PROGRAM REQUEST
Environment and Natural Resources Graduate Minor

Fiscal Unit/Academic Org
Sch of Enviro&Natural Res - D1173

Administering College/Academic Group
Food, Agric & Environ Science

Co-administering College/Academic Group

Semester Conversion Designation
Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)

Current Program/Plan Name
Environment and Natural Resources Minor

Proposed Program/Plan Name
Environment and Natural Resources Graduate Minor

Program/Plan Code Abbreviation
ENVNATR-GM

Credit Hour Explanation

<table>
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<tr>
<th>Program credit hour requirements</th>
<th>A) Number of credit hours in current program (Quarter credit hours)</th>
<th>B) Calculated result for 2/3rds of current (Semester credit hours)</th>
<th>C) Number of credit hours required for proposed program (Semester credit hours)</th>
<th>D) Change in credit hours</th>
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Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

* 1. To engage in interdisciplinary scholarship in areas such as environmental science, ecosystem management, environmental policy, air and water quality, land-use planning, agriculture, and ecology.

* 2. To provide knowledge of the environment and natural resources for graduate students in a range of disciplines, including:

* Hort & crop sciences; ag environmental & developmental economics; entomology; plant pathology; food-ag biological engineering; civil engineering; geology; ecology; chemistry; microbio; weed science; land use, urban & rural planning; international ag.

* 3. To provide environmental focus for students in health sciences (e.g., environmental toxicology and health risk assessment), and to students in the social sciences and humanities with an interest in the environment.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.
Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans
If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major
Does this Program have a Pre-Major? No

Attachments

* ENRminor09.pdf: Quarter Advising Sheet and Course List
  (Quarter Advising Sheet(s), Owner: Hitzhusen,Gregory Ernest)
* SENR_Q2S_Transition_Plans.pdf: SENR Transition Policy
  (Transition Policy, Owner: Hitzhusen,Gregory Ernest)
* ENR_Grad_Minor_Advising.docx: ENR grad minor semester advising
  (Semester Advising Sheet(s), Owner: Hitzhusen,Gregory Ernest)
* SENR_Assessment.doc: SENR prelim. assessment plans
  (Other Supporting Documentation, Owner: Hitzhusen,Gregory Ernest)
* SENRcoverLetterFinal.pdf: SENR cover letter
  (Letter from Program-offering Unit, Owner: Hitzhusen,Gregory Ernest)

Comments

* Note: program rationale, semester course list and advising sheet are all contained in the semester advising sheet attachment. (by Hitzhusen,Gregory Ernest on 11/2/2010 11:08 PM)

Workflow Information

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To: The Office of Academic Affairs
From: Ron Hendrick, Professor and Director
Date: November 23, 2010
Re: School of Environment and Natural Resources Semester Program Proposals

The faculty and staff of the School of Environment and Natural Resources (SENR) have completed a thorough review and revision of our undergraduate and graduate curricula in preparation for the conversion to semesters, and the SENR faculty has voted to recommend that the Office of Academic Affairs approve the attached semester curriculum proposals. In addition to the work of several curricular sub-committees within the School, the SENR Academic Affairs Committee reviewed and approved all semester conversion plans for undergraduate programs, and the SENR Graduate Studies Committee reviewed and approved plans for the MS, PhD, and MERN graduate programs. SENR faculty approved these semester plans by unanimous vote (25 in favor, 0 opposed, 0 abstentions) on April 16, 2010; subsequent minor revisions and updates to the plans have been approved by SENR curriculum committees as appropriate.

The following outline details the SENR programs proposed for semester: A) conversion, B) new approval, C) deactivation, and D) termination.

A. Existing SENR programs to be converted to semesters include:
(Note: Rural Sociology programs included below became part of SENR in 2010; program degree codes are in parentheses following program titles; specialization three-letter codes are in parentheses following specializations.)

