

## 1: - Congress in action: the Environmental education act by Dennis W Brezina

*"This is a book about Congress in action. It is a case study that follows the course of a particular bill, the Environmental Education Act, from its grass roots beginnings in the environmental movement through the total legislative system and into its implementation as a program in the federal government."*

Top of Page SEC. The purpose of the program shall be to train educational professionals in the development and delivery of environmental education and training programs and studies. Special emphasis should be placed on developing environmental education programs, workshops, and training tools that are portable and can be broadly disseminated. Within one year of the date of enactment of this Act, the Administrator shall publish regulations to assure satisfactory implementation of each element of the program authorized by this section. The solicitation notice shall prescribe the information to be included in the proposal and other information sufficient to permit the Administrator to assess the project. For the purposes of this section, the non-Federal share of project costs may be provided by in-kind contributions and other non-cash support. In cases where the Administrator determines that a proposed project merits support and cannot be undertaken without a higher rate of Federal support, the Administrator may approve grants under this section with a matching requirement other than that specified in this subsection, including full Federal funding. Interns and fellows may serve in appropriate agencies of the Federal Government including, but not limited to, the Environmental Protection Agency, the Fish and Wildlife Service, the National Oceanic and Atmospheric Administration, the Council on Environmental Quality, Federal natural resource management agencies, the Department of Agriculture, and the National Science Foundation. Fellows shall be hired on a temporary full-time basis for not to exceed 12 months and shall be compensated appropriately. Federal agencies hiring interns shall provide the funds necessary to support salaries and related costs. One teacher, and the local education agency employing such teacher, from each State, including the District of Columbia and the Commonwealth of Puerto Rico, are eligible to be selected for an award pursuant to this subsection. Such awards may not be used for construction costs, general expenses, salaries, bonuses, or other administrative expenses. With respect to such matters, the Council shall be the exclusive advisory entity for the Administrator. The Council may exchange information with other Advisory Councils established by the Administrator. The Office of Environmental Education shall provide staff support to the Council. Two members shall be appointed to represent primary and secondary education one of whom shall be a classroom teacher ; two members shall be appointed to represent colleges and universities; two members shall be appointed to represent not-for-profit organizations involved in environmental education; two members shall be appointed to represent State departments of education and natural resources; two representatives shall be appointed to represent business and industry; and one representative shall be appointed to represent senior Americans. A representative of the Secretary shall serve as an ex officio member of the Advisory Council. While away from their homes or regular places of business in the performance of services for the Council, members of the Council shall be allowed travel expenses, including per diem in lieu of subsistence, in the same manner as persons employed intermittently in the Government service are allowed expenses under section b of title 5 of the United States Code. The Foundation is established in order to extend the contribution of environmental education and training to meeting critical environmental protection needs, both in this country and internationally; to facilitate the cooperation, coordination, and contribution of public and private resources to create an environmentally advanced educational system; and to foster an open and effective partnership among Federal, State, and local government, business, industry, academic institutions, community based environmental groups, and international organizations. B The Foundation is a charitable and nonprofit corporation whose income is exempt from tax, and donations to which are tax deductible to the same extent as those organizations listed pursuant to section c of the Internal Revenue Code of The Foundation is not an agency or establishment of the United States. The Board shall oversee the activities of the Foundation and shall assure that the activities of the Foundation are consistent with the environmental and education goals and policies of the Environmental Protection Agency and with the intents and purposes of this Act. The

