

Center for Russian, East European,
& Eurasian Studies
Graduate Student Handbook

2017-2018

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I. Unit Directory

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II. Key Offices at KU

Your unit's Director of Graduate Studies and Graduate Academic Advisor are your first stop for any questions related to graduate study or requirements. If you would like to research an issue in advance of speaking with your department or if you still have questions, the following offices can provide assistance.

[College Office of Graduate Affairs \(COGA\)](#)

COGA oversees graduate affairs and administers University policy for programs within the College of Liberal Arts & Sciences. The COGA website contains comprehensive information on requirements and processes pertaining to graduate education at KU. Most common questions can be answered with the information provided there, including questions regarding [enrollment changes or forms](#), University policies regarding [exams](#) and committee requirements, and University [graduation requirements](#). The College of Liberal Arts & Sciences' [Master's Hooding Ceremony](#) is coordinated by COGA.

COGA reviews all student [petitions](#) of University and College policy, issuing decisions on behalf of the College or referring as required to a faculty committee and/or the Office of Graduate Studies. The more common student petitions relate to [Enrollment Changes](#), [Leave of Absence](#), and [Time Limit Extensions](#).

COGA is a resource if you have questions about petitions or graduation requirements that your department is unable to answer. Refer to the COGA website for current staff contact information.

[Office of Graduate Studies](#)

Graduate Studies is the office of the Dean of Graduate Studies at KU. The Executive Council of Graduate Studies sets policies and regulations governing graduate study, and offers various programs for graduate students throughout the year. While COGA should be your first stop for any questions your department cannot answer, you may be referred to Graduate Studies for certain matters, especially for questions about [GTA/GRA/GA appointments and policies](#).

[Graduate Admissions](#) (Within the Office of Graduate Studies)

Your Graduate Academic Advisor should be your first stop for questions regarding KU online Application for Graduate Study, ADMIT system, English proficiency requirements, and official transcripts. However, you may be referred to Graduate Admissions for certain matters.

[Office of the Registrar \(OUR\)](#)

Contact OUR for questions related to enrollment (if the questions cannot be resolved by asking the Graduate Academic Advisor or through the enrollment changes link provided under COGA), tuition campus fees, the Academic Calendar, and fee petitions.

[Financial Aid](#)

Contact Financial Aid for questions related to the disbursement of scholarships, fellowship award, loans, and FAFSA.

[International Student Services](#)

Contact ISS for questions related to international students, including enrollment requirements, international student insurance, obtaining a social security card, I-20 questions, and any issue related to student visas. While other offices on campus such as the [Applied English Center](#), [Human Resources](#), or the [Registrar](#) may also handle related matters, because the students' legal status in the country may be affected, it is recommended that students contact ISS first.

[Center for Teaching Excellence \(CTE\)](#)

The Center for Teaching Excellence is a University office dedicated to assisting instructors, including GTAs, to develop effective instructional techniques. The expert staff of CTE can introduce instructors to the pedagogical technology available at the University and help instructors develop new approaches to teaching. CTE specialists work with instructors individually, and also offer a diverse array of workshops and discussions. They also can guide instructors to useful scholarly literature on the subject of college teaching and learning.

III. General Department Policies and Procedures

[Admission & Deadlines](#)

Most applicants to the REES program have completed an undergraduate major in the social sciences or humanities, but successful REES graduate students have come from other fields.

CREES accepts applications year-round on a rolling basis. **For priority admission and to be considered for department funding, please submit all materials by January 1st.** It may be possible for students, especially FAS^t Track students, to begin their graduate programs off-cycle in the spring or summer semesters. Please contact crees@ku.edu to discuss this option.

Application Materials & Procedures

All applicants to the REES program must complete the KU Graduate School Online [Application](#). Application fees are as follows: \$65 domestic, \$85 international

Successful applications to the REES MA program will include the following materials:

- 2-page statement of educational and career goals
- 3 letters of recommendation, each accompanied by the [Graduate Letter of Recommendation Form](#)
- 1 original transcript for **all** post-secondary education. Official transcripts should also be sent from those previous institutions directly to KU:
By mail: Graduate Admissions, 313 Strong Hall, 1450 Jayhawk Blvd.
Lawrence, KS 66045
Or by email: gapc@ku.edu
- Official GRE or LSAT scores. GRE scores are acceptable for applications to the MA and FAST Track programs. LSAT scores are acceptable for applications to the MA/JD program
IMPORTANT: When you sign up to the GRE, please list the following KU code and the GRE Center will send you scores to the university: University of Kansas Code- 6871
- International Students: official TOEFL, IELTS, or PTE scores are required to provide proof of English proficiency.

Non-Native Speakers of English

The Office of Graduate Studies requires applicants, international or domestic, whose native language is not English to demonstrate English proficiency. See “Admissions” under the University Requirements and Policies section of the document for more information regarding the University’s requirements for providing proof of English proficiency.

Provisional Admission

On rare occasions, CREES may recommend an applicant who does not meet the University’s minimum requirements, for provisional admission. This may occur, for example, if an applicant’s overall undergraduate GPA is deficient but the major GPA, GRE/LSAT scores, and other application materials suggest strong potential for success in graduate study. All recommendations for provisional admission are contingent on approval by the College and University.

To continue in the program, students admitted provisionally must meet with the Director of Graduate Studies at the start of the academic term, must comply with any requests

for additional meetings or communications, and must earn at least a 3.0 GPA in the first semester of graduate study at KU to be taken off of probation.

[Admissions Contact Information](#)

For questions regarding the REES academic program and/or course requirements, you may contact the Director/Director of Graduate Study. For technical questions regarding the online application and required documentation, you may contact the Graduate Academic Advisor.

IV. General Guidelines

[Good Standing](#)

To be considered in “good standing” in any graduate program, the University requires graduate students to maintain a minimum GPA of 3.0 (or “B” average) and be making timely progress toward meeting their degree requirements. For additional information on good standing, as well as probation and dismissal procedures for those students that do not meet the requirements for good standing, see the University Policies and Degree Requirements sections of this handbook.

[Advising & Mentorship](#)

The CREES Director serves as the official Academic Advisor for all students in the program. As such, the Director bears responsibility for assisting the student in course selections and program requirements.

The COGA Graduate Advisor serves as the official advisor for all technical aspects of students’ progress to their degree. The COGA Graduate Advisor is the point of contact for all questions regarding departmental and university policies and procedures including: admission, enrollment, GTA/GRA/GA employment requirements, academic policies, required training, petitions, final exams, and graduation requirements.

[Professional Development and Networking Opportunities](#)

The following are professional organizations and networking sites that CREES graduate students are encouraged to join:

[Association for Slavic, East European, & Eurasian Studies \(ASEEES\)](#): Professional Organization that publishes Slavic Review. They offer a student rate. Students are also encouraged to join their LinkedIn group

[Association for the Study of Nationalities \(ASN\)](#): Professional Organization that publishes Nationalities Papers

KU CREES Alumni Pages: Excellent opportunities for networking with others working in REES-related positions. ([Facebook](#), [LinkedIn](#))

Other REES-related [listservs](#) and [conferences](#) can be found on the CREES webpage.

When it comes time to begin searching for jobs, the CREES website also provides a great deal of helpful information on [career exploration](#).

