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), 50% of your grade, and
an Environmental Impact Statement (EIS), 50% of your grade.

I highly recommend taking Phase I Site Assessment as a pre-requisite for this class because learning the report format and requirements for the Phase I will prepare you for the similar formats used in RISK Assessments.

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 of your choice;
- Submit a professional Environmental Impact Statement on a hypothetical project site that you create.

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
Here are some good web sites indispensable for this class 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/ and
   http://www.epa.gov/R5Super/ecology/8stepera.html

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.

I will remain in email communication throughout the semester with tips and suggestions. 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 at Janet.Hull@tamuc.edu.

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.

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**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 lecture materials for this course have come from my experiences in the field.

The time you spend for this course will be equal to the time spent for an on-campus course, yet this class is perfect for the on-line format. During employment, any environmental investigation will be done outside of the office, so how you discipline yourself during this course will give you a hint to how well you will do when employed. How you organize your daily schedule is completely up to you, but you must begin your project immediately so you **do not get behind**.
As long as the quality of your projects is up to my standards, you can complete and turn your projects in early for full credit.

### 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:
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).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.