Academic Program Proposal
Provost Summary
University of Kansas - Lawrence

Date: 1/7/2013
Contact: Renee Perelmutter (rperel@ku.edu)
School: CLAS
Department: Russian, East European, and Eurasian Studies (REES)
Type of Program: Graduate Certificate
Total Required Credit Hours: 12
CIP Code: N/A
Primary and Additional Location(s) of Instruction: Lawrence Campus

<table>
<thead>
<tr>
<th>Area</th>
<th>Summary</th>
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</table>
| 1. Program Description and Purpose        | The Russian, East European, and Eurasian Studies (REES) graduate certificate is a 12-credit hour program of study designed primarily for graduate students in CLAS and the professional schools. The program allows the students to acquire context-based interdisciplinary knowledge and expertise of the REES area. The certificate allows for that expertise to be officially recognized on the students’ KU transcript, enhancing the graduates’ career opportunities.  

The main academic objectives of the graduate certificate include introducing and training graduate students in the current methodological approaches to the study of the REES area; allowing the students to acquire a deeper knowledge of the area from different disciplinary perspectives; and guiding the students in integrating their knowledge of the area, methodology, and a REES-area language. As a part of the capstone seminar, graduate certificate students will write an original research paper on a REES-area topic that would utilize research in both English and the target language. |
<table>
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<th>2. Comparable programs in the state/region</th>
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| The proposed graduate certificate will be the only such certificate in the state of Kansas and on the Great Plains. The certificate answers a need to bring the KU CREES graduate offerings on par to that of peer national resource centers (NRCs), of which seven (Indiana, Urbana-Champaign, Michigan Ann Arbor, University of North Carolina, University of Wisconsin-Madison, University of Pittsburgh, and Washington State University) offer graduate certificate programs to supplement the range of graduate and undergraduate degrees.

If the certificate is approved, KU CREES will join a growing number of programs that offer such certificates across the KU campus, including such interdisciplinary and/or area studies programs as African Studies (offered through KASC), Brazilian Studies (LAS) and Central American and Mexican Studies (LAS), Peace and Conflict Studies (HWC), and Women’s Studies (WGS).
| 3. **Source(s) of articulated demand / need for this program**<br>(Provide *specific* information / data) | The graduate certificate will draw graduate students from CLAS departments (such as History, Political Science, Geography, Slavic, Anthropology, Sociology), as well as from the professional schools (Law School, Business School, Social Work). Such students, who already possess knowledge of an area language, are often unable to enroll in a full MA program due to the constraints of their home degree programs; a graduate certificate allows them to participate in REES and opens the door to collaborations between CREES and the professional schools, as well as other departments across campus.

In the last 3 years, there have been 3 students in Geography and 1 in Political Science who expressed interest in the REES graduate certificate. There is a growing interest in REES programs from Law School students, and the certificate will be especially attractive to them.

There is a growing need in the workforce for graduates able to demonstrate international and interdisciplinary expertise in REES. Both governmental and non-governmental organizations seek candidates with deep knowledge of regional/area studies, as well as foreign language expertise. A REES certificate will enable graduates in a variety of fields to acquire and demonstrate these qualifications, making them attractive to future employers.

The NRCs at peer institutions recognize this growing demand. The graduate certificates offered by our peer NRCs allow students with existing knowledge and interests in the REES area to acquire formal training and experience, deepen their knowledge of the area and interdisciplinary methodologies used to study it, and to receive recognition of their expertise upon graduation.

Graduate certificates are advantageous to students as well as to the NRCs that offer them, since they draw graduate students to the centers, increasing enrollments and promoting interest in the REES area of study. These certificates may be especially attractive to students from professional schools with an interest in REES. |

| 4. Proposed Curriculum | Like comparable graduate certificates across campus, the CREES graduate certificate involves a 12-credit hour course sequence (four 3-credit hour courses).

Out of the four courses, two are mandatory: 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 area studies in REES. REES 899 is taken during the student’s last semester or earlier, but following the completion of the elective courses. The two remaining courses are electives and 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. In addition, certificate recipients must demonstrate CREES-area language proficiency equivalent to at least two years of study.