Grievance Procedures

The Center for Russian, East European, and Eurasian Studies advises that graduate students make an attempt to resolve issues directly with the instructor or party involved, or with the CREES Director. If a grievance arises that cannot be resolved directly, the student should then follow the center's official grievance procedure, which has been approved by the University and may be found by the following link: [CREES Grievance Procedure](#)

Petitions

If a graduate student has a compelling reason to seek exemption from a program requirement or University policy, they may submit a petition to the graduate faculty.

Petitioners should write a letter, addressed to the graduate faculty, explaining the reasons why the student is seeking exemption from specific rules, as well as how the educational goals the rules reflect will still be fulfilled. Where applicable, this petitions should be accompanied by a letter of support from the student's advisor and/or the appropriate supporting materials. The letter should be sent to the CREES Director, who then refers the petition to the executive committee, which will convene to consider the petition.

In cases where the policy or requirement is a departmental requirement (for example, a course requirement for degree) the graduate faculty will issue a final decision.

In cases where the policy or requirement begin petitioned is a University policy, the graduate faculty will decide whether to support the student's petition. If the faculty is in support, the COGA Graduate Advisor will submit a petition form to the College Office of Graduate Affairs accompanied by supporting materials as required. The petition form specifies the supporting material needed for each kind of petition. These materials must accompany the petition sent to COGA. COGA's [petitions webpage](#) provides additional information regarding University petitions, including supplemental documentation that may be required by the University. Additional information regarding the more common university petitions, such as Leave of Absence, Enrollment requirements, and Time Limit Extensions may also be found in the University Policies and Degree Requirements section of this document. The COGA Graduate Advisor is also available to answer any questions regarding petitions and the supplemental materials that are required.

In cases where the graduate faculty declines to support a University petition, no paperwork may be submitted to COGA. COGA only accepts student petitions in cases where there is documented departmental support.

Students should always consult the CREES Director and COGA Graduate Advisor prior to submitting a petition to the graduate faculty to ensure that a petition is necessary and that all appropriate supporting documentation is accounted for.

Information for Graduate Assistants

All GTA/GRA appointments are governed by the [Memorandum of Agreement \(MOA\)](#) between the University of Kansas, Lawrence, the Kansas Board of Regents, and the Kansas Association of Public Employees. All GTAs/GRAs should review the MOA for information regarding GTA/GRA appointments, requirements, and benefits.

Other helpful information can be found within the Graduate Studies Policy Library: [GTA/GTRA/GA Appointment Eligibility](#), [List of GTA/GRA/GA Benefits](#), [Health Insurance Information](#).

GTA/GRA/GA paychecks are available to view in [HR/Pay](#) the Monday before a pay day. If using the system for the first time, the system will need to register the login and then go through an update before any information is accessible. Log-in and then log-out. Wait a few hours and then log-in again. The system has registered you as a user when the main home page menu shows the Self Service option.

Navigate to Self Service → View Paychecks. Current deductions and direct deposit information may also be viewed and updated via the HR/Pay system.

V. Degree Requirements

Master's Degree Requirements

The primary mission of the Master of Arts Degree in Russian, East European, and Eurasian Studies is to provide an interdisciplinary introduction to the study of Russia, East Europe, and Eurasia with language competency appropriate for a wide range of professional careers, for example, in the government, private-sector, NGOs, business, international law, or media. It is also designed to meet the need of those students preparing for advanced graduate study in a particular discipline.

A Master of Arts degree is awarded in 3 tracks: Russian, East European, and Ukrainian Requirements for the degree are as follows:

1. One course of advanced language (at least at the six-semester level).

2. Three courses for a total of 9 credit hours in the department or subject area of the student's special interest. At least two of these must be area specific. The 5 thematic areas are:
 - Literature and the Arts
 - History
 - Political Science
 - Philosophy and Religion
 - Economics, Business, and Geography
3. One area course in each of the other four subject groupings, for a total of 12 hours.
4. Successful completion of REES 898 (Methodologies), and REES 899 (Capstone), an interdisciplinary M.A. seminar (6 credit hours), develops advanced research skills. REES 898, which is normally taken at the beginning of the degree program, emphasizes learning the tools and methods necessary to study this region of the world. REES 899, students write an interdisciplinary research paper using materials in the student's chosen target language. Before enrolling in REES 899, the student must have completed an advanced language course in the target language.
5. Pass a comprehensive examination, in addition to regular course examinations. The examination procedure for REES MA students consists of an MA portfolio, which is described below under MA Portfolio.

*Requirements may be modified in special cases with the CREES Director's approval, particularly for students with special needs such as Experienced Fellows, Foreign Area Officers, or candidates for degrees in the professional schools. All students are encouraged to study abroad.

Foreign Area Studies Track MA Degree Requirements

CREES offers an accelerated graduate program for students wanting to complete their REES MA within a 12-month or 18-month long period. The accelerated FAST track is open to all graduate students, but specifically designed for Foreign Area Offers (FAOs)

For FAST track students, the crucial issue is language preparation. Our program requires advanced level competence in a REES-area language, which includes Bosnian-Croatian-Serbian, Czech, Polish, Russian, Slovene, Tajik/Farsi, Turkish, Ukrainian, Uyghur, and Yiddish.

Because of this requirement, it is highly recommended that FAST track students be at an advanced level of target language prior to beginning their program at KU.

FASt track graduate students typically begin their program during the summer (beginning of June) and graduate the following spring (end of May). The 30 credit hours are broken down as follows:

1. Three methodology seminars (9 CR)
2. Two courses in the student's area of concentration (6 CR)
The five thematic areas are:
 1. Literature and the Arts
 2. History
 3. Political Science
 4. Philosophy and Religion
 5. Economics, Business, and Geography
3. Four disciplinary courses outside of your area of concentration (12 CR)
4. One advanced language course at 500 level or above (3 CR)

Sample Schedule:

Summer

GIST 810: Thesis/Project Writing (3 CR)

Area Concentration Course (3 CR)

Elective Course (3 CR)

Fall

REES 898: Methodologies Seminar (3 CR)

500 level Advanced Language Course (3CR)

Area Concentration Course (3CR)

Elective Course (3CR)

Spring

REES 899: Capstone Seminar (3CR)

Area Concentration Course (3CR)

Elective Course (3CR)

Elective Course (3CR)

Methodology Seminars

FASt track students are required to complete three methodology seminars. GIST 810 gives FASt track students a jump-start on their portfolio requirements. REES 898 emphasizes learning the tools and methods necessary to study this region of the world. In REES 899, students write an interdisciplinary research paper using materials in the student's chosen target language. Before enrolling in REES 899, the student must have completed an advanced language course in the target language.

JD-MA Program Track

This 120 credit-hour program combines into four years and one summer of full-time study the Juris Doctor program offered by the School of Law and the Master of Russian, East European, and Eurasian Studies.

To earn a joint degree in Law and REES, students must be admitted to both the School of Law and the Center for Russian, East European, and Eurasian Studies. Application are accepted on a rolling basis. For priority admission and to be considered for fall scholarships, applications are due by January 1.

Admission Requirements

- Working knowledge of a REES-area language equivalent of at least 2 years of university study
- Official LSAT scores
- Complete admission to the KU School of Law. For KU School of Law admissions information, please visit the [KU School of Law](#) website and contact their admissions office at 785-864-4550 or admitlaw@ku.edu

Application procedures and REES program requirements for the JD-MA joint degree are the same as those for the REES MA degree. Requirements for the Juris Doctor program can be found [here](#).

