

Application
Instructionally Related Activities Funds Request
2007 – 2008 Academic Year
DEADLINE: Fall and Academic Year 3/31/07, Spring 10/31/07

Applications should be sent to the appropriate program chair. Chairs will route them to the Dean's Office, then to the IRA Committee.

Please check if any of the following apply to your IRA:

- | | | |
|---|--|----------------|
| <input type="checkbox"/> Equipment Purchase | <input type="checkbox"/> Field Trip | X Event |
| <input type="checkbox"/> IT Requirements | <input type="checkbox"/> Space/OPC Requirements | |
| <input type="checkbox"/> International Travel | <input type="checkbox"/> Risk Management Consultation | |
| <input type="checkbox"/> Infrastructure/Remodel | <input type="checkbox"/> Late Submission (Passed Deadlines: Fall 3/31, Spring 10/31) | |
| <input type="checkbox"/> Other _____ | | |

*Provide additional explanation and/or proof of consultation for each box checked (see below)

Activity Title: Bridging Policy & Practice: The National Environmental Policy Act (NEPA)

Date of Submission: **October 15, 2007**

Previously Funded: ☐ YES **X NO** Yes, Request # _____

Assessment submitted for previously Funded Activity: ☐ YES ☐ NO

Activity/Event Date(s): Spring 2008 (April)

Project Sponsor/Staff (Name/Phone): **Tracylee Clarke 805.437.3305 & Sean Kelly 805.437.3309**

Support Personnel (Name/Phone): **Carmen Delgado 805.437.3272**

Department # for Funding Transfer (i.e., 730-English, 740-History, etc.): **732-Communication**

Amount Requested: **\$1500**

Estimated Number of Students Participating: **60+** This event is targeted to students majoring or enrolled in courses associated with the Communication Program, Political Science, and Environmental Science and Resource Management. Students enrolled in COMM/ESRM 443 & POLS/ESRM 340 will have an in-class quest speaker addressing the topic of environmental policy. These students will be required to attend the speaking event, which will also be open to the general student body.

201

04/16/2008 20:55 14357508799

SWCA LOGAN

PAGE 02/02

Matthew Petersen
55 North Main, Suite 209
Logan, UT 84321

Invoice No.

12

INVOICE**Customer**

Name CSU Channel Islands
Address One University Drive, Attn: Receiving Warehouse
City Camarillo State CA ZIP 93012
Phone 805-437-8468

Misc

Date 4/17/2008

Order No.

Rep

FOB

Qty	Description	Unit Price	TOTAL
1	Purchase Order: 0000006066: Guest Speaker Honorarium Wednesday, April 23 12-1:15 PM Environmental Policy Thursday, April 24 4-6:30 PM Environmental Communication Thursday, April 24th. 12-1PM Brown bag on career opportunities	\$ 1,500.00	\$ 1,500.00

APPROVED FOR PAYMENT

BY

DATE

13X2 ACCT. TRAIL 732 90158

CONTRACT/PO

☐ PARTIAL PAYMENT☒ PAYMENT IN FULL

SubTotal \$ 1,500.00

Shipping

Payment Check

Tax Rate(s)

TOTAL \$ 1,500.00

Comments

Name

CC #

Expires

Office Use Only

Check will be picked up upon arrival on April 23rd, 2008

Matt Petersen

257 East 200 South, Suite 200

Salt Lake City, Utah 84111

January 24th, 2008

Dear Matt,

It is my pleasure to offer you an honorarium of \$1500 to speak at California State University Channel Islands this 2008 spring semester, Wednesday, April 23rd and Thursday, April 24th. As discussed, you will be lecturing /presenting in two different classes:

Wednesday, April 23	12-1:15 PM	Environmental Policy
Thursdays, April 24	4-6:30 PM	Environmental Communication

You will also give a luncheon brown bag presentation/Q&A geared towards students which focus on job opportunities in the field - advice for their education/ training etc. This will be

Thursday, April 24th 12-1 PM

The honorarium covers your speaking and travel fees. You are responsible for travel, lodging and per diem expenses during your visit to CSUCI.

I am looking forward to your presentation here at CSUCI. I believe students will be greatly enriched by the information you share with them.

Sincerely,

Tracylee Clarke, PhD
Assistant Professor of Communication
California State University Channel Islands
One University Drive
Camarillo, CA 93012
(805) 437-3305
tracylee.clarke@csuci.edu

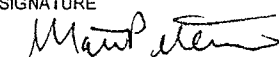
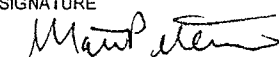
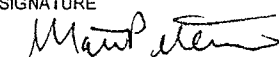
PAYEE DATA RECORD

(Required in lieu of IRS W-9 when doing business with the State of California)

STD 204 (Rev. 2-2000)

Note: Governmental Entities, federal, state, and local (including school districts) are not required to submit this form.

SECTION 1 must be completed by the requesting state agency before forwarding to the payee

