

**San José State University**  
**School of Social Sciences, Department of Environmental Studies**  
**ENVS/URBP 185 Environmental Impact Assessment (EIA), Sect. 01, Fall 2022**

**Course and Contact Information**

<b>Instructor:</b>	<b>Ada E. Márquez</b>
<b>Office Location:</b>	Washington Square Hall Room 118A
<b>Telephone Main Office:</b>	(408) 924-5450
<b>Email:</b>	ada.marquez@sjsu.edu
<b>Office Hours:</b>	In-Person: Mondays 3:30 p.m. to 4:15 p.m. and Zoom: Wednesdays 6:00 p.m. to 7:00 p.m.
<b>Lecture Day/Time:</b>	In-Person: Mondays 4:30 p.m. to 7:15 p.m.
<b>Classroom:</b>	Dudley Moorhead Hall Room 164
<b>Lab/Activity 2 hours/week:</b>	On-Line and Optional Off-campus Activities
<b>Prerequisites:</b>	EnvS 01 and EnvS 124 Environmental Law, or instructor consent

**Course Description**

**Environmental Impact Assessment (EIA)** laws are among the most powerful tools currently available to identify and influence the environmental effects of human activities. These laws are soundly praised and roundly criticized by city councils, developers, and environmental advocates alike, but most of the public is simply unaware of the power these laws can give to the average citizen.

This course will teach you the basis for understanding, using and analyzing the **California Environmental Quality Act (CEQA)**, one of the first and most influential environmental impact laws on the books. We will also become familiar with the federal impact assessment law, National Environmental Policy Act (NEPA).

Through a combination of lecture, field and project work, we will learn to conduct introductory assessments of the impacts of real projects such as, on our air quality, land-use, environmental health and equity, and wildlife. Moreover, the service-learning component will provide the opportunity to advocate for environmental justice, conserve natural resources, and address the complexity of climate change.

Impact assessment requires careful study of information from multiple disciplines, and it covers many environmental resources. Analyzing and producing environmental assessment documents requires significant group work, perseverance, creativity and a lot of work. Remember this is a four-unit course! Buckle your seatbelts (put on your bike helmets) for a challenging, but exhilarating, ride.

**Grading:** Letter Graded

**Course Format: In-Person Lecture Course and Off Campus Technology Intensive, Canvas Online**

The lecture portion is in-person with the curriculum posted via Canvas. The Lab Activity will be a combination of in-person fieldtrips, field work, and on-line service-learning activities. Students must have reliable internet connectivity and technology such as, a computer to access the Zoom government meetings and on-line tutorials. Office hours with the instructor will be virtual via Zoom.

Students can borrow laptops, iPads, and other technology at no charge from SJSU [Student Computing Services | Dr. Martin Luther King Jr. Library \(sjsu.edu\)](#). For student study and workspace with wifi and outlets, SJSU has numerous locations on campus [Student Study and Workspace Resources | Learn Anywhere \(sjsu.edu\)](#).

Students need the following:

- Internet connectivity or Wi-Fi, and technology such as a computer/laptop to access Zoom and Canvas

- Ensure your device meets Zoom system requirements [System requirements for Windows, macOS, and Linux – Zoom Help Center](#)
- Access to Canvas Learning Management system which is located at <https://sjsu.instructure.com/>
  - [Canvas Student Resources | eCampus \(sjsu.edu\)](#)
- Free access to software [Software Installation Instructions | Information Technology \(sjsu.edu\)](#)
  - Please have Adobe software installed [Adobe Creative Cloud for Students | eCampus \(sjsu.edu\)](#)
  - Microsoft Office Suite and/or the Google Apps "G-Suite" (Google Docs, Sheets, etc.). Visit [Microsoft Office 365 Portal](#). You can access the Office 365 Portal with your SJSU email address and SJSUOne password.

Other student technology resources:

- [Associated Students Print & Technology Center](#) at [as.sjsu.edu/asptc/index.jsp](http://as.sjsu.edu/asptc/index.jsp) on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](#) at the MLK Library at [library.sjsu.edu/services/services](http://library.sjsu.edu/services/services) (Fourth floor)
- [Student Computing Services](#) at [library.sjsu.edu/student-computing-services/student-computing-services-center](http://library.sjsu.edu/student-computing-services/student-computing-services-center)

## Course Learning Outcomes

This course will help you achieve these Departmental Learning Objectives, which are competencies we expect all our graduates to have for success:

**Department LO 1 - Content Environmental Literacy:** Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research.

**Department LO 3A - Content Environmental Literacy:** Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions.

**Department LO 3B-** Students will be able to include environmental justice in the field of CEQA to provide solutions and assist to eliminate institutional, systemic, and other forms of racism and injustices.

