

San José State University
School of Social Sciences, Department of Environmental Studies
ENVS 190 Advanced Environmental Impact Assessment (EIA), Spring 2022

Course and Contact Information

Instructor:	Ada E. Márquez
Office Location:	On-line
Telephone Main Office:	(408) 924-5450
Email:	ada.marquez@sjsu.edu
Office Hours:	Zoom: Wednesdays 7:30 p.m. to 8:30 p.m.
Lecture Day/Time:	Thursdays 4:30 p.m. to 7:15 p.m. (In-Person)
Lab Instructor:	Philip Higgins
Lab/Activity hours/week:	Off Campus In-Person and On-Line
Classroom:	Dudley Moorhead Hall Room 164 (Resilient Online as needed, Zoom-Synchronous)
Prerequisites:	ENVS 185 or instructor consent

Course Description *Advanced work in the field of environmental impact assessment. Analysis of EIA documents for regulatory adequacy, consistency with local planning documents and technical accuracy.*

Purpose of the Course

The advanced course in environmental impact assessment is designed to allow a small group of highly motivated students to probe more deeply into the impact assessment topics covered in ENVS 185 EIA: biological resources, air quality, hydrology, transportation, archaeology, etc. Building upon this knowledge of physical environmental impacts, we will continue with an interdisciplinary approach. This course will examine the connections between environmental impacts, socio- economic status (SES), human health, and environmental justice.

The ENVS 190 course uses both a very individualized, project-oriented approach and teamwork. Students are expected to increase their expertise in impact assessment through research, analysis, writing, and presentation of individual topics, in support of the current introduction to Environmental Impact Assessment class. Students will expand their analytical skills applying a variety of state and federal laws, the most current databases for environmental and health protection, and scientific research; and create effective mitigation measures to protect natural systems and human health from climate change impacts. The course will include field visits to the class project site, presentations, discussion of group readings selected by students and a team report, among other activities.

Grading: Letter Graded

Course Format: Classes will be in-person with materials posted via Canvas. If SJSU requires courses to move fully on-line, then the following applies for course resiliency.

Resilient Ready (if needed), Technology Intensive, Online, Synchronous Course (ON-LINE until 2/17)

As required by the University, we will move the course to an online synchronous format with lectures and break out rooms per schedule. Students must have reliable internet connectivity and technology such as a computer to access the Zoom lectures, in class activities, discussions, and Canvas. Zoom lectures will not require students to have a camera, but it is highly encouraged to strengthen our community. 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 Wi-Fi 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 on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](#) at the MLK Library at library.sjsu.edu/services/services (Fourth floor)
- [Student Computing Services](#) at library.sjsu.edu/student-computing-services/student-computing-services-center

Department Learning Outcomes and Goals

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

Department LO 3: 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

Students develop expertise in identifying complex environmental issues, find accurate natural science and social science information on all key aspects of those issues and are able to develop feasible, sustainable solutions using central principles of sustainability

Department LO 4: Students are able to productively conduct group/team work to deliver professional quality presentations and reports. Build local environmental sustainability and democratic participation through community service

Course Content Learning Outcomes and Goals

Learning Objective 3 (LO 3). Students will expand their training in environmental impact assessment to prepare for local California Environmental Quality Act (CEQA), federal National Environmental Policy Act (NEPA), and/or international work.

Learning Objective 4 (LO 4). Students will complete a professional environmental impact assessment per the California Environmental Quality Act (CEQA).

Learning Objective (LO 4C) - Build local environmental sustainability and democratic participation through community service

The following Assessment Measures will be used to evaluate students' progress toward the Course Content Learning Objectives:

1. Students will be given a complex project to complete an environmental impact assessment, by using the most current scientific peer-reviewed literature, grey literature produced by practitioners in the field, applying EIA practices and government standards, and environmental/regulatory thresholds. (LO 3)
2. Students will demonstrate skills in analysis, report writing and presentation in word processing, spreadsheet, and presentation software, as well as an ability to locate and interpret data from a variety of database sources to create maps and other important information. Students will prepare a project report and a presentation to comply with (AB) 617 and CEQA for a community located in San Jose, CA. (LO 4)
3. Students will undertake community service project(s) that contribute to democratic institutions and promotes sustainability; and allow them to apply knowledge gained in their academic program. (LO 3 and LO 4)

Texts and Readings

Required

California Environmental Quality Act (CEQA). (2021). *Statute and Guidelines*. Association of Environmental Professionals. (AEP) Provided FREE at https://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

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>

Course Expectations

- I. Credit-hours statement: [University Policy S16-9](#),

“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:** Students will be challenged to apply their knowledge from ENV5 185 EIA with a higher level of rigor and sophistication. Through a combination of lecture, field and project work, we will conduct more complex environmental assessments of the impacts of real land-use development projects on a variety of resource areas such as, air, water, traffic, 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. Students must complete a minimum of 16 hours of service-learning. 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 ENV5 185 syllabus.