1 PLEASE RETURN TO:	DEPARTMENT/OFFICE CSU Channel Islands <hr/> STREET ADDRESS One University Drive <hr/> CITY, STATE, ZIP CODE Camarillo, CA 93012 <hr/> TELEPHONE NUMBER (805) 437-8400	PURPOSE: Information contained in this form will be used by state agencies to prepare Information Returns (Form 1099) and for withholding on payments to nonresident vendors. Prompt return of this fully completed form will prevent delays when processing payments. <i>(See Privacy Statement on Page 2)</i>						
2	PAYEE'S BUSINESS NAME Matt Petersen, SWCA, Inc. <hr/> 55 North Main, Suite 209 <hr/> MAILING ADDRESS (Number and Street or P.O. Box Number) Logan UT 84321 <hr/> (CITY, STATE and ZIP CODE)							
3 PAYEE ENTITY INFORMATION	CHECK ONE BOX ONLY <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> LEGAL CORPORATION <input type="checkbox"/> MEDICAL CORPORATION <input type="checkbox"/> EXEMPT CORPORATION (Non-profit) <input type="checkbox"/> ALL OTHER CORPORATIONS FEDERAL EMPLOYER'S IDENTIFICATION NUMBER (FEIN) <div style="border: 1px solid black; width: 100px; height: 15px; margin-top: 5px;"></div> </div> <div> <input type="checkbox"/> PARTNERSHIP <input type="checkbox"/> ESTATE OR TRUST </div> </div> <input checked="" type="checkbox"/> INDIVIDUAL SOLE PROPRIETOR SOCIAL SECURITY NUMBER OWNER'S FULL NAME 151191-18101-1216751 Matt Petersen							
4 PAYEE RESIDENCY STATUS	CHECK APPROPRIATE BOX(ES) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> California Resident - Qualified to do business in CA or a permanent place of business in CA. <input checked="" type="checkbox"/> Nonresident (See Page 2). Payments for services by nonresidents may be subject to state withholding. <input type="checkbox"/> WAIVER OF STATE WITHHOLDING FROM FRANCHISE TAX BOARD ATTACHED <input type="checkbox"/> SERVICES PERFORMED OUTSIDE OF CALIFORNIA </div> <div> NOTE: State and local governmental entities, including school districts are not required to submit this form. NOTE: Payment will not be processed without an accompanying taxpayer I.D. number. </div> </div>							
5 CERTIFYING SIGNATURE	I hereby certify under penalty of perjury that the information provided on this document is true and correct. If my residency status should change, I will promptly inform you. <hr/> <table border="1" style="width: 100%;"> <tr> <td data-bbox="267 1659 901 1732"> AUTHORIZED PAYEE REPRESENTATIVE'S NAME (Type or Print) Matt Petersen </td> <td data-bbox="901 1659 1161 1732"> TITLE NEPA Manager, </td> </tr> <tr> <td data-bbox="267 1732 901 1799"> SIGNATURE  </td> <td data-bbox="901 1732 1468 1799"> <table border="1" style="width: 100%;"> <tr> <td data-bbox="901 1732 1161 1799"> DATE 1/28/08 </td> <td data-bbox="1161 1732 1468 1799"> TELEPHONE NUMBER 435-881-3548 </td> </tr> </table> </td> </tr> </table>		AUTHORIZED PAYEE REPRESENTATIVE'S NAME (Type or Print) Matt Petersen	TITLE NEPA Manager,	SIGNATURE 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="901 1732 1161 1799"> DATE 1/28/08 </td> <td data-bbox="1161 1732 1468 1799"> TELEPHONE NUMBER 435-881-3548 </td> </tr> </table>	DATE 1/28/08	TELEPHONE NUMBER 435-881-3548
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SIGNATURE 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="901 1732 1161 1799"> DATE 1/28/08 </td> <td data-bbox="1161 1732 1468 1799"> TELEPHONE NUMBER 435-881-3548 </td> </tr> </table>	DATE 1/28/08	TELEPHONE NUMBER 435-881-3548					
DATE 1/28/08	TELEPHONE NUMBER 435-881-3548							

Application
Instructionally Related Activities Funds Request
2006 – 2007 Academic Year

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.

The Communication and Political Science Programs will sponsor an on-campus speaking event titled: *"Bridging Policy & Practice": The National Environmental Policy Act (NEPA)* featuring guest speaker Matt Petersen, Director of NEPA & Training, SWCA Environmental Consultants (please see brief bio below and attached resume). Students enrolled in various courses will be invited to participate in a NEPA policy presentation (open to all students) that highlights local and national case studies. Students will learn how environmental policy shapes and influences practice and environmental behavior. Further, this event will give students the opportunity to learn how environmental policy is put into practice with hands-on and interactive case study analysis. In addition to an all-campus speaking event, Mr. Petersen will give two classroom presentations (COMM/ESRM 443 and POLS/ESRM 340). This event will compliment curriculum in courses associated with the Communication, Political Science and Environmental Science and Resource Management Programs focusing on environmental policy development, implementation and implications.

Guest Speaker Bio: Matt Petersen has more than 16 years of experience in NEPA compliance and associated permitting. He has overseen, managed or worked as a resource specialist on 27 major EISs (Environmental Impact Statements) and specializes in managing the development of large, legally-defensible NEPA planning documents. He has managed NEPA projects as a third-party contractor for major federal land management agencies, including the Bureau of Land Management, U.S. Forest Service, U.S. Fish and Wildlife Service, Army Corps of Engineers, Federal Aviation Administration, Bureau of Indian Affairs, and the Natural Resource Conservation Service. Mr. Petersen has developed multiple courses on NEPA and NEPA project management for clients including federal, state, and local government agencies; private organizations; tribes and non-profit organizations emphasizing the practical application of the NEPA process in a controversial and potentially litigious setting. He teaches courses for the BLM and Forest Service National Training Centers. Mr. Petersen also teaches a graduate/undergraduate course at the University of Utah on NEPA and has also been a guest speaker at various campus events at the University of Utah, UC Davis, Arizona State University and Utah State University and a featured speaker/trainer at NAEP (National Association of Environmental Professionals) conferences.

2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses. Please list all classes that related to the program proposed.

COMM/ESRM 443 Environmental Communication
POLS/ESRM Environmental Politics & Public Policy

3. **Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note a report will be due at the end of the semester.**

Students attending the all campus event will be asked to fill out a survey evaluating the presentation. Students enrolled in COMM/ESRM 443 or POLS/ESRM 340 will be asked to write a 1-page assessment of the event relating it to course teachings.

4. **Activity Budget.** Please enclose a complete detailed budget of the entire Activity **bold** specific items of requested IRA funding. (Attachment A)

Please see Attachment A

5. **Sources of Activity Support.** Please list the other sources of funding, and additional support for the activity.

There are no other identified sources of funding for this activity.