Four Undergraduate Majors:
1) Environmental Science (ENVSCI-BS): modified from four to five specializations representing existing focal areas in the major, including Ecosystem Restoration (ECR), Water Science (WTR), Environmental Molecular Science (EMS), Soil Resources and Environmental Sustainability (SOL), and Environmental Science Education (ESE).
2) Forestry, Fisheries, and Wildlife (FFW-BS): converted as semester equivalent, with appropriate revisions to maintain certification and double-certification options uniquely available (compared with other programs nationally) to students in this major, including Society of American Foresters (SAF) accreditation and The Wildlife Society (TWS) and American Fisheries Society (AFS) certifications. Three-letter specialization codes for FFW specializations (FAS, FOR, FWM, UFW, WFS, WPV, WLS) are detailed in the comment field of the FFW-BS program request.
3) Environmental Policy and Decision Making (ENVPDJM-BS): modified in title (previously Environmental Policy and Management (EPM)) and designating three specializations based on existing focal areas in the major: Climate Change (CCP), International Issues (IIP), and Water Conservation (WCP).
4) Natural Resource Management (NATRESM-BS): modified in title (previously Parks, Recreation & Tourism (PRT)) and designating three specializations based on existing and emerging focal areas (made possible by the addition of Rural Sociology faculty to SENR in 2010) in the major: Parks and Recreation Management (PRM), Natural Resource Administration and Management (NRA), and Sustainable Agriculture (SAG), with additional focus-area options (non-transcript) aligned with employment opportunities and existing programs in the School: Forestry, Fisheries, Wildlife, Soil and Water, Visitor Services, and Zoo Science and Management.

Two Undergraduate Minors:
1) Soil Resources (SOILSCI-MN): converted as semester equivalent.
2) Rural Sociology (RURLSOC-MN): converted as semester equivalent.
Two Graduate Degree Programs:
1) Master of Science (ENVNATR-MS): converted as semester equivalent
2) Doctor of Philosophy (ENVNATR-PH): converted as semester equivalent

The Environment and Natural Resources Graduate Program awards both MS and PhD degrees in seven areas of specialty (all converted as semester equivalents):
- Ecological Restoration (ERS)
- Ecosystem Science (ECS)
- Environmental Social Sciences (ESS)
- Rural Sociology (RS)
- Fisheries and Wildlife Science (FWS)
- Forest Science (FS)
- Soil Science (SSC)

Three Graduate Minors (all converted as semester equivalents):
1) Environment and Natural Resources (ENVNATR-GM)
2) Soil Science (SOILSCI-GM)
3) Rural Sociology (RURLSOC-GM)

One Professional Degree Program (converted as semester equivalent):
1) Master of Environment and Natural Resources (ENVNAT-MEN)

Three Combined Programs (all combined programs will be converted as semester equivalents, and impose no additional requirements or provisions beyond the requirements of the combined degrees. As such, and abiding all college and university rules of the degree-granting partners, forms for these combined degrees are not included in these SENR semester electronic program proposals):
1) Combined BS/MS
2) Combined BS/MENR
3) Dual Degree Program with the John Glenn School of Public Affairs: MS/MAPPM (Master of Arts in Public Policy and Management) or MS/MPA (Master of Public Administration)

B. New SENR semester programs proposed for approval by OAA:
Four undergraduate minors have been developed for semesters. Three minors correspond with existing majors in the School; these three minors collectively replace the Natural Resources Management minor. The fourth minor, Sustainable Agriculture, has been developed through the collaboration of Rural Sociology and Soils faculty, together with colleagues from across the College of Food, Agricultural and Environmental Sciences.

Undergraduate Minors:
1) Environmental Science (ENVSCI-MN)
2) Forestry, Fisheries & Wildlife (FFW-MN)
3) Society and Environmental Issues (SOCENV-MN)
4) Sustainable Agriculture (SUSTAGR-MN)

C. SENR programs to be deactivated:
Each listed below is an old program name that has been replaced by current programs listed above, either through revised titles (1-3), or being subsumed as a specialization into the ENR MS and PhD (4-9). With the exception of Rural Sociology, which joined SENR in 2010, each of these changes were effected three or more years ago.

