Hi Amy (and John),

A couple of suggestions below for minor clarifications. Can this be attended to "in real time" and gotten back to me quickly? If other votes remain supportive I will try to get this to Randy and CAA in time for their 11/3 meeting. Clearly, she is not asking for very much here.

Thanks,
elliot

-----Original Message-----
From: Wednesday, October 27, 2010 9:37 AM
To: Dena Myers; montalto.2@osu.edu; Adam Newby; ANDREW BLASENAK; Theresa Early; Enrico Bonello
Cc: Elliot Slotnick
Subject: RE: Rural Sociology specialization in ENRGP

Elliot,
The presentation of the course and research requirements for the MS and PhD specializations in Rural Sociology is much clearer now and should be most helpful to graduate students. I am supportive of approving the Rural Sociology specialization in ENRGP.

In the discussion of the second field in rural sociology for the PhD I assume that RS 766 and 733 are required only if "Sociology of Agriculture/Natural Resources" is selected as the second field; and similarly that RS 892 is required only if "Social Change/Development" is selected at the second field.

Second Field in Rural Sociology, 20 credits Choose course work in one of the following fields:
Sociology of Agriculture/Natural Resources
Required: RS 766 Environmental Sociology (5 credits)
Required: RS 733 Sociology of Agriculture and Food Systems (5 credits) RS 666 Rural Poverty (5 credits) Additional course(s) approved by advisor Social Change/Development
Required: RS 892 Rural Sociology of Development and Social Change (5 credits) RS 788 Sociological Theory Applied to Domestic Development (5 credits) RS 888 Social Action in Community Development (5 credits) Additional course(s) approved by advisor

On a related note, does the proposal need to include an explanation of how the MS and PhD programs relate? Specifically there are common requirements for the MS and the PhD. I assume that if a student completes the MS and continues for the PhD the fact that some foundation courses were completed in the MS program enables the student to move to upper level coursework sooner. Just a suggestion that the RS graduate area may want to consider.
Thanks.

-----Original Message-----
From: Elliot Slotnick
Sent: Wednesday, September 29, 2010 3:41 PM
To: Amy Schmidt; Dena Myers; Susan Reeser  
Cc: 'John Heywood'; 'Ron Hendrick'; newcomb.1@osu.edu; martin.1371@osu.edu; Bobby Moser; Tim Watson; Elliot Slotnick  
Subject: RE: Rural Sociology specialization in ENRGP

Dear John,

The Curriculum Committee of the Graduate Council met last week and discussed your proposal for the creation of a Graduate Specialization in Rural Sociology in the ENR graduate program that will result in the posting of a transcript designation for appropriate students upon its completion. While the Committee is supportive of your proposal and has approved it "in principle," the Committee felt that clarification of the required curriculum would be helpful for students interested in gaining this transcript designation. In the Committee's view, the current rendering of the specialization's requirements, while perfectly sound and developed in useful detail, remains somewhat difficult to navigate from a student perspective.

Specifically, the Committee requests a restructuring of the specialization's curriculum as documented in items 3 and 5 of the current proposal (please place page numbers in the revision) with the material in item 5 placed before the material in item three. Put differently, the Committee thinks that the required curriculum could be made more transparent through the development of a comprehensive template showing the three basic elements of the program listed sequentially--core coursework from the SENR program, focused Rural Sociology coursework and collateral Sociology coursework. Of course, any other required SENR coursework and/or curriculum rules beyond these three curriculum groupings should be represented in the proposal as well. To the extent that specific courses can be identified in the groupings because they are required, and the number of credit hours/courses in the groupings can be included, so much the better. In short, please indicate the areas where there is student choice (electives) and required coursework (core courses) within groupings. Presenting the specialization program in this way will, in the Committee's view, make it considerably more clear to prospective students.