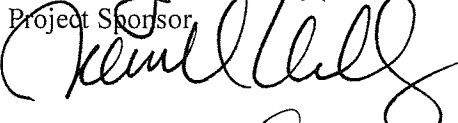
Signatures and Dates



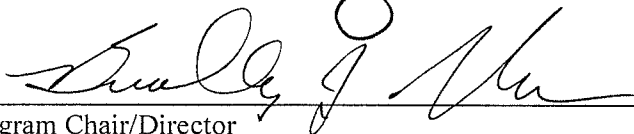
Project Sponsor

10.15.07

Date



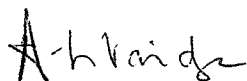
10/15/2007



Program Chair/Director

10/16/07

Date



Dean

10/17/07

Date

Application
Instructionally Related Activities Funds Request
2006 – 2007 Academic Year

ATTACHMENT A

ACTIVITY BUDGET FOR 2006-2007

1. Operating Expense Budget

A. Supplies	\$50 (photocopies and presentation supplies)
B. Vendor Printing	_____
C. In-State Travel	_____
D. Out-of-State Travel	\$450 (airfare & 1 night hotel)
E. Equipment Rental	_____
F. Equipment Purchase	_____
G. Contracts/Independent Contractors	_____
H. Honorarium	\$1000
I. OPC Chargeback	_____
J. Copier Chargeback	_____
K. Other	_____

TOTAL REQUEST	\$1500
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2. Revenue

A. Fees	_____
B. Matching Budget	_____

TOTAL	\$1500
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Contact: Events & Facilities Liaison (EFL)
One University Dr., Camarillo, CA 93012 Tel.: 805-437-8432 Fax: 805-437-8431
EVENT INFORMATION PLEASE SUBMIT THIS FORM 30 DAYS PRIOR TO THE DATE OF EVENT

Organization or CSUCI Dept: Communication Program
Billing Address or Bell Tower East
CSUCI charge code: 732-Communication
Account Code / Fund / Dept. / Program

Event Contact: Tracylee Clarke
Tel: 437.3305 Email: tracylee.clarke@csuci.edu
Fax: _____ Cell: 479.1694

FACILITY REQUESTED:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Malibu Hall 100 | <input type="checkbox"/> Aliso Hall Auditorium |
| <input type="checkbox"/> Grand Salon | <input type="checkbox"/> Aliso Hall Plaza |
| <input type="checkbox"/> Petit Salon | <input type="checkbox"/> Bell Tower Mall |
| <input type="checkbox"/> Salon A | <input type="checkbox"/> Bell Tower Fountain C'yard |
| <input type="checkbox"/> The Hub | <input type="checkbox"/> Potrero Field |
| <input type="checkbox"/> The Hub Park | <input type="checkbox"/> Recreation Center |
| <input type="checkbox"/> South Quad | |
| <input type="checkbox"/> North Quad | |
| <input type="checkbox"/> Library Courtyard | |
| <input type="checkbox"/> Classrooms (specify) _____ | |
| <input type="checkbox"/> Other (specify) _____ | |

SPECIAL REQUIREMENTS:

- ☒ Alcohol will not be served ☐ Alcohol will be served
* If alcohol is to be served/supplied, approval by the
Chief of Police and the University President is required.

- ☐ Catering/Food Service: _____
** Sodexo has first right of refusal for on-campus catering.

Contact Sodexo: 805- 437-8917 to discuss details.
sodexo@csuci.edu

TRANSPORTATION & PARKING (TPS):

- ☐ Directional signs must be provided to TPS 48 hrs. prior to event.
Signs provided by: _____
Extension: _____
☐ Prkg. attendants requested: _____
Parking for event is designated by TPS: _____

APPROVALS: for administrative use only

Divisional Vice President (approval of event and charge code)	Date
Events & Facilities Liaison (verification of space availability)	Date
Chief of Police (event notification & approval for alcohol)	Date
Dir. of Transportation & Parking (traffic control & parking)	Date
Information Technology (approval if IT services requested)	Date

Please note:

All events must comply with the Americans with Disabilities Act and be accessible to persons with disabilities. The sponsor of the event is responsible for requests for access accommodations and for the cost of disability accommodations. Information available: www.ada.gov

Events & Facilities Use Request Form
Select Internal or External Request Internal Request

Date Finalized by EFL _____
Select New, Modify or Cancel Event _____
Event # _____

Date(s) of Event: Spring 2008 (April)
Title of Event: Bridging Policy & Practice: NEPA
Set Up Time: 3:00 PM
Start Time: 4:00 PM
Finish Time: 5:00 PM
Expected Attendance: 75-90
Target Audience (please select): Campus Community
Brief Description of Event: Guest Speaker with Q&A Session

O.P.C. SERVICES REQUESTED:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Audio System | <input type="checkbox"/> Tables - Standard 6' (30) # _____ |
| <input type="checkbox"/> Wireless Mic (2) # _____ | <input type="checkbox"/> Tables -Almond/Folding 6' (40) # _____ |
| <input checked="" type="checkbox"/> Lapel Mic (2) # _____ | <input type="checkbox"/> Tables - Round 72" (18) # _____ |
| <input type="checkbox"/> Panel Mics (set of 6) _____ | <input type="checkbox"/> Tables-Almond/Round 60" (20) # _____ |
| <input type="checkbox"/> CD Player _____ | <input type="checkbox"/> Tables - Classroom 6' (60) # _____ |
| <input checked="" type="checkbox"/> Podium _____ | <input type="checkbox"/> Chairs - Almond/Folding (300) # _____ |
| <input checked="" type="checkbox"/> Power Ext Cords # _____ | <input type="checkbox"/> Chairs - Green Folding (80) # _____ |
| <input checked="" type="checkbox"/> Power strips # _____ | <input type="checkbox"/> Chairs-Burgundy (250) Malibu # _____ |
| <input type="checkbox"/> Trash Cans - Extra # _____ | <input checked="" type="checkbox"/> Chairs - Blue (100) Malibu # <u>90</u> |
| <input type="checkbox"/> Recycle Cans # _____ | <input type="checkbox"/> Water pots (4 max) # _____ |
| <input checked="" type="checkbox"/> Projection screen (3) _____ | |
| <input type="checkbox"/> Banners/Signage _____ | |
| Placement Location: _____ | |
| <input type="checkbox"/> Other Services (please specify): _____ | |

OPC SERVICES NOT REQUESTED.