1) Fisheries and Wildlife Management (FWMGT BS)
2) Forestry and Urban Forestry (FORUF-BS)
3) Human Dimensions in Natural Resources (HDNR-BS)
4) Natural Resources (NATRES-PH)
5) Natural Resources (NATRES-MS)
6) Rural Sociology (RURLSOC-MS)
7) Rural Sociology (RURLSOC-PH)
8) Soil Science (SOILSCI-PH)  
9) Soil Science (SOILSCI-MS)

**D. SENR programs to be terminated:**

1) Natural Resources Management Minor (NATRESM-MN): this minor is being terminated because of its broad scope and is being replaced by the more specific new minors listed above that correspond to existing majors.

SENR faculty and staff have worked tirelessly to develop these plans, engaging in a thorough and collegial process. Two faculty retreats devoted significant time to semester conversion plans, and all faculty meetings beginning in the fall of 2009 included updates and discussion about semester conversion planning. Dr. Greg Hitzhusen was appointed by the School as a point person to facilitate Q2S planning, participated in regular UCAT Q2S workshops with colleagues from across the university, and established a Carmen site to share and organize Q2S working documents and resources. In addition to the committees mentioned above, several new committees led the curriculum development process, including four faculty working groups formed within each of the majors, and a core curriculum committee of a dozen faculty representing all of the specializations across the four undergraduate majors and including myself and the chairs of the Grad Studies Committee and Academic Affairs Committee. These groups reviewed all recent SENR curriculum revisions, researched semester programs of peer institutions, and generated creative proposals of how to improve and better integrate our multi-disciplinary curriculum. Curriculum mapping revealed gaps and overlap in our curriculum; to match our semester courses to our learning goals, at least nine new courses have been proposed, several others have been merged, and at least 75 courses will be discontinued. As a previous director of a Natural Resources program that underwent semester conversion at the University of Georgia, I provided guidance to revise SENR’s curricular offerings around our core strengths, guided by learning outcome goals and encouraging options beyond existing structures and traditions. Several SENR faculty and staff participated in the College of Food, Agricultural, and Environmental Sciences bi-weekly Q2S Implementation Committee meetings starting in November 2009, sharing planning ideas with Q2S point people from across the College.

We also based our semester curriculum development on several faculty-led research efforts. Our social science faculty created a survey of environmental curriculum interests and career goals for CFAES, SENR and OSU undergraduate student samples, and results from over 1300 respondents (published results now in press) informed our vision of student interests, needs, and knowledge about the environmental topics addressed in SENR programs. We also completed phone interviews with SENR alumni and stakeholders to examine curricular elements most valuable to graduates and employers. And I conducted exit interviews of SENR students to better understand their experience in SENR programs. These measures and the efforts mentioned above collectively led the faculty to propose an expanded core of courses to help SENR students better integrate natural and social science elements of the curriculum, and to modify the majors as described above. The core curriculum committee will remain intact to monitor the quality and success of the semester curriculum, and make revisions as appropriate into the future.

This proposed curriculum represents welcome changes that increase the efficiency and complementarity of SENR programs, maximizing the expertise of our faculty and improving opportunities for SENR students to prepare for graduate education and succeed in their professional careers. I have also attached a commentary detailing SENR’s preliminary assessment plans for semester programs. These program proposals reflect the outstanding collaborative efforts of SENR faculty to prepare for the semester transition. I heartily recommend approval of these plans, and appreciate OAA’s ongoing efforts to strengthen our curriculum in OSU’s transition to semesters.

