SGC

SEBS Governing Council

Serving School of Environmental and Biological Sciences Students

Directions for Undergraduate Program Director Reports:

1. Talk to students in your major, ask around if there are any current academic issues. (ex: class conflicts within the major, issues with professors, etc)

2. Look at Degree Navigator, write down the course requirements

3. Formulate a list of things you would like to know about the program (corporate connections with the university, current research projects, opportunities for students to get involved, etc)

4. Email Undergraduate Program Director and Arrange Appointment

5. Fill out Undergraduate Report Sheet

6. email to vicepresident@sgc.rutgers.edu and complete by December 16th

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Name: April Rastaetter

Major: Environmental Policy, Institutions & Behavior

Date: 12/13/2016

Semester: Fall 2016

Undergraduate Program Director: George F. Clark

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I. Major Options - What options are offered within the major? How do they differ?

There are no major tracks in EPIB, it is one major. It can also be applied as a minor. Students are free to pursue other minors, as the EPIB credits leave room for others towards graduation.

II. Total number of students within the major

120 students

III. Goals within the major - What are expectations of students post-graduation?

Students graduating from EPIB will understand and analyze the varied perspectives offered by the social and natural sciences regarding the causes and consequences of social, ecological, and environmental change.This includes interactions among natural resources, climate, population, energy use and technology, health, forces of globalization, social institutions, and cultural values. Students will acquire the skills to use appropriate conceptual and methodological tools to structure inquiries about human-environment interactions. And finally, students will undertake their work guided by ethical considerations. They will identify their own values with respect to environmental, health, and food issues; and they will evaluate and address the ethical dimensions and implications of related problems, assessments, plans, and communication, including their differentiated social impacts. (http://humanecology.rutgers.edu/epib.html)

IV. Major Courses - What is the goal of each course? What should students be learning?

11:374:101 Introduction to Human Ecology

- Introduction, Definition of Human Ecology, Disciplines Associated with Human Ecology, Some Key Concepts (e.g.,
ethnocentrism, cultural lag, the commons), Environmental Ethics, Diversity of Perceptions of, Perspectives on, and Interactions with the Environment, Adaptation & its Forms.
- Agriculture, Food, Nutrition, and Population – Interconnections and Issues, Spectrum of Thought on Population-Related Subjects, Policies, and Implications, Unintended Consequences.
- Resource and Environmental Problems & Impacts, Cost-Benefit Analysis, Free Market Environmentalism, Perception of Risk, Perspectives on Our Relationship with the Environment, Real and Potential Responses to Present and Future Challenges.

11:374:269 Population, Resources and Env.

- Be able to interpret population data, and be able to apply it to Population Issues & Policy. Food, Resources, Pollution, Economic Development, Family Planning Programs, Population “Control”, & Alternatives.

11:374:279 Politics of Environmental Issues

- When does open space become a park—and when does it become a power plant or a landfill? Why are most cities in the Northeast cut off from their waterfronts by highways? How do states decide how much pollution is too much? Why do 49 U.S. senators doubt that humans are contributing to climate change—when the first federal report on global warming was written during the Carter administration?

To answer questions like these, we have to understand the politics of environmental issues. In this course, we will think of politics as being composed of two elements: the values that cause people to define problems in a particular way and aim for particular goals, and the political process that determines how values are expressed in public policy. Exploring debates over different environmental issues, from how to manage pollution to what to do with public land, we will look for insight into the ways in which social forces, as much as natural forces, shape the natural environment in deep and profound ways.

11:374:312 Environmental History

- This course examines environmental problems from a historical perspective. We will begin with the dawn of agriculture, but most of the course focuses on our two centuries-long experiment with industrial civilization. The first two-thirds of the course sketches out the broad historical patterns in the ways that people have used natural resources. The last third of the course looks at the history of pollution generated by industry and considers important historical features of the American environmental movement, in particular the way that the movement has changed in response to changes in environmental problems. Throughout the course we will consider the following question: to what extent are individuals, households, and local communities contributing to our, as yet largely unsuccessful, collective efforts to control and stabilize the global environment? This question will lead us into an historical examination of sustainable development in both developed and developing countries.

11:374:460 Environmental Law and Policy

- This course is an introduction to US law and policy governing air, water and other natural resources, species and public health, and the human activities that affect them and are influenced by them. We consider environmental law and policy at local, state, regional and transnational scales, with a primary focus on US federal law statutes: the Clean Air Act, Clean Water Act, National Environmental Policy Act, CERCLA (Superfund) and the Endangered Species Act. These statutes are representative of varied approaches to regulation and students who pursue a range of environmental careers will most likely be working with them.

V. Concerns/Student issues with classes? How to resolve, suggestions?

Highlights from the EPIB Survey:

Question: When you plan your schedule, do you find that the requirements have been easy to fulfill? If not, what did you find to be the hardest part about planning your schedule in terms of fulfilling requirements?

- "Yes. I do wish certain course were offered in different semesters. Environmental Law would be a great course to switch from the fall to the spring. There is a great deal of dense reading and the spring semester is not nearly as busy compared to the fall semester."
- "My only suggestion would be that a lot of classes occur on Monday and Thursday meaning I have about 2-3 EPIB classes in row. It would be nice if they could be spread out more."
- "No- half my classes needed were not offered during the semesters I planned to take them"

Department is aware of these issues, but we do not have the staff power to offer every class every semester. They try to offer something that fulfills most of the requirements each semester (4/5 core requirements). They also try to make sure they offer one cluster course every semester. The other issue is that students don't want to take classes Fridays, so most of them are Mon/Wed, Tues/Thurs.

VI. Things going on within the major (Research, Visitors, Talks, Seminars within the major)

Students are welcome to come to the Brown Bag talks. Additionally, almost everything going on within the major is sent out to students in e-mails from Kristen Goodrich.

VII. Research Opportunities

Many professors present research opportunities they are aware of to their students Additionally,
any opportunities the department becomes aware of are posted and e-mailed to students within
the major.

VIII. Job Outlook, suggestions for students in this major (ex: organizations to join, news

to pay attention to)

When the department becomes aware of specific jobs they are generally posted online for the students. "In terms of specifics, that's really something people have to do for themselves." (Clark) The department tries their best to make students aware of every opportunity that is available, but ultimately, EPIB is a broad major and so it can be applicable in many fields. Students can unlock their full potential by simply pursuing what interests them.

IX. Changes within the major in the upcoming year?

We are now offering the capstone (required) in the fall of 2017, instead of spring like normal.

X. Other Suggestions

Highlights from EPIB survey:
Question: Do you have any suggestions on ways to improve overall student experience in the EPIB major?

- "Classes and events are always most interesting when professors bring in other EPIB faculty or faculty from other departments. Doing that more often would
excellent!"
- "I would take professor evaluations more seriously, sometimes professors in the important upper level classes do not prove to be as helpful as students woul
want. Obviously nothing will be handed out, but that shouldn't mean students are dammed to fail."
- "I'm in the old EPIB major and was surprised to find out that the new one doesn't involve any science. I think this is a weak point because often times EPIB
majors are defending scientific processes (climate change, GMO, etc.) I think EPIB majors should have to take some basic science courses about the topics w
base our major around. Maybe some sort of new EPIB science class that covers environmental health, climate change, etc. If that's not possible, at least make
EPIB majors take intro to environmental science or something. Science is important for our major."

- When the curriculum was redone, the SEBS requirement does have a science requirement. It was also difficult to set a specific science course as a requirem
because then that course will have to take the weight of the EPIB students.
- The department encourages its students to take natural sciences, but a lot of the students in the major do not feel the need to take them, which s why they ar
required