I apologize for the week it has taken me to get these comments back to you. Amy, as always, has done more than her "due diligence" in seeking them these past few days--but the NRC release, a day at RACGS and knotty unresolved semester conversion issues have diverted my attention. I don't think that "fixing" the proposal will require much more than an hour's work, however, and if it can be turned around quickly, I still think that I can get it placed on the agenda of our late Monday (3pm) meeting of the Graduate Council. That could result in getting it to an earlier CAA meeting for final approval than a later Graduate Council vote. If, however, this can't be turned around in time for the Curriculum Committee to vet it for Monday, I think the proposal would be a good candidate for electronic circulation and a quick vote by Graduate Council members once the revised proposal is in hand.

As always, John (and Amy), please let me know if you have any questions or concerns.
All best,
elliot
Graduate Area of Specialization in
Rural Sociology
Environment and Natural Resources Graduate Program
The Ohio State University

1. Statement of justification explaining why your program merits an Area of Specialization and transcript designation within the Graduate Program in Environment and Natural Resources.

Rural Sociology at Ohio State dates back to 1904 with the founding of the Department of Rural Economics. The first step toward a separate program came in 1913 when the first Rural Sociology course was offered, followed quickly by others. Rural Sociology at Ohio State frequently has been a leader in the discipline in the United States and internationally. Our faculty have produced important undergraduate textbooks in the discipline and ground breaking scholarly works on social change, diffusion of innovation, locality and inequality, soil and water conservation, labor market restructuring and policy, the Amish, rural crime, women in development, and international development. In the recent release of the National Research Council's (NRC) rating of graduate programs (data from 2005-2006), OSU’s Rural Sociology was included in a pool of 117 sociology graduate programs and is located in the top half of U.S. sociology departments. OSU’s Rural Sociology, while a small program, fared very well relative to other sociology departments and compared quite well to peer programs with strong rural/environmental sociology foci.

Rural Sociology spans the globe, with both international as well as domestic professional societies. The major U.S. society is the Rural Sociological Society, established in the 1930s (www.ruralsociology.org). As a major U.S. professional society, the Rural Sociological Society is an institutional member (with separate representation) in the American Association of the Advancement of Science, COSSA (Council of Social Science Associations), and USDA-affiliated programs. The global organization is the International Rural Sociological Association. (www.irsa-world.org/index.html). One of Ohio State’s current Rural Sociology faculty has served as President of the Rural Sociological Society. As a separate field, there are numerous disciplinary journals devoted to rural sociology that include, Rural Sociology (the major U.S. journal); Sociología Ruralis (the European Rural Sociology’s Association Journal); and The Journal of Rural Studies, each of which are highly ranked in the Social Sciences Citation Index.

Current Rural Sociology faculty have national and international reputations and are active in both the Rural Sociological Society (with membership at 1,000) and the American Sociological Association (membership over 16,000). Rural Sociology faculty also are members of professional organizations that match their substantive interests, including the American Sociological Association, the Society for Community Development, the American Society of Criminology, the Southern Sociological Society, the Latin American Studies Association, the Applied Anthropology Association, the Population Association of America, and the International Association for Society and Natural Resources, and Agriculture, Food and Human Values Society. Several faculty sit on important national committees and hold influential positions in these associations.

Rural Sociology maintains strong ties to Ohio State University Extension (OSUE) and the Ohio Agricultural Research and Development Center (OARDC). Members of Rural Sociology engage in basic and applied research related to the core discipline as well as meaningfully contribute to multidisciplinary research across a range of environmental, food, agriculture, community and development matters.

With the pending move of the Rural Sociology faculty to SENR, the Rural Sociology specialization complements and enhances strengths of SENR and FAES. Both SENR and FAES center on the efficient linking of natural and social science knowledge to solve increasingly complex problems of the environment and natural resource management. The substantive core of the Rural Sociology Graduate Program and its faculty’s scholarly research focus on environmental well-being, sustainable development of natural resources, social and
community quality of life, and diffusion and impacts of technologies. This knowledge base is central to SENR, FAES and to the STEM focus on bringing scientific knowledge to improve society.

