Graduate Area of Specialization in
Wildlife and Fisheries Science
Natural Resources Graduate Program
The Ohio State University

1. Statement of justification explaining why this program rises to the level of a legitimate Area of Specialization warranting recognition within the Graduate Program in Natural Resources as a transcript designation.

Fish and wildlife biology is a long-standing and well-recognized sub-discipline within the broader field of natural resources. Degree programs in this area have been producing Master’s and doctoral students for nearly a century. The fish and wildlife program at Ohio State University has been a program within the School of Environment and Natural Resources since the School was formed in the late 1960s. Graduate Students in this area receive graduate degrees in natural resources, but nowhere is it shown that they are actually graduates of a fish and wildlife program. A transcript designation of Wildlife and Fisheries Science would correct this inadequacy.

Wildlife and Fisheries Science is also a well-recognized area of specialization among Federal and State agencies and local conservation agencies that are the major employers of wildlife and fisheries science professionals. Every state has a fish and wildlife management agency, and at the federal level majors in wildlife and fisheries science may be employed by a number of agencies, including the U.S. Fish and Wildlife Service, the National Marine Fisheries Service, the Forest Service, The Park Service, the Bureau of Land Management, and the Environmental Protection Agency. Private consulting firms and conservation organizations also provide career opportunities for students with graduate degrees in wildlife and fisheries science. This level of recognition for this discipline is another argument in favor of providing transcript recognition.

2. Faculty members

<table>
<thead>
<tr>
<th>Rank</th>
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<tbody>
<tr>
<td>Jeremy Bruskotter</td>
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<td>Konrad Dabrowski</td>
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</tr>
<tr>
<td>Robert Gates</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Stanley Gehrt</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>David Johnson</td>
<td>Professor</td>
</tr>
<tr>
<td>Amanda Rodewald</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Paul Rodewald</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>
3. Program Administration and Degree Requirements

The Natural Resources Graduate Program (NRGP) is a multidisciplinary program that is proposing to offer Master of Science and PhD degrees in five Areas of Specialization: Ecological Restoration, Ecosystem Science, Environmental Social Sciences, Forest Science, and Wildlife and Fisheries Science. All students in the NRGP will be enrolled in one of these Areas of Specialization and will have an adviser who is a member of the same Area of Specialization faculty. Once a student completes all of his or her degree requirements, including the minimum number of Area of Specialization courses, the adviser and the Chair of the Graduate Studies Committee will certify to the Graduate School that the student should be awarded the appropriate Area of Specialization transcript designation. Area of Specialization courses are listed in part 4 below.

A typical Master’s program would include the following course work credits:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Programmatic core courses taken by all NRGP MS students</td>
<td>7 credits</td>
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<tr>
<td>Area of Specialization courses</td>
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<tr>
<td>Electives, including statistics and other methods courses</td>
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</table>

A typical 90-credit PhD program\(^1\) would include the following course work credits:

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<tr>
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<td>17 - 42 credits</td>
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</table>

4. Wildlife and Fisheries graduate courses taught by faculty and taken by students in this Area.

ENR 606.02 - Natural Resources Management (Forestry, Fisheries and Wildlife)
ENR 620 - Principles of Fisheries Ecology and Management
ENR 623 - Principles of Wildlife Ecology and Management
ENR 624 - Wildlife Identification and Management
ENR 625 - Management of Wildlife Habitat
ENR 626 - Field Techniques in Fisheries Management
ENR 627 - Ecology and Management of Aquatic Invertebrates
ENR 628 - Aquaculture
ENR 629 - Ecology and Management of Wetland Birds
ENR 662 - Wildlife Ecology Methods
ENR 812 - Spatial Methods in Natural Resources

\(^1\) Assuming that an earned Master’s of 45 credits is transferred in
Master’s students must complete at least 15 credits and PhD students must complete at least 20 credits selected from the courses on this list. Advisers and advisory committee members guide the students in the selection of the appropriate courses.

5. Theses and dissertations produced by graduate students advised by faculty in this specialization since 2003

Ph.D. Dissertations (The Natural Resources PhD Program was approved in 1999)


Grubh, Archis. 2006. Effects of anthropogenic disturbances on biota in Gulf Coastal Plain streams.


Master’s Theses


Scott, Debra. 2007. The Effect of Habitat Restoration on Bats in a Metropolis.

Santiago, Hector. 2007. Landscape factors influencing macroinvertebrate assemblages in a midwestern headwater stream.


Risley, Elizabeth. 2006. Relationships among land use, geomorphology, local habitat, and aquatic macroinvertebrate assemblages in agricultural headwater stream systems.


Boone, Aaron. 2005. Seasonal interactions between migration and winter in a migratory songbird, the Magnolia warbler (Dendroica magnolia).


Olson, Tara M. 2003. Variation in use of managed wetlands by waterfowl, wading birds, and shorebirds in Ohio.
Steckel, Jason D. 2003. Food availability and waterfowl use on mid-migration habitats in central and northern Ohio.

Vitz, Andrew C. 2003. Habitat use of regenerating clearcuts by mature-forest birds during the post-breeding period.

6. **Does this proposed transcript designation involve core subject matter from other disciplines?**

No
1. Statement of justification explaining why your program rises to the level of a legitimate Area of Specialization warranting recognition within the Graduate Program in Natural Resources as a transcript designation.

Human domination of ecosystems worldwide has rendered vast areas of land and many water bodies degraded to the point that they cannot support any plant and animal growth. This recognition and active research support by many federal and state agencies for the last four decades, is now the basis for the emergence of an interdisciplinary field — ecological restoration, or restoration ecology. The new discipline, now recognized widely by scientists and other professionals, has formulated its own concepts, principles, and applications.

During the first decade of the 21st century, ecological restoration has received recognition as well in the accelerated growth and political acceptability of a new movement and economy; the green revolution and green economics. The green economy is a rapidly growing billion-dollar sector that includes ecosystem restoration, renewable energy sources, organic produce and products, green buildings, and alternative fuel vehicles.

The Green Economy is based on sustainable practices that focus on low environmental impact on human and ecological systems. A central component of green economics is “Restoration Economy” where cities and ecosystems are restored, rehabilitated, and revitalized. The restoration economy has the potential to be a multi-trillion dollar economy (Cunningham, 2002).

Many U.S. federal agencies (USEPA, DOE, DOD) have adopted “ecological restoration” as a means to return polluted or otherwise disturbed ecosystems to a close approximation of their condition prior to disturbance, disruption or contamination (USEPA, 2008). The USEPA Ecological Restoration program supports restoration, revitalization, and reuse of disturbed, disrupted and contaminated sites, based on ecological principles, to complement traditional remediation activities that ensure the protection of human health and the environment, in addition to creating habitat (www.epa.gov/ebtpages/ecosecologicalrestoration.html). Ecological land reuse is a cost-effective way to create or incorporate habitats as natural remediation tools that are part of the cleanup process for contaminated sites.