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Ronald L. Hendrick, Ph.D.  
Director, SENR
SENＲ Semester Programs: Assessment Plans

SENＲ programs do not have assessment plans already on file with the University. The following selections below have been indicated in the online program proposal system to describe the preliminary assessment plans for SENＲ programs. Full plans for undergraduate and graduate programs will be completed for submission to the University in the spring of 2011, in collaboration with Dr. Warren Flood and his work to finalize assessment plans in the College of Food, Agricultural and Environmental Sciences. An important basis for assessment is the set of program learning goals detailed in the different curriculum maps for each SENＲ undergraduate major and several SENＲ graduate programs. Details have been added below to specify the measures currently used to assess SENＲ programs. Different assessment methods are used across the range of SENＲ degree programs, as indicated below.

Direct Methods of Assessment:

Undergraduate:

Standardized tests:
-Certification or licensure examinations for FFW students: The Wildlife Society, American Fisheries Society, and Society of American Foresters certifications are available to students completing various specializations in the FFW major.

Classroom Assignments:
-Other classroom assignment methods: Current SENＲ students must complete ENR 567 (3rd writing course), which evaluates written and oral communication skills. Portions of what is currently assessed in ENR 567 will be shifted in semesters to ENR 2367 (a 2nd writing course), ENR 4900.01/4900.02 (the ENR capstone courses, with integrative projects and assignments, written and oral, to assess students’ mastery of a range of ENR knowledge and skills), and to an additional writing assessment component that will be added to an upper level required course in each major that includes a significant writing component (e.g., 4900.01, 662/5362, 642/5642). In this latter case, writing assignments in these upper level courses will be graded both by the content instructor and by a qualified writing instructor designated by the School, to assure that students achieve a satisfactory level of writing mastery.

Evaluation of a body of work produced by the student:
-Capstone course reports, papers, or presentations: ENR 606.01/4900.01 and 606.02/4900.02 are the SENＲ capstone courses, which require students to demonstrate an integrative knowledge and proficiency following on their environment and natural resource education and training in SENＲ.
Graduate:

Direct assessment methods specifically applicable to graduate programs:
- Candidacy exams: PhD students must complete a written and oral candidacy exam prior to proceeding with their dissertation research.
- Research proposals written: PhD students must complete a research proposal approved by their committee to proceed with dissertation research; MS students enroll in a research course (800/8996) and a research proposal symposium (897/8997) to develop and present their thesis research proposal; MENR students must gain approval of their project topic by their advisory committee and the director of graduate studies, and their independent project and program of study must also be approved by their committee.
- Thesis/dissertation oral defense and/or other oral presentation: MS and PhD students must pass an oral defense, and also give a public thesis presentation (PhD students present their research in the SENR seminar series); MENR students complete an oral Final Master's Examination.
- Thesis/dissertation (written): MS and PhD students complete written theses and dissertations; MENR students complete a written Final Master's Examination.

Indirect Methods of Assessment:

Undergraduate:

Surveys and Interviews:
- Student survey: SENR social science faculty have created a pre- and post-test survey instrument for SENR students, which students complete upon entering SENR and then again in their final semester. The survey evaluates environmental learning, attitudes, career interests, and other measures of student progress and experiences linked to SENR program objectives, and these results inform program vision and revision.
- Alumni survey: SENR social science faculty periodically complete phone interviews with SENR alumni to examine their long-term learning, job success, and retrospective views of SENR programs; these results inform program vision and revision.
- Student Evaluation of Instruction: SENR instructors use SEI’s to evaluate their own teaching; SENR administration uses SEI’s in part to gauge instructor success.
- Student interviews or focus groups: SENR director and other administrators conduct exit interviews with a sample of graduating SENR students to evaluate their success and satisfaction with SENR programs. These interviews inform shaping and direction of current and future programs.

