



**FOREST AND RANGELAND
STEWARDSHIP**
COLORADO STATE UNIVERSITY

**NR567: ANALYSIS OF
ENVIRONMENTAL IMPACT**
COURSE SYLLABUS

Department of Forest and
Rangeland Stewardship
Warner College of Natural Resources

INSTRUCTOR INFORMATION

Instructor: Katherine (Kathie) Mattor, PhD

Email: Katherine.Mattor@colostate.edu (or use Inbox tool in Canvas)

Phone: 970-491-6613

Responses to email and voicemail will be provided within 36 hours during weekdays.

TECHNICAL SUPPORT

Need technical assistance with your Canvas course? Try the following:

- Visit the [Canvas Student Resources](#) for guides and videos.
- Visit [Central I.T. Technical Support Helpdesk](#) for technical support.
- Call 970-491-7276.
- [Email Help Desk Support](#).

COURSE OVERVIEW

The national governments in the U.S. and globally are major sponsors of economic development projects that have significant impacts on the environment. The National Environmental Policy Act of 1969 mandates that all federally-sponsored projects that significantly impact the quality of the human environment must go through a detailed analysis of those impacts. The NEPA model has been replicated in many state and local policies, and around the world. At the core of NEPA is the analysis of environmental impacts, using certain analytical standards and requirements. The purpose of this class is to examine in detail the purpose, goals, and results of NEPA, and the analytical requirements and standards of environmental impact analysis. The course will incorporate real-world case studies, including local projects. An underlying theme is the role of science in environmental policy, with a special focus on renewable natural resource management settings.

COURSE GOALS AND OBJECTIVES

By the end of the course, you should be able to:

- Critically analyze the purposes, goals, and outcomes of the National Environmental Policy Act and its role in federal agency decision-making
- Understand the role of Congress, federal agencies, the public, and the courts in shaping NEPA and its role in decision-making
- Identify the details of Environmental Assessment and Environmental Impact Statement processes
- Understand and apply analytical and legal standards relating to EIS development
- Develop an appreciation of the role of public values, collaboration, science, and agency expertise in decision-making
- Discuss and analyze a suite of the most important and controversial NEPA issues today

COURSE PREREQUISITES AND CO-REQUISITES

No prerequisites and/or co-requisites.

REQUIRED TEXTS

There will not be a textbook associated with this class. Selected readings will be posted in Canvas.

LIBRARY & RESEARCH HELP

The CSU Libraries Help Desk provides basic research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Virtual assistance is also available via the Libraries' Ask Us chat and email services (<http://lib.colostate.edu/help/ask-us>). Jocelyn Boice is the librarian supporting the Forest and Rangeland Stewardship Department and this course. Contact her for in-depth assistance at: jocelyn.boice@colostate.edu / 970-491-3882.

COURSE EXPECTATIONS

As a graduate level course, there are high standards for preparedness, reading materials, analysis, and discussion. Although the course will emphasize the role of NEPA and EIS in renewable natural resource management contexts in the U.S., you are encouraged to explore international contexts if it assists in advancing your thesis or dissertation work. Key elements to the course are discussion and critical thinking. The course is divided into 16 modules of content presented on a weekly basis. You are expected to progress through the material in order and according to the schedule presented in Canvas.

GRADING

As a student enrolled in this course, you are expected to submit course work by the due dates listed in the schedule. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience. To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments will be returned within 7 days and major assignments will be returned within 14 days. (If, however, due to unforeseen circumstances, the grading of your work takes longer, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

ASSIGNMENT*	GRADE POINTS
Discussions (11 @ 15 pts. Each, drop lowest)	150
Example EA Analysis Group Answers	50
EA Analysis: Outline	25
EA Analysis: Final Paper	100
Final Project: Research Questions & Methodology	10
Final Project: Outline	20
Final Project: Lay Summary	10
Final Project: Final Paper	20
Final Project: Peer Review	15
Final Project: Revised Final Paper	100
Total:	500

*Keep a copy of all work created for the course.

ASSIGNMENT DETAILS

The assignments emphasize critical thinking concerning the expectations, application, and performance of environmental impact analysis. Assignment details are provided within each module in Canvas, and are also linked under the Assignments and Discussions links.