Ecological restoration is a broad term that encompasses a number of interrelated activities, including the reconstruction of antecedent physical conditions, chemical adjustment of the soil and water, and biological manipulation, which includes the reintroduction of native flora and fauna. A wide range of professional expertise is required to realize successful ecological restoration.
Environmental industry executives are deeply worried about where the next generation of qualified environmental professional employees will come from. Environmental companies and government agencies report that "... finding, attracting, recruiting, hiring, training, and retaining qualified people ..." were the biggest issues affecting the environmental industry’s future (http://gristmill.grist.org/story/2008/2/19/155825/434). Environmental Business Journal reported in its 2006 December issue that the environmental industry grew 11.8 percent in 2006 to total revenues of $24.9 billion, with expected growth at 11.4 percent annually (http://www.ebiusa.com/).

The School of Environment and Natural Resources (SENR) and its Natural Resources Graduate Program (NRGP) at The Ohio State University are well-positioned to provide the next generation of Ecological Restoration professionals. The highly diverse expertise of SENR/NRGP Faculty cover all the essential fields of study essential to an advanced degree program with emphasis in Ecological Restoration. This Area of Specialization is further supported within SENR by strong programs in forest science, wildlife and fisheries science, soil science, wetland science and the environmental social sciences. This provides a unique opportunity for SENR/NRGP faculty to offer advanced degree specialization in Ecological Restoration. To our knowledge, this program would be a pioneer focused on providing the next generation of Ecological Restoration professionals to power the Green and Restoration Economy.

The Ecological Restoration Area of Specialization is related to the Ecosystem Science Area of Specialization also being proposed for transcript designation status. Ecosystem Science focuses mostly on basic theory and science concerning how ecosystems function. Ecosystem Restoration is built on ecosystem theory but is focused ultimately on applied questions associated with creating and restoring viable and productive ecological systems.

2. Faculty members

<table>
<thead>
<tr>
<th>Rank</th>
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<tbody>
<tr>
<td>Nicholas Basta</td>
<td>Professor</td>
</tr>
<tr>
<td>Jerry Bigham</td>
<td>Professor</td>
</tr>
<tr>
<td>Virginie Bouchard</td>
<td>Associate Professor</td>
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<tr>
<td>Peter Curtis</td>
<td>Professor</td>
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<tr>
<td>Konrad Dabrowski</td>
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<td>Craig Davis</td>
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<td>David Hix</td>
<td>Professor</td>
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<tr>
<td>Willam Mitsch</td>
<td>Professor</td>
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<tr>
<td>Brian Slater</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Mohan Wali</td>
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- Electives, including statistics and other methods courses: 8 credits
- Research (999): 15 credits

A typical 90-credit PhD program would include the following course work credits:

- Programmatic core courses taken by all NRGP PhD students: 13 credits
- Area of Specialization courses: 20 - 40 credits
- Electives: 5 - 10 credits
- Methods courses: 10 credits
- Research (999): 17 - 42 credits

4. Ecological Restoration courses

- ENR 618 Ecological Engineering, 4 credits
- ENR 631 Arboriculture, 5 credits
- ENR 660 Soil Chemical process and environmental quality, 5 credits
- EEOB 671 Plant Population Ecology, 5 credits
- ENR 675 Environmental Fate and Impact of Pollutants in Soil and Water, 4 credits
- ENR 710 Methods in Ecosystem Science, 5 credits
- EEOB 720 Community and Ecosystem Ecology, 5 credits
- ENR 725 Wetland Ecology and Management, 5 credits
- ENR 726 Wetland and River Restoration, 3 credits
- ENR 731 Principles and applications of forest ecosystem restoration, 3 credits
- ENR 756 Rehabilitation/Restoration of Ecosystems, 3 credits
- ENR 770 Watershed Ecology and Restoration, 4 credits
- ENR 760 Ecological Modelling, 5 credits
- ENR 812 Spatial Modelling in Natural Resources

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1 Assuming that an earned Master’s of 45 credits is transferred in...
ENR 822  Quantitative methods for natural resources 4 credits
ENR 835  Ecosystem Management Policy, 5 credits

Master’s students must complete at least 15 credits and PhD students must complete at least 20 credits selected from the courses on this list. Advisers and advisory committee members guide the students in the selection of the appropriate courses.

5. Theses and dissertations produced by graduate students advised by faculty in this specialization since 2003. To demonstrate the capability of our faculty to advise graduate students in this Area of Specialization, we are including Theses and Dissertations completed under the supervision of our faculty but carried out in other graduate programs at OSU (*) or at other universities before the adviser joined our faculty (**).

Ph.D. Dissertations  (The Natural Resources PhD Program was approved in 1999)
* Fink, Daniel. 2007. Effects of a pulsing hydroperiod on a created riparian river diversion wetland.
* Hernandez, Maria. 2006. The effect of hydrologic pulses on nitrogen biogeochemistry in created riparian wetlands in Midwestern USA.
Anderson, Christopher. 2005. The influence of hydrology and time on productivity and soil development of created and restored wetlands.
* Gilbert, Janice. 2004. Examining the link between macrophyte diversity, bacterial diversity, and denitrification function in wetlands.
** Si, Jitao. 2004. Assessing the effect of soil properties on bioavailability and phytotoxicity of heavy metals.

** Dayton, E.A. 2003. Relative contribution of soil properties to modifying the phytotoxicity and bioaccumulation of cadmium, lead and zinc to lettuce.


** Schroder, J.L. 2003. Bioavailability and toxicity of heavy metals in contaminated soils to human and ecological receptors.

M.S. Theses


* Foster, Jill. 2006. The effect of dosing vehicle and arsenic speciation on arsenic bioaccessibility in smelter contaminated soil.


Kettlewell, Chad. 2005. An assessment of wetland impacts and compensatory mitigation in the Cuyahoga River Watershed, Ohio, USA.


Morgan, Jennifer A. 2004. Impact of clipping *Phragmites australis* and flooding at two different depths on wetland vegetation structure in a Lake Erie marsh.


** Sablak, Gregg. 2004. Link between macroinvertebrate community, riparian vegetation and channel geomorphology in agricultural drainage ditches.

** Smialek, Jamie. 2003. Effect of plant species on gas production and emission in a newly constructed wetland.

6. **Does this proposed transcript designation involves core subject matter from other disciplines?**

Yes. We do place our students in courses taught by ecologists in the department of EEOB and will continue to do so. A letter of support has been provided by the Chair of EEOB.

**References for Statement of Justification**


1. Statement of justification explaining why this program rises to the level of a legitimate Area of Specialization warranting recognition within the Natural Resources Graduate Program as a transcript designation.

