

Page of 1 5

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)

- Internships
- Independent study- find a professor and pick a topic
- Research
- Facebook for advertising

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 4th

Page of 2 5

Name: Madison, Joey

Major: EPIB

Date: 12/21/18

Semester: Fall 2018

Undergraduate Program Director: George Clark

UPD Contact Information:

gfclark@sebs.rutgers.edu

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

II. Total number of students within the major

- Graduate around 40
- Major- 105
- Minor- 19
- Sustainability minor- 46

III. Goals within the major - What are expectations of student's 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.

Page of 3 5

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

Learning? -57 credits

Cluster Classes (Choose one class from each cluster) 12 credits

Policy, Governance, and Management (choose one)		Completed
11:374:175	Energy and Society	<input type="checkbox"/>
11:374:115	Water and Society	<input type="checkbox"/>
11:374:313	U.S. Environmental Policy	<input type="checkbox"/>
11:374:314	Natural Resource Policy	<input type="checkbox"/>
11:374:428	Marine Fisheries Policy	<input type="checkbox"/>
11:374:462	International Env. Law & Policy	<input type="checkbox"/>

Food, Health and Disease (choose one)		Completed
11:374:141	Health and Society	<input type="checkbox"/>
11:374:430	Risk, Health and Safety	<input type="checkbox"/>
11:374:436	Segregation and Health	<input type="checkbox"/>
11:374:437	Culture and Health	<input type="checkbox"/>
11:374:438	Health in the Latino Community	<input type="checkbox"/>

Globalization, Development, and Sustainability (choose one)		Completed
11:374:289	Sustainable Food: Politics, Policy & Ethics	<input type="checkbox"/>
11:374:299	Introduction to Sustainability	<input type="checkbox"/>
11:374:305	Globalization, Development, & Environment	<input type="checkbox"/>
11:374:426	Climate Change Policy	<input type="checkbox"/>
11:374:429	Agrarian Landscapes	<input type="checkbox"/>

People, Communities, & the Environment (choose one)		Completed
11:374:322	Environment & Behavior	<input type="checkbox"/>
11:374:335	Communities & Environmental Change	<input type="checkbox"/>
11:374:440	Race & the Environment	<input type="checkbox"/>
11:300:416	Environmental Education	<input type="checkbox"/>

Upper Level Classes (9 credits)

Choose two additional 374 courses at the 300-400 level that are not being counted to fulfill other requirements. (11:374:490/492 cannot be used for this requirement)

Course #	Name	Completed
		<input type="checkbox"/>
		<input type="checkbox"/>

Capstone, choose one:		Completed
11:374:499	Capstone in Human Ecology (3 credits) (new course)	<input type="checkbox"/>
11:015:497/498	George H. Cook Honors Paper (3 or more credits)	<input type="checkbox"/>
11:374:491	Capstone Independent Study	<input type="checkbox"/>

The capstone experience will allow students to bring together their skills and knowledge

Foundation courses (15 credits)		Completed
11:374:101	Introduction to Human Ecology	<input type="checkbox"/>
11:374:269	Population, Resources, and Environment	<input type="checkbox"/>
11:374:279	Politics of Environmental Issues	<input type="checkbox"/>
11:374:312	Environmental History	<input type="checkbox"/>
11:374:460	Environmental Law and Policy	<input type="checkbox"/>

Methods (9 credits)		Completed
11:374:110	Theories & Reasoning in Human Ecology	<input type="checkbox"/>
11:374:201	Research Methods in Human Ecology	<input type="checkbox"/>
<i>Statistics, choose one:</i>		<input type="checkbox"/>
	11:374:302 Data Analysis in Human Ecology 01:960:211 Statistics I 01:960:401 Basic Statistics for Research 10:762:205 Basic Statistical Methods for Policy, Planning, and Health	
Please note: All students must complete Intermediate Algebra (01:640:026)		

Skills (9 credits)		Completed
11:374:220	Environmental Solutions	<input type="checkbox"/>
11:374:280	Careers in EPIB	<input type="checkbox"/>
<i>Communication, choose one:</i>		<input type="checkbox"/>
	11:374:225 Environment & Health in Society 11:374:325 Environmental Communication 11:374:435 Communicating Life Sciences	
<i>or must take both of the following:</i>		
	11:374:240 Creating Effective Science Visuals (1.5 cr) 11:374:241 Science Talks & Posters (1.5 cr)	

Experience-Based Education Requirement (3 credits)		Completed
<i>Choose one:</i>		<input type="checkbox"/>
	11:374:399 Practicum in Sustainability 11:374:481 Raritan Scholars 11:374:490 Readings & Practicum in Human Ecology 11:374:492 Environmental Studies Internship	

Page of 4 5

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

Below when we talked to students are some concerns they had:

- Internships, Research, Independent Study - finding internships
- Class Schedule - want more diversity with the times classes can be taken
- Science Requirements - would want a possible science requirement such as Biology

Possible Solutions: When discussing with Dr. Clark he said a lot of these are hard to achieve since the major is so small with a limited staff of professors. He said they do make constant improvements to the class schedule available to take during each semester and make sure that no

two classes that are needed every overlap. Dr. Clark also said that including a specific science requirement for the major would be difficult since that would require the class to be taken within a different department which has caused issues in the past. In regards to internships, research, independent study there are opportunities that are always posted on the Human Ecology Facebook.

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

Students should join the Human Ecology Facebook group for updates on research, visitors, talks, and seminars that happen within the major. The Human Ecology Department also hosts the Brown Bag Series and Science Cafe throughout the year that students are always welcomed to attend!

Page of 5 5

VII. Research Opportunities

- Smaller research projects.
- Students are encouraged to reach out to professors instead of waiting for professors to reach out to students. This would also be a helpful tip for students who want to complete an Independent Study.

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

- Environmental consulting firms
- DEP *hiring again
- Non-profit
- grad/law school
- Human resources
- Experienced based learning requirement- internship or raritan scholars
 - Student conservation association

IX. Changes within the major in the upcoming year?

- Minor reshuffling courses for scheduling

X. Other Suggestions

- Teaching highly valued