More information about each assignment is provided in Canvas.

DISCUSSIONS

Graduate courses should really engage your critical thinking skills because of the more complex topics and materials, and a self-selected group of peers. To get the most out of a course like this, you need to read the assigned readings each week and actively engage in discussions with substantive contributions. You will be required to post a critical reflection on the suite of readings for your fellow students to read and respond to. I will provide a prompt to guide your response. This is also an opportunity for you to pose any questions or points of confusion you found within the readings. You will be responsible for responding to two discussion posts by your fellow students per module. Your responses must be substantive, respectful and professional. See the grading rubric in Canvas for additional details.

There will be 11 online discussions. You will receive 15 points for each correctly completed module discussion, with your lowest discussion grade being dropped for a total of 150 points for discussions.

GROUP ASSIGNMENT: EXAMPLE ENVIRONMENTAL ASSESSMENT (EA) ANALYSIS GROUP ANSWERS

This group assignment will give you practice in analyzing an actual NEPA document, an Environmental Assessment, preparing you to write your own individual EA Analysis assignments. Each group will review and analyze one section of the Example Environmental Assessment and then present the findings to the class.

ENVIRONMENTAL ASSESSMENT (EA) ANALYSIS OUTLINE AND FINAL PAPER

You will be assigned an Environmental Assessment and be required to provide a critical analysis of its content, structure, and compliance with the intent and legal requirements of NEPA. You should apply key concepts and criteria from the modules covered prior to the assignment due date. A separate document is provided in Canvas that describes this assignment in greater detail.

FINAL PROJECT

NEPA implementation continues to evolve. Agency practitioners and academic researchers are generally unaware of the “living” nature of NEPA and its evolving administrative application and federal case law. This project is a chance to delve into a specific NEPA-related topic with more depth. A separate document is provided in Canvas that describes this assignment in greater detail.

GRADE DESCRIPTION

90– 100% = A
80 – 89 % = B
70 – 79 % = C
60 – 69 % = D
0 – 59 % = F

LATE WORK POLICY

Deadlines for assignments are clearly defined in Canvas. There are no make-ups unless negotiated at least two weeks in advance of the deadline. Late papers will be assessed a penalty: 5 % penalty for 1 day late and 10% for 2-7 days late. Assignments will not be accepted if overdue by more than seven days.

EXTRA CREDIT POLICY

No extra credit will be offered.

GRADES OF “INCOMPLETE”

Per university policy, an instructor may assign a temporary grade of Incomplete to a student who demonstrates that he or she could not complete the requirements of the course due to circumstances beyond the student's control and not reasonably foreseeable. A student must be passing a course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete to a student who is not passing the course. When an instructor assigns an Incomplete, he or she shall specify in writing using the Department Incomplete Grade Form the requirements the student shall fulfill to complete the course as well as the reasons for granting an Incomplete when the student is not passing the course. The instructor shall retain a copy of this statement in his or her grade records and provide copies to the student and the department head or his or her designee. (Section I.6 of the *Academic Faculty and Administrative Professional Manual*)

DISABILITY ACCESS

Colorado State University is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations must first contact Resources for Disabled Students before requesting accommodations from the professor. [Resources for Disabled Students](#) (RDS) is located in room 100 of the General Services Building. Their phone is (970) 491-6385 (V/TDD). Students who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations.

ACADEMIC INTEGRITY

The Department of Forest and Rangeland Stewardship takes academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU academic integrity program defines plagiarism as including *the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement; the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic, or spoken.* (Source: [The Institute for Learning and Teaching: What are the rules about cheating at CSU](#), Accessed August 6, 2018)

If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class participation, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Each instance of plagiarism,

classroom cheating, and other types of academic dishonesty will be addressed according to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

For help creating properly formatted citations, researching your topic, and using your sources, consult the CSU Library's [Libguide for NR 567 – Analysis of Environmental Impact](#), especially the [Evaluating, Organizing and Citing tab](#).

TITLE IX INFORMATION

CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that faculty follow CSU policy as a "mandatory reporter" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

Source: <http://oeo.colostate.edu/title-ix-sexual-assault>

NON-DISCRIMINATION STATEMENT

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services. Source: <http://oeo.colostate.edu/non-discrimination-statement>