Environmental and natural resource problems are almost all caused by human actions or have important human components. The earth is coming to be seen as a “human ecosystem” (Machlis, Force & Burch, 1997) with humans as the dominant species that impacts and affects the entire globe. Consequently, all environmental and natural resource management programs and systems should have a means for considering the human dimensions of their plans and ongoing activities. No single social science discipline or methodology can provide all of the theories, approaches, insights and predictions needed to understand how humans interact with and affect the environment and natural resources. As an applied field of study, the environmental social sciences draw on theories and methodologies from all of the social science disciplines, e.g., anthropology, political science, psychology, social psychology, sociology, plus allied professional fields, e.g., law, public administration. The ESS Area of Specialization provides graduate students with some latitude to locate their program of study and research within the social sciences or an allied professional field with strong advising by their adviser and advisory committees.

The past decade has seen a rapid and expansive increase in undergraduate and graduate programs and degrees in the ESSs within colleges, schools and departments of natural resources and environmental sciences. In addition, federal, state, and to a lesser extent local, agencies have sought students with Master’s degrees to manage human dimensions programs for which they are responsible. These agencies area also hiring young PdDs to do research on publics, clients, and stakeholders as direct input to planning, policy analysis and development, and resource management activities. Consequently there is a growing demand for individuals trained in the ESSs at the masters and doctoral levels in academia and government.

The ESS faculty in the NRGP has broad representation in the social sciences including communication science, cognitive psychology, political science, sociology, social psychology, and the allied profession of law. ESS faculty use a variety of methodologies, including experimental and quasi-experimental designs, quantitative survey research, and qualitative research to address practical problems in environment and natural resources and to test and develop theories from relevant social science disciplines as applied to environment and natural resource issues. Graduate students in the ESS Area of Specialization do their research within the faculty advisor’s social science discipline or allied professional field and methodological approach. In this way ESS doctoral students will be trained and mentored by ESS faculty who have recognized expertise in an ESS discipline and research approach.
2. Faculty members

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<tr>
<td>Jeremy Bruskotter</td>
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<tr>
<td>Earl Epstein</td>
<td>Professor</td>
<td>P</td>
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<tr>
<td>John Heywood</td>
<td>Associate Professor</td>
<td>P</td>
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<tr>
<td>Joseph Heimlich</td>
<td>Associate Professor</td>
<td>P</td>
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<tr>
<td>Tomas Koontz</td>
<td>Associate Professor</td>
<td>P</td>
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<tr>
<td>Robyn Wilson</td>
<td>Assistant Professor</td>
<td>P</td>
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<tr>
<td>Eric Toman¹</td>
<td>Assistant Professor</td>
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</tbody>
</table>

¹ Appointment starting Au 08

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- Programmatic core courses taken by all NRGP MS students: 7 credits
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A typical 90-credit PhD program¹ would include the following course work credits:

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¹ Assuming that an earned Master’s of 45 credits is transferred in
4. Environmental Social Science courses

ENR 601 Evaluation of Environmental Impact  
ENR 602 International Evaluation of Environmental Impact  
ENR 615 Environmental Risk Communication  
ENR 640 Natural Resources Program Planning I  
ENR 641 Natural Resources Program Planning II  
ENR 642 Natural Resources Administration  
ENR 643 Outdoor Recreation and Tourism by the Private Sector  
ENR 647 Wilderness Policy and Management  
ENR 651 Water Resources Institutions and Policy  
ENR 653 Solid Waste Management  
ENR 700 Natural Resources Policy Analysis  
ENR 736 Public Forest and Lands Policy  
ENR 750 Resolving Social Conflict  
ENR 752 Environmental Science and Law  
ENR 835 Ecosystem Management Policy  
ENR 841 Outdoor Recreation Behavior  
ENR 851 Human Dimensions Theory Building in Natural Resources  
ENR 861 Property, Land Information and Environment

Master’s students must complete at least 15 credits and PhD students must complete at least 20 credits selected from the courses on this list. Advisers and advisory committee members guide the students in the selection of the appropriate courses.

5. Theses and dissertations produced by graduate students advised by faculty in this specialization since 2003

PhD Dissertations

Jianjun Hao, 2007, Residentsí knowledge, perceptions, attitudes, and willingness to pay for non-point source pollution control: A study of Nansihu Lake watershed, China

Scott Hardy, 2007, Not so eerie anymore? The promise of collaborative watershed management in the Lake Erie Basin

E. Elaine Horr, 2007, Identifying overlooked program outcomes to increase the valuation of conservation education programs

R. Preethi Mony, 2007, An exploratory study of docents as a channel for institutional messages at free-choice conservation education settings

Tim Lawrence, 2005, Devolution and Collaboration in the Development of Environmental Regulations

Mark Miller, 2005, An exploration of childrenís gardens: reported benefits, recommended elements, and preferred visitor autonomy
Yi-Hsuan Hsu, 2003, *An Integrated Model for Investigation of Social-Psychological Influences on College Students' Attitudinal Tendencies Toward Appropriate Environmental Behavior: A Study in Taiwan*

Ronald B. Meyers, 2003, *A heuristic for environmental values and ethics, and a psychometric instrument to measure adult environmental ethics and willingness to protect the environment*

**MS Theses**

Craig McDonald, 2008, *Learning about systems: Applying general systems theory to assist learners in Earth Systems Education*

Sarah Beal, 2007 *Citizen participation in brownfield redevelopment: A comparative case study*

Karen Cook-Hoggarth, 2007, *Analysis of current secondary science textbooks for coverage of environmental issues*

Vicki Garrett, 2007 *Adoption of passive solar homes in Franklin County, Ohio: A study from both supply- and demand- sides.*


Joseph Circle, 2005, *Affect importance and behavioral norm power for prescribed fire management actions in the Wayne National Forest*

Lyndsey Manzo, 2005, *Evaluating the use of a structured decision-making framework as a method of teaching about environmental issues*

Sara Schott Nikolic, 2005, *Impacts of State Intervention on Community-Based Watershed Management: Ohio's Watershed Coordinator Grant Program*


Brandi Hall, 2004, *To Participate or Not to Participate: A Look at Landowner Participation in Voluntary Conservation Programs from Different Perspectives*

Jennifer E. Dudley, 2003, *The effect of participation in place-based environmental education programs on student affect toward science; A case study of F.T. Stone Laboratory’s middle school program*
Joshua Stephens, 2003, *Public and private efforts aimed at establishing nature preserves: evaluating interactions between state nature preserve agencies and the nature conservancy*

Louis Rivers, III, 2003, *A descriptive correlational study of the usage of outdoor public lands held by different public land-management agencies by the cohesive cultural subsets of an urban area, and the ability of these groups*

6. **Does this proposed transcript designation involve core subject matter from other disciplines?**  Our students do take some courses in other social science departments, but the core subject matter is taught entirely within this program.
1. Statement of justification explaining why your program rises to the level of a legitimate Area of Specialization warranting recognition within the Graduate Program in Natural Resources as a transcript designation.

