the course of the semester.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Assessment is a process used by instructors to help improve learning. Assessment is essential for effective learning because it provides feedback to both students and instructors. A critical step in this process is making clear the course’s student learning outcomes that describe what students are expected to learn to be successful in the course. The student learning outcomes for this course are listed below. By collecting data and sharing it with students on how well they are accomplishing these learning outcomes students can more efficiently and effectively focus their learning efforts. This information can also help instructors identify challenging areas for students and adjust their teaching approach to facilitate learning.

Course Objectives: Successful participation and study in this course will enable students to:
1. Understand how environmental laws and regulations are developed.
2. Know which agencies regulate environmental laws.
3. Demonstrate how to locate specific environmental laws and regulations.
4. Understand the primary components of major Federal environmental laws including the CAA, CWA, RCRA, CERCLA and NEPA.
5. Understand how environmental compliance inspections are conducted.
6. Understand how these and other environmental laws directly affect one (student selected) industry.

G. INSTRUCTIONAL METHODS AND ACTIVITIES

1. Participation - Weekly course participation is mandatory. There are weekly briefings, recorded lectures, current event discussions, research assignments, and other guidance. All of these will be posted on Blackboard. Participation may be in the classroom or online. All students will turn in class assignments on Blackboard. There will be two opportunities to participate online each week; current events and industry assignments. Students will generate their own current events postings from recent news. The instructor will also give a discussion board assignment regarding the student’s chosen industry and the specific law(s) being studied that week. Each student is required to make one initial weekly posting to the
current events discussion board and one to the industry discussion board, to review the postings of other students in each category, and to make some substantial comment to at least two of the other student’s initial postings. A substantial posting must be more than just “I agree.” or “That’s what I thought too.” in order for it to count for credit. Classroom section students will be using Blackboard, but may submit short summaries of their comments during the class. Online students are expected to contribute more substantial discussions.

2. Readings - A weekly reading assignment must be completed. Federal environmental laws will be studied individually, with a focus each week on one area of the law. There will generally be readings each week that come directly from the textbook. There will also be a web based research effort each week. There may also be special assignments from the professor.

3. Briefings & Lectures - One or more PowerPoint briefing(s) will be provided each week by the instructor. Students are required to review the briefing(s) and will be responsible for knowing and understanding the content. Audio lectures may be posted on Blackboard to accompany the weekly PowerPoint briefings.

4. Internet Research - Specific websites pertinent to the weekly topic will be identified each week. On other occasions the students will be given a topic and must research and be able to discuss relevant websites that they have found. Students must share these websites with other classmates and may be asked to discuss them.

5. Course Assignments - There will be 3 major assignment deliverables this semester: an Agency Essay, a Current Events Summary, and an Industry Report:

- **Agency Essay** - A 2-3 page, single spaced, essay describing the role of an International, Federal, State, regional, or tribal agency with environmental responsibilities (other than the USEPA) will be required of each student. These essays should describe the roles and responsibilities of the selected agency and its organizational structure. For extremely large agencies, a smaller subset of the agency should be chosen. The essay should be completed in technical writing style. (APA format is acceptable but not required.)

- **Current Events Folder** - Each student will prepare an environmental regulations current-events folder. At least one article related to current events in environmental law should be placed into the student folder each week. The weekly posting in the folder should include the web citation and a brief discussion (1-3 paragraphs) explaining why this article is relevant to the course topic. Students should post their weekly current events for other students to see. (A minimum of 10 articles over 13 weeks are required.) The student must deliver a one-page listing of articles (like a Table of Contents) at the end of the semester. The one page deliverable will show the date posted, the current event title, the publication or website, the date of publication, and how many follow-up discussions the original posting generated from other students.

- **Industry Report** – Each student will select a specific industry to focus on throughout the entire semester. It should be an industry which is environmentally regulated and which you would anticipate working for or regulating after graduation. The student will profile this
industry and identify its NAICS code(s), its products, and its potential for affecting the environment. The student will research how each federal law we discuss could affect that specific industry, which regulations apply, and what permits are required. The student will also identify what that industry does to assure compliance. The student should discuss engineering controls and the level of economic commitment evidenced by the industry's efforts. Page limits: 10-20 pages, single spaced, completed in APA format.

6. Exams - Online sections of this course will not have major examinations this semester. In lieu of major exams there will be seven (7) timed quizzes over the course of the semester. These timed quizzes will be based upon the readings, briefings, current events, and discussion postings. Quizzes will be posted at the beginning of the week. Once started, a quiz must be completed in one sitting. Any quiz or assignment not completed by the end of the week will be given a score of zero. Online students should be familiar with this testing process and Blackboard in general. We acknowledge that occasionally computer glitches may occur. If you are taking an online course you should be familiar with your computer and Blackboard in order to minimize and avoid such technical difficulties.