The following is the typical program format:

	LAW	REES	Total
First Year	29	0	29
Second Year	25	9	34
Third Year	22	9	31
Summer	5	6	11
Total Credits Earned	81	24	105
Law Credit Allowed		9	9
REES Credit Allowed	9		9
Total Credit Required	90	30	120

MA Portfolio and Final Exam Procedure

REES has replaced the traditional written MA exam and thesis with a progressive academic examination model known as the MA portfolio, a body of work that showcases the student's interdisciplinary knowledge and expertise of the REES world area. At the end of the student's final semester, the portfolio is read by a committee of three graduate faculty and tested through a 90-minute oral examination.

Upon completion of their REES MA degree program, students are expected to:

- Demonstrate broad knowledge of the history, cultures, societies, and politics of the region;
- Acquire language proficiency at the appropriate level of professional competence and use it in research activities
- Apply the variety of disciplinary and interdisciplinary approaches to the study of the region;
- Attain an on-site experience and analytical skill appropriate for an area expert.

MA Committee

The student invites three members of the graduate faculty to participate in their MA committee no later than the 7th week of the penultimate semester of study. University requirements for the committee composition can be found in the University Policies and Degree Requirements section of the handbook.

MA Reading List

Once the committee is formed, the student and committee members create an MA reading list of no less than 15-20 readings that are crucial to understanding contemporary area studies, the student's three main disciplines, and the student's main region of focus. This is done by the 12th week of the penultimate semester of study.

MA Portfolio

The MA Portfolio includes 6 items written by the student during the course of their graduate program: three (3) samples of major scholarly writing; four (4) synthetic essays; five (5) professional essay; six (6) MA capstone paper. The portfolio may be in hard-copy or in digital format and must be accessible to the student, the student's MA committee, and the CREES Director. The student puts into the portfolio evidence, as indicated in their scholarly work, that represents the following:

- Proficiency in the student's chosen foreign language with the result of an oral exam, signed by the student's 3rd-4th year foreign language instructor showing at least intermediate in oral proficiency, and a research-level proficiency in reading comprehension as demonstrated in a reading journal. For more information on the reading journal requirement, please visit the following webpage of the CREES website: [Reading Journal](#)
- Ability to read, understand, and synthesize in written scholarly work a substantial number of sources in a target foreign language
- Knowledge of the student's special region from at least three disciplinary perspectives

- Use of a variety of methodologies
- Ability to synthesize theoretical and practical knowledge of regional affairs
- Cultural knowledge and awareness of the operation of diverse cultural patterns
- Effective oral presentation and scholarly findings
- Effective critical writing skills

Three (3) samples of major scholarly writing (each at least 3,000 words plus bibliography with both English and target language sources, 10-12 pages) These samples must include at least one original research paper and may include two of the following:

1. A series of 3 policy briefs
2. A historiography paper or synthetic essay with a critical literature review
3. An annotated literary translation
4. A lengthy essay exam
5. Lengthy, critical work approved by the student's committee

All must have been completed in courses taken in 3 of the 5 required REES discipline areas. Each piece of work should demonstrate appropriate knowledge of the given discipline and the ability to understand and use its methodologies and current research areas. At least one of these writing samples must include at least 25% target language sources. The 3 papers/projects are due in the portfolio by the end of the 8th week of the student's final semester.

Synthetic Essay (approximately 3,500-word text plus bibliography, 13-15 pages) The synthetic essay should be an intellectual response to the student's work through the penultimate semester of area studies coursework, as well as incorporating outside reading from the MA Reading List in the chosen region of specialization. It is the student's opportunity to reflect upon what he or she has learned, while drawing conclusions about the ways that various disciplinary ways of thinking intersect and inform each other. The synthetic essay addresses the following themes or questions:

1. Based on coursework at KU (including language courses) and the MA reading list for the student's chosen region of specialization, what are the major regional themes or problems? An answer to this question need not give equal emphasis to each of the five major disciplinary areas, but it should not be limited to, say, the student's major subject discipline. The student seeks to define topics common to several disciplinary approaches or overlapping themes. To illustrate major points, the student uses specific examples from primary sources, whether from coursework or the MA reading list.
2. How has the study of various disciplinary approaches affected the way the student views the special area? How, for example, does normative or statistical

analysis inform humanistic study, and vice versa? The student uses specific examples, both from coursework and the MA reading list.

3. Finally, what are the student's conclusions concerning the area studies degree? What are the two or three main concepts or ways of thinking that the student has absorbed? How does the student make sense of the REES interdisciplinary experience?

Professional Essay (approximately 750-word text plus bibliography, about 3 pages)

This essay should be viewed as an extended first draft of a future job application letter in the student's field. If the synthetic essay looks back, the professional essay should look forward, picking up where the synthetic essay left off and should address the following questions:

1. What is the student's career objective?
2. How has the KU REES MA prepared the student to move into a related career (please address, among other things, the REES curriculum, faculty, programming, resources)? If the plans include continuation of graduate study, the student will want to discuss how the area studies degree has offered good preparation and helped to shape the student's interests for further study at the PhD level.
3. How will the area studies approach impact the student's life and work?

MA Capstone Paper (approximately 7,500-word text plus bibliography, at least 25% of works in the student's target language) The student deposits a full (if still rough) draft of the MA capstone seminar paper by the end of the 8th week of the student's final semester. One week before the oral examination (or by the end of the 12th week of the semester) the student provides the MA committee with a more finished draft of the capstone paper.

Portfolio Defense

At the end of their program, students will conduct a 90-minute presentation of the portfolio to their MA committee who will examine each element and ask questions relevant to evidence of the student's expertise, as indicated above. Approximately 30% of questions will address the 3 samples of major scholarly writing; 40% will deal with the MA capstone paper; and 30% will engage with the student's synthetic and professional essays. Following an unsuccessful performance, the student may retake the oral examination once.

Assessment in research skills, responsible scholarship, and cultural competency is conducted in the first semester and final semester of the student's MA career. In the first semester, the instructor of REES 898 completes the initial assessment. Using the same rubric, the student's committee chair fills out the final assessment following the oral

presentation and discussion of the student's portfolio. Both results are placed in the student's permanent file.

Timeline of Deadlines for MA Portfolio

Penultimate Semester

- 7th week: Student forms committee and secures the committee chair
- 12th week: student and committee file the student's 20-item reading list with the CREES Director

Final Semester

- 1st week: CREES Director reserves 318 Bailey for 90-minute oral portfolio presentations
- 2nd week: CREES Director establishes Blackboard site for each examinee; adds the student, the MA committee members, and the CREES Director as users
- 7th week: The student deposits all 3 seminar papers/projects
- 8th week: The student deposits a rough draft of the MA Capstone paper
- 10th week: COGA Graduate Advisor submits oral exam information to College for approval
- 11th week: The student deposits the synthetic essay and professional essay
- 12th week: The student deposits a near-final draft of the MA Capstone paper
- 13th-15th week: 90-minute oral presentations

REES Portfolio Defense Frequently Asked Questions

1. What happens during the Portfolio Defense?

Typically, the student begins by guiding the committee through a presentation of their scholarly papers and Capstone Paper. This presentation should last no more than 20 minutes. The committee then discusses each paper individually and asks questions of the student. The chair is responsible for keeping track of time and moving the discussion from paper to paper. Finally, there is a discussion of the Synthetic Essay and Professional Essay. Afterward, the student concludes his/her defense and leaves the room. The committee convenes and submits their outcome decision: Satisfactory Pass, Honors Pass, or Unsatisfactory. The student is then called back into the room and informed of the results. The entire defense should last no more than 90 minutes.