Forest science is a well-recognized and long-standing academic discipline dating to the first forestry schools that were established in the U.S. a century ago. As the land grant institution for the state of Ohio, The Ohio State University historically has served as the lead institution for forestry education and research in the state. In terms of graduate education, the forest science graduate area of specialization is the only graduate program in forest science in the state of Ohio. The first M.S. thesis focused on forest science at The Ohio State University was published in 1949, and since that time, 56 dissertations and theses in forestry and forest science. Students receiving degrees in forestry or forest science at universities that have forestry schools get degrees in forestry. Because our forest science program is part of the School of Environment and Natural Resources, our students receive degrees in natural resources. A transcript designation in forest science would officially specify their area of expertise within the broader field of natural resources.

2. Faculty members

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<td>Randy Heiligmann</td>
<td>Professor</td>
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<td>Davis Sydnor</td>
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<td>Roger Williams</td>
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- Area of Specialization courses: 20 - 40 credits
- Electives: 5 - 10 credits
- Methods courses: 10 credits
- Research (999): 17 - 42 credits

4. Forest Science courses

- ENR 631 Arboriculture, 5 credits
- ENR 635 Forest Management, 4 credits
- ENR 656 Ecosystems of the World: Temperate, Boreal and High Latitude Ecosystems, 3 credits
- ENR 731 Principles and Applications of Forest Ecosystem Restoration, 3 credits
- ENR 733 Successional Dynamics of Forests, 5 credits
- ENR 734 Forest Ecosystem Management, 4 credits
- ENR 756 Rehabilitation/Restoration of Ecosystems, 3 credits
- ENR 770 - Watershed Ecology and Restoration, 4 credits
- ENR 822 - Quantitative Methods for Natural Resources, 5 credits

Master’s students must complete at least 15 credits and PhD students must complete at least 20 credits selected from the courses on this list. Advisers and advisory committee members guide the students in the selection of the appropriate courses.

5. Theses and dissertations produced by graduate students advised by faculty in this specialization since 2003

Ph.D. Dissertations (The Natural Resources PhD Program was approved in 1999)


Graham, Gary R. 2005. Analysis of production practices and demographic characteristics of the Ohio maple syrup industry


1 Assuming that an earned Master’s of 45 credits is transferred in
M.S. Theses

*Heimberger, Paul E. 2007. Composition, structure, and successional dynamics of Johnson Woods, an old-growth forest fragment in transition

Holmes, Kathryn L. 2004. Landscape factors influencing water quality and the development of reference conditions for riparian restoration in the headwaters of a northeast Ohio watershed

Wyse, Thomas C. 2004. Biological legacies of historical fires, logging and fire suppression on the structure and composition of coastal pine forests at Sleeping Bear Dunes National Lakeshore

Nicodemus, Michael A. 2003. Quantifying aboveground carbon storage in managed forest ecosystems in Ohio

6. Does this proposed transcript designation involves core subject matter from other disciplines?

No
Graduate Area of Specialization in
Ecosystem Science
Natural Resources Graduate Program
The Ohio State University

1. Statement of justification explaining why your program rises to the level of a legitimate Area of Specialization warranting recognition within the Graduate Program in Natural Resources as a transcript designation.

The faculty in the School of Environment and Natural Resources includes twelve ecologists, seven of whom have strong research programs looking at fundamental processes that occur in ecological systems. In all, the Graduate Program in Natural Resources has eight ecosystem ecologists, including Dr. Peter Curtis, current Chair of the EEOB department. Graduate students supervised by faculty members in this program are trained to carry out basic and applied research on communities and ecosystems and are, therefore, ecologists by any definition. This should be recognized on their transcripts.

Ecosystem science is the study of biotic and abiotic components and their interaction within an ecosystem. Ecosystem science is firmly grounded in ecological theory, and theory is a significant component of our research efforts. But, this program also has an applied focus that examines how ecosystem functions produce and maintain products and services of importance to human societies, e.g., water purification in wetlands. In this context, ecosystem science provides a powerful framework for identifying ecological mechanisms underlying environmental problems such as: problems of land degradation, water pollution, and loss of species and habitat.

This specialization is related to, but distinct from, the specialization in Ecological Restoration in our program in that the latter uses knowledge from ecosystem science to restore and create ecosystems.

2. Faculty members

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginie Bouchard</td>
<td>Associate Professor</td>
<td>P</td>
</tr>
<tr>
<td>Peter Curtis</td>
<td>Professor</td>
<td>P</td>
</tr>
<tr>
<td>Konrad Dabrowski</td>
<td>Professor</td>
<td>P</td>
</tr>
<tr>
<td>Craig Davis</td>
<td>Professor</td>
<td>P</td>
</tr>
<tr>
<td>Dawn Ferris</td>
<td>Assistant Professor</td>
<td>P</td>
</tr>
<tr>
<td>David Hix</td>
<td>Professor</td>
<td>P</td>
</tr>
<tr>
<td>William Mitsch</td>
<td>Professor</td>
<td>P</td>
</tr>
<tr>
<td>Mohan Wali</td>
<td>Professor</td>
<td>P</td>
</tr>
</tbody>
</table>
3. Program Administration and Degree Requirements

The Natural Resources Graduate Program (NRGP) is an multidisciplinary program that is proposing to offer Master of Science and PhD degrees in five Areas of Specialization: Ecological Restoration, Ecosystem Science, Environmental Social Sciences, Forest Science, and Wildlife and Fisheries Science. All students in the NRGP will be enrolled in one of these Areas of Specialization and will have an adviser who is a member of the same Area of Specialization faculty. Once a student completes all of his or her degree requirements, including the minimum number of Area of Specialization courses, the adviser and the Chair of the Graduate Studies Committee will certify to the Graduate School that the student should be awarded the appropriate Area of Specialization transcript designation. Area of Specialization courses are listed in part 4 below.

A typical Master’s program would include the following course work credits:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmatic core courses taken by all NRGP MS students</td>
<td>7</td>
</tr>
<tr>
<td>Area of Specialization courses</td>
<td>15</td>
</tr>
<tr>
<td>Electives, including statistics and other methods courses</td>
<td>8</td>
</tr>
<tr>
<td>Research (999)</td>
<td>15</td>
</tr>
</tbody>
</table>

A typical 90-credit PhD program would include the following course work credits:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmatic core courses taken by all NRGP PhD students</td>
<td>13</td>
</tr>
<tr>
<td>Area of Specialization courses</td>
<td>20 - 40</td>
</tr>
<tr>
<td>Electives</td>
<td>5 - 10</td>
</tr>
<tr>
<td>Methods courses</td>
<td>10</td>
</tr>
<tr>
<td>Research (999)</td>
<td>17 - 42</td>
</tr>
</tbody>
</table>

4. Ecosystem Science courses

- ENR 626 Methods in Aquatic Ecology, 5 credits
- ENR 630 Soils of Forest Ecosystems, 3 credits
- ENR 645 Soils of the Tropics, 3 credits
- EEOB 655 Limnology, 5 credits
- ENR 656 Ecosystems of the World
- ENR 665 Biology of Soil Ecosystems
- EEOB 671 Plant Population Ecology, 5 credits
- EEOB 674 Plant physiological ecology, 5 credits
- ENR 710 Methods in Ecosystem Science, 5 credits
- EEOB 720 Community and ecosystem ecology, 5 credits
- ENR 725 Wetland Ecology and Management, 5 credits
- ENR 733 Successional Dynamics in Forests, 5 credits
- ENR 734 Forest Ecosystem Management, 4 credits
- ENR 756 Restoration/Rehabilitation of Ecosystems, 3 credits
- ENR 770 Watershed Ecology and Restoration, 4 credits
- ENR 812 Spatial Methods in Natural Resources, 3 credits

Master’s students must complete at least 15 credits and PhD students must complete at least 20 credits selected from the courses on this list. Advisers and advisory committee members guide the students in the selection of the appropriate courses.