The current graduate curriculum of the Rural Sociology Graduate Program is complementary to SENR for several reasons and in turn we anticipate the existing social science courses in ENR will enhance the Rural Sociology graduate experience.

1) SENR social science faculty are primarily from fields such as public policy, psychology, and planning. The addition of a stronger sociological orientation will strengthen SENR while the addition of policy and social psychological knowledge to the Rural Sociology Graduate Program will strengthen that aspect of the program.

2) Rural Sociology has two foci at the doctoral level:
   A) Agriculture and the Environment; and
   B) Social Change and Development. Both foci were designed to span and integrate the College’s Ecological Paradigm, particularly its social responsibility and environmental sustainability dimensions. These foci complement the current programs in the SENR.

3) Current Rural Sociology graduate-level courses such as environmental sociology, the sociology of agriculture/local food systems, the sociology of innovation-diffusion, community and international development sociology span areas of interest to SENR.

The Rural Sociology Graduate faculty have identified environmental sociology as a rapid growth area and would like to place greater programmatic emphasis in that area. Given current trends in the social sciences (and our own experience with NSF and USDA funded graduate student training grants) we believe that greater orientation toward environmental sociology will allow us to attract both the best students and continued external funding from NSF and USDA.

Moving toward a program that would provide greater emphasis on environmental sociology, we would also seek to develop and teach new courses, which would potentially include: environmental sociology (at the undergraduate level, since we already have a graduate-level course in that field), social impact assessment or impacts and evaluation of natural resource based industries (at the graduate level), sustainability of food, agriculture, and the environment (at the graduate and undergraduate level); leadership for social responsibility (at the graduate level).

Based on the natural overlap between the existing rural sociology overlap and the interests of the Environment and Natural Resources Graduate Program (ENRGP), we propose the re-alignment of the Rural Sociology Graduate Program as an area of specialization with a corresponding transcript designation in the ENRGP makes programmatic sense and has obvious administrative advantages.

2. Graduate Faculty Members

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<tr>
<th>Prog</th>
<th>First Name</th>
<th>Last Name</th>
<th>Rank</th>
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<tbody>
<tr>
<td>GENR</td>
<td>Joseph</td>
<td>Donnemeyer</td>
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<tr>
<td>GAGR*</td>
<td>Kristi</td>
<td>Lekies</td>
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<tr>
<td>GENR</td>
<td>Linda</td>
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<tr>
<td>GENR</td>
<td>Jeff</td>
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*a request to nominate Kristi Lekies to the ENR graduate faculty will be processed soon, pending Graduate School approval
3. **Coursework in Rural Sociology.**

Students seeking the Rural Sociology specialization within the ENRGP must take courses in the ENR graduate core; theory and statistics courses in sociology and coursework in the fields of rural sociology.

The coursework in three fields related to rural sociology, including:

1) coursework that develops their familiarity with the field of rural sociology;
2) coursework in one of two specialty areas in rural sociology, the sociology of agriculture/natural resources, and social change/development; and
3) coursework in a third field of specialization identified in consultation with the advisor. For this third field option, students may want to extend their disciplinary focus in sociology or another social science (including course work from the Environmental Social Sciences Specialization or other specializations within the ENR Graduate program); or they may want to develop a specialty area useful for their dissertation research or to complement career plans. They also may choose the remaining specialty area in Rural Sociology.

4) If a student completes the MS and continues for the PhD, the foundation courses completed in the MS program enable the student to move to upper level coursework sooner.