Graduate:

Additional types of indirect evidence:
- Job or post-baccalaureate education placement: SENR administrators keep track of job placement of graduates as a measure of program success.
How the program uses or will use the evaluation data to make evidence-based improvements to the program periodically (select all that apply):

- Meet with students directly to discuss their performance: Meetings with students occur throughout the SENR curriculum, particularly in relation to term projects, capstone projects, and graduate theses and projects.
- Analyze and discuss trends with unit's faculty: results of surveys and exit interviews are shared in faculty meetings, and have been used extensively in preparing the SENR semester curriculum; ongoing review of the semester curriculum, particularly during 2012-2014, with continue this process.
- Analyze and report to college/school: survey results have been reported to the College and across the university.
- Make improvements in curricular requirements: survey and interview results were used extensively to shape the semester curriculum, and will be similarly employed to shape revisions to the semester curriculum in coming years.
- Make improvements in course content: information from meetings with students, SEI's, surveys and interviews are all used to improve course content; course revisions and improvements were a particular focus of the curriculum planning process for the Q2S conversion, and will remain a focus particularly during 2012-2014 as the semester curriculum is refined and optimized.
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals: survey results are particularly useful as evidence of success in this area.
Environment and Natural Resources Graduate Program
Graduate Minor in
Environment and Natural Resources

The Graduate Minor in Environment and Natural Resources is for graduate students who plan to pursue an interdisciplinary program in areas such as environmental science, ecosystem management, environmental policy, air and water quality, land-use planning, agriculture and ecology. To apply for the Graduate Minor in Environment and Natural Resources, a student must be in good academic standing. Students who complete the Graduate Minor in Environment and Natural Resources will have this achievement recognized on their university transcript.

Purpose
Knowledge of the environment and natural resources is important in studies related to horticultural and crop science, agricultural environmental and developmental economics, entomology, plant pathology, food-agricultural-biological engineering, civil engineering, geology, ecology, chemistry, microbiology, weed science, land use planning, urban and rural planning, and international agriculture. It will also be attractive to students in some of the health sciences such as environmental toxicology and health risk assessments, and to students in the social sciences and humanities with an interest in the environment. The Graduate Minor in Environment and Natural Resources is designed to be flexible, to foster creativity and to enhance graduate student research.

Curriculum & Procedure
Twelve semester-units of credit of graduate-level courses are required to complete the Graduate Minor in Environment and Natural Resources. These hours must be distributed among at least three courses. It is recommended that students use the minor either to develop expertise within a minor specialization by taking at least three courses in that specialization, or to gain exposure to a range of minor specializations by taking at least three courses in three different specializations.

Specializations within the minor are:
- Ecological Restoration (ER)
- Ecosystem Science (ES)
- Environmental Social Sciences (ESS)
- Fisheries and Wildlife Science (FWS)
- Forest Science (FS)

The Natural Resources Seminar (ENR 8980) may be counted as one course and may be applied to the minor a maximum of two credit units. Students who choose to specialize in a thematic area may use a maximum of four credit hours of Advanced Individual Studies (ENR 8193) to coordinate with an Environment and Natural Resources faculty member. Each study should be clearly defined and achieve moderate depth. Students must receive a letter grade of B or better (S for courses graded S/U) in each course of the minor course of study.

Students who participate in the Environment and Natural Resources Minor will be required to choose a member of the Environment and Natural Resources faculty to serve as minor advisor. The minor advisor will guide the student in determining how best to incorporate the Environment and Natural Resources Minor into the student's educational objectives. Each student is encouraged to take courses most closely related to his/her research interest.

After the student completes the Graduate Minor Program form (available on the Graduate School website www.gradsch.osu.edu - Forms & Publications, Graduate Minor Forms), the graduate program office in the School of Environment and Natural Resources will keep the original form on file and send copies to the Graduate School and the Graduate Studies Committee chair of the student's home academic unit. If changes in the approved program of study are necessary, the student must submit an updated Graduate Minor Program form for review to the graduate program office in the School of Environment and Natural Resources.

