Syllabus

ENVS 301 — Risk Assessment and Environmental Impact Statements

Instructor: Janet Hull
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Text: None

COURSE INFORMATION

This course is designed to provide an overview of assessing risks posing threats to the natural environment. The definition of "potentially hazardous chemicals" varies from state to state, but the protocol for identifying toxins that impact the environment and their impact to plant and animal life requires a basic and organized protocol of defining the situation and designing remediation recommendations. We will design and structure that basic protocol for this class.

Course Format:
This course will be a project course. You will be performing two major
projects, an Ecological Risk Assessment (ERA), and an Environmental Impact Statement (EIS).

**Curriculum Goals:**

- Understand the differences between an Environmental Risk Assessment and an Environmental Impact Statement;
- Submit a professional Environmental Risk Assessment on a current Superfund Site;
- Submit a professional Environmental Impact Statement on a hypothetical project site.

**Evaluation:** Your final grade will be based on:

- Effort in your projects;
- Level of knowledge exhibited in your project reports;
- Completeness of your report, including the quality of your data and conclusions appropriate to the information obtained;
- The professional quality of format, appearance, and tone of your project reports;

**Grade Scale:**

The grading for this class is standard:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below 60 = F
Here are two good web sites indispensable for this work:

1. Agency for Toxic Substances and Disease Registry (ATSDR)
   http://www.atsdr.cdc.gov/
2. U.S. Environmental Protection Agency (EPA)
   http://www.epa.gov/

TECHNOLOGY REQUIREMENTS

You will be utilizing various forms of learning tools available on-line. You will be required to monitor specific websites throughout this course, and will submit your projects on the assigned date to me through the Dropbox icon on your course toolbar.

If the course software is new to you, it may help to go through the software tutorial. How to get started:

1. e-mail me to let me know that you are on line;
2. Read through the syllabus;
3. Check your MyLeo email periodically for updates from me.

Note: when you quit a session, always click on the "Exit Course" button at the bottom of your screen to save your work.
**Interaction with Instructor Statement:**

I have a particular love for this course because I have worked in the field as a HAZWOPER engineer, firefighter, and environmental remediation engineer both domestically and internationally. I was one of the first Americans to work on the remediation of the former Soviet army bases in Eastern Europe after Glasnov in the early 1990s. All lectures during this course will be from my experience in the field. I will email you for periodic progress reports throughout the semester.

I monitor my emails _daily_, so you can send me a message anytime. I will answer you back within 24 hours. Please feel free to email me to ask questions, and the best email to reach me is actually drjshull@gmail.com. You can also email at Janet.Hull@tamuc.edu, but I keep my gmail account open more than the TAMUC account because it times out too often.

The time you spend for this course will be equal to the time spent for an on-ground course. How you organize your daily schedule is completely up to you, but you must begin your project immediately, or you will get behind.

I took most of my graduate courses for my PhD on-line, and absolutely loved them. I set my own pace and finished each class unit typically before the deadlines, so I have designed teaching my on-line classes in a similar format, and will allow you to go as fast as you choose on your projects. As long as the quality of your projects is up to my standards, you can complete and turn your projects in early.
Students taking online classes at Texas A&M University-Commerce have the same rights as students enrolled in on-ground classes. The A&M-Commerce Student Guidebook details those rights and explains complaint and grievance procedures, as well as the Student Code of Conduct. Students have the right to appeal course grades, admissions committee decisions, or any adverse action taken by any online faculty against any student. The appeals process is the same for all types of appeals.

The student should first attempt to resolve the problem directly with the involved faculty member.

**University Specific Procedures:**

*ADA Statement*

**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).