### MS Requirements

**Core ENR courses, 7 credits**
- ENR 800 Research in Natural Resources, 3 credits
- ENR 880 Environment and Natural Resources Seminar, 3 credits (1 credit taken 3 times)
- ENR 897 Research Proposal Symposium, 1 credit

**Area of Specialization Courses:**

10 Credits in Sociological Theory*

- **Required: RS 742 Concepts and Theories on Rural Sociology (5 credits)**
  - Choose one of the following
    - Sociology 782 Earlier Development in Sociological Theory (5 credits)
    - Sociology 784 Later Development in Sociological Theory (5 credits)
    - Other sociological theory course approved by committee

5 Credits in Research Methodology*

- Sociology 649 Principles of Multiple Regression (5 credits)
  - OR Sociology 651 Approaches to Sociological Inquiry (5 credits)

15 Credits in Rural Sociology

- Choose three courses from the following list
  - RS 622 Amish Society (5 credits)
  - RS 662 Diffusion of Innovations (5 credits)
  - RS 666 Rural Poverty (5 credits)
  - RS 693.XX Independent Studies (2-5 credits)
  - RS 694 Group Studies (2-5 credits)
  - RS 733 Sociology of Agriculture and Food Systems (5 credits)
  - RS 766 Environmental Sociology (5 credits)
  - RS 788 Sociological Theory Applied to Domestic Development (5 credits)
  - RS 888 Social Action in Community Development (5 credits)
  - RS 892 Rural Sociology of Development and Social Change (5 credits)
  - Other sociology or related social science courses approved by committee

**Courses Elective 0-3 credits**
- RS 999 Thesis Research: 5-8 credits

*Students are strongly encouraged to take additional courses in theory and research methods.
PHD Requirements
The following assumes up to 45 hours of master’s degree credit, plus 75 post-master’s doctoral coursework to arrive at the 120 minimum Ph.D. credit hours. If a student completes the MS and continues for the PhD, the foundation courses completed in the MS program enable the student to move to upper level coursework sooner.

Core ENR courses, 10 credits
- ENR 880 Environment and Natural Resources Seminar, 5 credits (1 credit taken 5 times)
- ENR 985 Research Paradigms, 5 credits

Sociological Theory Coursework, 20 credits
Choose at least one course from this list:
- Sociology 782 Earlier Developing in Sociological Theory (5 credits)
- Sociology 784 Later Developments in Sociological Theory (5 credits)

Choose at least 15 additional graduate credits in sociological/social science theory in consultation with committee

Research Methodology, 20 credits
Required: Sociology 649 Principles of Multiple Regression (5 credits)
Choose at least 15 additional graduate credits in sociological/social science methods in consultation with committee, such as:
- Sociology 651 Approaches to Sociological Inquiry (5 credits)
- Sociology 704 Qualitative Methods (5 credits)
- Sociology 707 Multi-Equation Quantitative Analysis (5 credits)
- Political Science 789 Survey Research Practicum (5 credits)

Rural Sociology, 20 credits
Required: RS 742 Concepts and Theories on Rural Sociology (5 credits)
Choose at least 15 graduate credits additional Rural Sociology or closely related field in consultation with committee

Second Field in Rural Sociology, 20 credits
Choose course work in one of the following fields; bold courses are required only if that field is chosen as either the 2nd or 3rd field.

Sociology of Agriculture/Natural Resources
Required: RS 766 Environmental Sociology (5 credits)
Required: RS 733 Sociology of Agriculture and Food Systems (5 credits)
RS 666 Rural Poverty (5 credits)
Additional course(s) approved by advisor

Social Change/Development
Required: RS 892 Rural Sociology of Development and Social Change (5 credits)
RS 788 Sociological Theory Applied to Domestic Development (5 credits)
RS 888 Social Action in Community Development (5 credits)
Additional course(s) approved by advisor

Third Field in Rural Sociology, 20 credits
Requirements for the third field will be decided by the student in consultation with advisor. The third field may represent a social science area, an area related to the student’s dissertation work, or the remaining specialization in Rural Sociology

RS 999 Dissertation Research: 10 credits

4. Theses and dissertations produced by graduate students advised by Rural Sociology graduate faculty since 2001, including those completed in other graduate programs at OSU.

