Assessment Data is from what semester?  
Spring 2014

Faculty Name(s):  Narinder Bansal

1. Course Name and Number:  
ENVS 102: Environmental Law and Regulations

2. List all Course SLOs from the Course Outline of Record:  
1. Demonstrate an understanding of the processes and instruments by which environmental laws are implemented at federal agencies, state agencies and the private sector.

2. Illustrate the importance of being part of and how to get involved with the decision making process of environmental laws and regulations both in the private and public sectors.

3. Examine a number of the significant legal and policy questions inherent in the environmental regulatory scheme as well as to consider what utility the current scheme may have in addressing national and global problems - such as climate change, pollution, etc.

4. Criticize and assess the strengths and weaknesses of environmental rules and regulations, and the effects that these rules and regulations may have on individuals and various societies, and groups as a whole.

3. Specific Course SLO(s) assessed as part of this project:  
SLO #3 and SLO #4

4. Is this course on GE Plan A?  
\( \text{\checkmark} \) Yes  \( \text{\_\_\_} \) No  (See Catalog pages 49-51 & page 55)

If Yes, identify what area. (All GE course assessments count as GE assessments.)  
\( \text{\checkmark} \) Area I Natural Sciences
\( \_\_\_ \) Area II Social and Behavioral Sciences
\( \_\_\_ \) Area III Fine Arts/Humanities
\( \text{\checkmark} \) Area IV Language and Rationality
\( \_\_\_ \) Area V Physical Education/Wellness
\( \_\_\_ \) Area VI Intercultural/International Studies
\( \_\_\_ \) Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)  
SLO #3 and SLO#4 were assessed via discussion boards. This course was offered via online platform.
6. **Results and analysis of the data.** (Attach any related documents at end of form.)

   SLO #3, 22 students participated. These students engaged in online discussions and critiqued fellow student’s postings and agreed or disagreed with their opinions/findings.

   SLO#4, 22 students participated. Students were able to assess the role of globalization across various societies, groups and individuals. They presented their stance and students were able to agree/disagree and discuss.

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7. **What are you going to do based on the results of the data?** (Any planned revisions?)

   For SLO 3, broaden the discussion regarding Air Division and Water Division and how air affects Water.

   For SLO 4, incorporate some of the soft sciences (ethical, moral, humanities) into the discussion on globalization, looking at the bio/eco connection.
Faculty: Narinder S. Bansal  
Course: Envs 102/ Environmental Law and Regulations

Semester/Year: Spring/2014  
Criteria for assessing course SLOs.

Student Learning Outcome:
Identify SLO being evaluated. 
Assessment Method: Sample of students assessed/timetable for the collection of date: Describe the results of the assessment.

SLO#
____ exam
_____ discussion boards
_____ journal
_____ oral presentation
_____ field trip
_____ other (describe below):

SLO#  ______ exam
_____ discussion boards
_____ journal
_____ oral presentation
_____ field trip
_____ other (describe below):

SLO#  ______ exam
_____ discussion boards
_____ journal
_____ oral presentation
_____ field trip
_____ other (describe below):

SLO# 4
Criticize and assess the strengths and weaknesses of environmental rules and regulations, and the effects that these rules and regulations may have on individuals and various societies, and groups as a whole. ______ exam
___X_ discussion boards
_____ journal
_____ oral presentation
_____ field trip
_____ other (describe below): 16 students/ Week of May 5th – 8th. Students were given a scenario that required them to access and demonstrate an understanding of the complexities of environmental law and polices across the globe. Students were asked to assess the role of globalization across various societies, groups, and individuals. 22 students were able to engage in an online discussion to agree and critique opinions presented by their fellow classmates.

Concluding remarks/notes: Discussion board topic - We want to finish the course with some larger topics to discuss. We have been introduced to environmental law, now we want to handle a couple of different topics. I have been reading a lot about globalization, as an "bio/eco" geographer it is important for us not only to study the hard sciences - physics, etc. but also the soft sciences - ethics, morals, humanities etc. Here is my question/discussion topic, which I found on a web site: What Is globalization? Is it the integration of economic, political, and cultural systems across the globe? Or is it Americanization and United States dominance of world affairs? Is globalization a force for economic growth, prosperity, and democratic freedom? Or is it a force for environmental devastation, exploitation of the developing world, and suppression of human rights?
Student Learning Outcome:
Identify SLO being evaluated.  Assessment Method: Sample of students assessed/timetable for the collection of date: Describe the results of the assessment.

SLO#  
_____ exam  
_____ discussion boards  
_____ journal  
_____ oral presentation  
_____ field trip  
_____ other (describe below):

SLO#  
_____ exam  
_____ discussion boards  
_____ journal  
_____ oral presentation  
_____ field trip  
_____ other (describe below):

SLO# 3
Examine a number of the significant legal and policy questions inherent in the environmental regulatory scheme as well as to consider what utility the current scheme may have in addressing national and global problems - such as climate change, pollution, etc.

_____ exam  
X___ discussion boards  
_____ journal  
_____ oral presentation  
_____ field trip  
_____ other (describe below):

22 students/ Week of Feb 17th – 20th.
Students were given a scenario that required them to access and demonstrate an understanding of the complexities of legal/policy/environmental regulatory schemes as they to environment law – in particular pollution. 22 students were able to engage in an online discussion to agree and critique opinions presented by their fellow classmates.

SLO#  
_____ exam  
_____ discussion boards  
_____ journal  
_____ oral presentation  
_____ field trip  
_____ other (describe below):

Concluding remarks/notes: Discussion board topic - We are going to consider how the current environmental regulatory system is segregated by environmental medium (e.g., Clean Air Act, Clean Water Act). Below I have posed a problem that can illustrate the complexities and issues involved in multimedia environmental compliance.
As an example, lets consider a situation where you have a large smelter that is permitted under the CAA to emit 10 tons a year of lead. That plant is down the street from a small manufacturing facility that has received a notice of violation for lead in its storm water effluent. In this scenario, the small manufacturing plant believes, based on weather events and sampling trends that the
lead compliance problem is caused directly by air deposition of the permitted air emissions of the large smelter upstream.

Discussion: In this example, have the separate regulatory staff—the Air Division that issued the permit to emit lead and the Water Division, which has brought an enforcement action for lead exceedances—failed to properly consider the effects of their decisions?