ESF Course Proposal
Committee on Curriculum - ESF Faculty Governance
Office of Instruction & Graduate Studies

This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: 2/04/2021

1. Course Information:

1.1 Course Prefix and Number: EST 612
   Course Title: Environmental Policy & Governance
   (If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 □ This is a New Course.
   OR
   □ This is a Major Course Revision
   OR
   □ This is a Minor Course Revision

   If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

   (Please check all that apply)
   □ Course Number/Division
   □ Learning Outcomes
   □ Institutional Resources
   □ Title
   □ Concepts, Content
   □ Semester Offered
   □ Credit hours
   □ Catalog Description
   □ Course Inactivation
   □ Pre- or Co-requisite(s)
   □ Instructional Methods
   □ Course Reactivation
   □ Format
   □ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here □

   □ American History
   □ Humanities
   □ Other World Civilizations
   □ The Arts
   □ Mathematics
   □ Social Sciences
   □ Basic Communication
   □ Natural Sciences
   □ Western Civilization
2. Proposer Need Statement:

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision. The department and college have made a commitment to expanding access to our courses by offering targeted courses in an online format. Courses specifically targeted for migration to online format include those that comprise newly developed graduate certificates. The graduate certificate in Environmental Leadership, which has been in place for the past 3 years, is the pioneer graduate certificate. To earn the certificate, students take three specific courses: EST 612, EST 635, and EST 640. Since moving to an online format, EST 612 has shown robust and growing enrollment: Spring 2017 - 11; Spring 2018 - 7; Spring 2019 - 14; Spring 2020 - 14; Spring 2021 - 28. The current proposal formalizes the switch to an online format and includes some minor updates to the course description and learning objectives.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. None

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). This course should be able to augment other departments' online program development efforts.

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance). Please provide an explanation of how this course fulfills SUNY General Education Requirements. n/a

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? As the graduate certificate in Environmental Leadership continues to grow, the primarily Asynchronous course delivery model for EST 612 (unlike EST 635 and 640) allows for an expansion of students beyond the typical cap for a graduate course of 20 to 25.

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? None additional expected at this time

2.7 Anticipated Enrollment (enter where applicable)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
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<tr>
<td>Summer Semester</td>
<td></td>
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<tr>
<td>Spring Semester</td>
<td>20-40</td>
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</table>
2.8 Anticipated frequency of class meetings. This course will be delivered in a primary asynchronous format. Each week, students will complete course readings, view one or more presentations (PowerPoint lectures and/or audio podcast interviews) on course material, and engage in text-based discussion with an “affinity” group of fellow students interested in a similar policy area. Students will have access to real-time review sessions with the instructor (scheduled at multiple times to allow for small numbers and ensure student schedule availability). The course also includes a “virtual conference” at the end of the semester at which students will present the results of an independent research project to their colleagues.
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EST 612
3.1.2 Course Name: Environmental Policy & Governance
3.1.3 Credit Hours: 3
3.1.4 Semester (check all that apply): Fall ☐ Spring ☒ Summer ☐
3.1.5 Format (check as appropriate): Lecture ☐ Online ☒ Lab ☐ Field ☐ Other ☐ (explain)
3.1.6 Contact hours per week: Course is designed to be delivered asynchronously
3.1.7 Prerequisite(s) – if none, please enter "None" (Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge) None

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
   Lower Division ☐ Upper Division ☐
   Beginning Graduate ☐ Advanced Graduate ☒

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
   a. Is this a required course? No ☐ Yes ☒.
      If Yes, please list the program(s) for which it is a requirement: EST 612 is one of three required courses for the Graduate Certificate in Environmental Leadership. It is also one of 14 designated core courses for the MPS Environmental Studies degree, and one of 9 designated core courses for the MS in Environmental Studies degree.
   b. Is this an elective course within your department? No ☐ Yes ☒.
   c. Is enrollment in this course restricted? No ☒ Yes ☐
      If Yes, please explain:
   d. Are other ESF or SU courses similar or identical to this course? No ☒ Yes ☐.
      If Yes, please identify the courses:
   e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)? No ☒ Yes ☐.
      If Yes, what is the course number of the concurrent offering?

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course.

After completing this course, students will be able to:

1. Characterize the factors that make environmental problems so challenging to govern
2. Identify and discuss governance structures and policy instruments for responding to the challenges of environmental problem solving
3. Analyze the roles of diverse actors and institutions in shaping the dynamics of the policy process at different scales
4. Analyze the processes by which environmental policies are made and changed

5. Seek leverage points in the policy system that shape the thrust and impact of environmental policies

6. Critically evaluate the relationship between how environmental problems are framed and how they are governed

7. Apply course concepts, analytical frameworks, and theoretical perspectives to current issues in environmental policy and governance

3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

Challenges to Governance of Environmental Problems, e.g. Scientific Uncertainty, Precautionary Principle, Market Failure, Public Goods, Collective Action Problem, Free Riders, Externalities, Mismatched Scales

Analytical Frames for Environmental Governance, e.g. Environmental Rights, Sustainable Development, Utilitarianism, Risk-Benefit / Cost-Benefit, Environmental Justice

Big picture questions of democracy and governance

Institutional arrangements, Polycentricity, Complex Adaptive Systems, Elinor Ostrom's work

Theories of Policy Stability and Change

Regulatory, Market-based, Voluntary, Participatory instruments for Environmental Policy

Normative Framing

Constitutional issues, Federalism, Levels of Governance, Courts, Congress, Executive

Government and Non-governmental actors, Think-tanks, NGOs, Citizen leaders, scientists

3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods.