Ph.D. Dissertations
• Miller, Melanie. 2009. Participation of No-Till Farmers in Carbon Credit Programs.
• Li, YuhYuh. 2009. Social Structure, Social Control, and Crime in Rural Communities: A Test of Social Disorganization Theory.
• Cockerill, Coreen Henry. 2006. Exploring the Vested Interest Perspective as it Applies to Public Involvement in Watershed Management Planning: Lessons from an Ohio Watershed.
• Friedrich, Lora. 2001. To Be or Not to Be: An Examination of Baptism in the Amish Church.
• Bridges, Tracy. 2001. Farm Women: Roles, Responsibilities, and Relationship with the Environment.

M.S. Theses
• Smith, Leah. 2009. Food System Makers: Community Organizations and Local Food System Development at the Rural-Urban Interface.
• Wei, Xiaoping. 2007. Assessing the Social Impacts of a Sustainable Technology: The Biogas Program in Rural China.
• Miller, Melanie. 2007. Extension and Adoption of Environmental Technologies in the Parismina Watershed, Costa Rica.
• Inwood, Shoshanah. 2004. Assessing Opportunities for Organic and Sustainability Grown Local Foods for Restaurant and Retail Food Store Distribution in Ohio.
• Bean-Smith, Molly. 2001. Community Attachment and Engagement in an Exurban Ohio Region.
Graduate Council
November 8, 2010
226 University Hall
Meeting Minutes

Graduate Council Members Present:
Enrico Bonello, Sarah Bryner, Ginny Bumgardner, Margaret Newell, Jonathan Nutt, John Oberdick, Robert Perry, Jim Phelan (chair), Roberto Rojas, Harald Vaessin

Graduate School Staff Present: Patrick Osmer, Ann Salimbene, Elliot Slotnick, Tim Watson, Susan Reeser (recorder)

A. Approval of Minutes
• Professor Phelan called the meeting to order and asked for a review of the minutes from the October 4, 2010, Graduate Council meeting. The minutes were approved as submitted.

B. Announcements – Dean Pat Osmer
• Announced that Professor Bonello had agreed to serve on the Curriculum Committee replacing Professor Early. Dean Osmer thanked Professor Bonello for taking on the additional committee work.

• Program Council, the committee charged with implementing the recommendations in the reports of the task forces on the life sciences and the environmental sciences, is moving forward with the implementation plan developed by the Life Sciences (LS) steering committee. The plan will foster what the LS steering committee calls the LS Network and will include disciplinary and interdisciplinary graduate programs in the life sciences. Immediate plans include conducting a search for an interim executive director and a program coordinator, finding suitable office space, and developing a web presence.

• The Graduate School has received 31 nominations for the Howard Hughes Medical Institute’s (HHMI) fellowship program in the biomedical and related sciences. The Graduate School is organizing a 5 member committee to review the nominations and select the 10 finalists for submission by the December 1 deadline.

• The graduate schools from each of the CIC institutions have entered into an agreement with the Smithsonian Institution to participate in a fellowship program. Ohio State is eligible to submit 1 fellowship nomination by the November 24 deadline.

• Reported that he had been working with Dolan Evanovich, Vice President for Strategic Enrollment Planning, and Kathy Starkoff, Chief Information Officer, to find a solution to the erroneous holds being placed on graduate student accounts in the SIS system in connection with their appointments and stipends. Dean Osmer asked Council members to send him any other instances of concern caused by SIS so that he can work with administration to find a solution.

C. Business
1) Semester Conversion
   Associate Dean Slotnick reported that he attended the Semester Summit held at Ohio State on October 25 along with faculty and administrators from other two- and 4-year Ohio institutions that are making the change from quarters to semesters. The summit provided an opportunity to share ideas, solutions, and best practices in the conversion process.
Assistant Dean Salimbene is making a thorough review of the *Graduate School Handbook* to make minor wording changes relative to how term and session are used to be consistent with the overall university wording.

Jonathan Nutt said that the Council of Graduate Students continues to have concerns about how Graduate Associate (GA) teaching loads and compensation will be handled when teaching in various combinations of autumn, spring, and summer session, and the May term to ensure that stipend levels and workloads remain similar to those under the quarter system.