SET-UP LAYOUT REQUESTED:

- | | |
|---|---|
| <input type="checkbox"/> Theater / Auditorium | <input type="checkbox"/> Open Square |
| <input checked="" type="checkbox"/> Classroom | <input type="checkbox"/> U-Shape |
| <input type="checkbox"/> Banquet / Dining | <input type="checkbox"/> Other (please attach a sketch of your layout.) |

I.T. SERVICES REQUESTED:

- | | |
|---|---|
| <input checked="" type="checkbox"/> PC on cart | <input checked="" type="checkbox"/> Video Projector |
| <input type="checkbox"/> TV / VCR | <input type="checkbox"/> Overhead Projector |
| <input type="checkbox"/> Wireless Internet Services | <input type="checkbox"/> Print Services |
| <input checked="" type="checkbox"/> Guest Access to the Network | |
| <input type="checkbox"/> Other (please specify) _____ | |

IT SERVICES NOT REQUESTED.

PUBLIC SAFETY:

- ☐ Additional assistance is requested for this event. (please specify): _____
☐ UNIV. POLICE CONSULTATION IS REQUIRED. (For official use only.)

Assoc. Dir. Buildings & Grounds (review setup equip layout items)	Date
Assoc. VP for O.P.C. (review completed events and facilities request)	Date
**Sodexo Manager (approval for waiver of catering services)	Date
*President (approval for alcohol supply and or service)	Date

IRA Advisory Committee
Mary Devins
Faculty Support Coordinator
California State University Channel Islands
Bell Tower 1161

201

April 30, 2008

Dear IRA Advisory Committee,

Please find enclosed the report form and related documents for the Instructional Related Activity (IRA): **"Bridging Policy & Practice": The National Environmental Policy Act (NEPA) Guest Speaker** as required for the grant award process.

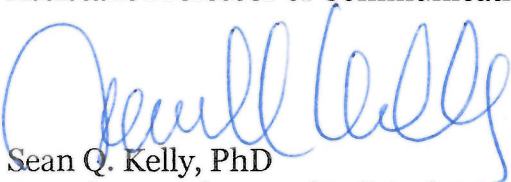
As outlined in the report, the Communication and Political Science Programs sponsored an on-campus speaking event. Students enrolled in various courses as well as the general campus student body were invited to attend a brown bag focusing on job opportunities in the field of environmental science. In addition, the featured guest speaker spoke to two classes about environmental policy development.

This event was a valuable experience for those involved and on behalf of the students and the Communication and Political Science Programs, we would like to thank you for making this event possible.

Sincerely,



Tracy Lee Clarke, PhD
Assistant Professor of Communication



Sean Q. Kelly, PhD
Associate professor of Political Science

Instructional Related Activities Report Form

SPONSOR	PROGRAM
Tracylee Clarke, Communication Faculty Sean Q. Kelly, Political Science Faculty	Communication Political Science
ACTIVITY TITLE	DATE (S) OF ACTIVITY
Bridging Policy & Practice: The National Environmental Policy Act (NEPA) Guest Lecture & Brown Bag	March 23-24, 2008

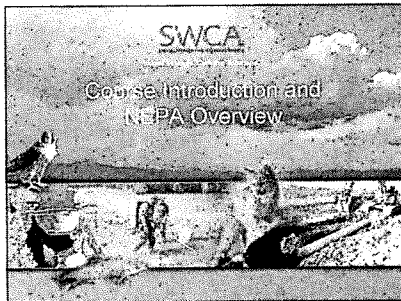
PLEASE EXPLAIN (1) DESCRIPTION OF ACTIVITY; (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S); AND (3) WHAT YOU LEARNED FROM THE PROCESS.

Activity: The Communication and Political Science Programs sponsored an on-campus speaking event titled: *"Bridging Policy & Practice": The National Environmental Policy Act (NEPA)* featuring guest speaker Matt Petersen, Director of NEPA & Training, SWCA Environmental Consultants. Mr. Petersen gave two classroom presentations (COMM/ESRM 443 Environmental Communication and POLS/ESRM 340 Environmental Politics & Public Policy) that focused on environmental policy development. (Please see attached Power Point presentation). In addition to the two classroom guest lectures, Mr. Petersen hosted a Brown Bag Discussion titled, *"Job Opportunities in Environmental Science, Environmental Policy & Related Fields."* (Please see attached flier) Students enrolled in various courses were invited to participate in an open dialogue and bring their resumes for review and editing.

Relation To Course: This event complimented curriculum in courses associated with the Communication, Political Science and Environmental Science and Resource Management Programs focusing on environmental policy development, implementation and implications. In the class presentations, Mr. Petersen focused on the role of politics and policy in shaping environmental regulations. He gave an overview of NEPA including the case law that has shaped practice. He then gave historical and real-time cases and examples of NEPA projects and concluded with the role and importance of public involvement in shaping public policy. Students learned firsthand how environmental policy shapes and influences practice and environmental behavior and the role of language and public involvement in shaping public policy.

Student Learning Experience: Based on feedback from students in both classes and those who attended the Brown Bag, this was an excellent activity. Their learning experience is reflected in their evaluation of the event (please see the attached assessment forms as well as a summarized comment report). Students were easily able to link the presentation material to their course readings and previous class discussions. Many commented that the presentation gave them insight and excitement for the field of environmental policy.

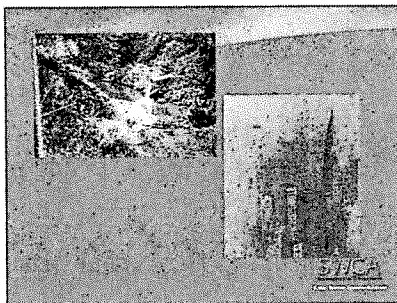
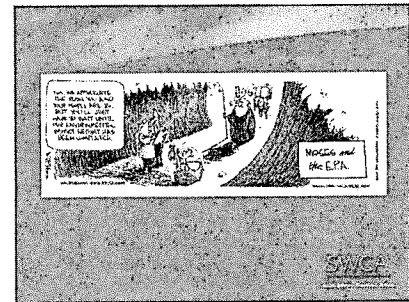
****Please attach assessment forms from students, list of attendees, peoplesoft program report**



What Is NEPA?