5. Theses and dissertations produced by graduate students advised by faculty in this specialization since
To demonstrate the capability of our faculty to advise graduate students in this Area of Specialization, we are including Theses and Dissertations completed under the supervision of our faculty but carried out in other graduate programs such as ESGP at OSU (*) or at other universities before the adviser joined our faculty (**).

**PhD Dissertations** (The Natural Resources PhD Program was approved in 1999)

* Fink, Daniel. 2007. Effects of a pulsing hydroperiod on a created riparian river diversion wetland.
* Hernandez, Maria. 2006. The effect of hydrologic pulses on nitrogen biogeochemistry in created riparian wetlands in Midwestern USA.
* Anderson, Christopher. 2005. The influence of hydrology and time on productivity and soil development of created and restored wetlands.
* Gilbert, Janice. 2004. Examining the link between macrophyte diversity, bacterial diversity, and denitrification function in wetlands.

**M.S. Theses**

* Foster, Jill. 2006. The effect of dosing vehicle and arsenic speciation on arsenic bioaccessibility in smelter contaminated soil.
* Kettlewell, Chad. 2005. An assessment of wetland impacts and compensatory mitigation in the Cuyahoga River Watershed, Ohio, USA.
pollution control.
Morgan, Jennifer A. 2004. Impact of clipping *Phragmites australis* and flooding at two different depths on wetland vegetation structure in a Lake Erie marsh.
** Sablak, Gregg. 2004. Link between macroinvertebrate community, riparian vegetation and channel geomorphology in agricultural drainage ditches.
** Smialek, Jamie. 2003. Effect of plant species on gas production and emission in a newly constructed wetland.

6. **Does this proposed transcript designation involves core subject matter from other disciplines?** Yes. We do place our students in courses taught by ecologists in the department of EEOB and will continue to do so. A letter of support has been provided by the Chair of EEOB.

---

[1]
Assuming that an earned Master’s of 45 credits is transferred in
Read bottoms up—The initial written interaction on the nascent proposal…

Elliot,

Thanks. I will do as you suggest.

Craig

Hi Craig,

You need to seek concurrence from EEOB-and anywhere else where the word might be in play that I am not thinking of. They can make nice and send us a supportive letter. They can remain agnostic and "not oppose," or they can object and send us a critical response. The latter, however, would not constitute a veto of your proposal but, rather, would be a factor in consideration of your request. There may be a move towards "conciliation" if they oppose with our bringing together a consultative meeting. In the end, if they continue to actively oppose, a judgment would have to be made at this end whether their arguments and concerns were compelling and should (or should not) carry the day.

I think that the best way for you to proceed would be to have advance contact with them (Chair or GSC Chair) to discuss prior to any formal submission to us and our request for their concurrence.

Hope this helps and clarifies.

Best,
elliot

Hi,

I just remembered what I wanted to ask you in your office this morning. It involves transcript designations. When we first discussed the possibility of creating transcript designations with we…
met about a month ago in our conference room, I asked you if EEOB could block us from using ECOLOGY as a transcript designation. You said that we had to inform them, but they wouldn't have veto power.

Well, ECOLOGY is one of five transcript designations that we are planning to propose. We have 12 bona fide ecologists with Category P status on our graduate faculty, including me. Our graduate students mostly come to study under us because they are interested in our work. We train them to be ecologists who have an understanding of how ecology provides the underpinnings of many resource and environmental issues. When they graduate, especially those with the PhD, they think of themselves first and foremost as ecologists and pursue careers as such. Further, if you look at the original emphasis areas in our PhD program, you will that one of them is "Ecosystem Science." Ecosystem science is just a sideways way of saying ecology.

I see in the procedures for establishing transcript designations that we must get concurrence for closely related programs. So, I ask again: Can EEOB veto our use of ECOLOGY as one of our transcript designations?

Craig
--
Craig B. Davis, Ph.D.
Professor of Environment and Natural Resources
Professor of Environmental Science
School of Environment and Natural Resources
The Ohio State University
Columbus, OH 43210-1085
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(614) 292-3789

--
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Professor of Environment and Natural Resources
Professor of Environmental Science
School of Environment and Natural Resources
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Columbus, OH 43210-1085
U.S.A.
(614) 292-3789
The attached Minutes reference the movement towards "tracks" within the graduate program.

-----Original Message-----
From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Wednesday, December 19, 2007 2:38 PM
To: Slotnick.1@osu.edu
Subject: Meeting on Friday morning

Elliot,

I have a meeting scheduled with you at 3 pm tomorrow, Thursday, Dec. 20. The matters I’d like to discuss are:

1. The Protocol for changing the name of our program to Environment and Natural Resources to describe better who we are and to bring the name into line with that of the School.

2. Changes in the organization of the Graduate Program in Natural Resources and in our PhD program recently approved by our graduate faculty. I am attaching the minutes of the November 19 graduate faculty meeting at which these changes were approved unanimously. The new PhD committee structure combines the four committees described in the Graduate School Handbook into one committee with four areas of responsibility while satisfying the Graduate School requirements for graduate faculty membership.

3. Status of the MENR review process and a schedule for the submission of the final proposal. We got word last week that the Board of Trustees has approved it. I am still hoping to get the revised proposal done by the end of January.

4. The PhD program review and the possible inclusion in our program of a Soil Science track.

See you at 3 pm tomorrow.

Craig
--
Craig B. Davis, Ph.D.
Professor of Environment and Natural Resources Professor of Environmental Science School of Environment and Natural Resources The Ohio State University Columbus, OH 43210-1085 U.S.A.
(614) 292-3789
Members present: Craig Davis, Nick Basta, John Heywood, Konrad Dabrowski, Virginie Bouchard, Amanda Rodewald, Jeremey Bruskotter, Robert Gates, David Hix, David Johnson, Brian Slater, Roger Williams, William Mitsch, Stan Gehrt, Paul Rodewald, Jerry Bigham, Charles Goebel, Davis Sydnor, Earl Epstein, Kathryn Holmes, Joseph Campbell, and Andrea Richardson

**Announcements**

- MENR Approval Update

**Action Items**

**Reorganization of the GPNR**

1. Graduate Program Tracks

   There was review and discussion of the four proposed tracks. Bill Mitsch and Virginie Bouchard requested that a track in “River and Wetland Restoration” be added. There was discussion on both sides, positive and negative. It was strongly felt that “restoration” needed to be added somewhere in the proposed tracks. The faculty members agreed to break “ecology” down into two separate tracks: Ecosystem Science and Restoration Ecology. Bill Mitsch moved to accept this change in the tracks. Mohan Wali seconded the motion. The motion was approved 18 yea, 0 nay, 1 abstention.

