Department of Environmental Sciences and Policy

Departmental Student Handbook

Master's Programs

Academic Year 2025-2026

Central European University
Department of Environmental Sciences and Policy
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Department E-Learning Site

Dear Students,

This handbook describes the MESP and MESPOM programs at CEU's Department of Environmental Sciences and Policy for the current academic year. In it, you will find information on the structure of your program alongside the departmental and university-wide rules and policies pertinent to your studies.

Every effort has been made to keep the information accurate; however, the dynamic academic environment is bound to require changes during the academic year, which will be communicated to you by our staff and will result in revised versions of this handbook. If you spot any errors or have ideas as to how this handbook could be improved to make it more useful for our students, we'd very much appreciate receiving your suggestions.

We are looking forward to working with you and wish you a pleasant and exciting academic year!

Sincerely,

Michael LaBelle, Head of Department
László Pintér, Masters' Programs Director
on behalf of all Faculty and Staff

Table of Contents

Departmental Staff and Contact Details

Name/Position	Vienna Office	Budapest Office	email
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Program Details

MESP Program Data

Title of Program:	Environmental Sciences and Policy
Degree Awarded:	Master of Science (MSc)
Duration:	One academic year, three terms: Fall, Winter, Spring
Awarding Bodies:	Central European University Private University Accredited in Austria by the Agency for Quality Assurance and Accreditation Austria (AQ Austria) in 2020 Registered with the New York State Education Department (NYSED) in 2001
Administrative Institution:	Central European University Private University (CEU PU)
Program established in	1995
Web	E-Learning (Moodle) https://envsci.ceu.edu/master-science-environmental-sciences-and-policy-mesp

MESPOM Program Data

Title of Program:	Environmental Sciences, Policy and Management
Degree Awarded:	Master of Science (MSc)
Duration:	24 months, including three study periods at different partner universities and a 5-month research period
Awarding Bodies:	Consortium of Lund University (Sweden), University of Manchester (UK), CEU PU (Austrian accreditation), and the University of the Aegean (Greece) Accredited in Austria by the Agency for Quality Assurance and Accreditation Austria (AQ Austria) in 2019 Registered with the New York State Education Department (NYSED) in 2007
Administrative Institution:	Central European University Private University (CEU PU)
External Examiner:	Prof. Sonia Yeh, Chalmers University of Technology, Sweden
Program established in	2005
Web	E-Learning (Moodle) https://mespom.eu/

Aim and Objectives

The MESP and MESPOM programs prepare students for identifying, developing, and implementing effective solutions to environmental challenges, especially in international contexts. The programs aim to educate future decision-makers in business, government, and non-governmental organizations. MESP and MESPOM offer comprehensive inter- and multi-disciplinary curricula in environmental studies that challenge students' ability to integrate theory and practice for systematic analysis, holistic understanding, and management of key environmental issues in various social contexts. MESP and MESPOM aim to provide skills for translating environmental knowledge into specific policy and management strategies. In addition to their academic work, students develop research, communication, and other professional skills, learn to orient themselves in European and worldwide networks of environmental institutions and elaborate relevant career objectives and strategies.

Learning Outcomes and Acquired Competencies

The learning outcomes of the programs include knowledge and understanding of a range of environmental topics as well as intellectual, practical, and transferable skills and competences, as detailed below. We aim to deliver *globally relevant* learning outcomes that equip graduates to work in various local, national, and international contexts. We also aim to instill an appreciation of the need for ethical conduct and integrity.

MESP and MESPOM graduates should be able to:

- thoroughly understand core concepts and approaches in environmental sciences, policy and management and their relationship to one another,
- demonstrate advanced understanding of several areas[1] of environmental sciences, policy, and management (including awareness of the most important issues, contemporary theories and practices, key uncertainties, and practical complexities and dilemmas),
- understand the process of research and knowledge production in a selected environmental topic (including identifying a suitable problem statement and research questions, relevant academic and professional literature, and appropriate methods).