Basic Tasks Service-Learning

Student Tasks
Prepare 4 On-line Briefs
Field visits to the project site; Service-learning experience approved by instructor (minimum 16 hours of volunteer service); and a Service-Learning Report.

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.
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 assignments cannot be made up unless you are ill or have other emergencies. However, if you do not feel well, please stay home and meet with me during office hours.
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 assignments. Late assignments 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.

ENVS 190 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.

1. **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.
2. **Readings:** Please expect to attend all Zoom lecture/discussions and complete all readings *before* the class period. Students are expected to actively participate in learning. Attend each class, as the lectures will contain material that is not in your book. In addition, part of your grade is based on in-class activities. In-class assignments cannot be made-up.
3. **Late Assignment Policy:** All assignments are due at the beginning of class on the deadline date. Late assignments will be considered ONLY for legitimate circumstances, when arranged in advance, or with a doctor's memo.
4. **Draft documents:** As in real impact assessment, the drafting process and public presentation are taken very seriously. First draft documents are worth more than double final drafts. In addition, I will not accept documents after the due date. All individual and group work will be due at the beginning of class via Turnitin.com.
5. **Safe Classroom:** We are all learning together here. Questions and comments are welcome. In addition, mutual respect and cooperation are fundamental.

Citation Required

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

Assignments and Grading Policy

Grading will be based on the following (Total 100%):

- ◆ **Deliverable of Volunteer Project site for Community Service (25%)** According to our Department's goals, *students will undertake community service projects or participate in events, either on- or off – campus that contribute to democratic institutions and promote sustainability.* Students will have the opportunity to provide an on-line educational workshop, develop a brochure to empower a community about a critical environmental and/or health issue, or another tool with instructor's approval. Each student must complete the service- learning component to pass this course. (LO 4)
- ◆ **Class participation, Readings, EIA assignments: (25%):** Students will complete the required readings, provide in-depth analyses, and participate in class discussions. Several EIA assignments will strengthen critical thinking, analytical, and writing skills. For example, each student will submit a CEQA comment letter and discuss the analyses of an EIA document for regulatory adequacy, consistency with local planning documents and technical accuracy. (LO 3)
- ◆ **EIA Document Deliverable (50%):** Each student will be responsible for an individual contribution towards the project report (deliverables). The reports will have numerous incremental steps (chapters) and deliverables (assignments). (LO 3 and LO 4)

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>

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 in Class

Students are not required to have their camera on during the synchronous Zoom class, but I strongly encourage your appearance on-screen. Students have permission to use an appropriate virtual background and mute their

microphone. I expect all students to participate during lectures, the breakout room activities, and discussions. If you have any concerns, please notify me as soon as possible for accommodations.

Recording of Zoom Classes

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

- **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](#).

Monday, February 7, 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.

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 190 Advanced EIA

This schedule is subject to change with fair notice. I will provide at least one week notice if I need to move the topics or readings. With the rapid changes of environmental and health events, flexibility and adaptability are important.

Course Schedule

Week	Date	Lectures	Readings/Deliverables (complete before class)	Lab/ Service-Learning Activity (2 hours/week)
1	01/27	Introductions and Syllabus	Provide CEQA Project with Instructions for Deliverables	
2	2/3	CEQA: Housing, Environmental Justice, and Climate Change (Climate Equity) Energy and Climate Change (Greenhouse Gas [GHG] Impacts per CEQA)	<i>CEQA: California's Living Environmental Law: CEQA's Role in Housing, Environmental Justice, & Climate Change (2021)</i> CEQA: California's Living Environmental Law Rose Foundation (rosefdn.org) Federal Register :: Protecting Public Health and the Environment and Restoring Science To Tackle the Climate Crisis Executive Order 13990 (2021)	BRIEF: Canvas Module-Climate Change https://climateassessment.ca.gov/ <i>Final 2017 Scoping Plan Update: The Strategy for Achieving California's 2030 GHG Target</i> (Read Executive Summary and Chapter 1 only, skim other chapters) https://ww3.arb.ca.gov/cc/scopingplan/scopingplan.htm
3	2/10	Air Quality Data and Tools (Federal and CA)	Addressing Air Quality Issues in the NEPA Process for Highway Projects Practitioner's Handbook (transportation.org) <i>Influence of roadway emissions on near-road PM_{2.5}: Monitoring data analysis and implications</i> (2020) https://doi.org/10.1016/j.trd.2020.102442 Warehouse Projects: Best Practices and Mitigation Measures to Comply with the California Environmental Quality Act	BRIEF: View AASHTO Webinar (2021) Handbook 18: Addressing Air Quality Issues in the NEPA Process for Highway Projects (transportation.org) View Webinar Presentation
4	2/17	Analysis of School Projects per CEQA	Best Practices for Reducing Near-Road Pollution Exposure at Schools US EPA (2021) Air Resources for Healthy School Environments US EPA <i>Review Website Community Air Protection Blueprint Documents</i> https://ww2.arb.ca.gov/our-	BRIEF: Best Practices for Reducing Near-Road Pollution Exposure at Schools Webinar - YouTube