2. Are we supposed to prepare a PowerPoint presentation?

Yes, students are expected to prepare a PPT. The structure of the PPT is up to the student, but one technique that has been used successfully is having a slide devoted to each of the scholarly papers, which guide a short discussion, before a series of slides devoted to the MA Capstone Paper. Additional slides can also be included to guide a discussion of the Synthetic Essay and Professional Essay

3. Will our committee members ask questions about our entire portfolio or simply our Capstone Paper?

Committee members will likely have questions regarding all elements of the portfolio, with the bulk of the time spent in a discussion of the MA Capstone Paper.

4. Will we be tested on language proficiency?

Language proficiency is demonstrated mainly through the capstone's requirement for target language sources and other coursework. A language check is generally not part of the defense.

5. Are our presentations open for others or are they closed for committee attendance only?

Generally defenses are attended only by the student's committee members. The CREES Director always has the option to attend even if he is not a member of the committee. In the past, some students have allowed other MA students to sit in on their defense, but this is entirely up to the defending student and should also be approved by the committee chair.

Graduate Certificate Requirements

The REES graduate certificate is a 12-credit hour program designed for graduate students in CLAS departments and in professional schools who, for a variety of reasons, are unable to enroll in a full-length MA degree. The certificate program helps such students develop context-based interdisciplinary knowledge and expertise of the REES area, and allows for that expertise to be officially recognized on the students' KU transcript, enhancing the graduates' career opportunities.

As a prerequisite to beginning the certificate course sequence, students need to demonstrate a working knowledge of a REES-area language equivalent of at least 2 years of university study.

How to Apply

Current Students:

Current graduate students wishing to enroll in the REES Graduate Certificate program will need to apply through the [KU Graduate Application](#). A complete application consists of the following:

- Online application and \$30 application fee
- A letter stating your interest in Russian, East European, and Eurasian Studies
- A copy of your KU Advising Report

Non-KU Students:

Students who are not currently enrolled at KU must submit the following materials:

- Online application and \$30 application fee
- A letter stating your interest in Russian, East European, and Eurasian Studies
- An official copy of your undergraduate transcript

Program of Study:

The CREES graduate certificate involves a 12-credit hour course sequence (four 3-credit hour course)

- Two mandatory courses: the methodology seminars, REES 898 and REES 899
 - REES 898 is taken during the student's first semester, as it lays out the foundation for interdisciplinary studies in REES.
 - REES 899 is taken during the student's last semester or earlier, but following the completion of the elective courses. In REES 899, the student identifies an original research topic, and under the professor's supervision, produces a capstone paper, a part of which is a working bibliography which includes both English and foreign-language sources. REES 899 is used to demonstrate student knowledge of area studies content and methodology, and the capstone paper is the primary outcome of this course.
- Two electives: Must be chosen from a list of REES-themed offerings from two different disciplines, of which one can overlap with the coursework taken by the student in his or her home department. The courses must be 500-level or higher and have at least 50% REES content.
- Certificate recipients must demonstrate REES-area language proficiency equivalent to at least two years of study.

VI. Funding Opportunities & Study Abroad

CREES Awards & Internships

For CREES Awards, students are nominated by CREES faculty and staff. Award announcements are made in late spring. If you would like to be considered for one or more of these awards, please contact the department at crees@ku.edu.

George C. Jerkovich Award: Established by CREES donor George C. Jerkovich, this award is intended for those who have shown a strong dedication to the study of Southeast Europe and the former Yugoslavia. Award amount is \$1,500 per semester

Palij Family Fund: An annual award given to a REES MA student who shows a strong dedication to Ukrainian Studies. Award amount is \$75 of academic books per year.

Bramlage/Willcoxon Family Foundation Scholarship: CREES provides an annual fellowship to a student with strong connections to the state of Kansas. Award amount is \$4,000 per year.

Normal E. Saul Travel Award: These travel awards support REES graduate and undergraduate students with professional development travel grants for research or to REES-related conferences. Awards are issued on a first-come, first-served basis. REES MA students receive priority status. You may receive multiple awards and you may apply more than once a year. If you would like to be considered for a travel award, please send a request via email to crees@ku.edu with the following information:

- Travel Dates
- Location
- Name of Conference
- Details of your involvement (if presenting a paper, provide the title)
- Brief statement explaining your involvement with REES (e.g. presenting at Brownbags, participating in conferences/annual events, etc.) and how this trip will benefit you professionally.

Requests for travel awards must be received a minimum of 6 weeks prior to your initial travel date.

For additional information on the aforementioned CREES Awards, please visit the [CREES Scholarships & Funding Opportunities](#) webpage.

Laird Essay Competition: All students actively pursuing interests in the REES region are eligible to submit an essay of 2,000 words on any topic dealing with the region. The essay should be a “think piece” not a formal research paper. The award includes \$500

cash and \$75 work of academic books. For more information, please visit the [Laird Essay Competition](#) page of the CREES website.

CREES/FMSO Security Analyst Internship: Students interested in gaining a better understanding of the global security environment and how the U.S. military determines operational environments are encouraged to apply. The internship offers a semester-long opportunity to apply regional expertise and target language skills in the analysis of security related issues under the guidance of experts at the U.S. Army's Foreign Military Studies Office and CREES. The internship is open to any KU student with strong knowledge of the REES region and with advanced target language skills. The internship requires, on average, 10 hours a week for the duration of the semester. For more information, please visit the [CREES Internships](#) webpage.

[KU/Outside KU Funding](#)

Graduate Scholarly Presentation Travel Fund: This fund is awarded through the Office of Graduate Studies. For details, please click [here](#).

Additionally, the Office of Graduate Studies offers a comprehensive list of additional [KU Funding](#) and [outside KU funding](#) opportunities. For questions, please contact graduate@ku.edu. If an award requires nomination, please contact crees@ku.edu to express interest.

[Study Abroad](#)

CREES and the Office of Study Abroad (OSA) provide students with many opportunities to develop their language skills and cultural knowledge through extended study abroad programs. The University of Kansas sponsors multiple study abroad programs to fit the needs of a student's academic program for either the summer or academic year.

- [KU Language Institute in L'viv \(Ukraine\)](#): Summer program
- [KU Language Institute in Zadar \(Croatia\)](#): Summer program
- [Experiential Learning Internships in Kazakhstan \(Kazakhstan\)](#): Summer program

CREES strongly encourages its students to pursue study abroad while in the program. An in-country experience goes a long way toward improving language capability, general education, and subsequent job options.

Many REES students have been successful in applying for the following study abroad awards and fellowships:

- [Boren Award](#): awards for study in Bulgaria, Russia, Kazakhstan, Tajikistan, and other countries
- [Kosciuszko Scholarships](#): for study in Poland

- [Fascell Fellowships](#): which place candidates into internships at embassies and consulates in the former Soviet Union and Eastern Europe
- Critical Language Scholarships:

For questions about study abroad opportunities or financial aid contact the [Office of Study Abroad](#), 108 Lippincott Hall, 785-864-5040.

VII. University Policies and Degree Requirements

This section contains information on requirements and policies of the Office of Graduate Studies and the College of Liberal Arts and Sciences, both hereafter referred to as “the University.” It is not a complete list of all policies pertaining to graduate students. Only those policies that most commonly affect graduate students are included.

