

Instructionally Related Activities Funds Request Fall 2019

▼ Submitter

Submitter Name

Tracy Clarke

Submitter Email

Tracylee.clarke@csuci.edu

▼ 1. Basic Details

Activity Title

UNIV 391: Environmental Policy in Alaska (Student Travel Experience)

Activity/Event Date

Spring Break 2020 (March 21-28, 2020)

Date Funding Needed By

AY 2019-2020 (Spring 2020)

Previously Funded?

- ☐ No
☒ Yes

▼ Previously Funded Proposal

Semester/Year

Spring 2018

Proposal # (if known)

888

Report submitted for previously Funded Activity?

- ☐ No
☒ Yes

Please upload a copy of the report

UNIV 391 Environmental Policy in Alaska IRA Grant Report .pdf

Additional Report #1

Additional Report #2

Additional Report #3

Additional Proposers

Academic Program(s)/Center Name(s)

Communication Program (Environmental Communication)

Estimated total Course Fee revenue

800

Amount Requested from IRA

\$35934.80

Estimated Number of Students Participating

18

▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

Brief Activity Description

This travel experience course focuses on the process of environmental decision-making and policy development under the National Environmental Policy Act (NEPA) in Alaska. NEPA establishes environmental policy for the United States, provides an interdisciplinary framework for federal agencies as they assess and disclose environmental impacts, and contains "action-forcing" procedures to ensure that federal agency decision-makers take environmental factors into account and conform to environmental regulations. Using Alaska as a context, students will engage in discussions of current environmental issues and environmental policy development facing Alaska and our nation. Specific environmental issues addressed included; subsistence, climate change, climigration, water quality / rights, land management, cultural resources and indigenous rights, oil and gas development, and alternative energy production. Student learning outcomes included:

- + Comprehend the origins, legislative history and process of NEPA;
- + Articulate issue driven policy formation in the context of current Alaska environmental issues;
- + Identify how NEPA interacts with other environmental laws such as the Endangered Species Act (sec. 7), the Clean Water Act (sec. 404) and the Alaska National Interests Lands Conservation Act (ANILCA);
- + Understand NEPA public engagement and stakeholder involvement specifically with Native Alaskans and Indigenous Communities in Alaska.

18 students whose interests focus on environmental issues or policy development will travel to Fairbanks Alaska to engage with specialists from various government agencies, tribes, and professors from the University of Alaska to learn about the cultural, political and environmental implications of policy development. Specifically students will visit with Central Yukon and Eastern Yukon Bureau of Land Management to learn about land management issues under NEPA, ANILCA focused on the use of traditional ecological knowledge (TEK) in collaborative policy development and implementation of subsistence rights for local Alaskans and Native communities. Students will also spent time with representatives from the Arctic National Wildlife Refuge and the Yukon Flats National Wildlife Refuge of the US Fish & Wildlife Services to learn about the Endangered Species Act, the impacts of climate change on Alaskan wildlife and the role of the FWS in environmental policy development. A visit to the Cold Climate Housing Research Center will help students understand how the environment impacts local citizens and the current challenge of permafrost thaw. Students will also travel to Denali National Park and met with resource specialists to learn about human impact on park land specifically vehicle use as it relates to wolf and moose populations. In addition to visits with government resource agencies, students will attend lectures at the University of Alaska from faculty whose specialties focus on environmental issues and policy development. They will also visit the Large Animal Research Station at the University of Alaska (LARS) to learn about Muskox and Caribou, the Geophysical Institute at the University of Alaska, and attend the University of Alaska Museum of the North to learn about cultural issues. To further understand the impact of environmental policy and to appreciate environmental issues and the nuances of living in Alaska, students will engage in a number of cultural activities and outdoor experiences including dog-sledding, snowboarding, snowshoeing, sledding, snow-machining, hiking and cross-country skiing.

