Syllabus

ENVS 302 — Phase I Environmental Site Assessment

Instructor: Janet Hull

Office Location: online

Office Hours: M-Sat 8:00-5:00

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Text: ESAs Made Easy. Andre R. Cooper, Sr. Government Institutes, Rockville, MD. ISBN #0-86587-536-7

COURSE INFORMATION

This course is designed to provide practical experience in preparing Phase I Environmental Site Assessments.

Course Format:

This course will be a project-oriented course. You will be performing two site assessment projects, and will have a comprehensive final. You will learn *by doing* how to conduct a Phase I Environmental Site Assessment and how to present it in a professional written report.

Curriculum Goals:

- Understand the importance of an Environmental Site Assessment (ESA);
- Learn how to efficiently research a professional ESA;
- Learn the format to submit a professional ESA.

Evaluation: Students must submit two properly completed Phase I Environmental Site Assessments. Grades will depend on:
1. Quality and thoroughness of the investigations;
2. Quality, thoroughness, and professional appearance of the ESA reports.

Basic Rule #1: To make an "A" in this course, you must have the first report turned in by Monday, October 8 at the absolute latest. After this date, you can only make a "C" on the first report. You can turn your project in early.

You will receive feedback on your first report that will offer improvements to be applied to the second report, as well as comments on the strong points that need to be repeated. The second report must be turned in by the Monday before finals week (December 3) to make an A. If turned in *during finals week*, the most you can make on the second report is a "C." You can turn both projects in early.

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

TECHNOLOGY REQUIREMENTS

You will be utilizing various forms of learning tools available on-line, but your textbook will be your primary tool. Follow it closely, and your report will be as professional as they get. 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.

COMMUNICATION AND SUPPORT

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.

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, if you choose.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

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).*