- National Environmental Policy Act of 1969
- Signed into law January 1, 1970
- Response to public sentiment that public agencies should protect the environment
- Nation's broadest environmental law
- Applies to all federal agencies and activities that they manage, regulate or fund that affect the environment

SWCA
SOUTHERN WATERS CONSERVATION ASSOCIATION



Motivators?

- Growing environmental consciousness
- Regulation of sewage, air pollution, industrial waste disposal
- Nuclear technology and attendant waste
- Silent Spring (1962) (pesticides)
- Formation of environmental action groups
- Concept of "ecology"
- Federal decisions based on economic factors only
- Fragmented environmental management institutional framework

SWCA
SOUTHERN WATERS CONSERVATION ASSOCIATION

Precursors to NEPA

- Antiquities Act of 1906
- Reclamation Act of 1939
- Wilderness Act of 1963
- Wild and Scenic Rivers Act of 1968

SWCA
SOUTHERN WATERS CONSERVATION ASSOCIATION

NEPA Statute

- National Environmental Policy Act of 1969
- An Act in Two Titles
 - Title 1 - Section 101: Purpose and findings of policy
 - Title 2 - Section 102: Administrative procedures and requirements (proposed and significant actions, impact statements, public review, etc.)
 - Title 3 - Section 105: Regulatory review (agency compliance)
 - Title 4 - Section 106: Council on Environmental Quality (CEQ)

SWCA
SOUTHERN WATERS CONSERVATION ASSOCIATION

Substantive Environmental Laws Interacting with NEPA

- Clean Water Act of 1972, as amended
- Clean Air Act of 1972, as amended
- Endangered Species Act of 1973, as amended
- NEPA is different from these laws because it is multidisciplinary, procedural, and requires coordination with other environmental laws

SWCA
SOUTHERN WATERS CONSERVATION ASSOCIATION

Major Elements of NEPA

- Procedural elements (having to do with process and timing)
- Substantive elements (having to do with the content of the decision)
- Public participation (having to do with the public's role in the decision-making process)
- Impact statements (having to do with the content of the decision)
- Regulatory review (having to do with the content of the decision)
- CEQ (having to do with the content of the decision)
- CEQ (having to do with the content of the decision)

SWCA
SOUTHERN WATERS CONSERVATION ASSOCIATION

What Does NEPA boil Down to?

- Informing the public and agencies about the impacts of federal decisions, and allowing them to comment
- Providing information to federal lead agency so it can make an informed decision
- Fostering intergovernmental coordination and cooperation



Council on Environmental Quality (CEQ)

- Three President-appointed, Senate-approved members
- Reports annually to the President on the State of the Environment
- <http://www.whitehouse.gov/ceq/>



CEQ Duties

- Analyze and develop environmental policy (national and international)
- Coordinate federal agency environmental quality programs
- Acquire and assess environmental data
- Oversee implementation of the NEPA process
- Mediate agency disagreements concerning environmental issues
- Recent activity: NEPA Task Force
 - <http://ceq.ehponline.gov/tf/>



CEQ Regulations

- Originally guidelines – easily ignored
- Executive Order authorized CEQ to establish CEQ Regulations (40 CFR 1500)
- Issued November 29, 1976
- Basic purpose is to implement Title 1, Section 102(b) of NEPA (action items)
- Effective implementation enforces both the spirit (Section 101) and letter (Section 102) of NEPA



Specific Purpose of CEQ Regulations

- Provide quality control (rigorous process and analysis)
- Ensure NEPA process promotes informed decision-making
- Directs federal agencies to adopt their own specific NEPA implementation procedures



CEQ NEPA Regulations

- Part 1500 – Purpose, Policy, and Methods
- Part 1501 – NEPA and Agency Planning
- Part 1502 – Environmental Impact Statement
- Part 1503 – Consulting
- Part 1504 – Record-keeping and CEQ's role in NEPA and Agency Decision-Making
- Part 1505 – Other Regulations under NEPA
- Part 1506 – Agency Road Maps
- Part 1509 – Technology and Risk
- NEPA Handbook (1997) lists 1400 NEPA Regulations, and 1000 CEQ's NEPA Regulations



Contents of Federal Agency NEPA Procedures

- Criteria for categorical exclusions
- Actions normally requiring an EA
- Actions normally requiring an EIS
- Policies for providing NEPA assistance to private applicants
- Criteria for preparation of Supplemental EIS
- Procedures ensuring NEPA integrates with decisionmaking, and alternatives adequately considered
- Locations of information about NEPA projects



CEQ NEPA Guidance

- Forty Most-Asked Questions Concerning CEQ's NEPA Regulations
- Specific topics, including:
 - Scoping
 - Cumulative impact analysis
 - Environmental justice
 - Agricultural land impacts
 - Environmental effects abroad
 - Transboundary impacts



EPA's NEPA Oversight Responsibilities

- File and notice EISs in Federal Register
- Review EISs for document adequacy and proposal's environmental impacts
- Cooperating agency for certain resources



What Triggers NEPA?