**Department LO 4A-** Students are able to productively conduct teamwork to deliver professional quality presentations and reports.

**Department LO 4C -** Build local environmental sustainability and democratic participation through community service.

Upon successful completion of this course, students will be able to submit the following deliverables:

LO 1 and LO 3: Complete a preliminary environmental impact analysis, an Initial Study, under the California Environmental Quality Act (CEQA).

LO 3: Students will demonstrate skills and knowledge of applying environmental impact analyses to address the physical, social, and health impacts in disadvantaged communities.

LO 4A: Students will complete a team report and presentation that satisfies the substantive and procedural requirements per CEQA.

LO 4C: Students will submit documentation of community service by participating in government meetings and environmental volunteer work for non-profits or community, grass-roots organizations.

## Texts and Readings

### Required

California Environmental Quality Act (CEQA). (2022). *Statute and Guidelines*. Association of Environmental Professionals. (AEP) Provided FREE at [https://www.califaep.org/statute\\_and\\_guidelines.php](https://www.califaep.org/statute_and_guidelines.php)

During the month of February, please access the free 2022 version of the CEQA Statute and Guidelines [Statute and Guidelines - California Association of Environmental Professionals \(califaep.org\)](#)  
[https://www.califaep.org/statute\\_and\\_guidelines.php](https://www.califaep.org/statute_and_guidelines.php)

## Optional

Herson, A., & Lucks, A.L. (2017). *CA Environmental Law and Policy: A Practical Guide*. Point Arena, CA: Solano Press. {H &L}.

You can download the kindle App free for PC, iPad, etc, and purchase the Ebook for \$65.00.

<https://solano.com/pages/e-books>

Rivasplata, T., G. Brownlow. (2020). *Practical CEQA: A Stepwise Guide to California Environmental Quality Act Compliance*. Solano Press Books, Point Arena, CA. <https://solano.com/collections/featured-titles/products/practical-ceqa-a-stepwise-guide-to-california-environmental-quality-act-compliance>

This book is available on Kindle for \$40.00.

On Canvas, other resources will be available to use for class deliverables.

## Other Sources

Governor's Office of Planning and Research (OPR) <http://opr.ca.gov/>

Association of Environmental Professionals <https://www.califaep.org/>

CEQA Portal (Topic Papers and Case Law Database) <https://ceqaportal.org/>

Berkeley Law Resources: <https://www.law.berkeley.edu/library/>

Golden Gate University Environmental Law Journal: [http://digitalcommons.law.ggu.edu/gguelj/all\\_issues.html](http://digitalcommons.law.ggu.edu/gguelj/all_issues.html)

American Planning Association California Chapter <https://www.apacalifornia.org/>

National Environmental Policy Act (NEPA) <https://ceq.doe.gov/>

US EPA NEPA process <https://www.epa.gov/nepa>

## Citation Required

Formal papers are required to use the general APA Guidelines. [General Format // Purdue Writing Lab](#)

Additional instructions provided via Canvas.

## Course Requirements and Assignments

### 1. Credit-hours statement: [University Policy SI6-9](#),

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### 2. 3-unit Lecture: Through a combination of lecture, field and project work, we will learn to conduct introductory environmental assessments of the impacts of real land-use development projects on a variety of resource areas such as, air quality, hazardous materials, cultural resources, and wildlife. This course complies with the requirements per the California Environmental Quality Act (CEQA).

**1-unit Community and Service Activity:** This course incorporates community service. The lab activity will link the needs of the local community and strengthen students' environmental analytical skills. Students are required to complete the 1-unit Service Activity, which is approximately 2 hours weekly. (1) The deliverables include to attend government meetings. Students will select government meetings according to their individual availability. (2) Students must also complete a minimum of 10 hours of service-learning and a community service project deliverable. The instructor provides the service-learning opportunities and instructions for all the deliverables via Canvas.