   Robert Gates moved that the five new tracks (Ecosystem Science, Restoration Ecology, Forestry Science, Environmental Social Sciences, and Wildlife and Fisheries Science) in the NRGP be approved, Amanda Rodewald seconded the motion. The five tracks were approved unanimously (19/0/0).

2. GSC Committee Restructuring along the Track Lines

   There was brief discussion and review of the proposed changes to the GSC make-up. The faculty members agreed to one faculty representative from each track, one at-large faculty member, one MS rep, and one PhD rep. Davis Sydnor moved that this change be approved, Roger Williams seconded the motion. The motion was approved unanimously.

**Modification of the NR PhD Program**

Sub-specialization/Competency

The Graduate Studies Committee recommended the following:

- Abolish the Sub-specialization and the Sub-specialization Advisor
- Abolish the ENR 985 and 997 requirements
- Create a Competency Requirement for all PhD students: All PhD students must show competency in ecology and an environmentally relevant area of the social sciences. This can be satisfied by taking or having taken one graduate-level course in Ecology/Ecosystem Science and one graduate-level course in Environmental Policy, Law, Behavior, or Economics.

- Robert Gates moved to amend the GSC recommendation to retain ENR 985 as a requirement but reduce it from a 5-credit to a 3-credit course. This motion was seconded by Dr. Bouchard. After discussion, which included comments on ENR 985 from student representatives Joseph Campbell and Katherine Holmes, the amendment was approved unanimously. The amended GSC recommendation was then approved unanimously.

Restructure PhD Student Advisory Committee

The Graduate Studies Committee recommended the following:

Each PhD student shall have an Advisory/Examining Committee that shall comprise:

a. The student's advisor who must be a Category P member of the GPNR faculty.

b. Two members of the university graduate faculty. These individuals should hold Category P appointments, but can hold only Category M appointments if approved by the GSC and the Graduate School.

c. For the duration of the Pre-Candidacy period, the GSC would appoint a Program Representative who would satisfy the Graduate School's requirement for a fourth Graduate Faculty member. While this person would serve on what the Graduate School calls the Advisory and Candidacy Examination Committees, his or her primary role would be as a programmatic representative on the Candidacy Examination serving the same role at the program level as the Grad Rep did at the Graduate School level. The Program Representative would not serve on the Advisory/Examining Committee past the successful completion of the Candidacy Examination.

d. The Graduate School will continue to appoint a Graduate School Representative to participate in the Final Examination.

e. With the approval of the Graduate Studies Committee and the Graduate School, individuals who are not members of the graduate faculty may serve on the Advisory/Examining Committee but do not count in the required number of graduate faculty members.
David Johnson moved that the recommendations of the Graduate Studies Committee be approved. Davis Sydnor seconded the motion. The recommendations were approved unanimously.

**Graduate School Review of PhD Programs – GPNR Approved Metrics**

GSC Chair Craig Davis and committee member Nick Basta reviewed the ongoing review of all PhD programs being carried out by the Graduate School. Davis reviewed the set of metrics that the GSC submitted for our program (see below). These metrics have been approved by the College. Davis noted that future evaluations of the NRGP will focus on the goal we set forth in these metrics.

**Metrics/Goals:**

1. Raise the 3-Year Mean GRE scores for entering doctoral students over the next three years (2008-10) to: Verbal - 554, Quantitative – 706.

2. Raise the mean undergraduate GPA of accepted PhD students each year to 3.5.

3. Increase applications from the recent 3-year average of 17/year to at least 20/year over the next three years, maintain our admissions standards thereby maintaining or reducing our acceptance rate, and increase our matriculation rate to an average of 75%.

4. Establish time-to-completion targets of 5 years after the Masters Degree for full-time students and 7 years for part-time students.

5. All doctoral students should be placed either in quality post-doctoral programs within three months of graduation or in appropriate-level professional positions within academia, government, or the private sector within one year after graduation. We will design and implement an effective process for tracking our PhD graduates as they move through their professional careers.

6. Maintain a mean yearly publication rate of three refereed publications per faculty member in the Natural Resources Graduate Program and maintain an average two refereed papers from each dissertation.

7. Each doctoral student will present at least one presentation or poster on his or her dissertation research at a regional or national conference in his or her field. Applications to Graduate will not be signed until this presentation has been made.

8. Over the next three years we will admit at least one minority student into our PhD program.

**Masters of Environment and Natural Resources (MENR)**

The status of the MENR program was reviewed. Davis informed the faculty members that the GSC will be working on this during the winter quarter. There are lots of questions about where do we go with the MENR now that it is not...
approved, e.g. what forms need to be created, recruitment ideas, course availability, advising, administration responsibility, etc.

The faculty members and students were thanked for their attendance and the meeting was adjourned!
From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Monday, January 28, 2008 2:09 PM
To: Elliot Slotnick
Subject: RE: Implementing changes to the PhD program in Natural Resources

Elliot,

Here are the excerpts from our Nov. 19, 2007 graduate faculty meeting that deal with the approval of the reorganization of our program structure around Areas of Specialization, what we are calling Tracks. These tracks are:

1. Environmental Social Sciences, e.g. Policy, Management, Decision Making
2. Forest Science
3. Wildlife and Fisheries Science
4. Ecosystem Science
5. Restoration Ecology (an emerging area of research and application within ecosystem science that we think warrants its own program identity).

As you can see, this is simply a restructuring of our program to reflect already existing specialization areas and have the membership on the graduate studies committee include representatives from each of our specialization area. No new degree programs are created by these changes. You will recall that our PhD program is already organized around areas of specialization. Those areas are unchanged except that the education area is being diminished by attrition owing to changes in hiring priorities in the School.

These five areas will be proposed in the near future for approval as transcript designations.

Let me know if you need further information.

Craig

Reorganization of the GPNR
1. Graduate Program Tracks
   There was review and discussion of the four proposed tracks. Bill Mitsch and Virginie Bouchard requested that a track in "River and Wetland Restoration" be added. There was discussion on both sides, positive and negative. It was strongly felt that "restoration" needed to be added somewhere in the proposed tracks. The faculty members agreed to break "ecology" down in to two separate tracks: Ecosystem Science and Restoration Ecology. Bill Mitsch moved to accept this change in the tracks. Mohan Wali seconded the motion. The motion was approved 18 yea, 0 nay, 1 abstention.

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   There was brief discussion and review of the proposed changes to the GSC make-up. The faculty members agreed that the faculty
representative from each track, one at-large faculty member, one MS rep, and one PhD rep. Davis Sydnor moved that this change be approved, Roger Williams seconded the motion. The motion was approved unanimously.