- Must be a proposal or federal action. A proposal exists when a federal agency is actively proposing one or many ways to accomplish a goal.
- NEPA covers wide range of federal actions:
 - Proposed programs directly carried out or funded by federal agencies
 - Federal regulation, policy, rule, and legislative proposals
 - Non-federal actions that are permitted, approved, or approved by a federal agency
 - Non-federal actions requiring a federal license, fee, permit, or NEPA



Examples of Requiring NEPA

- A ski area expansion on forest Service land
- Construction of a pipeline crossing BLM land
- Construction of a highway by FHWA or with FHWA funds
- Federal water resources project
- Airport constructed or improved with FAA funds



Federal Actions Not Subject to NEPA: Examples

- Statutory exemption - Congress exempts action
- Optional projects - grandfathered activities
- Agency budgets and appropriations requests
- Actions of President, Congress, or courts
- Statutory conflict - NEPA compliance would clearly conflict with another statute
- National security actions - NEPA does apply, but Freedom of Information Act may not



Federal Actions Not Subject to NEPA: Examples, cont'd

- Emergency - Action must be taken to alleviate an emergency situation
- Functional equivalency - EPA regulatory actions intended to protect the environment (NPL not Superfund)
- Extraterritorial application - actions outside the US
 - Executive Order 11644 exempts NEPA from environmental impact statements of U.S. military activities
 - SWCA's NEPA exemption handbook is a part of actions taken under E.O.



When Should NEPA Analysis Occur?

- Direct agency action during project feasibility phase
- Nonfederal action requiring federal permit upon receipt of permit application
- Rulemaking draft analysis should accompany proposed rule



*Institute for Rural Reconstruction and Cooperation
Proposed for Legislation and Other Major Federal Actions
Significantly Affecting the Quality of the Human
Environment: Environmental Statement by the Responsible
Official(s)*

*In the Environmental Impact of the Proposed Action
On Any Action or Environmental Effects Which cannot be
Avoided Should the Proposal Be Implemented*

NEPA 1050.7(e)



Three Levels of NEPA Analysis

- Categorical Exclusion (CE)
- Environmental Assessment (EA)
- Environmental Impact Statement (EIS) the "detailed statement" required by NEPA



Categorical Exclusion

- Proposed action is excluded from NEPA environmental effects analysis because of its minor significance and because it is not a major federal action
- Certain actions are excluded from NEPA environmental effects analysis and are not subject to NEPA environmental effects procedures
- Typical actions excluded from NEPA environmental effects analysis are:
 - Proposed actions that are not subject to NEPA environmental effects analysis
 - Proposed actions that are not subject to NEPA environmental effects analysis
 - Proposed actions that are not subject to NEPA environmental effects analysis
- CE may be a CE or a CE
- A CE may be a CE or a CE



Examples of FAA CE Exclusions Under 1050.7(e)

- Use of a National Defense Authorization Act (NDAA) for the purchase and use of military aircraft for the Department of Defense
- Approval of federal land transfers and the use of land for the Department of Defense
- Approval of federal land transfers and the use of land for the Department of Defense
- Approval of federal land transfers and the use of land for the Department of Defense
- Approval of federal land transfers and the use of land for the Department of Defense



Typical Agency CE Process

1. Define Proposed Action
2. Compare Proposed Action to CE list
3. Review Proposed Action for extraordinary circumstances
4. Issue categorical exclusion if no extraordinary circumstances exist
5. Implement Proposed Action



Environmental Assessment (EA)

- Covers proposed actions not included on agency CE list or those included that have extraordinary circumstances
- Significance of effects is uncertain
- Analysis necessary to determine whether significant impacts require EIS
- Finding of No Significant Impact (FONSI) is decision document
 - Mitigation measures can be added to FONSI to reduce any potential impacts



An EA and finding must be prepared for a proposed action when the initial review of the proposed action indicates that:

1. It is not categorically excluded
2. It is normally categorically excluded but, in this instance, involves at least one extraordinary circumstance that may significantly impact the human environment
3. The action is not one known normally to require an EIS and is not categorically excluded



Examples of FAA EA Actions

- Acquisition of land greater than three acres for, and the construction of, new office buildings and essentially similar FAA facilities
- Establishment or relocation of instrument landing systems
- Establishment or relocation of approach light systems (ALS) that are not on airport property



Environmental Impact Statement (EIS)

- Action has the potential to significantly affect the quality of the human environment in spite of mitigation
- Triggers may include:
 - Scale/size
 - RFS
 - Precedent-setting aspects
- Record of Decision (ROD) is decision document



Examples of EISs

- New 34,000 sq ft NTS lands
- New airport requiring FAA funds and approval of an airport layout plan (ALP)
- New highway requiring right-of-way and ROW



Key Differences Between EAs and EISs

- EISs have greater requirements for public involvement than EAs (e.g., public scoping, issuance of both a draft and final document)
- EISs require more detailed alternatives analysis
- EISs generally have a more rigorous analysis process for alternatives impacts and mitigation measures
- Decisions based on EISs can have significant impacts



Programmatic NEPA Documents

- A programmatic NEPA document (EA or EIS) is prepared on broad federal action, such as adoption of regulation, policy, plan, or program
- Programmatic documents are usually EISs
- Programmatic documents focus on cumulative impacts, policy-level alternatives, and programmatic mitigation strategies
- Subsequent project-specific NEPA documents can tie from programmatic NEPA document
 - When to use NEPA document is decided
- Project-specific NEPA document can focus on specific project-level alternatives, impacts, and mitigation measures



Who Can Prepare NEPA Documents?

- Federal agency staff
- Consultants
- State transportation agencies (DOT funds)
- Local governing authorities (HUD funds)
- Another federal agency through lead agency adoption



POLS 340/ESRM 340 Attendance

Adair, Michael Gary
Alaniz, Jesse
Bente, Chelsea Marie
Campbell, Brian Lee
Decandia, Robert Louis
Donahue, Bailey
Donvito, Gina Kathleen
Dumas, Sarah
Echevarria, Luis Clemente
Eichstaedt, Eric Jeffrey
Eiland, Brandon Carter
Fall, Kristin Nicole
Frey, Andrew
Gaumer, Karie Ann
Gorman, Amelia Colleen
Gunther, Benjamin Christopher
Hennessy, Kaitlyn Louise
Houser, Sarah Lee
Jelenic, Ana Miranda
Joy, Van Gardner
Katapodis, Kari Rene
Kim, Soo Ji
Morrison, Ashley A
Ngo, William Long
Redburn, Hayley Brooks
Richardson, Kerry S
Scott, Breanna Mirae
Tabor, Luke Christopher
Torgerson, Blake
Valenzuela, Chris
Van Orden, Michael
Ward, Jason Erik
Wiebelhaus, Alexandra Christine
Zeman, John Edward

Student Evaluations

What did you like best about this lecture/topic?