When the student has completed the requirements for the Environment and Natural Resources Minor, the
student must submit the Graduate Minor Transcript Designation form (available on the Graduate School website www.gradsch.osu.edu – Forms & Publications, Graduate Minor Forms) to the graduate program office in the School of Environment and Natural Resources. Once approved by the Environment and Natural Resources Graduate Studies Committee and the Graduate School, the transcript designation will be posted to the student's record by the Graduate School.

Environment and Natural Resources Courses Offered for Graduate Credit
Refer to the current Course Bulletin for description, semester of offering, and prerequisites. Please contact the instructor listed in the current Master Schedule for course-related questions and permission to enroll, if required. You may forward the instructor's permission email from your OSU email address, including the semester and call number of the course, to the Graduate School Registration Services at gs-regsrv@osu.edu and they will enroll you manually.

### ENR Courses Offered for Graduate Credit

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<td>Climate and Society</td>
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<td>Environmental Science and Law</td>
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<td>Quantitative Methods for Natural Resources</td>
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<td>ENR 8980 (1)</td>
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SENR Q2S Transition Plans

SENR's transition plans, including the OSU Pledge to Students, are posted on the SENR website at:

http://senr.osu.edu/Current_Students/SENR_Q2S_Transition_Plan.htm#

The links listed there are printed below.

Additional transition resources will be posted at this link shortly, including sample four-year plans for students who will graduate with three years in quarters and one year in semesters (3-1), two years in each (2-2), and one year in quarters and three in semesters (1-3). Sample 2-1, 2-2, and 1-3 plans will be posted for each SENR undergraduate major.
SENRE and the Quarter-to-Semester Conversion

Why is this happening?

The conversion is the result of a directive from the Ohio Board of Regents and affects twenty 2 and 4 year Ohio colleges and universities that are currently on the quarter system, including: Ohio University, University of Cincinnati, Wright State University, Columbus State Community College, Sinclair Community College, Otterbein College, Clark State Community College, and others. The reasons are many but the main benefits to students are:

- The chance to be more competitive for internships and permanent positions because of an earlier end to the academic year.
- Greater ease of transfer between institutions and academic exchange programs, with an academic calendar consistent with the majority of colleges and universities in Ohio, the United States, and around the world.

When will the semester system be implemented?
The new semester system will become effective Summer 2012. All of OSU will convert at the same time.

SENRE Curriculum being prepared for Semester Conversation

Semester Planning: What can current students do now?

How will Earned Course Credits be Handled?

Q2S Course Numbering

OSU Pledge to Undergraduate Students

Semester Calendars for Academic Years 2012-2013 through 2016-2017

Check back here often for updates on the School of Environment and Natural Resources Q2S.
School Of Environmental & Natural Resources

http://senu.osu.edu/secondaryprint.asp?id=1&sub=SENR_Quarter_to_Semester_Conversion&info=&pageld=SENR_Q2S_Curriculum_Conversion

Quarter-to-Semester Update

SENR Quarter to Semester Conversion

Preparing the SENR Curriculum for the Semester Conversion

Over the past year, SENR faculty and staff in consultation with students, alumni, and stakeholders have been developing courses and majors that will be implemented at the time of the conversion. The SENR semester majors and courses have been proposed and are now starting the review and approval process. This starts with review and approval by the SENR Academic Affairs Committee and the SENR Faculty. The College of Food, Agricultural and Environmental Sciences will conduct an administrative and fiscal review as well. Eventually, the University’s Council on Academic Affairs (CAA) will review the curriculum and courses being established or revised by the School of Environment and Natural Resources. Ultimately, the OSU Board of Trustee will review and give its approval.

The SENR majors being proposed under the new Semester system are:

1. Environmental Science (ES)
2. Environmental Policy and Decision Making (EPDM)
3. Forestry, Fisheries and Wildlife (FFW)
4. Parks, Recreation and Resource Management (PRRM)

All SENR majors will take a common core of major courses which will be slightly expanded under the new semester curriculum. Most of the SENR majors will remain relatively intact with a variety of enhancements to program options and courses being offered by the School.