membership of the Board, to the extent practicable, shall represent diverse points of view relating to environmental education and training. B The Administrator of the Environmental Protection Agency shall, pursuant to paragraph 2 , appoint the Director of the Office of Environmental Education established pursuant to section 3 of this Act as an ex-officio member of the Board. C Appointment to the Board shall not constitute employment by, or the holding of an office of, the United States for the purposes of any Federal law. B Within 90 days of the date of the enactment of this Act, and as appropriate thereafter, the Administrator shall publish in the Federal Register an announcement of appointments of Directors of the Board. Such appointments shall become final and effective 90 days after publication in the Federal Register. C The directors shall be appointed for terms of 4 years, except that the Administrator, in making the initial appointments to the Board, shall appoint 5 directors to a term of 2 years, 4 directors to a term of 3 years, and 4 directors to a term of 4 years. The Administrator shall appoint an individual to serve as a director in the event of a vacancy on the Board within 60 days of said vacancy in the manner in which the original appointment was made. No individual may serve more than 2 consecutive terms as a director. If a Director misses three consecutive regularly scheduled meetings, that individual may be removed from the Board and that vacancy filled in accordance with this subsection. B The following limitations apply with respect to the appointment of officers and employees of the Foundation: Officers and employees of the Foundation shall be appointed without regard to the provisions of title 5, of the United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 or subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates, except that no individual so appointed may receive pay in excess of the annual rate of basic pay in effect for grade GS of the General Schedule. The service of notice to, or service of notice upon, the agent required under paragraph 4 , or mailed to the business address of such agent, shall be deemed as service upon or notice to the Foundation. With respect to personnel, the Administrator may provide no more than 1 full-time employee to serve the Foundation in a policy capacity, and may provide clerical and other support staff at a level equivalent to 2 full-time equivalent employees to the Foundation, for a period not to exceed 2 years from the date of initial assignment of any personnel for this purpose. Contact Us to ask a question, provide feedback, or report a problem.

## 2: Environmental Health Workforce Act of (S. ) - [www.enganchecubano.com](http://www.enganchecubano.com)

*Congress in Action: The Environmental Education Act [Congressman John Brademas, Dennis W. Brezina, Allen Overmyer, Senator Gaylord Nelson] on [www.enganchecubano.com](http://www.enganchecubano.com) \*FREE\* shipping on qualifying offers.*

Engaging with citizens of all demographics to; 2. Think critically, ethically, and creatively when evaluating environmental issues; 3. Make educated judgments about those environmental issues; 4. Develop skills and a commitment to act independently and collectively to sustain and enhance the environment; and, 5. Attributes[ edit ] There are a few central qualities involved in environmental education that are useful contributions to the individual. Enhances real-world problem solving. The location of someone with these careers has an impact on the clear responsibilities each must obtain depending on what environmental issue is most prevalent in the area. Federal Government Park Ranger - Responsible for protecting the national parks , historical sites, and national seashores across the United States including the wildlife and ecosystems within them. There are many qualifications in order for one to become a park ranger and some include: Some invite guest speakers who are experts in their field to help teach how the basic principles of science are implemented in the real world. Topics such as air pollution, water quality, as well as wildlife and how humans affect it are researched. Scientific research is analyzed and projects are designed as a result of that research in order to come up with solutions to issues of the environment like air pollution. These fields of education complement environmental education yet have unique philosophies. Citizen Science CS aims to address both scientific and environmental outcomes through enlisting the public in the collection of data, through relatively simple protocols, generally from local habitats over long periods of time Bonney et al. Education for Sustainable Development ESD aims to reorient education to empower individuals to make informed decisions for environmental integrity, social justice, and economic viability for both present and future generations, whilst respecting cultural diversities UNESCO, b. Specifically, CCE needs to help learners develop knowledge, skills and values and action to engage and learn about the causes, impact and management of climate change [12] Chang, Science Education SE focuses primarily on teaching knowledge and skills, to develop innovative thought in society Wals et al. Outdoor education means learning "in" and "for" the outdoors. Experiential education ExE is a process through which a learner constructs knowledge, skill, and value from direct experiences" AEE, , p. Garden-based learning GBL is an instructional strategy that utilizes the garden as a teaching tool. It encompasses programs, activities and projects in which the garden is the foundation for integrated learning, in and across disciplines, through active, engaging, real-world experiences that have personal meaning for children, youth, adults and communities in an informal outside learning setting. Inquiry-based Science IBS is an active open style of teaching in which students follow scientific steps in a similar manner as scientists to study some problem Walker Often used in biological and environmental settings. While each of these educational fields has their own objectives, there are points where they overlap with the intentions and philosophy of environmental education. History[ edit ] The roots of environmental education can be traced back as early as the 18th century when Jean-Jacques Rousseau stressed the importance of an education that focuses on the environment in Emile: The nature study movement used fables and moral lessons to help students develop an appreciation of nature and embrace the natural world. She wrote the Handbook for Nature Study in which used nature to educate children on cultural values. A new type of environmental education, Conservation Education, emerged as a result of the Great Depression and Dust Bowl during the s and s. Conservation Education dealt with the natural world in a drastically different way from Nature Study because it focused on rigorous scientific training rather than natural history. The modern environmental education movement, which gained significant momentum in the late s and early s, stems from Nature Study and Conservation Education. Environmental education was born of the realization that solving complex local and global problems cannot be accomplished by politicians and experts alone, but requires "the support and active participation of an informed public in their various roles as consumers, voters, employers, and business and community leaders. Ultimately, the first Earth Day on April 22, â€” a national teach-in about environmental problems â€” paved the way for the modern environmental education movement. Later that same year,

