**Syllabus**

**- Summary -**

|  |  |
| --- | --- |
| **Course Title Environmental Impact Assessment ENST 201920 94.400.1** | Course 101 |
| **Course No.** | 101 |
| **CRN** |  |
| **Section** |  |
| **Start/End Dates.            Jan 27, 2021 - May 5, 2021** |  |
| **Term/Module - Spring 2021**  **Syllabus**  Meeting Time:  6:30 - 9:15 PM Wednesday  Instructor:       Andrew Levecchia, PP/AICP  Email:              levecchia@rowan.edu  Phone:             856-220-0825 (ok to text)    Office Hours: **By appointment – please contact me and we can schedule a date and time**    **Required Text:** Environmental Impact Analysis: A Practical Guide, Betty Bowers Marriott. McGraw-Hill, 1997.    **Additional Readings** – Several additional readings have been placed on Canvas. These reading are to be used as supplements to the text and are as important to successful completion of this class as the textbook. Please do not take these reading lightly as they are informational pieces that will help you with course work.  **Course Overview:**  Environmental Impact Assessment is an analysis of the potential environmental, social, economic and geographical changes and consequences produced by a particular project or action.  The goals of the course are to introduce the student to the legal and regulatory basis for the Environmental Impact Statement process, and to familiarize the student with the tools and resources needed for preparing an Environmental Impact Statement. The main outcome of the course is to learn about how good environmental decision making occurs on the federal, state and local level. Coursework will focus on national and global environmental perspectives.  **Learning Outcomes**:  The course curriculum has been designed to facilitate the following student learning outcomes:   1. Students will learn the historical context of the National Environmental Policy Act its use and impact on the environment and the physical world around them. 2. Students will gain an understanding of how Planners and the field of Planning take a leading role in such a process. 3. Students will gain an understanding of the concepts of environmental impacts, environmental mitigation, Environmental Justice and public participation. 4. This course will provide the background necessary to deal with environmental issues in multiple levels of planning from site level to municipal to regional impacts and alternatives analysis. 5. Students will have an opportunity to apply learning outcomes in the form of a final project that has been constructed to teach the student the practical application and steps needed to complete the NEPA process. 6. Students will have a working knowledge of the environmental planning lexicon, including understanding the applied professional definitions of terms and basic environmental planning concepts.     **Grading**: Student evaluations will be assessed by:  Two (2) tests (25% of grade)  Homework Assignments (25%)  Final project (40% of final grade)  Participation, Attendance and contribution to class (10%)    **Grading scale** (e.g., 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, etc.)    **Course Structure and Assignments:**  All assignments in this course will build towards the successful completion of a final project. Students will act independently as well as part of team to complete the final assignment. Individual assignments will ensure that each student has a working knowledge of the concepts and technical terms required to understand the role of the Environmental Impact Analysis in planning and the development process.  Student presentations are an integral part of this class. Individuals will be expected to present information solo as well as part of group several times during the semester.  **Course Overview**  **Project Teams**  Students will learn from the first night of class that the NEPA process is not a process that can be completed by one individual but by a team of professionals with a wide variety of skills. Therefore, the class will be divided into several different teams of students with varying skills, interests, and academic majors. Students will remain in these teams for the duration of the semester and complete individual as well as group assignments.  **Geographic Regions**  Each Project Team will pick one of the 10 Standard Federal Regions. This Region is the geographic location where the bulk of the work for the course will be focused.  Individuals and Teams are encouraged to get familiar with this Region and will be assigned specific tasks to gain a better understanding of the Region. All individual assignments will focus on the Teams region to help build consensus towards understanding environment impacts and needed mitigation strategies when completing the final project.  **Assignments**  Completed assignments will be free of typographical and grammatical errors.  Any late assignment will have 10 points deducted from the total.  **Late assignments turned in more than two weeks after the initial deadline will not be accepted.**  Papers should be original material generated for this class only, be free of all plagiarism and properly cited in MLA style.  The Rowan University Writing Center is located in Campbell Library, Room 131 and they accept appointments.  **All assignments will be typed and double spaced using a font size of 12. Any assignments using a larger or smaller font size will be returned to the student and not accepted. Assignments that are hand written will not be accepted.**  **Individual Assignments (detailed assignment descriptions are available on Canvas)**  Each student is required to complete the following:   1. **Current Event Assignments** – each student will complete and present to the class **two (2)** current events about environmental issues that are longstanding, historical or current concerns of the regions in which their team resides. 2. **Acronym List Assignment** - **each** student will keep a running description and definition of Acronyms listed on the assignment. You are to develop a description (in your own words) of each term or concept with enough detail so that you can talk intelligently about it to a professional colleague. Students are encouraged to provide as much detail as possible for these acronyms as this will form the basis of the study guide for tests. 3. **Questions from Videos Assignment** – found on Canvas 4. **Regional Demographic Analysis**     **Team Assignments (detailed assignment descriptions are available on Blackboard)**  Each team is required to complete the following:     1. **CEQ Annual Report Summary – project description on Canvas** 2. **Categorical Exclusion (CE), Notice of Intent (NOI) and Environmental Assessment (EA) –** each group will evaluate several of the above-mentioned documents and provide descriptions to all of them. See Canvas for additional details.      1. **Final Team Project (Please see Blackboard for details)**               Each Team will be expected to develop an Environmental Impact Assessment for a current or future project that requires such investigation. Each team will be required to write a Notice of Intent, Scoping document and a Draft EIS as outlined during class. Each group   will be expected to present the Draft EIS in a public form and be prepared to answer questions and respond to public inquiries. Teams will then respond in writing to all         questions and deliver a Final EIS as part of the final Team Project.    Students and Teams will participate in a public forum in which they will present   their    Draft EIS to other student, friends, family members and answer questions and defend             their research.  This experience is to help the students to gain a complete understanding     of how the EIS process works and the role of a Planner in the process.    **Tests Contents**: Tests will cover all the material covered in the readings, lectures and additional readings supplied on Canvas.  Tests will be a mix of multiple choice, matching and essay questions.    **Academic Dishonesty**: Academic dishonesty, in any form, will not be tolerated. According to Rowan University policy, students committing any act of academic dishonesty may fail the course, be suspended from the university, or both. In order to avoid plagiarism, students should provide appropriate It documentation whenever quoting, paraphrasing, summarizing, or otherwise using the language or ideas of others.  The Rowan policy on Academic Issues is available on the provost web site.  (<http://www.rowan.edu/provost/policies/AcademicIntegrity.htm>)    **Attendance:** Each student is allowed up to 2 class absences without being penalized.  After the 2nd missed class, I will reduce your participation grade proportionately with your attendance unless arrangements are made **in advance** for University recognized reasons that are accompanied by documentation (e.g. doctor’s note or other form of supporting evidence).  [University recognized reasons](http://www.rowan.edu/provost/policies/conduct_OfficeofTheProvostRowanUniversity.htm) for excused absences include official University activities, documented illness, death of a family member or loved one, inclement weather and religious observance (notification must take place before the holiday)  It is the responsibility of the absent student to catch up on any missed material and do any make-up work required by the instructor.  