Environmental Policy and Governance Virtual Conference Presentations

Students will apply course concepts to a current issue in environmental policy and governance of your choosing. The “deliverables” for this component of the course include 1) a conference presentation proposal; 2) an annotated power-point presentation; and 3) an oral presentation.

Policy Portfolio
Students will be assigned to an “affinity group” based on their topic of focus for the virtual conference. Groups will use the Blackboard Discussion Forums to share links, resources, questions, and ideas.

Midterm Exam and Final Exam

There will be two exams in the course. The mid-term exam can be retaken once. The final exam is comprehensive. There will be live review sessions with the instructor for each of the exams.

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters. Online. Three hours of lecture and related activities. Examination of the dynamic relationships present in the creation and implementation of environmental policies. Considers the roles of the state, the private sector, and nongovernmental organizations. Explores background and implications of recent trends in environmental governance. Spring

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history.
- New course approved by the faculty, March 8, 2007.

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course ☐ YES ☒ NO

If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

Department: Date of Notification:
Department: Date of Notification:
Department: Date of Notification:
Department: Date of Notification:
4. Institutional Impacts:

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. Note that, if this is a course revision, only the impacts of the revision should be included.

Staffing needs: As enrollment for this course continues to grow, additional sections or instructor support may be necessary.

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing): None needed

Technology Resources: Blackboard LMS, Google Drive, Zoom or equivalent for video conferencing, technology support from Open Academy

Computing Resources (software licensing, hardware, access):

Library Resources (subscriptions, services):

Transportation Requirements (budget, fees, fleet vehicles):

Forest Properties or Field Practicum Facilities:
5. **Health and Safety Considerations:**

Will any of the conditions or situations outlined below be present in association with the course?  

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes / No</th>
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<tbody>
<tr>
<td>5.1. <strong>Will substances with any of the following properties be used during instruction:</strong> flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?</td>
<td>☐ / ☒</td>
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<tr>
<td>5.2. <strong>Will any physical hazards be present during instruction?</strong> (e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.).</td>
<td>☐ / ☒</td>
</tr>
<tr>
<td>5.3. <strong>Will any biological hazards be present during instruction?</strong> (e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.).)</td>
<td>☐ / ☒</td>
</tr>
<tr>
<td>5.4. <strong>Will any radiation hazards be present during instruction?</strong> (e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.).</td>
<td>☐ / ☒</td>
</tr>
<tr>
<td>5.5. <strong>Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction?</strong> (Give considerable thought to electrical use outdoors, or any potentially wet location.).</td>
<td>☐ / ☒</td>
</tr>
<tr>
<td>5.6. <strong>Will there be any personal safety issues related to the class?</strong> (e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.).</td>
<td>☐ / ☒</td>
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<tr>
<td>5.7. <strong>Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?</strong></td>
<td>☐ / ☒</td>
</tr>
<tr>
<td>5.8. <strong>Will any type of personal protective equipment be necessary during class exercises?</strong> (e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)</td>
<td>☐ / ☒</td>
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</tbody>
</table>

If the answer was “Yes” to any of the **HEALTH AND SAFETY** questions, please explain:

For lab and field courses to which all answers are “no”, you should explain that here, also. Normally, we would expect some safety precautions for such courses.
6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

Affected Academic Department(s) or Program(s) – other than the sponsoring department:

Department/Program 1

Chair Signature

Name of Chair/Program Director

Date

Or letter attached □

Department/Program 2

Chair Signature

Name of Chair/Program Director

Date

Or letter attached □

Department/Program 3

Chair Signature

Name of Chair/Program Director

Date

Or letter attached □

[If more than three Departments/Programs, please continue on a separate page]

Other Units:

Associate Provost for Instruction & Dean of the Graduate School (for Gen Ed courses only)

Date

Or letter attached □

Registrar

Date

Or letter attached □

Library Director

Date

Or letter attached □

Computing and Network Services

Date

Or letter attached □

Physical Plant

Date

Or letter attached □

Forest Properties

Date

Or letter attached □

Environmental Health and Safety

Date

Or letter attached □
7. Proposer Information and Sponsoring Department Chair Affirmation:

Contact Person:

Name: Paul D Hirsch
Department: Environmental Studies

Email: pahirsch@esd.edu
Phone: 315 470-6669

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: ____________________________
Department Chair (or designated curriculum representative)
Signature: ____________________________
Or letter attached ☐

8. Approvals:

______________________________
Curriculum Committee
Date

______________________________
Faculty Governance
Date

______________________________
Provost
Date