President Nixon passed the National Environmental Education Act, which was intended to incorporate environmental education into K schools. Internationally, environmental education gained recognition when the UN Conference on the Human Environment held in Stockholm, Sweden, in 1972, declared environmental education must be used as a tool to address global environmental problems. The components are "Imagining a better future", "Critical thinking and reflection", "Participation in decision making" and "Partnerships, and Systemic thinking" [19]. The overall theme of the conference was "Environmental education and issues in cities and rural areas: The World Environmental Education Congress had 2, members, representing over countries. This meeting was the first time ever that it had been held in an Arab country, and was put together by two different organizations, the Mohamed VI Foundation for Environmental Protection and the World Environmental Education Congress Permanent Secretariat in Italy. Topics addressed at the congress include stressing the importance of environmental education and its role to empower, establishing partnerships to promote environmental education, how to mainstream environmental and sustainability, and even how to make universities "greener". The document was made up of 7 proclamations and 26 principles "to inspire and guide the peoples of the world in the preservation and enhancement of the human environment. The Belgrade Charter was built upon the Stockholm Declaration and adds goals, objectives, and guiding principles of environmental education programs. It defines an audience for environmental education, which includes the general public. Later that decade, in 1978, the Intergovernmental Conference on Environmental Education in Tbilisi, Georgia emphasized the role of Environmental Education in preserving and improving the global environment and sought to provide the framework and guidelines for environmental education. The Conference laid out the role, objectives, and characteristics of environmental education, and provided several goals and principles for environmental education. About[ edit ] Environmental education has been considered an additional or elective subject in much of traditional K curriculum. At the elementary school level, environmental education can take the form of science enrichment curriculum, natural history field trips, community service projects, and participation in outdoor science schools. EE policies assist schools and organizations in developing and improving environmental education programs that provide citizens with an in-depth understanding of the environment. School related EE policies focus on three main components: Schools can integrate environmental education into their curricula with sufficient funding from EE policies. In addition to funding environmental curricula in the classroom, environmental education policies allot the financial resources for hands-on, outdoor learning. These activities and lessons help address and mitigate " nature deficit disorder ", as well as encourage healthier lifestyles. Green schools, or green facility promotion, are another main component of environmental education policies. Greening school facilities cost, on average, a little less than 2 percent more than creating a traditional school, but payback from these energy efficient buildings occur within only a few years. Green school policies also provide grants for modernization, renovation, or repair of older school facilities. Additionally, healthy food options are also a central aspect of green schools. These policies specifically focus on bringing freshly prepared food, made from high-quality, locally grown ingredients into schools. In secondary school , environmental curriculum can be a focused subject within the sciences or is a part of student interest groups or clubs. Environmental education is not restricted to in-class lesson plans. Children can learn about the environment in many ways. Experiential lessons in the school yard, field trips to national parks, after-school green clubs, and school-wide sustainability projects help make the environment an easily accessible topic. Furthermore, celebration of Earth Day or participation in EE week run through the National Environmental Education Foundation can help further environmental education. Effective programs promote a holistic approach and lead by example, using sustainable practices in the school to encourage students and parents to bring environmental education into their home. The final aspect of environmental education policies involves training individuals to thrive in a sustainable society. In addition to building a strong relationship with nature, citizens must have the skills and knowledge to succeed in a 21st-century workforce. Thus, environmental education policies fund both teacher training and worker training initiatives. Teachers train to effectively teach and incorporate environmental studies. On the other hand, the current workforce must be trained or re-trained so they can adapt to the new green economy. Environmental education policies that fund training programs are critical to educating citizens