Craig,

We should take a look at that as well-mostly to simply confirm that no new degree program is being created.

Best,
e

From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Friday, January 25, 2008 5:44 PM
To: Elliot Slotnick
Subject: RE: Implementing changes to PhD program in Natural Resources

Elliot,

That would be great. Do I need Grad School approval of our new Track organizational structure in our program or is that strictly an internal operations matter?

Craig

Craig,

I'm having a couple of our "rules folks" take a look at this over here-so far no problems, and I will spend a minute on it with the Curriculum Committee on Monday. Hopefully, I can give you the go-ahead early next week.

Best,
elliott

From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Thursday, January 24, 2008 2:33 PM
To: Elliot Slotnick
Subject: RE: Implementing changes to PhD program in Natural Resources

Elliot,

I sent you the PhD changes prior to our meeting to discuss them. I am appending them here. Actually, these come right from the minutes of our November 19 graduate faculty meeting.
Modification of the NR PhD Program

Sub-specialization/Competency

The Graduate Studies Committee recommended the following:
- Abolish the Sub-specialization and the Sub-specialization Advisor
- Abolish the ENR 985 and 997 requirements
- Create a Competency Requirement for all PhD students:
  All PhD students must show competency in ecology and an environmentally relevant area of the social sciences. This can be satisfied by taking or having taken one graduate-level course in Ecology/Ecosystem Science and one graduate-level course in Environmental Policy, Law, Behavior, or Economics.
- Robert Gates moved to amend the GSC recommendation to retain ENR 985 as a requirement but reduce it from a 5-credit to a 3-credit course. This motion was seconded by Dr. Bouchard. After discussion, which included comments on ENR 985 from student representatives Joseph Campbell and Katherine Holmes, the amendment was approved unanimously. The amended GSC recommendation was then approved unanimously.

The Graduate Studies Committee recommended the following changes in the PhD Student Advisory Committee structure:

Each PhD student shall have an Advisory/Examining Committee that shall comprise:
- The student's advisor who must be a Category P member of the GPNR faculty.
- Two members of the university graduate faculty. These individuals should hold Category P appointments, but can hold only Category M appointments if approved by the GSC and the Graduate School.
- For the duration of the Pre-Candidacy period, the GSC would appoint a Program Representative who would satisfy the Graduate School's requirement for a fourth Graduate Faculty member. While this person would serve on what the Graduate School calls the Advisory and Candidacy Examination Committees, his or her primary role would be as a programmatic representative on the Candidacy Examination serving the same role at the program level as the Grad Rep did at the Graduate School level. The Program Representative would not serve on the Advisory/Examining Committee past the successful completion of the Candidacy Examination.
- The Graduate School will continue to appoint a Graduate School Representative to participate in the Final Examination.
e. With the approval of the Graduate Studies Committee and the Graduate School, individuals who are not members of the graduate faculty may serve on the Advisory/Examining Committee but do not count in the required number of graduate faculty members.

David Johnson moved that the recommendations of the Graduate Studies Committee be approved. Davis Sydnor seconded the motion.

The recommendations were approved unanimously.

The reason for the replacement of the sub-specialization requirement with a competency requirement is that we have found over the past eight years that the sub-specialization component of the program is unwieldy and inconsistent in its application. The restructuring of the students' advisory committee is meant to bring some clarity and consistency to the functionality of that (those) committee(s). We also wanted to add some programmatic oversight to the process through the Candidacy Exam. As you can see in the above excerpts from the faculty meeting minutes, these changes were approved unanimously.

We are anxious to implement the new system with this year's beginning PhD students.

Craig

Hi Craig,

Sorry--this one fell through the cracks of my initial triage efforts since returning to the office.

Have we been given notice of the specific changes? I know that we chatted about prospective ones some time ago. Generally, when a program makes internal changes they send them through us for a check to make sure that nothing is being done that is counter to our rules or that requires more than internal approval. I run the notice through our Curriculum Committee processes and, as soon as they sign off on it they generally can be implemented. But it all starts with giving us a look at what you've approved. Sometimes, the alterations are so driven by local option that I just take a look at it and give you the okay for implementation without even taking it to the Committee--"administrative approval," or something like that...

Best,
elliot

-----Original Message-----
From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Thursday, January 17, 2008 1:18 PM
To: Slotnick.1@osu.edu
Subject: Implementing changes to to PhD program in Natural Resources

Elliot,
Can you advise me on when we might be able to implement the changes in our PhD program that were approved by our faculty on Nov. 19, 2007? We are anxious to be able to advise our new doctoral students about which rules they must follow.

Craig

--
Craig B. Davis, Ph.D.
Professor of Environment and Natural Resources
Professor of Environmental Science
School of Environment and Natural Resources
The Ohio State University
Columbus, OH 43210-1085
U.S.A.
(614) 292-3789

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Columbus, OH 43210-1085
U.S.A.
(614) 292-3789
-----Original Message-----
From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Thursday, May 08, 2008 11:47 AM
To: curtis.7@osu.edu
Cc: slotnick.1@osu.edu; Jerry Bigham
Subject: Concurrence

Peter,

I just received a note from Elliot Slotnick in the Graduate School noting that they are awaiting receipt of a letter of concurrence from EEOB before they conclude consideration of our request for Areas of Specialization in Ecosystem Science and Ecological Restoration within our graduate program. When I submitted our proposals to the Graduate School I indicated that I had requested a letter of support from you. Where do you stand in your process of generating such a letter for us? Do you need anything from us before you can move this forward?

Hope to hear from you soon on this.

Craig

--
Craig B. Davis, Ph.D.
Professor of Environment and Natural Resources Professor of Environmental Science School of Environment and Natural Resources The Ohio State University Columbus, OH 43210-1085 U.S.A.
(614) 292-3789
Dear Craig,

I'm writing to give you the feedback of our Curriculum Committee to your proposal to create transcript designations for your current five areas of specialization in the Natural Resources Graduate Program. As you'll see, there will be a need for some, albeit relatively light, revision of your proposal. The Committee will return to reviewing the proposal as soon as you've incorporated any necessary revisions into your proposal document. The specific concerns raised are detailed below:

1. The cover material submitted along with your specific proposals for the five tracks included your March 5, 2008 letter sent to Randy Smith regarding the broader name change issue for your graduate program. While not, necessarily, part of your proposal to create five formal graduate specializations in the Natural Resources program, the Committee was confused by one aspect of the letter, specifically, the distinction between your reference to "four tracks" and "five areas of specialization." What are the "tracks" and what is their value independent of the proposed specialization areas? There is no real other mention of the tracks, per se, unless they are referencing the Forestry, Fisheries, Wildlife and Parks and Recreation areas in the letter. Beyond clarifying the tracks for the Committee, how will they interface with the proposed specializations? Can a specific specialization be earned within multiple tracks? Can individual students earn more than one of the five specializations while enrolling in only a single track? As you can see, the track/specialization matter caused significant confusion for the Committee and any and all efforts to clarify.