- That I have a better understanding about NEPA and I could apply to present classes and future choices that affect my life.
- He talked about important topics.
- I appreciated Matt using terms the class understood as well as clarifying terms we may not.
- That he was personally involved in the subject.
- Integration of public policy and different regulatory laws etc.-reality of implementation.
- Learning background of analysis on environmental impact; never been explained the process nor about NEPA in depth.
- The speaker gave good examples and was able to explain and relate the presentation to interests that the class could understand.
- The PowerPoint had a lot of information.
- Mr. Petersen's enthusiasm and knowledge of topic.
- I learned more things about NEPA.
- Speaker had solid understanding and powerful delivery of information.
- I enjoyed learning about NEPA because I have never heard about it and found it interesting and know more about it.
- Went into a lot of background and explained everything very well and understandable. He did a great job of making topic interactive and fun.
- The NEPA situation; I would like to know what goes through developers projects that could hurt low end income places.
- This guy really knew what he was talking about. It was nice for once with a guest speaker to feel like they were super knowledgeable about the topic.
- Never heard of NEPA so just learning about it was very interesting. Matt is a good speaker who kept me interested, knew what he was talking about.
- The interaction the speaker had with the audience.
- He was clear, started at basics, grew to more complex ideas.
- Didn't know much about the topic before the presentation.
- He knew what he was talking about and explained it well and in simple terms.
- The clarity.
- The speaker was able to draw on his own past experience and relate them to his lecture to give actual examples.
- Very knowledgeable and informative.
- The expertise of the guest's knowledge.
- I'm planning on going into technical writing and grant writing; my ESRM minor is to facilitate an environmental aspect to that.
- When he talked about the projects he's working on.
- Introduce new information; government policy isn't something I'm familiar with.

How did this lecture relate to what we have been discussing in class?

- Because I'm in both comm./esrm and they both talk about environmental policies and conflict resolution.
- We talked about the same stuff but went into great detail.
- The class concerns environmental policy, and NEPA is the national environmental policy act.
- The politics/policies that involve the environment.
- Environmental policy and the "red tape" involved with it-EPA involvement etc.

- We have discussed many cases all dealing with environmental impact; had NEPA been involved, these cases may have played out differently; way cases have changed since 1970s.
- Explains how environmental policies work and come about and the effects that policies have on federal activities.
- Everything because it dealt with environmental disputes and issues.
- Love canal-we have talked about that situation before in class along with public policies.
- This class is about learning of environmental issues and this lecture talked about some environmental disputes.
- Relates strongly to environment.
- Environmental disputes.
- Environmental disputes between countries and agencies.
- It was a good intro; would possibly need a week at least to understand more of the policy and procedures.
- Well we deal with the environment and policy. This had everything to do with it.
- Fit well with environmental regulation and laws protecting the environment.
- Environmental disputes with policy makers, corporations, government, etc.
- Everything! Past cases really needed NEPA-love canal.
- How policy and the environment interact.
- It talked about environmental policy on real world situation.
- This relates to many of the case studies we have read and talked about in class concerning environmental policies and gives us a background on how they are implemented today.
- It was a great example of its practical uses.
- Governmental relations to environmental matters and concerns, and the organizations that handle it.
- It related the efforts being made at the federal level to disclose environmental effects.
- When he mentioned examples like what happened at love canal.
- We're studying policy vs. environment, and this subject is right on target. Policy is followed to help protect and mitigate impact.

What are a few of the things you learned from this guest lecture?

- A better understanding of NEPA on CEQ.
- NEPA, FONSI.
- Almost everything presented was new material for me.
- More about the agencies.
- Levels of NEPA, how it applies, etc.
- Overview of NEPA and its three methods of analysis, the method and assessment of environmental impacts; effort developers have to put into continuing their development.
- What NEPA is and the work that it does to protect the environment.
- What NEPA was and a lot of documentation goes into protecting the environment.
- Programmatic vs. Project-Specific documents.
- NEPA, and he lives where they shot the movie Napoleon Dynamite; I thought that was a good open because he was trying to relate to us and it captured my attention.
- Policy and programs of environment are extensive.
- About NEPA, EIS, and EA.
- The amount of policies that are in our government system that deal with environmental issues.
- Steps to regulations.
- I learned about NEPA and the difference of a CE, EA, and EIS.
- What NEPA is, how it is conducted, and what it does for the environment.

- The specifics of NEPA; EIS.
- Everything! I didn't know there was NEPA, but after learning about it, I want to learn even more because it seems very important.
- NEPA, how consulting works.
- About NEPA.
- What NEPA is and how it works.
- I learned what NEPA is and does and its three levels of analysis.
- What a job like this entails.
- Nixon signed environmental legislation?
- It's complicated.

Would you suggest having this type of lecture in future classes? Why or Why not?

- Yes, because he can give great examples that he actually experienced first hand.
- Yes, because it shows what a career in this field would be like.
- Yes, I appreciated his lecture style, as well as the information given. Everything was relevant to our course.
- Yes, but the person who brought in the lecturer should have them do all the speaking and the audience do the question asking.
- Yes, broad based lecture.
- Yes, I found it very interesting. It has turned my interest towards a new topic.
- Yes, the lecture was very informative.
- Umm...if it is an upper division environmental class, it has a lot of information.
- Yes, very interesting and inspiring.
- Yes, he was very interesting and no boring like most lectures. Enjoyed his personality.
- Yes-full of valuable information.
- Yes, it was interesting and a lot of information that is interesting.
- Yes, very informative and interesting topic with a very well informed speaker.
- Yes, I would and maybe give a solid intro.
- Yes, it was very informative and interesting to learn from someone who works in the field.
- Yes, I can't imagine many people learn about NEPA so it is good to raise the awareness to the general public on what NEPA does.
- Yes, because the lecture was interesting.
- YES! Very informative, clear, and interesting.
- Yes, but the information was a little too dry.
- Yes, very informative both educationally and career wise.
- Yes, this lecture was professional and informative.
- Yes-very interesting.
- Yes. He was very insightful.
- Yes, definitely. It provides a more real world emphasis to our focus.
- Yes, because we need a speaker who is involved with real life situations outside the classroom.
- Yes-he's in the real world and brings it more to life than any policy, reading about regulations.

