

EVSP509

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Description

Course Description: This course consists of an in-depth review of the National Environmental Policy Act (NEPA), its legislative background and history, significant case law, and Council of Environmental Quality (CEQ) Guidelines. Students will review examples of agency Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements to become familiar with the documents as a building block for EVSP629 Environmental Impact Analysis. Students will evaluate whether specific documents "meet the intent or spirit" of NEPA, compare state vs. federal NEPA regulations, and review at least one federal agency's NEPA procedures. (Prerequisite: EVSP503)

Course Scope:

The National Environmental Policy Act course builds on the regulatory foundation presented in EVSP503, Environmental Policy, Regulation and Law. It focuses specifically on the National Environmental Policy Act of 1969 and its application.

Objectives

After successfully completing this course, you will be able to achieve the following course learning objectives (LO):

- **LO-1:** Analyze the legislative history of the National Environmental Policy Act of 1969 (NEPA).
- **LO-2:** Analyze the role of Federal agencies in the NEPA Process.
- **LO-3:** Evaluate significant NEPA case law and legal challenges/requirements.
- **LO-4:** Evaluate whether specific documents "meet the intent or spirit" of NEPA.
- **LO-5:** Analyze federal vs. state NEPA regulatory processes.
- **LO-6:** Analyze the effectiveness of one federal agency's NEPA process.

Outline

Week 1: The Legislative History of NEPA

Learning Objectives

LO-1

Readings

Read:

1. **Readings in Lessons tab**
2. **Lecture #1**

Assignments

Virtual Introduction/

Forum #1.

Post initial CITED work (500 words) and respond to at least two other students' posts.

NEPA Terminology Challenge Quiz

Week 2: Legal Research Introduction Philosophy and Intent of NEPA

Learning Objectives

LO-1

Readings

Read:

1. **Readings in Lessons tab**
1. **Lecture #2**

Assignments

Forum #2. Post initial CITED work (500 words) and respond to at least two other students' posts.

Assignment 1 DUE

Intent of NEPA Challenge Quiz

Week 3: Case Law in NEPA

Learning Objectives

LO-2, LO-4

Readings

Read:

1. **Readings in Lessons tab**
2. **Lecture #3**

Assignments

Forum #3.

Post initial CITED work (500 words) and respond to at least two other students' posts.

Assignment 2 DUE

NEPA Scatter Challenge Quiz

Week 4: Case Law in NEPA, continued

Learning Objectives

LO-2, LO-4

Readings

Read:

1. **Readings in Lessons tab**
2. **Lecture #4**

Assignments

Forum #4.

Post initial CITED work (500 words) and respond to at least two other students' posts.

Assignment 3 DUE

Significant Case Law Challenge Quiz

Week 5: NEPA Analysis I

Learning Objectives

LO-3, LO-6

Readings

Read:

1. **Readings in Lessons tab**
2. **Lecture #5**

Assignments

Forum #5.

Post initial CITED work (500 words) and respond to at least two other students' posts.

Assignment 4 DUE

Week 6: NEPA Analysis II

Learning Objectives

LO-3, LO-5, LO-6

Readings

Read:

1. **Readings in Lessons tab**

1. **Lecture #6**

Assignments

Forum #6.

Post initial CITED work (500 words) and respond to at least two other students' posts.

Assignment 5 DUE

Week 7: Agency Roles in the NEPA Process

Learning Objectives

LO-5, LO-6

Readings

Read:

1. **Readings in Lessons tab**
2. **Lecture #7**

Assignments

Forum #7.

Post initial CITED work (500 words) and respond to at least two other students' posts.

Work on Final Project

Week 8: Federal vs. State NEPA Regulations REVIEW

Learning Objectives

LO-3, LO-5, LO-6

Readings

Read:

1. **Readings in Lessons tab**
2. **Lecture #8**

Assignments

Forum #8.

Post initial CITED work (500 words) and respond to at least two other students' posts.

FINAL PROJECT DUE

Evaluation

Reading Assignments: Review the Lessons for additional course readings.

Supplemental Readings: N/A

Forum Assignments: All EVSP graduate Forums require initial posts of 500 words and at least one cited source from the literature. See the Forum Grading Rubric in the Forums section of the classroom.

Homework Assignments: See the aforementioned guidance document for instructions on all course writing assignments.

Exams/Quizzes: N/A

Field Experience Assignments: N/A

Final Project: See the Assignments section of the classroom for instructions on the Final Project.

Your final grade will be based on the following course requirements:

(If you have special requirements concerning the execution of your assignments, please write me as soon as possible. I will be glad to make alternate arrangements.)

40% - Forum comments and responses

50% - Assignments 1-5, 10 points each

10% - Final Project – Species Management Plan Review

100% TOTAL

Grading:

Name	Grade %
Forums	24.00 %
Forum 1	3.00 %
Forum 2	3.00 %
Forum 3	3.00 %
Forum 4	3.00 %
Forum 5	3.00 %
Forum 6	3.00 %
Forum 7	3.00 %
Forum 8	3.00 %
Assignments	55.00 %
Assignment 1	11.00 %
Assignment 2	11.00 %
Assignment 3	11.00 %
Assignment 4	11.00 %
Assignment 5	11.00 %
Final Project	21.00 %
Final Project	21.00 %

Materials

Book Title: There are no required books for this course.

Author: N/A

Publication Info: N/A

ISBN: N/A

NEPA Office of Policy and Compliance: <http://energy.gov/nepa/office-nepa-policy-and-compliance>

CEQ NEPA Page: <https://ceq.doe.gov/>

EPA NEPA Page: <http://www2.epa.gov/nepa/what-national-environmental-policy-act#NEPA>

A Citizen's Guide to NEPA: <http://energy.gov/nepa/downloads/citizens-guide-nepa-having-your-voice-heard>

Open Jurist (case law source): <http://openjurist.org/>

LexisNexis Academic: APUS Library/Databases by Subject/General/LexisNexis

Ashford, N.A. and C. A. Caldart (2008). Environmental Law, Policy and Economics: Reclaiming the Environmental Agenda. MIT Press.

Lindstrom, M.J. and Z.A. Smith (2001). The National Environmental Policy Act: Judicial Misconstruction, Legislative Indifference, and Executive Neglect. Texas A&M University Press.

Wellock, T.R. (2007). Preserving the Nation: The Conservation and Environmental Movements. Harlan Davidson.

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they

know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation’s military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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