To pass this course, both the Lecture and Service Lab Activity must be completed per the ENVS 185 syllabus.

### Basic Tasks Service-Learning

Student Tasks
Attend/Observe a minimum of four government meetings; Prepare 4 Briefs for the Government Meetings Report
Service-learning experience provided by the instructor (minimum 10 hours of volunteer service); and a Service-Learning Deliverable

3. Originality and honesty: It is appropriate to cite others' work extensively, with attribution. ***It is never appropriate to use other authors' language or ideas, from the web or from written documents, as though they were your own.*** If you have any questions about appropriate citation, please talk to me personally or write me a note. Misuse of written material can result in course failure. Please do not email or call planners to help you with your assignments/deliverables. If you need help or have any questions, contact the instructor. The purpose of this course is to develop numerous professional skills and independence. [University Academic Integrity Policy F15-7 \[pdf\]](#) [Student Conduct and Ethical Development](#)
4. Readings: Please expect to attend all lecture/discussions and complete all readings *before* the class period. Completing the assigned readings will significantly improve your understanding of CEQA and other environmental laws. ENV5 185 is a fast-paced course and lecture time cannot cover everything.
5. Deliverables (writing assignments) and participation: During lectures, I will ask questions about the course materials. These questions will help determine whether I have conveyed the information adequately in lecture, whether you are keeping up with and understanding reading assignments, and they will provide for direct feedback about what you are learning through your group's lab/service assignment. In addition, we will complete in-class writing analysis assignments to strengthen your EIA skills. Be aware that we will also complete group work during our class. In-class deliverables cannot be made up unless you are ill or have other emergencies.
6. Draft documents: As in real impact assessment, the drafting process and public presentation are taken very seriously. **First draft documents are worth more than final drafts.**
7. Late Deliverables Policy: Everyone is experiencing challenges and to provide adequate feedback to all students, I do not accept late submissions. Late deliverables will be considered only for legitimate circumstances, when arranged in advance, or with a doctor's memo. If you have any concerns, please communicate with me as soon as possible.

ENV5 185 emulates the CEQA's process and timeline. Per CEQA's Statutes and Guidelines, all environmental documents are required for submittal within regulations' timeline. Therefore, the instructor must enforce the same stringent requirements of meeting deadlines. We are also practicing being professionals.

#### Deliverables

<b>Grading will be based on the following criteria:</b>	<b>TOTAL %</b>
Readings w/questions	<b>= 10</b>
Lab Activity Service Report section: Government Plan and Meetings Service-Learning Deliverables	<b>= 15</b>

Individual Draft EIR Comment Letter	= 15
Individual Final EIR Comment Letter	= 5
<i>*Team Initial Study/ EIR</i>	= 45
Team Contract (2%)	
Individual Sections- Initial Study Draft (20%)	
Final Team Report (15%)	
Final Team Presentation (8%)	
Class Participation (Free-writes, etc.)	= 10
Course Total	= 100%

### Grading Information

The course grade will be determined based on a total 1000 possible points. Accumulated points that fall within the grade scale below determine your semester grade.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

### In-person and Zoom Office Visits

We are experiencing ongoing changes with uncertainties, and communication with the instructor is important. Please do not wait for an insurmountable problem before considering an office visit. If you would like to discuss an issue, an assignment, or a personal problem, please speak to me.

### University Policies

#### **Materials created by the instructor for the course are copyrighted per policy S12-7.**

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, deliverables, etc.) are copyrighted by the instructor regardless of format. This University policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate University and State law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

## Classroom Protocol

### Inclusive Learning Community

We are here to learn and support each other. Please be respectful, mindful, patient, and compassionate with yourself, classmates, and instructors. Students are expected to be professionals and be punctual for both on-line and in-person learning. Questions and comments about lectures or class materials are welcome anytime. Please use my Zoom office hours for assistance or personal concerns. For other SJSU's policies pertaining to Students Expectations, Rights, and Responsibilities, please read University Policy [S16-15 \[pdf\]](#)

### Use of Camera during office hours

Students are not required to have their camera on during the Zoom office hours, but I strongly encourage your appearance on-screen. Students have permission to use an appropriate virtual background. If you have any concerns, please notify me as soon as possible for accommodations.

### Recording of Zoom Classes (As needed, for guest speakers)

University Policy [S12-7 \[pdf\]](#) requires students to obtain instructor's permission to record the course.