KNOWLEDGE

- analyse and critically evaluate contemporary theory and practice in a range of environmental fields,
- contribute to the production of professional and academic knowledge and practical applications in selected fields of environmental science, policy, and management,
- communicate complex environmental knowledge effectively in English both orally and in writing to professional, academic, and non-expert audiences, using appropriate communication standards,
- organize effective independent work in environmental sciences, policy, and management,
- work effectively in multidisciplinary, multicultural groups to solve environmental problems.

SKILLS

- appreciate the role and the value of rigorous scientific inquiry (including inter- and multi-disciplinary approaches), sound management practices, and democratic policy-making processes in solving environmental problems, with an awareness of the role and the value of culturally appropriate approaches to environmental management in specific societal contexts,
- uphold values that advance sustainable and open societies, self-reflective critical inquiry, research ethics, and environmental and social care,
- appreciate the potential contribution of multidisciplinary and/or multinational networks to meeting environmental and sustainability challenges.

VALUES/ATTITUDES

Eligibility requirements for admission to the program

Applicants must submit a complete application including standard test scores such as TOEFL or IELTS, and follow the CEU PU Admissions Policy. In addition to the general CEU requirements, applicants to the Master's programs in the Department of Environmental Sciences and Policy must write a statement of no more than 350 words describing their interest in environmental issues, how they hope to benefit from the program, their career plans, and their special interests. Successful candidates usually also have work experience related to the environment.

Applicants must hold at least a Bachelor's degree. For MESP, the degree must be a minimum of four years full-time study, and for MESPOM at least three years full-time study, with a GPA of around 3.5 or higher. The degree should be in environmental studies or a closely related field, but candidates from other backgrounds such as social sciences, law, economics, engineering, agriculture, or natural sciences may also apply if they can show commitment to environmental challenges through work or volunteer experience. In exceptional cases, those with a three-year bachelor's degree may be admitted to the one-year master's program, though this may limit access to doctoral studies later in the European Higher Education Area.

Applicants must prove English proficiency with valid test scores unless exempted due to native proficiency or prior studies in English. Minimum scores required for MESP are TOEFL iBT 88, TOEFL PBT 570, IELTS Academic 6.5, Pearson 59, Cambridge C1/C2 180, Euroexam Academic pass, or Duolingo English Test 125.

Applications are assessed based on academic and intellectual excellence, including the relevance and performance of the previous degree, quality of the university, and recommendation letters; career promise, including relevant experience and strength of motivation; and contribution to course diversity, which considers international and disciplinary background and serves to support students from less privileged contexts.

[1]For MESPOM students, these areas will include ecosystem management and either pollution and environmental control or preventative environmental strategies.

Program Overview, Timing, and Credit Requirements

The current CEU academic calendar is available at https://www.ceu.edu/calendar

Fall Term

During the first week of the Fall Term ("Zero Week") mandatory orientation events are scheduled, followed by *Mandatory Foundations* and *Introductory Courses*:

1) F&D: Environmental Keywords: Foundations and Debates
2) IEM: Introduction to Environmental Management

MESP students take F&D, while MESPOM students are required to take both F&D and IEM. The main objective of these courses is to develop the interdisciplinary literacy and competency that both MESP and MESPOM require.

In the Fall term, students can also choose from several *Introductory Courses*.

Writing skills in the academic context are developed in the mandatory *Academic Writing* classes. To build research skills and understanding, students take the *Introductory Methods* classes. MESP students already begin working on their thesis topic and the required skills in *Thesis I*.

In the Fall Term, both MESP and MESPOM students may additionally take a maximum of 2 CEU/4 ECTS credits for grade and 2 CEU/4 ECTS for audit or a maximum of 4 CEU/8 ECTS for audit from departmental courses.

Winter Term

During the Winter Term, students take A*dvanced Courses* and at least 2 CEU/4 ECTS credits from *Advanced Methods*. MESPOM students must reach a total of at least 10 CEU/20 ECTS credits in the Winter Term.

MESP students continue working on their thesis in Thesis II, while continuing the Academic Writing class in the Winter term. This brings MESP students to a minimum of 12 credits in the Winter term.

In the Winter Term, both MESP and MESPOM students may additionally take a maximum of 2 CEU/4 ECTS credits for grade and 2 CEU/4 ECTS for audit or a maximum of 4 CEU/8 ECTS for audit from departmental courses.