Policies are described in general terms and are intended to help students understand what is expected. They do not reflect the exact language of the official policy and should not be confused with official policy. Specific information and restrictions as well as links to relevant forms may be accessed by clicking on the policy headings. Links to the official policies in the KU policy library are found at the bottom of each policy description. Students are accountable to and should familiarize themselves with the University’s official policies.

General Policies

The following University policies apply to ALL graduate students regardless of degree, program, or department. These are minimum general requirements. Your department or program may have more restrictive policies in any of these areas.

[Admission](#)

Degree or non-degree seeking applicants must have a bachelor’s degree (as evidence by an official transcript from the institution the degree was obtained) and a minimum GPA of 3.0 in the most recent degree that was obtained.

Students not meeting these requirements *may* be admitted provisionally upon recommendation by the department; however restrictions on certain type of funding, including GTA/GRA/GA funding, apply to students on provisional admission status. Students should consult the program admissions advisor or Director of Graduate Study on their eligibility for funding with admission.

Related Policies and Forms:

- [Admission to Graduate Study](#)

[English Proficiency Requirements](#)

The University requires applicants, international or domestic, whose native language is not English to demonstrate English proficiency for admission to any graduate program at KU. There are two ways to prove English proficiency:

- Graduation with a baccalaureate degree or higher from an accredited U.S. institution of higher education, or from such an institution in an English-speaking country where the medium of instruction is English. This first option is not sufficient, however, to be appointed as a Graduate Teaching Assistant.
- Submitting results of the TOEFL iBT examination taken no more than two years prior to the semester of admission. A score of at least 20 in each part is required for regular admission. A score of 24 on the speak section is required to receive a teaching assistantship.

Applicants that do not meet the minimum scores should review the English proficiency chart, provided via the link above, for information about provisional admission.

Applicants should submit their scores directly to the Office of Graduate Studies:

Office of Graduate Studies
213 Strong Hall
1450 Jayhawk Blvd.
Lawrence, KS 66045-7535

Related Policies and Forms:

- [English Proficiency Requirements for Admission to Graduate Study](#)
- [Spoken English Language Competency of Faculty and Graduate Teaching Assistants, Kansas Board of Regents Policy](#)
- [Graduate Credit](#)

[Enrollment](#)

For graduate Students in the College, advising on enrollment and course selection takes place at the department level. While units within the College may define full-time enrollment more stringently, the University defines it as follows:

Fall and Spring Semesters

- Enrollment in 9 credit hours;

- Enrollment in 6 credit hours plus a GTA, GRA, or GA appointment regardless of appointment percentage;
- Enrollment in 6 credit hours for graduate students using the Montgomery GI Bill-Active Duty (MGIB-AD) and Post-9/11 GI Bill-Active Duty;
- Doctoral candidates enrolled in dissertation hour(s).

Summer Sessions

- Enrollment in 6 credit hours;
- Enrollment in 3 credit hours plus a GTA, GRA, or GA appointment, regardless of appointment percentage;
- Enrollment in 3 credit hours for graduate students using the Montgomery GI Bill-Active Duty (MGIB-AD) and Post-9/11 GI Bill-Active Duty;
- Doctoral candidates enrolled in dissertation hour(s).

Graduate students are not normally permitted to enroll for more than 16 hours a semester or more than 8 hours in a summer session.

While these are KU's definitions of full-time enrollment, other institutions may have different definitions. Be sure to consult with your financial aid and/or health insurance providers before making enrollment decisions.

Students not enrolled by the first day of classes will be issued a late fee. Students not enrolled by the 60th day of classes will be automatically discontinued in Enroll & Pay.

Students who wish to leave their graduate program should inform the department of such plan in writing so that a Voluntary Discontinue form may be submitted on his or her behalf.

Deadlines for adding, changing, dropping, or withdrawing from courses entirely, as well as any fines associated with the change, are set by the University.

Deadlines vary from year to year. Students should carefully review the current [Academic Calendar](#).

The College Office of Graduate Affairs' (COGA) website has a very useful [Enrollment Changes Guide](#), which provides comprehensive guidance on the forms and endorsements required for different enrollment situations, including late enrollment changes after the published deadlines. You may also wish to consult the [Registrar's page on Effects of Dropping or Withdrawing on your Transcript](#).

Related Policies:

- [Discontinued Enrollment](#)
- [Enrollment](#)
- [Enrollment Regulations](#) (CLAS)
- [Full-time Enrollment for Graduate Students](#)
- [Graduate Coursework Expiration Dates](#)
- [Master's Enrollment Requirements](#)

[Graduate Credit](#) (Including Transfer Credit)

The Office of Graduate Studies [policy](#) of Graduate credit defines KU's conditions for the following:

- Definition of graduate credit for the purposes of a course “counting” towards a graduate degree or graduate certificate at KU;
- Transfer of graduate credit to KU from an outside institution;
- Reduction in the required number of graduate hours for Master’s students;
- Counting credit hours taken as non-degree seeking student towards a later graduate degree at KU;
- Counting credit hours taken as a certificate seeking student toward another graduate degree.

Transfer Credit: The transfer credit option allows Master’s students to count graduate-level coursework completed at another institution toward their KU degree. Restrictions apply to what non-KU graduate courses and the number of credit hours that can be counted toward at KU master’s degree, so students should carefully review the information provided in the link above and the related policies below, as well as consulting with their DGS. In all cases, transfer credit must first be approved at the department of program level. To begin the transfer process, students should consult with their DGS to submit the required transfer materials. These include a transcript reflecting the courses to be transferred and descriptions and/or syllabi for the course in question.

No transfer of credits is allowed for the Ph.D. In circumstances where students enter the Ph.D. program with an M.A. from another institution or relevant graduate coursework, it may be possible for students to request a reduction in the number of hours required for the Ph.D. Students should consult with their DGS about their enrollment plan.

Reduced Credit Hour Degree: Kansas Board of Regents policy defines 30 hours as the minimum for master’s degrees at KU. Departments may petition for a reduced hour degree master’s degree for individual students. A reduction in hours is distinct from a transfer of credit and is reserved for those students especially well-prepared to complete a graduate-level degree and able to maintain a superior grade point average.

Reduced credit hour degrees are also distinct from transfer credit in that they may be based on non-coursework (e.g. internships, work experience, study abroad, previously completed degrees) and there are no modifications on the transcript.

Restrictions apply to the number of credit hours that can be reduced for a master's degree, so student should carefully review the information provided in the link above and the related policies below.

In all cases, a reduction in hours must first be approved at the department of program level, so to begin the process for approval, students should consult their DGS.

Reduction of required hours for the Ph.D. based on prior degrees or experience is determined solely at the program level. Doctoral students should consult with their DGS about their enrollment plan.

Count Toward Degree: the [Count Toward Degree form](#) is an Office of Registrar Form that allows graduate credit hours taken at KU as a non-degree seeking student to count towards a later degree at KU.

As with transfer credit and reduced credit hour degrees, restrictions apply, so students should carefully review the information in the link above and the related policies below, and consult with their DGS.

Related Policies:

- [Graduate Credit](#)
- [Count Toward Degree Form](#)
- [Co-enrollment](#)
- [MA and MS Degrees](#) (on Reduced Hour Master's Degree)

Credit/No Credit

The University supports and encourages interdisciplinary study, which may include graduate students enrolling in coursework at the graduate level that is outside of their primary discipline. The Credit/No Credit (CR/NC) is an option for graduate students who are taking a course that is not required for their degree or certificate and who do not wish to have the course grade reflected in their overall graduate GPA. Rather than a grade appearing on the transcript, the student received a designation of CR or NC, which does not factor in the GPA.