As a prerequisite to beginning the course sequence that leads to the certificate, a baseline is established in that the student needs to demonstrate a working knowledge of a REES-area language equivalent of at least 2 years of university study. The sequence formally begins with REES 898, a seminar that introduces graduate students to key issues in Russian, East European, and Eurasian studies, and to the different disciplinary and theoretical approaches that scholars use in their study of the region. The seminar also serves as a workshop in writing and research skills. The additional two courses, taken from two different disciplines, deepen the students’ knowledge of the REES area, and the way it is studied across disciplines. The sequence formally ends with the capstone seminar, REES 899, in which the student identifies an original research topic, and under the professor’s supervision, produces a capstone paper of publishable quality, 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.

REES 898 and REES 899 are taken by both REES MA students and future REES graduate certificate students. These students work together on acquiring tools for researching and writing about the REES area, and then applying these tools towards individual projects. We feel that the certificate students benefit from working alongside REES MA students. Considering the certificate students’ language proficiency, as well as the two electives, in-depth knowledge of their own field, and targeted advising from REES, we believe that certificate students will be successful in completing the sequence and acquiring knowledge that will make them competitive in the job market; the certificate students, however, will by necessity have less breadth in REES area knowledge than our regular MA students.

At this time, courses for the proposed certificate program are available through direct instruction on the Lawrence campus. Online courses eligible for the certificate are occasionally offered by our faculty. |

How many of these courses are available via distance delivery or online? |
5. **Faculty required for this program** *(Names, FTE for this proposed program)*  
FTE tenured or tenure-track Faculty in Russian, East European & Eurasian Studies: Alexander Tsiovkh, Associate Professor of Practice (PhD, L'viv National University).

REES is an interdisciplinary program relying on faculty at multiple departments across campus for providing coursework that fulfills requirements for the certificate. Names and affiliations of FTE tenured or tenure-track faculty in other departments who teach courses for the program are provided in Appendix A. All of the current CREES faculty can offer courses and teach for this graduate certificate program.

Profiles and CVs are available on the relevant departmental websites.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Year 1</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Year 3</td>
<td>5</td>
<td>0</td>
<td>5</td>
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1 **NOTE:** The following minima guidelines will be taken into consideration. (All figures are annual averages computed over the most recent five year period.)

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Faculty FTE with doctorate or appropriate terminal degree to deliver instruction in the major</th>
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<tbody>
<tr>
<td>Baccalaureate programs</td>
<td>3 or more</td>
</tr>
<tr>
<td>Graduate level 1 (master’s level) programs offered in departments that also offer the baccalaureate</td>
<td>+3 (for a min. total of 6)</td>
</tr>
<tr>
<td>Graduate level 2 (doctoral level) programs offered in departments that also offer the baccalaureate and master’s</td>
<td>+2 (for a min. total of 8)</td>
</tr>
<tr>
<td>Graduate level 1 (master’s level) programs offered in departments that do not offer the baccalaureate</td>
<td>3</td>
</tr>
<tr>
<td>Graduate level 2 (doctoral level) programs offered in departments that do not offer the baccalaureate</td>
<td>5</td>
</tr>
</tbody>
</table>

2 **NOTE:** The following minima guidelines will be taken into consideration. (All figures are annual averages computed over the most recent five year period.)

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Number of majors</th>
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<tbody>
<tr>
<td>Baccalaureate programs <em>(junior, senior, and 5th year)</em></td>
<td>25 or more</td>
</tr>
<tr>
<td>Associate programs <em>(freshman, sophomore, junior, senior, and 5th year)</em></td>
<td>25 or more</td>
</tr>
<tr>
<td>Graduate level 1 (master’s level) programs</td>
<td>20 or more</td>
</tr>
<tr>
<td>Graduate level 2 (doctoral level) programs</td>
<td>5 or more</td>
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</tbody>
</table>
7. Anticipated number of program graduates after 5 years; after 7 years\(^3\) | 15; 25
---|---
8. Additional facilities / equipment required | None
---|---
9. Program Review, Assessment, Accreditation aspects of the program | The University of Kansas Center for Russian, East European and Eurasian Studies (CREES) is one of sixteen Title VI Comprehensive National Resource Centers for the Russian and East Central European area supported by the U.S. Department of Education. CREES has been a National Resource Center since 1965 and has received US Dept. of Education Title VI grants continuously since 1988.

