Course Summary

Description

Course Description: This course will focus on in-depth writing of the Affected Environment and Environmental Consequences sections of an Environmental Impact Statement (EIS). Students will propose and research a project as the basis for the EIS sections to be developed and determine the resources or issues that should be evaluated in the EA/EIS. Students will conduct detailed analyses of the environmental assessment process, and assess the environmental, societal, and economic impacts of large-scale federal projects and programs. The final product of the course will be fully developed sections of a Draft EIS (DEIS). Prerequisite: EVSP629

Course Scope:

This course will focus on in-depth writing of the Affected Environment and Environmental Consequences sections of an Environmental Impact Statement (EIS). Students will propose and research a project as the basis for the EIS sections to be developed and determine the resources or issues that should be evaluated in the EA/EIS. Students will conduct detailed analyses of the environmental assessment process, and assess the environmental, societal, and economic impacts of large-scale federal projects and programs. The final product of the course will be fully developed sections of a Draft EIS (DEIS). EVSP629 Environmental Impact Analysis is a pre-requisite for this course.

Objectives

After successfully completing this course, you will be able to:

- LO-1 Analyze direct, indirect, and cumulative environmental effects of a proposed action.
- LO-2 Integrate NEPA with relevant environmental regulations, including the National Historic Preservation Act (Section 106), Endangered Species Act (Section 7), and Clean Air Act/NAAQS.
- LO-3 Apply appropriate EA/EIS analytical methodologies.
- LO-4 Analyze Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements for compliance with NEPA and CEQ Guidelines.
- LO-5 Prepare a Draft Environmental Impact Statement (DEIS).

Outline

Week 1: NEPA History
Learning Objectives

**LO-2**: Integrate NEPA with relevant environmental regulations, including the National Historic Preservation Act (Section 106), Endangered Species Act (Section 7), and Clean Air Act/NAAQS.

Readings

Weekly Readings

Lesson

Assignments

Week 1 Forum

**Week 2: Initiating an EIS**

Learning Objectives

**LO-2**: Integrate NEPA with relevant environmental regulations, including the National Historic Preservation Act (Section 106), Endangered Species Act (Section 7), and Clean Air Act/NAAQS.

**LO-3**: Apply appropriate EA/EIS analytical methodologies.

Readings

Weekly Readings

Lesson

Assignments

Week 2 Forum

Assignment 1

**Week 3: Data Requirements for an EIS**

Learning Objectives

**LO-1**: Analyze direct, indirect, and cumulative environmental effects of a proposed action.

**LO-3**: Apply appropriate EA/EIS analytical methodologies.

Readings

Weekly Readings

Lesson

Assignments

Week 3 Forum

Assignment 2

**Week 4: Programmatic Reviews**
Learning Objectives

**LO-4**: Analyze Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements for compliance with NEPA and CEQ Guidelines.

Readings
Weekly Readings
Lesson
Assignments
Week 4 Forum
Assignment 3

**Week 5: NEPA and Relevant Regulations**

Learning Objectives

**LO-2**: Integrate NEPA with relevant environmental regulations, including the National Historic Preservation Act (Section 106), Endangered Species Act (Section 7), and Clean Air Act/NAAQS.

**LO-4**: Analyze Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements for compliance with NEPA and CEQ Guidelines.

Readings
Weekly Readings
Lesson
Assignments
Week 5 Forum
Assignment 4

**Week 6: Issuing the EIS**

Learning Objectives

**LO-1**: Analyze direct, indirect, and cumulative environmental effects of a proposed action.

**LO-3**: Apply appropriate EA/EIS analytical methodologies.

Readings
Weekly Readings
Lesson
Assignments
Week 6 Forum
Assignment 5
Week 7: Adaptive Management

Learning Objectives

**LO-4**: Analyze Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements for compliance with NEPA and CEQ Guidelines.

**LO-5**: Prepare a Draft Environmental Impact Statement (DEIS).

Readings

Weekly Readings

Lesson

Assignments

Week 7 Forum

Work on Final Project

Week 8: Future of NEPA

Learning Objectives

**LO-5**: Prepare a Draft Environmental Impact Statement (DEIS).

Readings

Weekly Readings

Lesson

Assignments

Week 8 Forum

Assignment 6 Final Project

Evaluation

Grading:

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### Materials

**Book Title:** There are no required books for this course.

**Author:** N/A

**Publication Info:** N/A

**ISBN:** N/A

**Required Readings** - See the Lessons for additional readings and weekly lecture notes

**Additional Resources:** Please go to the Environmental Policy & Management | Program Guide: Home in the APUS Library for additional resources:


### Software Requirements

- Microsoft Office (MS Word, MS Excel, MS PowerPoint)
- Adobe Acrobat Reader

### Course Guidelines

**Citation and Reference Style**

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

**Tutoring**

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an
Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an ongoing discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting viewpoints, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

Student Handbook

- Drop/Withdrawal policy
- Extension Requests
• Academic Probation
• Appeals
• Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.