to prosper in a sustainable society. In the United States[ edit ] Following the s, non-governmental organizations that focused on environmental education continued to form and grow, the number of teachers implementing environmental education in their classrooms increased, and the movement gained stronger political backing. Environmental Protection Agency and allowed the EPA to create environmental education initiatives at the federal level. The EPA has their own definition of what environmental education should be and it is as follows. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. In the United States some of the antecedents of environmental education were the Nature Study movement, conservation education and school camping. Nature studies integrated academic approach with outdoor exploration Roth, Conservation education raised awareness about the misuse of natural resources and the need for their preservation. Governmental agencies such as the U. Forest Service and the EPA supported conservation efforts. Conservation ideals still guide environmental education today. School camping was exposure to the environment and use of resources outside of the classroom for educational purposes. The legacies of these antecedents are still present in the evolving arena of environmental education. Obstacles[ edit ] A study of Ontario teachers explored obstacles to environmental education. Based on the results of the survey, the most significant challenges identified by the sample of Ontario teachers include over-crowded curriculum, lack of resources, low priority of environmental education in schools, limited access to the outdoors, student apathy to environmental issues, and the controversial nature of sociopolitical action. Contemporary environmental education strives to transform values that underlie decision making from ones that aid environmental and human degradation to those that support a sustainable planet. Additionally, the dominant narrative that all environmental educators have an agenda can present difficulties in expanding reach. It is said that an environmental educator is one "who uses information and educational processes to help people analyze the merits of the many and varied points of view usually present on a given environmental issues. Another obstacle facing the implementation of environmental education lies the quality of education itself. This trend may be viewed as a microcosm of how many environmental education programs seek to first engage participants through developing a sense of nature appreciation which then translates into actions that affect conservation and sustainability. Unique to environmental education in the Global South is its particular focus on sustainable development. The Declaration was established with the intention of increasing environmental stewardship, awareness and behavior, which paved the way for the rise of modern environmental education. In , the Earth Council Alliance released the Treaty on environmental education for sustainable societies and global responsibility, sparking discourse on environmental education. Even as a necessary tool for the proliferation of environmental stewardship, environmental education implemented in the South varies and addresses environmental issues in relation to their impact different communities and specific community needs. The role of environmental education in the South is centered around potential economic growth in development projects, as explicitly stated by the UNESCO, to apply environmental education for sustainable development through a "creative and effective use of human potential and all forms of capital to ensure rapid and more equitable economic growth, with minimal impact on the environment". Moving into the 21st century, EE was furthered by United Nations as a part of the Millennium Development Goals to improve the planet by The MDGs included global efforts to end extreme poverty, work towards gender equality, access to education, and sustainable development to name a few. Within this process, environmental curricula have progressively been integrated into governmental education standards. Some environmental educators find this movement distressing and move away from the original political and activist approach to environmental education while others find this approach more valid and accessible. They know that "to be successful, greening initiatives require both grassroots support from the student body and top down support from high-level campus administrators. The funds that are available for both parts are block granted to the states using the Title I formula. The overall objectives of REE pertain to giving a working knowledge and understanding of concepts, facts, principles and technologies for gathering the renewable sources of energy.

**3: Letter to Congress in Support of Climate Solutions Commission Act of**

*Comment: A copy that has been read, but remains in clean condition. All pages are intact, and the cover is intact. The spine may show signs of wear. Pages can include limited notes and highlighting, and the copy can include previous owner inscriptions.*

Notwithstanding this change, proprietary and postsecondary vocational institutions would still be required to have operated for at least two years before being eligible for Title IV programs. Additionally, proprietary institutions would remain ineligible for Title III and Title V assistance programs for minority-serving institutions. Specifically, it would prohibit the Department from defining any term in the HEA, through regulation or otherwise, in a way that is inconsistent with the scope of the HEA, or from imposing any requirement on an institution or state that exceeds the scope of the requirements explicitly set forth in the HEA. The legislation would also prohibit the Department from promulgating new regulations concerning a credit hour definition, gainful employment or state authorization. The House bill would also repeal the borrower defense regulations promulgated by the Department on November 1, 2013. This would legislatively restore the effective borrower defense regulations to those promulgated by the Department in 2011, until such time as the Department issues new regulations from the current negotiated rulemaking. The bill would also require borrowers seeking federal student loan relief via borrower defense claims to file individually within three years of any asserted misrepresentation or breach of contract, and to have the claim adjudicated by an administrative law judge or equivalent arbiter.