Assessment proceeds on a number of levels, ranging from student course evaluations to merit evaluations of faculty, to the yearly evaluation of the CREES program and director by CLAS deans, to internal and external review.

CREES underwent internal review in Spring 2012, which Acting Director Dr. Omelicheva will happily share with anyone who is interested. The review was very positive. CREES also underwent an external review as part of the KU NRCs’ external review in September 2012. The latter review also points out various strengths of the CREES faculty, staff, and graduate program. The CREES director will be reporting to the US Dept. of Education on a biannual basis about the JD/MA REES program, along with all other facets and activities of the Center.

Along with all other graduate certificates, the REES certificate program will undergo review every 7 years from the date of approval.

\[^3\] NOTE: The following minima guidelines will be taken into consideration. (All figures are annual averages computed over the most recent five year period.)

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Number of graduates</th>
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<tbody>
<tr>
<td>Baccalaureate programs</td>
<td>10 or more</td>
</tr>
<tr>
<td>Graduate level 1 (master's level) programs</td>
<td>5 or more</td>
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<tr>
<td>Graduate level 2 (doctoral level) programs</td>
<td>2 or more</td>
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</tbody>
</table>
10. Financing: New funding required for this program.

(Identify only incremental funding in years 2 and 3)

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<thead>
<tr>
<th></th>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
<th>Other</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 3</td>
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What is the **source** of the new funds?

No new funding required

11. Additional comments on the utility/necessity of this program.

*When completed, this form is to be e-mailed by the College/School Dean to the Vice Provost for Academic Affairs, Lawrence Campus. A copy of the submitted form is to be e-mailed to Amy Smith, Program Assistant, Office of the Provost.*
Appendix A: CREES-affiliated tenured and tenure-track faculty teaching courses that qualify for the certificate (at least 50% of REES content):

**Anthropology**

Ivana Radovanovic, Associate Professor of Anthropology (MA and PhD, University of Belgrade);

Arienne M. Dwyer, Associate Professor of Linguistic Anthropology (Ph.D. in Altaic and Chinese Linguistics, U Washington, 1996)

**Architecture**

Marie Alice L'Heureux, Associate Professor of Architecture and Urban Design (PhD, University of California-Berkeley).

**Economics**

Dietrich H. Earnhart, Associate Professor of Economics (PhD, University of Wisconsin-Madison);

**Geography**

Alexander C. Diener, Assistant Professor of Geography (PhD, University of Wisconsin-Madison);

Shannon O'Lear, Associate Professor of Geography (PhD, Syracuse University).

**History**

Jacob W. Kipp, Adjunct Professor of History (MA and PhD, Pennsylvania State University);

Eve Levin, Professor of History (MA and PhD, Indiana University);

Erik R. Scott, Assistant Professor of History (PhD, UC Berkeley);

Nathaniel Wood, Associate Professor (PhD 2004, Indiana University)

**Political Science**

Ronald A. Francisco, Professor of Political Science (MA and PhD, University of Illinois)

Erik S. Herron, Professor of Political Science (MA and PhD, Michigan State)

Mariya Omelicheva, Acting Director of the Center for Russian, East European & Eurasian Studies (PhD, Purdue).
Slavic Languages & Literatures

Maria Carlson, Professor of Slavic Languages and Literatures (MA and PhD, Indiana University)

William J. Comer, Professor of Slavic Languages and Literatures (MA and PhD, University of California-Berkeley)

Stephen M. Dickey, Associate Professor, Slavic Languages and Literatures (MA and PhD, Indiana University)

Marc L. Greenberg, Professor, Slavic Languages and Literatures (MA University of Chicago, PhD UCLA)

Ani Kokobobo, Assistant Professor of Slavic Languages and Literatures (MA and PhD, Columbia University)

Renee Perelmutter, Assistant Professor of Slavic Languages and Literatures (MA and PhD, UC Berkeley)

Svetlana Vassileva-Karagyozova, Assistant Professor of Slavic Languages and Literatures (PhD, Saint Kliment Ochridski University)

Sociology

Elif Andac, Assistant Professor of Sociology (PhD, Washington)

Mehranghiz Najafizadeh, Associate Professor of Sociology (PhD, University of Kansas)

Theatre

Rebecca Rovit, Assistant Professor of Theatre (Ph.D., Florida State University)