If a major life event, of any kind, is impacting your schoolwork beyond 1 week in the form of absences, tardiness, difficulty focusing in-class or completing coursework please contact the [Office of Student Life/Dean of Students](https://sites.rowan.edu/deanofstudents/about/index.html). Their office is equipped to assist students undergoing difficult life events, including communicating with your professors if temporary accommodations are needed to help you through a difficult period. To request a meeting with the Vice President for Student Life and Dean of Students, please e-mail Martha Aderinto at [williamsm@rowan.edu](mailto:williamsm@rowan.edu) or 856.256.4283  **Rowan University's Statement on Diversity**  Rowan University promotes a diverse community that begins with students, faculty, staff and administration who respect each other and value each other’s dignity. By identifying and removing barriers and fostering individual potential, Rowan will cultivate a community where all members can learn and grow. The Rowan University community is committed to a safe environment that encourages intellectual, academic, and social interaction and engagement across multiple intersections of identities. At Rowan University, creating and maintaining a caring community that embraces diversity in its broadest sense is among the highest priorities.    **Rowan University Sexual Misconduct and Harassment Reporting, and Title IX**  Rowan University and its faculty and staff are committed to assuring a safe and productive educational environment for all students. Title IX makes it clear that sexual misconduct and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against protected categories such as race, national origin, etc.  University faculty and staff members are required to report any instances of sexual misconduct or harassment, to the University’s Title IX Coordinator so that the appropriate resources and support options are provided. What this means is that as your professor, I am required to report any incidents of sexual misconduct and harassment that are directly reported to me, or of which I am somehow made aware.    If you are the victim of sexual misconduct or harassment, Rowan encourages you to reach out to these resources:    **Confidential Resources:**  The Wellness Center, Winans Hall, 856-256-4333, [www.rowan.edu/wellness](http://www.rowan.edu/wellness)    **Non-Confidential Resources:**  Office of Student Equity and Compliance (OSEC), Savitz Hall 203, 856-256-5830    Public Safety, Bole Annex, 856-256-4911    Other reporting information is available here: go.rowan.edu/titleix    **Special Needs:** Your academic success is important.  If you have a documented disability that may have an impact on your work in this class, please contact me.  Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations.  The Academic Success Center can be reached at 856-256-4234.  The Center is located on the 3rd floor of Savitz Hall.  The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations.    **Electronic Gadgets:** Use of personal electronic gadgets is allowed only in a capacity for assisting the learning of the class.  This is a privilege that will be revoked if it is abused.  Texting or web-browsing or ANY form of electronic distraction from the course is prohibited and will diminish your grade.    Cell phones must be turned off during class unless there is a critical reason to have it on AND you notify me before class.  Otherwise cell phone ringing will negatively affect your class participation grade.    Please see the Module on Canvas Title University Policies and Important Information.  Need additional information, please ask.  Course Calendar - Spring 2021   |  |  |  |  | | --- | --- | --- | --- | | **Wk.** | **Date** | **Book Chapters/page** | **Presentations and Homework** | | 1 | 1-27 | Course Welcome review of course and development of Teams |  | | 2 | 2-3 | Ch. 1. Foundation. 5.  Ch. 2. Environmental Documents and Proc. | Video worksheets (In class)  Assignment #1 Acronyms and Definitions (Start) | | 3 | 2-10 | Ch. 3. Scoping and Agency Coordination. 39.  Ch. 4. Alternatives. 51.  USEPA Citizens' Guide to NEPA (on-Canvas) | **Teams need to tell me what geographic location they will be designating for their project location.** | | 4 | 2-17 | Ch. 5. Land Use and Development. 61  Ch. 6. Social and Neighborhood Effects. 75. | Current Event #1- Presentations | | 5 | 2-24 | **Test #1** | **Test #1** | | 6 | 3-3 | Ch. 7. Economic Factors. 89.  Ch. 8. Relocations. 103.  Ch. 9. Traffic and Transportation. 117. | Assignment - Regional Demographic Analysis | | 7 | 3-10 | Ch. 10. Section 4(f). 127.  Ch. 11. Energy. 133.  Ch. 12. H and A Resources. 139. | Team Assignment - CE document & NOI | | 8 | 3-17 | Ch. 13. Visual Resources. 157.  Ch.14. Air Quality. 165  Ch. 15. Noise. 181. And CH. 22 | Current Event #2  **Project Selection Due** | | 9 | 3-24 | **Test #2 –** | **All Homework Final Due Date!!!** | | 10 | 3-31 | **Homework Presentations** | Work on projects | | 11 | 4-7 | **Focused Team Project Meetings** | Work on projects | | 12 | 4-14 | **Focused Team Project Meetings** | **Team Project Scoping Document Due** | | 13 | 4-21 | **Focused Team Project Meetings** | Work on projects | | 14 | 4-28 | **Final Project Presentations** | Work on projects | | 15 | 5-5 | **Final Project Presentations** | **Final Projects Due** | |  |