**Institutional and Program Eligibility** The House bill would expand the means by which institutions may demonstrate to the Department that they are financially responsible for purposes of Title IV program participation. Beyond the traditional composite score calculation, institutions could demonstrate financial responsibility by the fact of being assessed an investment-grade entity by bond rating agencies, or demonstrate certain asset ratios, or otherwise demonstrate that they have sufficient resources to protect against a precipitous closure. The bill would also sunset the existing institutional cohort default rate CDR as an institutional eligibility metric. Instead, the bill would require calculation and reporting of a loan repayment rate LRR at the individual program level, with programs losing Title IV eligibility if they fail to meet the LRR benchmark for three consecutive years. The bill would define the LRR as the percentage of borrowers entering repayment in a given fiscal year assuming at least 30 borrowers in the cohort who are also in a positive repayment status at the end of the subsequent fiscal year. It further defines such positive repayment status to include loans in repayment, less than 90 days delinquent, paid in full if not consolidated, or in deferment or analogous forbearance status. Programs determined to have a LRR under 45 percent for three consecutive years would lose Title IV eligibility, and programs with a LRR below 45 percent for any fiscal year would be required to submit a repayment improvement plan to the Department.

**CBE programs** would need to be able to differentiate between knowledge that a student acquired prior to enrollment and knowledge gained because of the program itself. Qualifying CBE programs would be eligible for Title IV federal student aid, including Pell grants, if they are at least 10 weeks long and encompass clock hours, eight semester hours, or 12 quarter hours. Accreditors would also be permitted to review institutions differentially; that is, they could review an institution in a manner that accounts for its particular historical performance and record of compliance, including with respect to a substantive change. In short, accreditors would not need to apply all standards mechanically to differently situated institutions. Accreditors would also be required to demonstrate that they can implement standards that account for CBE programs and schools. On an annual basis, accreditors would also be required to identify institutions that are at risk of failing to meet their standards and key metrics. Additionally, at least one public member on an accrediting commission would be required to represent the business community. In addition, the Secretary of Education would be empowered to remove any NACIQI member who was appointed by her predecessor and to name a new member in replacement. It would codify the use of prior-year income data, and would also direct the Department to design and consumer-test a new FAFSA that can be accessed and completed on mobile devices. The Perkins loan program would be wound down. For students withdrawing before 25 percent of the pertinent payment or

enrollment period has elapsed, the institution would be required to return all Title IV funds received. For students withdrawing after at least 25 percent, but less than 50 percent, of the relevant payment or enrollment period, the institution would be required to return 75 percent of the corresponding Title IV funds. For students withdrawing after completing at least 50 percent, but less than 75 percent, of the pertinent period, the institution would be required to return 50 percent of the corresponding Title IV funds. For students withdrawing after completing at least 75 percent, but less than 99 percent, of the relevant period, the institution would be required to return 25 percent of the applicable funds. In addition, for the first time, institutions would be permitted to set lower borrowing limits for certain groups of students. Specifically, institutions could limit borrowing based on program year, credential level, enrollment status full or part time , or labor statistical data regarding the average earnings in the occupations generally pursued by program graduates. In addition, institutions would be required to counsel students receiving federal loans or grants at least annually regarding the terms and conditions of their loans or grants , including providing disclosures as to how students can budget for typical educational expenses and estimate their average income, as well as other consumer financial information. The legislation would eliminate current loan forgiveness programs, including the Public Service Loan Forgiveness program. The proposed repeal of loan forgiveness programs does not itself affect the separate availability of loan discharges in defined circumstances i. The bill would further require the Department to issue a final program review determination within two years after initiating the review. The bill would also require the Department to develop campus climate surveys for institutional use, but would permit institutions to use alternatives to the Department-developed survey. Institutions would be required to retain, whether as an employee or third-party contractor, at least one sexual assault counselor whose training specifically addresses the support needs of sexual assault survivors. That counselor would not be considered a responsible employee for Title IX reporting purposes, nor would the counselor be required to report incidents of sexual assault in connection with Clery Act reporting components. All institutions would be required to develop a one-page form providing information and guidance to victims of sexual assault. As with climate surveys, the bill would require the Department to develop a model form but would not permit the Department to mandate its use to the exclusion of potential alternatives. Further, institutions would be encouraged but not required to enter memoranda of understanding with local law enforcement agencies in order to collaboratively address issues of sexual assault. The Department would be obligated to survey institutional best practices in this regard and to share any identified best practices on its website. Also, institutions would be permitted to delay or suspend their own internal investigations or disciplinary hearings regarding sexual assault in order to allow criminal investigations to proceed. The bill would allow institutions to determine the appropriate standard of evidence for their institutional disciplinary hearings regarding sexual harassment and assault which could be higher than the preponderance-of-evidence standard imposed under a Dear Colleague Letter that the Department withdrew in September Other Issues The House bill includes various additional provisions related to postsecondary institutions and students. Among these provisions are requirements for institutions to implement drug and alcohol prevention programs, with a specific focus on opioid addiction. It would also require that institutions disseminate standards of conduct and reminders of student sanctions, as well as information on drug and alcohol counseling and treatment programs available to students. Institutions would also be required under the House bill to prepare annual reports on the childcare resources that are available to parents in school, as well as documentation of the appropriate licensure of such resources and the extent to which they are in fact serving enrolled students. Under the bill, institutions would be required to annually disclose any speech-limiting campus policies to all current and prospective students.