2) **Zero credit hour policy and continuous enrollment**

   Associate Dean Slotnick introduced new wording for the zero credit hour enrollment option that will allow graduate students who have won awards, fellowships, or plan to study abroad to enroll in Graduate School 889. This continuous enrollment option allows students to maintain their affiliation with Ohio State for student loan deferment purposes, the Student Health Insurance program, and for international students’ visa considerations. Students wishing to use Graduate School 889 must have the support of their graduate program college office, which will petition the Graduate School on behalf of the student.

   Some Council members questioned whether an agreement can be made for blanket approval for programs where study abroad is part of their student’s curriculum. Dean Osmer said that some arrangement can be worked out ahead of time to accommodate these situations and that multiple year waivers may be possible on a petition basis. It will be incumbent on graduate programs to inform their students about the continuous enrollment policy stressing their responsibilities and obligations. Dean Slotnick asked that any questions or concerns about the policy be referred to him.

   Tim Watson, director, Graduation Services, said that the Graduate School will soon be monitoring large numbers of post-candidacy students who will fall under the continuous enrollment policy and that it will be difficult to monitor these students if there are numerous policy exceptions. He went over the procedures the Graduate School is following for handling exceptional cases.

   Professor Newell introduced a document expressing concern with the continuous enrollment policy and the financial burden it places on students. The document describes the time limits on graduate student funding packages that exist in the Arts and Sciences. She expressed dismay at students only being allowed to request one year of exemption from the continuous enrollment requirement especially when students in the Department of History can spend multiple years doing study abroad. She was also concerned that ABD students who take positions as adjunct faculty at the regional campuses are still being required to pay fees. Professor Rojas said that the programmatic and funding issues mentioned in the document should be handled separately and that programs need to strengthen student funding packages in order to help students complete their degrees.

   Dean Osmer reiterated that the intent of the continuous enrollment policy was to ensure that students complete their degrees in a timely manner. He said that other institutions have similar policies and that Ohio State is unique in not having a policy before now. He said that the Graduate School plans to do more to communicate the policy to students and programs. Colleges and programs also share a responsibility to communicate the continuous enrollment policy to their students. Dean Osmer said that he will work with the
college deans to develop national time-to-degree norms for each of the academic fields so students can achieve their degree in a reasonable amount of time.

Dean Osmer said that a coordinated approach to funding graduate students is needed as well to ensure students can complete their degrees. He said that Dean Steinmetz, College of Arts and Sciences, assured him that the college guarantees up to a 5-year funding base per student with outside support being added on top of the base. In addition, programs have flexibility to trade off more than 5 years of support against the number of students being offered support.

D. Graduate Council Curriculum Committee Reports and Actions
— Enrico Bonello, Liaison

Dean Osmer thanked Professor Bonello for agreeing to serve on the Curriculum Committee and for taking on the liaison responsibilities for Professor Early who is on medical leave.

1. Curriculum Committee Proposals
   • Proposal to make minor changes in the requirements of the non-thesis master’s degree in Microbiology
   • Proposal to create a Graduate Specialization in Rural Sociology in the Environmental and Natural Resources (ENR) graduate program
   • Proposal to offer off-site delivery of the Master of Business Operational Excellence (MBOE) program to leaders in the Evansville, Indiana public school system
   • Proposal to create a Graduate Specialization in Finance and Marketing in the Specialized Master’s of Business (SMB) degree program

   Professor Bonello explained the Curriculum Committee’s review and vetting process and reported that each of the proposals above had been approved by the committee. He explained each of the proposals and answered questions from Council members. Each of the proposals were individually approved by the Graduate Council and will be forwarded to the Council on Academic Affairs for further processing.

E. Other
   • Council members asked how the data from the NRC Data Based Assessment of Research Doctorate Programs were being used at Ohio State. Dean Osmer said that Julie Carpenter-Hubin, director, Institutional Research and Planning, is working with Academic Analytics to supplement the NRC data with student’s placement data. Dean Osmer will invite Julie to attend the next Council meeting to discuss the NRC.

The meeting was adjourned at 4:40 p.m.