No course graded CR/NC will count toward the satisfaction of any graduate degree or certificate requirement.

This includes, but is not limited to, courses taken to fulfill the Research Skills and Responsible Scholarship requirement for doctoral students.

If a student elects to take the CR/NC option, they must make this election during the CR/NC time frame, which can be found in the Registrar's current Academic Calendar. This period typically begins after the last day to add a class and extends for approximately two weeks. This process must be initiated in the COGA office.

The student should consult with their own program advisor about the appropriateness of the course prior to enrolling. In cases where CR/NC is elected, the course instructor is not informed of the election unless the student chooses to share this information.

Additional restrictions apply. Students should carefully review the information in the link above.

Related Policies and Forms:

- [University Senate Rules and Regulations \(USRR\), Section 2.2.7](#)

[Probation & Dismissal](#)

Probation is an academic status that can be assigned to a graduate student if he or she is not making [satisfactory progress](#) toward completing his or her degree. The department initiates the probation process and will inform the student what he or she must do to return to good standing.

Students are most commonly placed on probation if their graduate cumulative [GPA](#) drops below a B average (3.0 on a 4.0 scale). In these cases, probation occurs automatically and is reflected on the student's record for the semester following the semester in which the student's GPA drops below 3.0. If the student's overall graduate average is raised to 3.0 by the end of the probationary semester, the student will be automatically returned to good academic standing.

Students may also be placed on probation by their departments for other reasons that constituting a failure to make satisfactory process towards degree. These may include, but are not limited to; failure to make adequate process on a thesis or dissertation, unacceptable academic performance on program components outside of coursework (e.g. exams), an unsatisfactory result in their department's annual evaluation, or as a result of going beyond their official time to degree. Students should carefully review the [Good Academic Standing policy](#) for graduate students at KU for more information on what constitutes making satisfactory academic progress.

Individual programs may also have additional measures of progress. Students should also consult the Annual Review section of their department graduate handbook and with their program advisor for more information.

If a student is unable to raise his or her GPA or otherwise meet departmental expectations for adequate academic progress by the end of the probationary period, he or she may be dismissed from the graduate program. Once dismissed, a student will no longer be able to be enrolled in coursework and cannot complete his or her degree. Students dismissed from any College graduate program may not be admitted to any other graduate program in the College.

A student on probation or facing dismissal should discuss his or her status with their advisor.

Related Policies:

- [Academic Probation](#)
- [Dismissed Enrollment](#)
- [CLAS Regulations on Probation and Dismissal](#)
- [Good Academic Standing policy](#)

[Grading](#)

The Office of Graduate Studies' [Grading Policy](#) governs requirements for the grading of graduate students above those described in [Article II](#) of the University Senate Rules and Regulations. Additionally, individual schools, departments, or programs may have grading policies that are more stringent than those of Graduate Studies. Students should review the [College-specific grading information](#) and consult their advisor and the departmental section of this handbook for additional information that may affect them.

At minimum, for all graduate students at KU, at least a B average is required on course work counted toward any of the master's degrees at KU, and only courses graded A, B, or C (excluding C-) may be counted.

Course work counted toward a doctorate, including that for a master's degree if obtained at KU, should average better than a B.

Additional information pertaining to graduate grading can be found on COGA's pages for the [Credit/No Credit option](#), [Incomplete Grades](#), and [Graduate GPA](#).

Related Policies:

- [University Senate Rules & Regulations](#)

- [Grading](#)
- [Academic Probation](#)
- [Dismissed Enrollment](#)
- [CLAS Regulations on Probation and Dismissal](#)

Time Limits

The University expects that master's degree should typically be completed in two (2) years of full-time study, the doctorate degree in five (5) years of study, and both the master's and doctorate together in six to seven (6-7) years of study.

Students who anticipate exceeding these targets should review the information in the link above and in the policies below, as well as consult with their program advisor to create a timeline for degree completion. In order to support this process, COGA offers DGSs and advisors a Mentoring Agreement Template to use and/or adapt to their own needs. The template may be used with students in danger of going beyond the program's expected time limits, or simply as an advising tool for all their students. It is especially useful for doctoral students in the dissertation phase.

Related Policies and Forms:

- [Master's Degree Time Constraints](#)
- [Doctoral Degree Time Restraints](#)
- [Doctoral Program Profiles with Time To Degree Information](#)
- [Graduate Degree Completion Agreement](#) (PDF)
- [Mentoring Agreement Template](#) (Doc)

Leaves of Absence

In exceptional circumstances (e.g. cases of illness, emergency, financial hardship, military leave, to pursue family responsibilities, or to pursue full-time activities related to long-range professional goals) if may be necessary for graduate students to take a break from their program. An approved leave of absence allows a student to take a temporary break from enrolling in graduate coursework while remaining in good standing with the University and the department and while "stopping the clock" on their time to degree.

Requesting a Leave of Absence is done via a University petition. University petitions must first be approved and supported at the program level, so students wishing to initiate the petition process should first consult with their Director of Graduate Studies and review their department's internal petition procedures. Units or the DGS may request documentation to support the student's need for a leave of absence; however, the only document that COGA requires for the petition is the Leave of Absence Petition form linked below.

Related Policies and Forms:

- [Leaves of Absence](#)
- [Leave of Absence Petition Form](#) (PDF)

[Oral Exams](#)

All graduate students must complete one or more exams as part of their degree requirements. In addition to department or program guidelines, the University has several policies pertaining to the following exams:

- Master's Exam/Thesis Defense for Master's degree
- Doctoral Comprehensive Oral Exam
- Doctoral Final Exam/Dissertation Defense

Before a student is allowed to sit for any of these three exams, pre-approval from COGA is required. This approval must be sought by the department at least two weeks prior to the exam date. COGA checks to ensure that the student has fulfilled certain University requirements. The full list of requirements that COGA checks for may be found via the link in the heading above. Students should work with their departments well in advance of their planned exam date, to schedule their exams in a timely fashion and to ensure that all University policies relating to oral exams are being followed.

In many cases, programs may have additional exams, such as written pre-qualifying exam. Exam pre-approval by COGA applies ONLY to the oral portions of the three exams listed above.

The following are University policies pertaining to these oral exams:

Oral Exam Committee Composition: For all oral exams, the committee members must be appointed members of the Graduate Faculty of KU. In addition, a majority of committee members serving on a graduate student oral examination committee must be tenured/tenure-track faculty holding regular graduate faculty or, in the case of doctoral committees, dissertation faculty status in the candidate's department/program of study.

Many additional restrictions apply, especially for doctoral exam committees.

Master's and doctoral students should carefully review the University policies pertaining to exams, as well as consult with their Director of Graduate Studies when forming an exam committee.

Oral Exam Attendance (Physical Presence): The Oral Exam Attendance policy describes rules for physical versus mediated attendance (e.g. Skype or phone) at oral exams.

In all cases, a majority of committee members must be physically present with the student for an exam to commence. Both the chair and outside member (for doctoral exams) must form part of this majority. In cases where the student prefers that all committee members are physically present, the student's preference shall be honored.

Master's and doctoral students should carefully review the policies below, as well as consult with their Director of Graduate Studies in the formation of an oral exam committee.