## 4: Formats and Editions of Congress in action: the Environmental education act [www.enganchecubano.co

*An Act To promote environmental education, and for other purposes. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled.*

History[ edit ] NEPA grew out of the increased public appreciation and concern for the environment that developed during the s, amid increased industrialization, urban and suburban growth, and pollution across the United States. Another major driver for enacting NEPA were the s highway revolts , a series of protests in many American cities that occurred in response to the bulldozing of many communities and ecosystems during the construction of the Interstate Highway System. Following nearly a century of rapid economic expansion, population growth, industrialization, and urbanization, it had become clear by the late s that American progress had an environmental cost. As a result, lawmakers and the general public alike called for an urgent and sweeping policy of environmental protection. Sierra Club, U. Since its passage, NEPA has been applied to any major project, whether on a federal, state, or local level, that involves federal funding, work performed by the federal government, or permits issued by a federal agency. Court decisions have expanded the requirement for NEPA-related environmental studies to include actions where permits issued by a federal agency are required regardless of whether federal funds are spent to implement the action, to include actions that are entirely funded and managed by private-sector entities where a federal permit is required. This legal interpretation is based on the rationale that obtaining a permit from a federal agency requires one or more federal employees or contractors in some instances to process and approve a permit application, inherently resulting in federal funds being expended to support the proposed action, even if no federal funds are directly allocated to finance the particular action. To declare national policy which will encourage productive and enjoyable harmony between man and his environment; to promote efforts which will prevent or eliminate damage to the environment and biosphere and stimulate the health and welfare of man; to enrich the understanding of the ecological systems and natural resources important to the Nation; and to establish a Council on Environmental Quality. The purpose of NEPA is to ensure that environmental factors are weighted equally when compared to other factors in the decision making process undertaken by federal agencies and to establish a national environmental policy. It also established the CEQ to advise the president on environmental policy and the state of the environment. This impact statement is known as an EIS. NEPA is an action-forcing piece of legislation, meaning the act itself does not carry any criminal or civil sanctions, and therefore, all enforcement of NEPA must occur through the court system. In practice, a project is required to meet NEPA guidelines when a federal agency provides any portion of financing for the project. However, review of a project by a federal employee can be viewed as a federal action, and in such a case, it requires NEPA-compliant analysis performance. NEPA covers a vast array of federal agency actions, but the act does not apply to state action where there is a complete absence of federal influence or funding. Exemptions also apply when compliance with other environmental laws require an impact analysis similar to that mandated by NEPA. This process begins when an agency develops a proposal addressing a need to take action. If it is determined that the proposed action is covered under NEPA, there are three levels of analysis that a federal agency must undertake to comply with the law. In determining whether to prepare an environmental impact statement the Federal agency shall: According to 23 C. Preparation of a Categorical Exclusion[ edit ] A Categorical Exclusion CatEx is a list of actions an agency has determined do not individually or cumulatively significantly affect the quality of the human environment 40 C. Extraordinary circumstances include effects on endangered species, protected cultural sites, and wetlands. In this case, the drafted agency procedures are published in the Federal Register and a public comment period is required. Today, categorical exclusions are the most frequently employed method of complying with NEPA, underscoring the need for this guidance on the promulgation and use of categorical exclusions. EAs need to be of sufficient length to ensure that the underlying decision to prepare an EIS is legitimate, but they should not attempt to substitute an EIS. However, the Council on Environmental Quality regulation 40 C. Idaho page This document explains why an action will not have a significant effect on the human environment and includes the EA or a summary of the EA that