The instructor cannot guarantee classes will be recorded and available for review. Unforeseen circumstances due to inadequate internet connectivity or outages may hinder recording of synchronous classes. Students are not allowed to record or share with others without instructor permission

### Zoom Classroom Etiquette (As needed, for guest speakers)

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to "attend" class, to the greatest extent possible.
  - Avoid video setups and learning spaces where people may be walking behind you, people talking/ making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music or tv in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

\*Note that all federal, state, CSU system, and campus regulations on conduct including harassment and discrimination against other students or faculty apply to the online environment, just as in face-to-face instruction.

## Additional Information

### Dropping and Adding Classes

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

Thursday, September 15<sup>th</sup>, 2022: Last Day to Drop Classes without a "W" Grade



## **University Resources for Students**

### **Accessible Education Center**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements, please make an appointment with me as soon as possible, or see me during office hours.

[Presidential Directive 97-03 \[pdf\]](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

**Counseling and Psychological Services** The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at [sjsu.edu/counseling](https://sjsu.edu/counseling).

**SJSU Cares** Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact [SJSU Cares](#). Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

### **Land Acknowledgement**

Land Honor Acknowledgement provided by the CA Faculty Association (CFA) Indigenous Peoples' Caucus:

We gather as students, faculty, staff, and community of San Jose State University, situated on the traditional land of the Muwekma, Tamyen, and Ohlone Tribe past and present, and honor with gratitude the land itself and the people who have stewarded it throughout the generations. This calls us to commit to continuing to learn how to be better stewards of the land we inhabit as well. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought us to reside on the land and to seek to understand our place within that history. Land acknowledgments do not exist in past tense or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. Acknowledging the land is an important Indigenous protocol that we are honoring here today.

Do you know whose land you occupy? Find out at <https://native-land.ca/>





# ENVS 185 Environmental Impact Assessment (EIA), Fall 2022

## Course Schedule

This schedule is subject to change with fair notice.

Week/ Module	Date	Lecture Topics	Readings	Lecture Deliverables	(1 unit) Lab Activity
1	8/22	<p><b>Introductions to each other</b> and Discuss Syllabus</p> <p>Walk to San Jose City Hall</p> <p><b>Provide NEW DELIVERABLE</b> Questions for <i>Understanding the Basics of Land Use and Planning: Guide to Local Planning</i>, (Institute for Local Government)</p>	<p>Read: <i>Understanding the Basics of Land Use and Planning: Guide to Local Planning</i>, (Institute for Local Government)</p> <p><a href="https://www.ca-ilg.org/document/guide-local-planning">https://www.ca-ilg.org/document/guide-local-planning</a>, then click on pdf <a href="https://www.ca-ilg.org/sites/main/files/file-attachments/2010_landuseplanning.pdf?1387495993">https://www.ca-ilg.org/sites/main/files/file-attachments/2010_landuseplanning.pdf?1387495993</a></p>		Provide instructions for Service-Learning and Government Meetings
2	8/29	<p><b>Intro to CEQA: Overview and Exemptions</b></p> <p><b>*Project: Sargent Ranch Quarry DEIR</b> <a href="https://plandev.sccgov.org/policies-programs/smara/sargent">https://plandev.sccgov.org/policies-programs/smara/sargent</a></p> <p><b>NEW DELIVERABLE</b> EIR Comment Letter</p>	<p><a href="http://ceqaportal.org">CEQA Topic Papers (ceqaportal.org)</a></p> <p><a href="#">Project Description (2020 Update)</a></p> <p><a href="#">How to Take Action for Juristac During the EIR Comment Period » Protect Juristac</a></p>	<p><b>DUE: 8/29 DELIVERABLE</b></p> <p>Canvas Questions for <i>Understanding the Basics of Land Use and Planning: Guide to Local Planning</i>, (Institute for Local Government)</p>	<p><b>Service-Learning:</b> <a href="https://youtu.be/JJqc6eI_5us">https://youtu.be/JJqc6eI_5us</a> Amah Mutsun Tribal Band: Protect Juristac</p> <p><a href="#">Juristac EIR Comment Writing Workshop Reportback and Video » Protect Juristac</a></p>
3	9/5	<p><b>Labor Day-Campus Closed</b></p>	<p><a href="#">How to Take Action for Juristac During the EIR Comment Period » Protect Juristac</a></p>	<p>Governor's Office of Planning &amp; Research (OPR) CEQA 202 Series: <i>What is a "project" under CEQA?</i> <a href="https://youtu.be/iNuD15IEv9Q">https://youtu.be/iNuD15IEv9Q</a></p>	<p><a href="#">How to Take Action for Juristac During the EIR Comment Period » Protect Juristac</a></p>
4	9/12	<p><b>Preliminary Environmental Review: The Initial Study</b> <i>Appendix G The Environmental Checklist</i></p>	<p>AEP 2022 CEQA Statute &amp; Guidelines §15060 - 15065</p> <p><a href="#">Downtown West Mixed-Use Plan (Google Project)   City</a></p>	<p><b>DUE: 9/12 DELIVERABLE</b></p> <p>Draft EIR Comment Letter</p>	<p><a href="#">Biogeographic Data Branch Tutorials and Training (ca.gov)</a></p>