How will the SENR Courses be Converted?
All current SENR courses will “disappear” from the course catalog and master schedule starting Summer 2012. In their place will be the semester courses. Several courses it will be a “straight” conversion with just a change in course number and credits and possibly title. These courses will appear as direct transfer in the degree audit.

In other cases, courses have been changed significantly because of being combined with other courses. How these courses transition into filling major requirements will vary, depending on what a student has taken. Some semester courses will be completely new. In most cases these
won't fill an old requirement but, under special circumstances, may be used to satisfy a particular curriculum requirement where a requirement gap may exist. This will be determined by the student's faculty advisor, the SENR Secretary, and the SENR Academic Affairs Committee.
SENRE Quarter to Semester Conversion

Semester Planning: What Can Current Students Do Now?

If you are going to be here for the quarter to semester switch (Summer 2012) you are a transition student, here’s what you should be doing now:

1. Get those science and math GEC’s done before the conversion if you’ve been putting them off. The courses will be longer with more material covered under semesters. That goes for any other course you’ve been dreading.

2. You can start preparing yourself mentally for taking FIVE 3 hour courses a semester instead of THREE 5 hour classes. A common mistake for students moving from quarters to semesters is to not take enough classes. You’ll need a minimum of 121 hours to graduate under semesters, so if all courses were done under semesters that’s 121 + 8 = 15.1 hrs/semester.

3. You will most likely have classes all 5 days a week. It will be harder to schedule those Mondays and Fridays off.

4. About half of your courses will meet only on M, W, F and the other half of your courses only on Tu and Th so if you miss a M and/or W, you’ll miss 1/3 to 2/3 of those M,W, F courses.
School Of Environmental & Natural Resources

http://senr.osu.edu/secondaryprint.asp?id=1c=SENR_Quarter_to_Semester_Conversion&info=&pageid=Q2S_and_Earned_Credits

Quarter-to-Semester Update

SENR Quarter to Semester Conversion

How will earned course credits be handled?

For transition students (those who start under quarters and finish under semesters), the credit hours for quarter courses will be converted to semester credits at the conversion rate of 0.6667.

For example, a 5 hr quarter course will be converted to $5 \times 0.6667 = 3.3$, 4 qtr. credits will convert to 2.6, and 3 credits become 2 under semesters.

Required Hours for Graduation:

For most majors, a minimum of 121 semester hours (to fill the required categories) will be required for graduation. (For most current SENR majors the minimum amount is 181 quarter hours to fill the required categories). Transition students will graduate when they have the required number of semester hours and those hours fill required categories.
SENTR Quarter to Semester Conversion

Q2S Course Numbering

All semester courses will be 4 digits, to distinguish them from quarter courses.

1000- UG (undergrad) – Non Credit Courses for orientation, remedial, or other non-college level experiences (like math 040 and 075 currently).
1099

1100- UG – Basic courses providing undergraduate credit, but not to be counted toward a major or field of specialization in any department. Courses at this level are beginning courses, required or elective courses that may be prerequisite to other courses.
1199

2000- UG – Intermediate courses providing undergraduate credit and may be counted toward major or field of specialization.
2099

3000- UG – Upper level courses providing undergraduate credit that may be counted toward major or field of specialization.
3099

4000- UG – Advanced courses providing undergraduate credit that may be counted toward major or field of specialization. Graduate students may receive graduate credit outside their own graduate program.
4099

5000- UG and Graduate (G) courses providing undergraduate credit that may be counted toward major or field of specialization and foundation graduate credit.
5099

6000- G – Foundational level graduate courses and research
6099

7000- G – Foundational level graduate courses and research
7099

8000- G – Advanced level graduate courses and research
8099
School Of Environmental & Natural Resources

Quarter-to-Semester Update

SENRR Quarter to Semester Conversion

OSU Pledge to Undergraduate Students

In planning and implementing its conversion from quarters to semesters for summer 2012, The Ohio State University is committed to protecting the academic progress of students. Students should find that the shift from quarters to semesters does not disrupt progress toward their degrees if they:

1. decide on their major and degree within a time compatible with four-year graduation;
2. meet the standards for progress defined by their academic unit and continue to complete appropriate course loads successfully; and
3. actively develop and follow academic plans in consultation with their academic advisors.