Related Policies and Forms:

- [Master's Student Oral Exam Committee Composition](#)
- [Doctoral Student Oral Exam Committee Composition](#)
- [Oral Exam Attendance](#)
- [Graduate Faculty Appointments](#)

Graduate Certificate Requirements

The University offers a variety of [Approved Graduate Certificate Programs](#) to encourage current graduate students to pursue interdisciplinary study. Certificate programs also provide an option for a coherent course of advanced study for those not ready to commit to a full degree program. There are certain restrictions on the timing of admissions to a Graduate Certificate program and the granting of credit for courses completed. Students whose interests or career goals may be served by a Graduate Certificate should familiarize themselves with the University's policies relating to Certificate programs (found below) early in their graduate career, in addition to individual certificate program requirements.

Related Policies and Forms:

- [Graduate Certificate Programs: Eligibility and Admission Criteria](#)
- [Policies & Procedures for Graduate Certificate Programs](#)

Graduation Requirements

In addition to all program requirements, students planning to graduate must complete all University graduation requirements **prior to the published Graduation Deadline** in a given semester. Students should consult the currently Academic Calendar for the published graduation deadline, which varies by semester.

COGA's graduation checklist contains a comprehensive list of all University requirements for graduation and should be used by every graduating master's student in the college.

M.A. DEGREE GRADUATION CHECKLIST

Students who have concerns or questions about fulfillment of graduation requirements may arrange for a Graduation Appointment with the COGA Advisor following their final exam and in advance of the applicable Application for Graduation deadline. While this appointment is not a requirement, it can be useful to review all degree requirements, verify that the Application for Graduation has been completed, and receive guidance on any pending items.

APPENDIX 1: MA REES Portfolio: A Guide to Assessment

Rubric for Assessing Scholarly Writing Samples and MA Capstone Research Paper

	Excellent - 4	Good – 3	Marginal - 2	Unacceptable - 1	N/A
1. Choice and Statement of the Topic/ Research Question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> Addresses an important and exciting topic within a sub-field or a discipline Defines it clearly and describes it comprehensively and compellingly Makes a persuasive case for the topic/issue importance 	<ul style="list-style-type: none"> Addresses an important topic Narrowly conceived but accurate; lacks context Presents a somewhat persuasive case for its importance and relevance to REES. 	<ul style="list-style-type: none"> Addresses a topic, which has already been sufficiently explored Lacks clarity in the description and positioning of the topic within broader contexts Fails to make a persuasive case for its importance 	<ul style="list-style-type: none"> The topic falls outside the purview of REES subjects Describes the topic incomprehensibly Fails to present a hypothesis Does not make a persuasive case for the topic 	
2. Knowledge of the country (countries)/ region (regions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> Demonstrates extensive and well-rounded knowledge Engages with the primary and secondary sources Includes all relevant information Avoids factual or other errors 	<ul style="list-style-type: none"> Demonstrates knowledge of the country/region Lacks depth and breadth in its engagement with the primary and secondary sources Omits some relevant information. 	<ul style="list-style-type: none"> Does not fully engage with the primary and secondary sources Omits relevant information or Includes irrelevant and erroneous information 	<ul style="list-style-type: none"> Demonstrate the lack of knowledge of the REES area Makes factual and other errors and Omits important information necessary for full understanding of the topic 	
3. Quality of Primary Sources and Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> Identifies and uses sources/data relevant to the topic/question Masters primary materials 	<ul style="list-style-type: none"> Identifies and uses sources/ data relevant to the topic Short of the mastery of the primary materials 	<ul style="list-style-type: none"> Uses minimal number of primary sources/data, which are insufficient for exploring the topic/research questions 	<ul style="list-style-type: none"> Lacks primary sources 	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>4. Knowledge of Secondary Sources/ Existing Research</p>	<ul style="list-style-type: none"> • Masters secondary sources • Thinks critically about the state of research on the topic • Offers a comprehensive analysis of theoretical, empirical, and practical knowledge 	<ul style="list-style-type: none"> • Attempts to intellectually engage with the work of the best scholars in the field • Shows weaknesses in providing a comprehensive review and analysis of relevant theoretical, empirical, and practical knowledge 	<ul style="list-style-type: none"> • Demonstrates limited knowledge of the scholarship on the topic • Omits important scholarly works • Includes irrelevant studies • Analysis of literature lacks comprehensiveness 	<ul style="list-style-type: none"> • Fails to engage with the relevant secondary sources • Includes irrelevance secondary studies • Literature reviews lacks comprehensiveness and structure 	
<p>5. Use of REES Language(s)</p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Demonstrates advanced language proficiency • Synthesizes numerous sources in the target language 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Demonstrates moderate language proficiency • Synthesizes some sources in the target language 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Demonstrates low language proficiency by using few sources in the target language • Makes errors in translation 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Shows no evidence of language competency 	<p style="text-align: center;"><input type="checkbox"/></p>
<p>6. Knowledge of disciplinary perspective(s)</p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Presents and assesses issues from a well-articulated disciplinary perspective • Uses appropriate theoretical approaches • Acknowledges their limitations 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Presents and assesses issues from an articulated disciplinary perspective, for the most part • Shows some inconsistencies between approaches/ perspectives/questions, but they are not detrimental to the paper 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Presents the topic from a disciplinary perspective • Shows inconsistencies between the topic/questions, selected theoretical approaches, and the disciplinary perspective 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Does not demonstrate any disciplinary perspective • Devoid of conceptual/ theoretical foundation 	<p style="text-align: center;"><input type="checkbox"/></p>
<p>7. Awareness of Contexts/ Cultural Awareness</p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Considers audiences, purposes, and circumstances surrounding the writing task. • Shows awareness of individual assumptions, their limitations • Acknowledges the impact of contexts 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Demonstrates consideration of audiences, purposes, and the circumstances surrounding the writing task • Shows some awareness of the author's own and others' assumptions and their limitations 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Gives some consideration to audiences, purposes, and the circumstances surrounding the writing task • Shows lack of awareness of the author's own and others' assumptions 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Shows the author's own unrecognized biases • Does not give consideration to audience/ purpose • Reveals inconsistency between contexts and paper's content 	<p style="text-align: center;"><input type="checkbox"/></p>

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<p>8. Exposition: Analysis and Presentation of Evidence</p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Locates, organizes, and analyzes supportive evidence using appropriate methodology • Questions its accuracy • Clearly presents and defends methodological structure 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Locates and organizes supportive evidence using appropriate methodology • Evidence may be incomplete or lack assessment of its accuracy • Lacks explanation of the selected methodological structure 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Uses evidence, which quality and quantity is insufficient for the writing task • Claims to accomplish more than delivers • Does not use proper methods 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Contains insufficient and/or inappropriate evidence for the writing task • Misinterpret results • Lacks appropriate methodological structure 	<p style="text-align: center;"><input type="checkbox"/></p>
<p>9. Writing skills and Mechanics Course papers=3000 words; Capstone=7500</p>	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Executes conventions pertinent to the writing task (organization, formatting, bibliography, etc.) • Skillful, clear, fluent writing free of grammatical errors • Appropriate paper length 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Complies, most of the time, with conventions particular to the writing task (organization, formatting, bibliography) • Has occasional errors and interruptions in the flow and clarity of writing. • Appropriate paper length 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Does not fully and systematically comply with conventions particular to the writing task (organization, formatting, bibliography, etc.) • Too short 	<p style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • Poorly written and organized and this inhibits the comprehension of the main argument and makes it difficult to follow the author's reasoning 	<p style="text-align: center;"><input type="checkbox"/></p>
<p>TOTAL/ AVERAGE</p>	<p>Total points:</p> <p>Average (total points divided by the number of criteria used in evaluation):</p>				

2. Scale for Evaluating the Synthetic Essay

Intended learning outcome assessed with this instrument: student's critical reflection on "what he or she has learned [through the penultimate semester of area studies coursework], drawing conclusions about the ways that various disciplinary ways of thinking intersect and inform each other."