Brown Bag Discussion

Job Opportunities in Environmental Science, Environmental Policy and Related Fields

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The Communication and Political Science Programs are sponsoring a Brown Bag for students majoring or enrolled in courses associated with Environmental Science & Resource Management, Biology, Environmental Communication and Political Science.

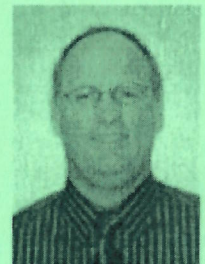
Matt Petersen, environmental consultant with over 18 years of experience will discuss with students:

- Various job opportunities in the field of environmental consulting
- What environmental consultants look for when hiring college graduates or new employees
- How to gain valuable experience that will prepare you for the consulting world
- How to craft a strong resume that will catch potential employer's attention
- What a typical work day looks like for environmental consultants

Thursday, April 24th
12-1 PM
Malibu Hall 140

Bring your lunch, your resume and your questions!

Mr. Petersen has over 18 years experience in environmental consulting, specifically fishery assessment, aquatic sampling, and policy regulatory processes. He has acted as both a project manager and resource specialist on several NEPA, FERC, and Clean Water Act projects. During his professional career he has expanded his training to include hydrological modeling and analysis, wetland delineation, mapping and impact analysis, and environmental site assessment of commercial properties. As a Watershed Ecologist and Senior Project Manager at SWCA, his experience includes managing several NEPA processes disclosing both natural and human resource impacts of projects in New Hampshire, Vermont, Colorado, Wyoming, Utah, Idaho, California, and Alaska. This work required Mr. Petersen to synthesize technical reports and write impacts analysis sections for such resource disciplines as transportation, air quality, land use, socioeconomics, recreation, wetlands resources, vegetation resources, fisheries, and cultural resources.



Spring 08 NEPA Guest Lecture Attendees

Clarke, Tracylee (faculty)
Basu, Kore
Bonsignori, Andrew
DeSiderio, Aimee
Donahue, Bailey
Frey, Andrew
Garfinkel, Samantha
Jelenie, Ana
McCarthy, Lindsay
Miller, Heather
Penalba, Jason
Racicot, Shauna
Ronson, Christopher
Roscelli, James
Rottman, Monica
Rowland, Carla
Thompson, Justin
Umbrasas, Bryan
Webb, Patrick
Zoelle, Steve

Student Evaluations

What did you like best about this lecture/topic?

- How informative everything was. How open to questions and comments he was.
- I learned a lot of new information that is important in today's society.
- I liked to learn about how I can become more involved in the community and what changes are being done in ways to better understand.
- Matt is an incredibly intelligent and knowledgeable individual on the topics and subject matter regarding environmental communication/mediation/consulting.
- It was very applicable to me personally because the speaker does the type of work I may get involved with.
- Good career advice. Entertaining and funny
- Lecture touched on topics and issues in real world situations. Broadened my scope of career options.
- He made the info relative and interesting for everyone. It was a lot of fun to listen and participate in the lecture/discussion.
- Easy to understand and related to us well. He was enthusiastic and not boring. It was a long discussion but very enjoyable.
- It allowed for me to see how this degree can be used for a job.
- The environmental stance and the policies that followed NEPA
- Real world experience and knowledge.

How did this lecture relate to what we have been discussing in class?

- Related directly to environmental comm. NEPA is a really crucial organization to establishing fair agreements about the environment.
- In all aspects mainly problem solving in the environment.
- It helped with what I need to know in order to start my paper.
- This lecture directly and indirectly pertains to career and environmental communication involvement.
- The speaker's job is heavily tied in with environmental communication.
- It was about communicating environmental issues.
- Real world examples of what we talk about.
- No matter what the situation or the career, communication is important.
- It emphasized the importance of communication within environmental related companies.
- He discussed how important communication is in regards to environmental projects and we've been learning about communicating about the environment.
- It talked about the NEPA which is a topic.
- It correlated directly with risk assessment and deep ecology.
- Everything.

What are a few of the things you learned from this guest lecture?

- They type of jobs available through NEPA. The stand they take in facing situations.
- About NEPA and how it works start to finish.
- Learned what NEPA stood for and what it is and how things in general affect me and the environment.
- NEPA, Connections between economics v. ecology, understanding significance of environmental assessment and impact.
- There are lots of consultancy jobs available out there.
- I learned what NEPA is and what it is about-I had never heard of it before.

- Different controversies going on; how the process works.
- NEPA is very involved.
- The different processes involved in this type of consulting and the different types of projects and the scale of the projects involved.
- About how to deal with environmental conflict. Taking in what people say and staying objective; also all about NEPA.
- Specific aspects of what a NEPA consultant does.
- What NEPA stands for and all that NEPA entails.
- A lot about NEPA; environmental consulting; conflict mediation and resolution

Would you suggest having this type of lecture in future classes? Why or Why not?

- Yeah it was really appropriate, informative, and interesting
- You it was very educational
- Maybe, if there was an issue that affected me then I would need a better understanding of what, why, and when.
- Pay Matt to fly here again
- Yes, the speaker was very interesting and I wish more classes invited speakers working in jobs that might appeal to us students. We need all the help we can get.
- Sure, it was interesting and engaging.
- Yes it gives you a fear for what a career world be like
- Yes just not as long
- Yes it was very beneficial and interesting to listen and learn from someone in the field.
- Yes, it's good to have a speaker that is in a career that some of the students may want to go into.
- Absolutely because it shows what an environmental communication degree can be used for.
- Yes, I am possibly interested in the field as a career.
- Definitely because it offers a view into real world career opportunities.