H. MAJOR COURSE REQUIREMENTS AND GRADING

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<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
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<tbody>
<tr>
<td>Environmental Agency Essay</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Participation</td>
<td>10</td>
</tr>
<tr>
<td>Current Events Participation</td>
<td>5</td>
</tr>
<tr>
<td>Current Events Summary Sheet</td>
<td>5</td>
</tr>
<tr>
<td>Industry Report</td>
<td>35</td>
</tr>
<tr>
<td>Quizzes (7)</td>
<td>35</td>
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<tr>
<td>Total</td>
<td>100</td>
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I. COURSE CONTENT/SCHEDULE

This schedule is intended to serve as general guidance. It will be expanded over the course of the semester, especially if current environmental regulatory events offer opportunities for real-time lesson development. Student abilities, extended discussions on specific and current topics, or other factors may result in some adjustments to this schedule. Students should budget time each week for:

- Reading the course textbook
- Researching & reporting on current events
• Researching EPA & other regulatory agency websites on the weekly topic
• Discussion and documentation
• Lecture/briefing review
• Preparing industry report regarding pertinent laws and regulations

Week 1
Introduction
Discussion 1: Introductions, Virtual Introductions & Expectations
Briefing: Course Introduction & Expectations
Overview of Course
Overview of Textbook
Assignments: Select Agency for Essay, Become familiar with Blackboard

Week 2
Reading: Administrative Law (Chap. 1)
Briefing: Environmental Compliance Inspections & Preparing for a Regulatory Inspection Industry Selection Due
Discussion 2: Why and how do we regulate? For the industry you have selected, discuss which historical era of environmental regulation and management they are currently living in and why.

Week 3
Quiz # 1
Agency Summary Essays Due
Reading: National Environmental Policy Act and Environmental Impact Statements (Chap 2)
Discussion re: NEPA

Week 4 & 5
Reading: Resource Conservation and Recovery Act (Chap 3)
Briefing & Lecture on RCRA
Discussion re: Hazardous waste TSDF sites
Quiz #2

Week 6 & 7
Reading: Comprehensive Environmental Response Compensation and Liability Act (Chap 4)
Briefing: Superfund Amendments & Reauthorization Act
Discussion: Superfund sites near you
Quiz #3

Week 8
Reading: Clean Air Act (Chap 5)
Briefings & discussions on the CAA
Discussion: The difference between stratospheric and tropospheric ozone
Quiz #4

Week 9
Reading: Clean Water Act (Chap 6)
Water issues in Texas
Briefings & discussions on the CWA
Discussion: The difference between stratospheric and tropospheric ozone
Quiz #5

Week 10
Reading: Endangered Species Act
Briefings & discussions
Quiz #6

Week 11
Video: Frontline-Climate of Doubt
Grad student Presentations

Week 12
Grad Student Presentations/Review
Current Environmental Events Notebooks Due

Week 13
Course Wrap-up
Quiz #7

Note: Changes in this course schedule may be necessary and will be announced to the class by the Instructor. The assignments and exams shown are directly related to the Student Learning Outcomes described in Section F.

J. COURSE POLICIES
Attendance/Tardiness
Attendance must be weekly but can be accomplished by logging into the course website on Blackboard within each week of the semester. Students are expected to be courteous to others.
Late Work and Make-up Exams
Because assignments can be completed and submitted at any time over the course week, extensions will only be granted for extenuating circumstances.

Extra Credit
The baseline information in this course is of such importance that students are encouraged to gain additional knowledge about the core topics rather than seeking extra credit to mitigate substandard grades.

Cell Phone Use - Not Applicable

Laptop Use - Not Applicable

Participation - Weekly course participation is mandatory.

K. COLLEGE AND UNIVERSITY POLICIES

• Academic Integrity (University)
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

• Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

• Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex,
ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

- **Deadline for Dropping a Course with a Grade of W (University)**
The grade of W will be assigned to any student officially dropping a course. Please consult with the instructor before you decide to drop to be sure it is the best thing to do. Just stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. Should dropping the course be the best course of action, visit the Office of the University Registrar for the Course Drop Form that **must** be submitted. No student is eligible to receive a W without completing the official drop process by this deadline. Please consult the Academic Calendar ([http://www.tamucc.edu/academics/calendar/](http://www.tamucc.edu/academics/calendar/)) for the last day to drop a course.

- **Grade Appeals (College of Science and Engineering)**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html), and the College of Science and Engineering Grade Appeals webpage at [http://sci.tamucc.edu/students/GradeAppeal.html](http://sci.tamucc.edu/students/GradeAppeal.html). For assistance and/or guidance in the grade appeal process, students may contact the chair or director of the appropriate department or school, the Office of the College of Science and Engineering Dean, or the Office of the Provost.

- **Disability Services**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call (361) 825-5816 or visit Disability Services in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

[http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/)
• **Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

L. **OTHER INFORMATION**

• **Academic Advising**

The College of Science & Engineering requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. Meetings are by appointment only; advisors do not take walk-ins. Please call or stop by the Advising Center to check availability and schedule an appointment. The College’s Academic Advising Center is located in Center for Instruction 350 or can be reached at (361) 825-3928.

• **Blackboard**

Blackboard is a web-based learning management system designed to support fully online courses and to provide a space for face-to-face course supplementation. It is at the core of the lessons and deliverables in this course. Visit and logon to the Blackboard Resources homepage now to become familiar with this system and its technical support features, and to make sure that your computer and servers are compatible.

   https://iol.tamucc.edu/bb_resources_students.html

M. **GENERAL DISCLAIMER**

The instructor reserves the right to modify the information, schedule, assignments, deadlines, and course policies in this syllabus if and when necessary. The instructor will announce such changes in a timely manner during regularly scheduled lecture periods and or online at the course website in Blackboard.