Students completing a quarter-plus-semester degree program will receive approximately the same amount of instruction, and the changes to the calendar and to courses should only improve the quality of programs. Full-time tuition (general and instructional fees) for an academic year under semesters will not cost more than what tuition would have cost for that same year under quarters, and the change should not adversely affect students’ financial aid.

To ensure that the conversion will not harm students’ progress, academic units will continue to provide intentional, purposeful advising. Academic advisors will understand how the changes in courses and curricula may affect students’ degree programs, will know where and how programs can be flexible, and will be prepared to assist students in planning their remaining semesters to graduation. Good planning around a student’s major will be particularly important, and the university will provide that support to students who begin their academic career under quarters and complete it under semesters.

Students will vary considerably in their academic progress, and each student's plan for completing degree requirements will need to be determined individually. Every student will be responsible for getting and using the advice essential to assure progress toward his or her degree. Advising is a joint endeavor, and we are confident that students and their advisors, working together, can develop effective plans leading to timely graduation as the university converts to semesters.
Academic Calendar

Ohio State's conversion to semesters will begin in Summer 2012 (bigcal.html). See the Quarter to Semester Calendar Conversion website (http://oaa.osu.edu/semesterconversion.html) for more details.

- Quarter Calendars for Academic Years 2012-2013 through 2016-2017 (html) (bigcal.html)
- Printer-friendly Quarter Calendars for Academic Years 2009-2010 through 2011-2012 (pdf) (bigcal_pdf.pdf)
- Printer-friendly Semester Calendars for Academic Years 2012-2013 through 2016-2017(pdf) (bigsalem.pdf)
- OSU Events Calendar (http://www.osu.edu/events/indexWeek.php)
- Get Adobe Acrobat Reader to read pdfs (new window) (http://www.adobe.com/products/acrobat/readstep.html)

The calendar was last updated on May 27, 2010 and is subject to change. For questions, contact the Office of the University Registrar (mailto: registrar@osu.edu).

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<td>Nov 12 (M)</td>
<td>Nov 11 (M)</td>
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<td>Dec 11-17 (R-</td>
<td>Dec 10-16 (R-</td>
<td>Dec 11-17 (R-</td>
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<td>Final examinations</td>
<td>Dec 6-12 (R-W)</td>
<td>Dec 5-11 (R-W)</td>
<td>Dec 8-14 (R-W)</td>
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<td>Dec 16 (Sun)</td>
<td>Dec 15 (Sun)</td>
<td>Dec 20 (Sun)</td>
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<td>Classes begin</td>
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<td>Jan 6 (M)</td>
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<td>Martin Luther King Day - no classes, offices closed</td>
<td>Jan 21 (M)</td>
<td>Jan 20 (M)</td>
<td>Jan 18 (M)</td>
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<td>March 11-15 (M-F)</td>
<td>March 10-14 (M-F)</td>
<td>March 14-18 (M-F)</td>
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<td>April 24-30 (W-T)</td>
<td>April 23-29 (W-T)</td>
<td>April 27-May 3 (W-T)</td>
<td>April 26-May 2 (W-T)</td>
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<td>Spring commencement</td>
<td>May 5 (Sun)</td>
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<td>SUMMER SEMESTER</td>
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<td>Summer 2014</td>
<td>Summer 2015</td>
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<td>Independence Day - no classes, offices closed</td>
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The Ohio State University

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