Thanks.

Craig
those distinctions and their implications will be of great help when we return to the proposal's vetting.

2. The proposal offers excellent detailing of the specific substantive areas that serve as the focal points for the proposed graduate specializations. Clearly, their substantive foci, faculty representation, specific course listings, and reported student data were all quite compelling. What was missing within each of the specialization proposals was the delineation of the requirements that students must meet to earn the specialization. Thus, course listings are included but do you mean to imply that students need to take all of the courses listed within the specialization to be able to get the transcript designation? If not, what are the curriculum requirements that students must meet? Are there required core courses in each specialization? Credit hour requirements? Etc?

3. Finally, mention is made in several of the specialization proposals of the relationship between what you are doing and EEOB. You also indicate that a letter has been solicited from EEOB to comment on your proposal. Final action on your proposal will await that letter's receipt.

Please don't hesitate to contact me, Craig, if you have any questions or concerns. Obviously, the requested revisions are quite do-able and we'll look forward to returning to the proposal's vetting in the not too distant future.

Best,

eElliot

--

Craig B. Davis, Ph.D.
Professor of Environment and Natural Resources
Professor of Environmental Science
School of Environment and Natural Resources
The Ohio State University
Columbus, OH 43210-1085
U.S.A.
(614) 292-3789
-----Original Message-----
From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Friday, May 16, 2008 2:25 PM
To: slotnick.1@osu.edu
Subject: NRGP response on Areas of Specialization

Elliot,

I have attached our response to the questions that the Graduate School Curriculum Committee raised about our proposals for approval of five Areas of Specialization/Transcript Designations. Please get back to me if you need anything else. I have sent a copy of this response to Peter Curtis in EEOB and asked that he expedite his letter of concurrence. I have no reason to think that there will be any problems in getting that letter.

Peter suggested last week that we add two EEOB courses to our list of courses in our proposals for Areas of Specialization in Ecosystem Science and Ecological Restoration. I explained to him that that would not be appropriate because it is my understanding that the courses on that list should be restricted to those taught by our faculty in those two specialization areas. I did make note in the attached response of the EEOB courses most commonly taken by our graduate students. Our students will continue to take these and other EEOB courses, but these will be in addition to the 15 and 20 minima that must be selected for the lists of SENR courses.

Let me know if you need anything else. I will be away from campus from May 21 to 30, but you can reach me on my cell phone at 614-582-0297. In my absence, my assistant Renee Johnston will be handling things.

I am taking the MENR proposal with me next Wednesday and will try to finish it while travelling. Is that wishful thinking? Hope not!

Take care,

Craig

--
Craig B. Davis, Ph.D.
Professor of Environment and Natural Resources Professor of Environmental Science School of Environment and Natural Resources The Ohio State University Columbus, OH 43210-1085 U.S.A.
(614) 292-3789
Cormier, J. Briggs

From: Elliot Slotnick [slotnick.1@gradsch.ohio-state.edu]
Sent: Tuesday, June 17, 2008 3:48 PM
To: Cormier, J. Briggs
Subject: FW: Transcript Designations

-----Original Message-----
From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Friday, June 06, 2008 3:55 PM
To: Elliot Slotnick
Subject: RE: Transcript Designations

Thanks Elliot,

As usual, it's a pleasure working with you. I will send Peter a note today.

Craig

> The Curriculum Committee approved your proposal earlier this week based
> on your revisions. I still need to get something from Peter Curtis and
> will chase that down unless you can get there first. Once I have that,
> I
> will forward it on to Randy Smith for CAA review which will occur over
> the summer. Their review will be all that is needed to "make it so."
> >
> > Sorry for not following up since the meeting. We've got some very
> > immediate post-program review work (responding to college memos) and I
> > put the Curriculum follow-up on hold until next week. Should have told
> > you of your "success" however...
> >
> e
> >
> >-----Original Message-----
> >From: Craig Davis [mailto:davis.80@osu.edu]
> >Sent: Friday, June 06, 2008 2:24 PM
> >To: slotnick.1@osu.edu
> >Subject: Transcript Designations
> >
> >Hi,
> >
> >What is the status of our proposals for Areas of Specialization/
> >Transcript Designations?
> >
> >Craig
> >--
> >Craig B. Davis, Ph.D.
> >Professor of Environment and Natural Resources Professor of
> >Environmental Science School of Environment and Natural Resources The
Craig B. Davis, Ph.D.
Professor of Environment and Natural Resources
Professor of Environmental Science
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The Ohio State University
Columbus, OH 43210-1085
U.S.A.
(614) 292-3789
-----Original Message-----
From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Monday, June 09, 2008 1:44 PM
To: Elliot Slotnick
Cc: curtis.7@osu.edu
Subject: Re: FW: Concurrence

Elliot,

Master's students will have to include 15 credits of course work from the list of ENR courses listed in our proposal. Doctoral students will have to include 20. But, most, if not all, of our students in the two ecologically-oriented Areas of Specialization will also take EEOB courses, in some cases several. This has been the case with our ecologically-oriented students for many years. The list we provided in the proposal was meant to demonstrate that NRGP faculty alone teach enough courses in the two Areas of Specialization to justify our being able to train students in those areas. By the way, Peter Curtis is on our graduate faculty, so we could actually list his courses in our proposal list.

Let me know if this doesn't clarify things.

Craig

>Hi Craig,

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>  
>  
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>  
>-----Original Message-----
>From: Peter Curtis [mailto:curtis.7@osu.edu]
>Sent: Monday, June 09, 2008 9:20 AM
>To: Elliot Slotnick; Craig Davis
>Subject: RE: Concurrence
>
>Dear Elliot,
>
>My apologies this has been so late in coming. It has been a busy
>couple of weeks over here as I am sure you can imagine.
>
I am happy to provide concurrence from EEOB to the proposal from SENR to add Areas of Specialization to the degrees conferred through the Natural Resources Graduate Program. It is my understanding that relevant courses currently offered by EEOB, such as those listed by Dr. Davis in his memo to you of 16 May, may be applied towards the credit hours required by students for their Area of Specialization courses.

Regards,

Peter Curtis

Professor and Chair

At 04:00 PM 6/6/2008, Elliot Slotnick wrote:

Hi Peter,

We don’t really need much--just a statement indicating that your have no objections (if, indeed, you have no objections!) from the EEOB front.

If you do have any concerns, just let us know what they are and how, if possible, they might be alleviated.

Best,

elliot

-----Original Message-----

From: Craig Davis [mailto:davis.80@osu.edu]
Sent: Friday, June 06, 2008 3:58 PM
To: curtis.7@osu.edu
Subject: Concurrence

Peter,

Elliot Slotnick is awaiting your letter regarding our request for approval of five Areas of Specialization/Transcript Designations. I know that this is not the most pressing thing on your schedule these days, but if you could expedite it, I'd appreciate it.

Thanks.

Craig

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