supports the FONSI determination. The purpose of an EIS is to help public officials make informed decisions based on the relevant environmental consequences and the alternatives available. The drafting of an EIS includes public party, outside party, and other federal agency input concerning its preparation. These groups subsequently comment on the draft EIS. This may happen if the agency believes that the action will have a significant impact on the human or natural environment or if the action is considered an environmentally controversial issue. The responsible decision-maker is required to review the final EIS before reaching a final decision regarding the course of action to be taken. The decision-maker must weigh the potential environmental impacts along with other pertinent considerations in reaching the final decision. A person suffering legal wrong because of agency action, or adversely affected or aggrieved by agency action within the meaning of a relevant statute, is entitled to judicial review thereof. Congress provides for courts to make equitable remedies such as an injunction to compel agency action withheld or to set aside agency actions that are arbitrary, capricious, an abuse of discretion, or otherwise not in accordance with law. *McCormack*, U. Simply stated, a case is moot when the issues presented are no longer "live" or the parties lack a legally cognizable interest in the outcome. Where one of the several issues presented becomes moot, the remaining live issues supply the constitutional requirement of a case or controversy. See *United Public Workers v. Volpe*, F. Nevertheless, by the Ninth Circuit Court of Appeals recognized some projects might proceed with construction in an attempt to evade the requirements of NEPA. Therefore, the court cautioned that even completed projects could be ordered to be removed as stated in *Columbia Basin Land Protection Assoc. Schlesinger*, F. The building of the towers has not made the case hypothetical or abstract "the towers still cross the fields of the Landowners, continually obstructing their irrigation systems" and this Court has the power to decide if they may stay or if they may have to be removed. Such a result is not acceptable. Thus, courts have the equitable power to prevent those who use bad faith construction to evade U. Congress policies such as NEPA. He did not seek remediation; he wanted the interchange stopped. Therefore, there is no justiciable controversy pertaining to Phase I. If stopping construction is the only request for relief in a NEPA complaint then logically construction cannot be stopped after completion. *Marsh*, F. This court in *Sierra Club v. Marsh* on page also found since there is an instinct not to tear down projects, it is appropriate to issue preliminary injunctions early in NEPA cases: The way that harm arises may well have to do with the psychology of decisionmakers, and perhaps a more deeply rooted human psychological instinct not to tear down projects once they are built. But the risk implied by a violation of NEPA is that real environmental harm will occur through inadequate foresight and deliberation. The difficulty of stopping a bureaucratic steam roller, once started, still seems to us, after reading *Village of Gambell*, a perfectly proper factor for a district court to take into account in assessing that risk, on a motion for a preliminary injunction. To have Article III standing to maintain a federal court case at least one individual plaintiff must have an injury caused by the defendant and that injury is likely to be remedied by a favorable decision as stated in *Lujan v. Defenders of Wildlife*, U. Over the years, our cases have established that the irreducible constitutional minimum of standing contains three elements. First, the plaintiff must have suffered an "injury in fact" "an invasion of a legally protected interest which is a concrete and particularized, see *id.* Second, there must be a causal connection between the injury and the conduct complained of "the injury has to be "fairly. Third, it must be "likely," as opposed to merely "speculative," that the injury will be "redressed by a favorable decision. Individual injuries in NEPA cases may likely involve growth-inducing impacts such as air, noise, and water pollution, safety considerations, secondary impacts, and cumulative impacts; for example see *Coalition for Canyon Preservation v. Bowers*, F. US, F. Standing alone, "the fact that a harm is widely shared does not necessarily render it a generalized grievance. In determining whether a Federal court has the authority to decide a case jurisdiction, Federal courts only consider the parts of a complaint supporting the federal issue cited [24]. Parts of a complaint requesting removal of anticipated construction can be ignored by Federal courts since construction was not an actual controversy at the time the complaint was filed. Therefore, if project construction starts after a NEPA complaint is filed, the NEPA complaint will need to be amended or a new complaint filed to include the actual construction. Otherwise after construction is completed, a Federal court may find it no longer has authority jurisdiction to decide the case. The case would therefore be moot.