			work/programs/community-air-protection-program/community-air-protection-blueprint	
5	2/24	Air Quality and Assembly Bill (AB) 617: Community Air Protection Program Blueprint	AB 617 The Final Community Air Protection Blueprint https://ww2.arb.ca.gov/capp-blueprint	BRIEF: Canvas Module: AB 617 https://ww2.arb.ca.gov/capp-training https://youtu.be/6Z76mGBc17A
6	3/3	Environmental Justice Screening and Tools (Federal and CA) Biden: E.O. 14008	CalEnviroScreen 4.0 OEHHA Office of Planning & Research Updated Environmental Justice Guidance for General Plans https://youtu.be/byKyyVNIM8A	Field Lab: Service-Learning Activity- Check schedule
7	3/10	EIA- Scope of Analysis and Cumulative Impacts	AEP CEQA Portal: <i>Cumulative Impacts (2020)</i> https://ceqaportal.org/topic_papers.cfm <i>Rethinking the Corporate Campus Report (2017)</i> https://www.spur.org/publications/spur-report/2017-04-20/rethinking-corporate-campus	Field Lab: Service-Learning Activity- Check schedule
8	3/17	Environmental Risks and Human Health Impacts	Please see Canvas for article options New Deliverable: CEQA Comment Letter	Field Lab: Service-Learning Activity- Check schedule
9	3/24	Types of EIRs, Master EIRs §15160-15179.5, and Special Situations- Tiering and Streamlining of GHG Emission per CEQA	CEQA Review of Affordable, Transitional, and Supportive Housing Projects (2020) Technical Advisory on CEQA Review of Housing Projects (2020) https://www.opr.ca.gov/ceqa/technical-advisories.html	Field Lab: Service-Learning Activity- Check schedule
10	3/31	No class	Spring Recess	Field Lab: Service-Learning Activity- Check schedule
11	4/7	Transportation Impacts per CEQA §15064.3	Due: CEQA Comment Letter VMT Tools and Resources https://www.sanjoseca.gov/your-government/departments-offices/transportation/planning-policies/vehicle-miles-traveled-metric Review: Santa Clara County: Valley Transportation Authority (VTA)	Field Lab: Service-Learning Activity - Check schedule

			Congestion Management Agency VMT Resources https://www.vta.org/programs/congestion-management-program/technical-resources#accordion-vehicle-miles-traveled-analysis-of-land-use-projects	
12	4/14	CEQA Litigation §15230 -15234 and Sierra Club v. County of Fresno (Friant Ranch) (2018)	The <i>Guidance to Address the Friant Ranch Ruling for CEQA Projects in the Sac Metro Air District</i> (October 2020) http://www.airquality.org/Businesses/CEQA-Land-Use-Planning/CEQA-Guidance-Tools	Field Lab: Service-Learning Activity - Check schedule
13	4/21	National Environmental Policy Act (NEPA) per CEQA §15220-15229	<i>Citizen's Guide to the National Environmental Policy Act; Having Your Voice Heard</i> https://www.epa.gov/nepa	Field Lab: Service-Learning Activity - Check schedule
14	4/28	CEQA: Topics by Students	<i>California 2030 Natural and Working Lands Climate Change Implementation Plan (pp.1-33)</i> https://ww2.arb.ca.gov/resources/documents/nwl-implementation-draft	Field Lab: Service-Learning Activity - Check schedule
15	5/5	Márquez Team Meetings	Team Peer Review Draft EIR	Field Lab: Service-Learning Activity
16	5/12	Zoom Presentations and feedback	Team Peer Review Draft EIR	Field Lab: Service-Learning Activity - Check schedule

Final: May 24, 2022: TEAM DEIR and Service-Learning Project