Week/ Module	Date	Lecture Topics	Readings	Lecture Deliverables	(1 unit) Lab Activity
		<b>CEQA Resource Area: Biological Resources Analysis</b>	<a href="#">of San Jose (sanjoseca.gov)</a>  <a href="#">Table of Contents</a>  <a href="#">0 Summary of DEIR</a>  <a href="#">1 Introduction of DEIR</a>  <a href="#">2 Project Description of DEIR</a>		<a href="#">CNDDDB Overview (Video - 32 min.)(opens in new tab):</a>  <a href="#">CNDDDB Maps and Data (ca.gov)</a>
5	9/19	<b>CEQA Resource Area: Biological Resources GIS Mapping Tools CA Natural Diversity Database (CNDDDB)</b> (Must bring a laptop to class)	<a href="#">Downtown West Mixed-Use Plan (Google Project)   City of San Jose (sanjoseca.gov)</a> <b>READ <a href="#">3.02 Biological Resources</a></b>  AEP 2022 CEQA Statute & Guidelines §15070-15075	Márquez return EIR Comment Letter	Service-Learning: <a href="#">Planning Commission - Department of Planning and Development - County of Santa Clara (sccgov.org)</a> Sargent Quarry DEIR on <b>Thursday, August 25 (~1:30 pm)</b>
6	9/26	<b>CEQA Resource Area: Land use and Planning</b>	<a href="#">Downtown West Mixed-Use Plan EIR (Google Project)   City of San Jose (sanjoseca.gov)</a>  <a href="#">3.09 Land Use</a>  <a href="#">General Plan Guidelines and Technical Advisories - Office of Planning and Research</a> then click on <a href="#">A Vision for Long-Range Planning</a>	<b>DUE: 9/26 DELIVERABLE</b> Final EIR Comment Letter No later than 4:30 pm	
7	10/3	<b>CEQA Resource Area: Air Quality Analysis</b>	<a href="#">Downtown West Mixed-Use Plan (Google Project)   City of San Jose (sanjoseca.gov)</a> <a href="#">3.00 Environmental Setting Impacts and Mitigation Intro of DEIR</a>  <a href="#">3.01 Air Quality</a>	<a href="#">Warehouse Projects: Best Practices and Mitigation Measures to Comply with the California Environmental Quality Act</a>	Air Quality Webinar link via Canvas
8	10/10	<b>CEQA Resource Area: Population and Housing</b>  <b>Mitigated Negative Declaration (MND)</b>	<a href="#">General Plan Guidelines and Technical Advisories - Office of Planning and Research</a> then click <a href="#">RequiredElements</a> (Read		<b>New: Government Meeting Report</b> (~2 hours/week; Per your