Courts balance the harm an injunction might cause to the defendant against the likelihood of environmental harms occurring and the degree of injury if the environmental harms occur. Supreme Court pointed out the irreparable nature of environmental injuries in *Amoco Production Co. v. Gambell*, U. Environmental injury, by its nature, can seldom be adequately remedied by money damages and is often permanent or at least of long duration, i. If such injury is sufficiently likely, therefore, the balance of harms will usually favor the issuance of an injunction to protect the environment. *Mineta v. F.* We must next balance the irreparable harms we have identified against the harm to defendants if the preliminary injunction is granted. Defendants allege that significant financial penalties will be incurred by UDOT if the Project is delayed. As we have previously concluded, the state entities involved in this case have "jumped the gun" on the environmental issues by entering into contractual obligations that anticipated a pro forma result. In this sense, the state defendants are largely responsible for their own harm. *Columbia Basin Land Protection Assoc.* Therefore In order to prevent NEPA cases from automatically becoming moot due to construction, NEPA complaints would need to request removal of bad faith constructions. Council on Environmental Quality[ edit ] This section needs additional citations for verification. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. He directed the CEQ to issue guidelines for the proper preparation of an EIS and to assemble and coordinate federal programs related to environmental quality. The Council was placed within the Executive Office of the President of the United States and is composed of three President-appointed members, which are subsequently confirmed by the Senate. Its initial guidelines were issued in , and required each federal department and agency to adopt its own guidelines consistent those established by CEQ. These guidelines did not carry the status of formal agency regulations, but were often held in the court of law as such. Eventually President Jimmy Carter authorized an executive order to adopt regulations rather than simple guidelines on EIS preparation. However, the CEQ had no authority to enforce its regulations. This ensures that all decisions are reflective of environmental values, avoids potential delays, and eliminates potential future conflicts. The bill would establish several requirements and procedures designed to expedite the completion of NEPA-related reviews, including the creation of a "Federal Permitting Improvement Council".

### 5: Environmental education - Wikipedia

*5. Congress in action: the Environmental education act. Forew. by Gaylord Nelson. Afterw. by John Brademas: 5.*

### 6: EARTH DAY NETWORK

*Congress in action: the Environmental education act by Dennis W Brezina. Free Press, Paperback. Good.*

### 7: National Environmental Policy Act - Wikipedia

*S. A bill to prioritize education and training for current and future members of the environmental health workforce. In www.enganchecubano.com, a database of bills in the U.S. Congress.*

### 8: National Environmental Education Act | Environmental Education (EE) | US EPA

*PUBLIC LAW IOINOV. 16,O STAT. Public Law 101st Congress An Act To promote environmental education, and for other purposes.*

### 9: Higher Education Act Reauthorization

*As Congress reconvenes this month, there is significant movement toward a reauthorization of the Higher Education Act of (HEA), the nation's primary law with respect to postsecondary.*

*101 Things You Can Do With Your Scrapbook Supplies School Success Among Minority Youth A Critical Review From a Counseling Psychology Perspective The Truth Nobody Told You The collected shorter fiction of Anthony Trollope Introduction to critical thinking The bride in black and white Managerial Accounting 1e with Xanadu Password Set Monuments in ruins Modeling the geographic spread of influenza epidemics 700r4 transmission rebuild manual Status report of the Resolution Trust Corporation Java network programming 3rd edition The diamond of Jeru Changing definition of masculinity Maryland 1870 census index Curriculum and teaching strategies for students with behavioral disorders Health and health care in the professional sector : Western biomedicine Foreign fixed income investing The Jewish Year Book 1896 Striving For the Whole Duty Of Man Degas in search of his technique An introduction to ordinary civil procedure in the Sheriff Court Life of pi novel summary In the company of writers Exploring chemical analysis 3rd edition How do I know why he wants a bridge with a long drop to the water? Brief history of printing The Robin Hood Companion Forecasting with Judgment To ebooks Ten Myths About Christianity (Pocketbooks Series) Clive ponting world history a new perspective A summer burning. A writers resource 5th edition maimon pirated The New Captain Underpants Collection Basics fashion design 07 menswear Heart melodies, for storm and sunshine, from Cliftonia the beautiful. 2. Linguistics and Postmodernism Visual impact, visual teaching The solutions of the aporias in The wars of the Lord*