Evaluate the synthetic essay on a scale of 1 to 4, with 1 = unacceptable and 4 = excellent, using criteria provided below.	Rating (1-4)
<p>1. The essay shows a student's ability to describe and analyze in a comprehensive fashion major regional themes and problems within her/his chosen region of specialization</p> <p>The answer should identify topics/issues/themes common to several disciplines included into the REES interdisciplinary curriculum. Student does not need to give equal emphasis to each of the five major disciplinary perspectives, but his/her response should not be limited only to the student's major subject discipline.</p>	
<p>2. The essay engages in a reflective analysis of the ways, in which disciplinary approaches have affect a student's views of the selected issue-areas</p>	
<p>3. The essay demonstrates a student's ability to reflect on interdisciplinary nature of the REES MA program</p> <p>The answer should discuss how interdisciplinary program has affected his/her ways of thinking, using examples of the two or three main concepts in addition to the description of the student's own understanding of REES interdisciplinary experience</p>	
<p>4. The essay demonstrates a student's mastery of the Sources Included into the Reading List Created with the MA Committee</p> <p>In addition to the relying on readings from the student's coursework, the essay incorporates outside readings from the MA reading list in the area of specialization and primacy sources, including sources in the target language. The MA reading is composed by the student in consultation with the faculty members on the student's MA committee and should include no less than 25 sources, including primary sources.</p>	
<p>5. Mechanics</p> <p>The essay is approximately 3500 words in addition to a complete bibliography.</p>	

TOTAL POINTS	
AVERAGE FOR THE ESSAY (total points divided by 5)	

3. Scale for Evaluating the Professional Essay

Intended learning outcome assessed with this instrument: "an extended first draft of a future job application letter in the student's field."

Evaluate the synthetic essay on a scale of 1 to 4, with 1 = unacceptable and 4 = excellent, using criteria provided below.	Rating (1-4)
1. The essay states clearly a student's career objectives	
2. The essay presents a critical deliberation over the ways, in which KU REES MA program prepared the student to move into a REES-related career The essay, addresses the ways, in which the REES curriculum, faculty, programming, and resources, among other things, have prepared the student for his/her future career. If the plans include continuation of graduate study, the essay should discuss how the area studies degree has prepared the student or helped to shape his/her interests for further study at the PhD level.	
3. The essay discusses the ways, in which the area studies approaches impacted the student's future life and career goals	
4. The essay articulates the student's self-assessment of his/her progress in developing research skills, understanding and practice of responsible scholarship, and development of cultural competence.	
5. Mechanics The essay is approximately 750 words in addition to a complete bibliography.	
TOTAL POINTS	
AVERAGE FOR THE ESSAY (total points divided by 5)	

4. Evaluation Form for the Final Exam of Record

1. Presentation

Excellent	Good	Marginal	Unacceptable
4	3	2	1
<ul style="list-style-type: none"> • Introduction of the components of portfolio is concise and engaging; it synthesizes all elements of portfolio into a coherent presentation • Students summarizes findings, presents strengths and weaknesses of his/her research/work, and effectively communicates findings and personal reflection on his/her own academic experiences • Presentation is clear, articulate, well-organized and easy to follow • Media or other format of presentation is appropriate for the content • Presentation appropriately represents the components of the portfolio 			
Comments:			

2. Discussion with the Committee of the Research Papers

Excellent	Good	Marginal	Unacceptable
4	3	2	1
<ul style="list-style-type: none"> • Questions are answered well and with reference to student's works • Students responses show knowledge of the fields and depth of understanding of methods, results, significance of findings, and disciplinary conventions • Explains/defends his/her scholarship • Comfortably engages committee • Demonstrates understanding of and facility with the disciplinary context and implications of the work 			
Comments:			

3. Discussion with the Committee of the Capstone Paper

Excellent	Good	Marginal	Unacceptable
4	3	2	1
<ul style="list-style-type: none"> • Questions are answered well and with reference to student's works • Demonstrate knowledge of the subject • Explains/defends his/her scholarship • Comfortably engages committee • Demonstrates understanding of and facility with the disciplinary context and implications of the work 			
Comments:			

4. Discussion with the Committee of the Synthetic and Professional Essays

Excellent	Good	Marginal	Unacceptable
4	3	2	1
<ul style="list-style-type: none"> • Questions are answered well and with reference to student's works • Demonstrate knowledge of the subject • Explains/defends his/her scholarship • Comfortably engages committee • Demonstrates understanding of and facility with the disciplinary context and implications of the work 			
Comments:			

5. Evaluation scales for an overall assessment of a student’s research skills, responsible scholarship, and cultural competency

Research Skills	Excellent	Good	Marginal	Unacceptable	N/A
Student to identifies important, relevant, new, or under-researched issues and recognize their nuances, including, embedded or implicit issues	4	3	2	1	N/A
Student constructs, states and discusses cogent arguments, including both strengths and weaknesses of the student's own position	4	3	2	1	N/A
Student identifies objections to his/her arguments, acknowledges rival positions, and provides convincing replies to such	4	3	2	1	N/A
Student identifies and rigorously evaluates all important evidence, generates new information for consideration, and examines evidence by questioning its accuracy, precision, relevance, and completeness	4	3	2	1	N/A
Student selects and implements the most effective research methods for the writing tasks at hand, and correctly interprets the data and findings	4	3	2	1	N/A
Student identifies and discusses implications, conclusions, and consequences following from his/her research	4	3	2	1	N/A
Total points / Average					

Responsible Scholarship	Excellent	Good	Marginal	Unacceptable	N/A
Student satisfied the requirements of working with human subjects and has he/she applied this knowledge in carrying out the research task	4	3	2	1	N/A

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Student gives proper credits to other intellectual property, through the attribution of sources, proper citations, and avoidance of plagiarism and self-plagiarism	4	3	2	1	N/A
Student maintains a dispassionate position conveyed in language that is not emotionally charged	4	3	2	1	N/A
Student does not let personal biases and predisposition affect the execution of the writing task	4	3	2	1	N/A
Student's develops, sustains, and benefits from the mentor/student or professor/student collaboration on his/her research projects	4	3	2	1	N/A
Total points / Average					

Cultural Competence	Excellent	Good	Marginal	Unacceptable	N/A
Student demonstrates awareness and understanding of his/her own cultural values, and is able to see and assess the impact of his/her own assumptions, judgments, and/or biases on the processes and outcomes of the student's scholarly work and experiences	4	3	2	1	N/A
Student demonstrates awareness and understanding of other cultural contexts, and is able to understand, appreciate, and evaluate the complexity of elements important to other cultures/cultural context in relation to their history, values, politics, communication styles, economy, or systems of beliefs and practices	4	3	2	1	N/A

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Student consistently incorporates diverse and multiple perspectives into his/her writing and uses those perspectives for facilitating a more informed understanding of the subject	4	3	2	1	N/A
Student's understands cultural and linguistic nuances, especially in his/her work with foreign language sources, as well as cultural connotations	4	3	2	1	N/A
Total points / Average					