▼ 3. Learning Outcomes and Relation of 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.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

Learning Outcomes and Relation of IRA to Course Offerings

This travel experience course relates to classes offered in Environmental Communication (COMM), Environmental Science & Resource Management (ESRM), Political Science (POLS), Biology (BIO), Chemistry (CHEM), and Global Studies (GS).

As a UNIV 391 course, the intent is to draw from all majors to enrich the experience for all students enrolled. Because environmental policy development is by nature interdisciplinary, this course specifically speaks to the Center for Integrative Studies CI Mission Pillar and their goal of integrative and interdisciplinary approaches to the creation, discovery, transmission and application of knowledge.

This course focuses on the process of environmental decision-making and policy development under the National Environmental Policy Act (NEPA) in Alaska. NEPA establishes environmental policy for the United States, provides an interdisciplinary framework for federal agencies as they assess and disclose environmental impacts, and contains "action-forcing" procedures to ensure that federal agency decision-makers take environmental factors into account and conform to environmental regulations. Using Alaska as a context, students will engage in discussions of current environmental issues and environmental policy development facing Alaska and our nation. Specific environmental issues addressed included; subsistence, climate change, climigration, water quality / rights, land management, cultural resources and indigenous rights, oil and gas development, and alternative energy production. Student learning outcomes included:

*Comprehend the origins, legislative history and process of NEPA;

*Articulate issue driven policy formation in the context of current Alaska environmental issues;

*Identify how NEPA interacts with other environmental laws such as the Endangered Species Act (sec. 7), the Clean Water Act (sec. 404) and the Alaska National Interests Lands Conservation Act (ANILCA);

*Understand NEPA public engagement and stakeholder involvement specifically with Native Alaskans and Indigenous Communities in Alaska.

▼ 4. Activity Assessment

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals.

Please note that a report will be due at the end of the semester.

Description of Assessment Process

Both the students and the course will be assessed.

Student Assessment

Students will be assessed as they:

- keep a reflective journal of trip and respond to guided prompts relating their experience to course concepts.
- write a 15-page a policy analysis / issue paper.
- complete a final exam
- present findings of research to an audience of faculty, students and community members at Sage Forum.

Course Assessment

Course assessment will take place through both qualitative and quantitative measures. After the completion of the course, a colleague in the Communication program will conduct a focus group with the students to assess the course and their experience.

▼ 5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you MUST use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

Activity Budget

[CLARKE ALASKA ira-travel-budget-form-ay18-19.xlsx](#)

▼ 6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

Center for International Affairs Budget

Copy of Center for International Affairs Proposal

Course Syllabus

[UNIV 391- Environmental Policy in Alaska Spring 2020.pdf](#)

Certification

☐ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

▼ 7. Sources of Activity Support

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

Other Sources of Funding

Other than student course fees, and agreed upon event hosting at the University of Alaska and The Bureau of Land Management, there are no other identified sources of support for this activity.

▼ 8. Promoting Participation

What is your intended audience and how do you intend to market this to your students?

Students from all disciplines will be encouraged to apply. As done previously (in Spring 2018), I will place flyers around campus to encourage students to apply. I will also email the chairs of each program and ask them to forward an informational email to students. (Please see previous promotional flyer attached as an example).

If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?

NA

▼ 9. Approval and Acknowledgement

Program Chair/Director

Smith, Christina

Dean

Wyels, Cynthia (Arts & Sciences)

Conditions and Considerations

- ☐ **Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- ☐ **Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- ☒ **Field Trip:** Sponsor must comply with all policies found at:
<http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- ☐ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval :** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- ☐ **IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- ☐ **International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- ☐ **Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- ☐ **Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

Acknowledgement

- ☒ I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. I acknowledge that the activity sponsor will be responsible for managing purchases, travel arrangements, and all transactions related to approved activities. Please check off boxes as appropriate.

▼ Chair Review

Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

 Christina Smith Mar 18 2019

▼ Dean Review

Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