Week/ Module	Date	Lecture Topics	Readings	Lecture Deliverables	(1 unit) Lab Activity
		<b>NEW DELIVERABLE TEAM</b> Initial Study/EIR (with instructions and due dates) TEAM CONTRACT Draft due by end of class	Housing Element pp. 89-108)  <a href="#">CEQA Topic Papers (ceqaportal.org)</a> <a href="#">Mitigation Measures</a>		individual schedule)
9	10/17	<b>Environmental Impact Reports (EIRs) (Process) and Drafting Contents of EIR</b>	AEP 2022 CEQA Statute & Guidelines §15080-15097 and §15120-15132  <a href="#">CEQA Topic Papers (ceqaportal.org)</a> <a href="#">Cumulative Impacts</a>	<b>Due 10/17 (Individual)</b> Per CEQA Appendix G Environmental Checklist: Initial Study Page 1 and Project Description  <b>Due 10/17 TEAM CONTRACT</b> with signatures and project schedule via Excel	<b>Due: Government Meeting Report Plan</b>  Government Meeting
10	10/24	<b>CEQA Resource Area: Hazardous Materials and Toxic Substances</b>	AEP 2022 CEQA Statute & Guidelines §15100-15112 <a href="#">Downtown West Mixed-Use Plan (Google Project)   City of San Jose (sanjoseca.gov)</a> <a href="#">3.07 Hazardous Materials</a>	Márquez return comments TEAM CONTRACTS	Canvas exercise GeoTracker <i>environmental data for regulated facilities in California</i> (Interactive Map) * <a href="https://geotracker.waterboards.ca.gov/">https://geotracker.waterboards.ca.gov/</a> <a href="https://calepa.ca.gov/sitecleanup/corteselist/">https://calepa.ca.gov/sitecleanup/corteselist/</a>
11	10/31	<b>CEQA Resource Area: Wildfire</b>	AEP 2022 CEQA Statute & Guidelines §15140-15153  Defining Vulnerable Communities in the Context of Climate Adaptation (2018) Download the Guide <a href="https://www.opr.ca.gov/planning/icarp/vulnerable-communities.html">https://www.opr.ca.gov/planning/icarp/vulnerable-communities.html</a>	Team Draft Environmental Impact Report (DEIR) Individual Sections	Government Meeting

Week/ Module	Date	Lecture Topics	Readings	Lecture Deliverables	(1 unit) Lab Activity
12	11/7	<b>CEQA Resource Area: Cultural, Tribal, and Archaeological Resources</b>  Peer-review deliverable due during class	California Native American Heritage Commission (Laws, Local Ordinances & Codes) <a href="http://nahc.ca.gov/codes/Downtown West Mixed-Use Plan (Google Project)   City of San Jose (sanjoseca.gov) 3.03 Cultural Resources">http://nahc.ca.gov/codes/Downtown West Mixed-Use Plan (Google Project)   City of San Jose (sanjoseca.gov) 3.03 Cultural Resources</a>	<b>Due 11/7 (Individual EIR Sections) Per CEQA Appendix G Environmental Checklist</b>  Team Draft Environmental Impact Report (DEIR) Individual Sections	Government Meeting
13	11/14	<b>Márquez- Meetings with Each Team – Progress Initial Study/ DEIR</b>	<a href="http://ceqaportal.org/Alternatives">CEQA Topic Papers (ceqaportal.org) Alternatives</a>  Readings provided via Canvas	Márquez return Individual EIR Comments  Team Draft Environmental Impact Report (DEIR) Individual Sections	Government Meeting
14	11/21	<b>CEQA, Environmental Justice, Public Review and Comments</b>  <b>New Deliverable Team Presentation</b>	<a href="#">General Plan Guidelines and Technical Advisories - Office of Planning and Research</a> , Click on <a href="#">Community Engagement and Outreach and Chapter 4, Section 8: Environmental Justice Element</a>	Team Draft Environmental Impact Report (DEIR) Individual Sections	Canvas exercise Topic: Office of Planning & Research <i>Updated Environmental Justice Guidance for General Plans</i> <a href="https://youtu.be/byKyyVNIM8A">https://youtu.be/byKyyVNIM8A</a>
15	11/28	Curriculum Catch up and Final Team Meetings	<a href="https://oag.ca.gov/environment/ceqa/planning">https://oag.ca.gov/environment/ceqa/planning</a> then click <a href="#">Environmental Justice at the Local and Regional Level</a>	Team Draft Environmental Impact Report (DEIR) Individual Sections	Canvas exercise
16	12/5	Guest Speaker And Practice Team Presentations	Readings will be provided via Canvas	Team Draft Environmental Impact Report (DEIR)	Due: <b>Government Meeting Report</b>

### Final Exam

Monday, December 12th Time: 5:15-7:30 PM

Lecture Deliverables: Team DEIR and In-Class Team Presentation