Spring Term

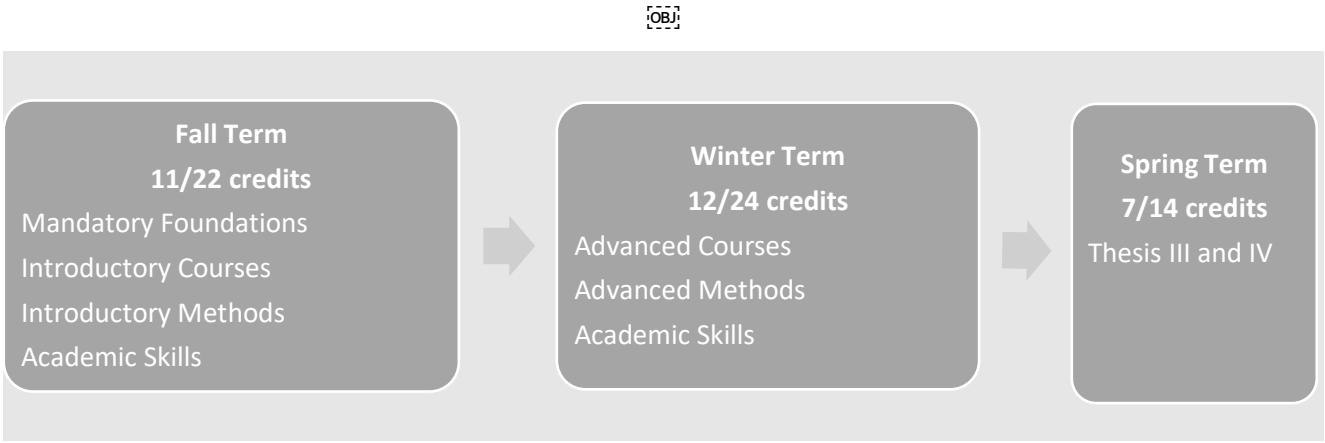
In the Spring Term, beginning in April, the MESP and MESPOM programs diverge. MESPOM students proceed to the University of the Aegean (UoA) in Greece. MESP students remain in Vienna for at least the first two weeks of the term (and may then leave Vienna, if needed, for fieldwork related to their thesis). During this time, they work closely with their thesis supervisor and participate in the two-day thesis retreat, during which they receive feedback on their planned thesis from faculty and peers and earn the *Thesis III* credit. MESP students then have until the end of June to conduct any fieldwork or other research and to write their thesis, earning an additional 6 CEU/12 ECTS credits for the submission of their thesis (*Thesis IV*).

Credits and Workload at CEU

CEU promotes interdisciplinarity and university-wide collaboration. MESP and MESPOM students may earn up to 4 CEU/8 ECTS credits *per academic year* from courses offered by other departments or from university-wide courses. The maximum number of credits a student can register for within a year can't be more than 38 US credits overall. To learn about courses offered at other departments, please visit: https://ceu.studyguide.timeedit.net/. These courses can be taken *in addition to* the degree requirements for MESP and MESPOM. If students do not use the additional 4 CEU/8 ECTS credits per academic year for courses offered by other departments, they may instead use these credits to take additional courses within their own department.

MESPOM students must gain a minimum of 20 CEU/40 ECTS credits from taught courses during the Fall (10 credits) and Winter (10 credits) Terms at CEU. MESP students must gain a minimum of 24 CEU/48 ECTS credits from taught courses (12 in Fall, 11 in Winter, 1 in Spring) and complete their thesis (6 CEU/12 ECTS credits).
Courses will generally have 10 hours of classroom contact per CEU credit, usually corresponding to six 100-minute sessions. In addition to, or instead of, standard classroom hours, professors may offer other teaching and learning activities (group and individual consultations, field trips, etc.). Overall student workload (including required reading, assessment writing and preparation, etc.) is approximately 50-60 hours per CEU credit (1 CEU credit = 2 ECTS credits).

Structure of the MESP program



Fall Term			
Module	**Courses (CEU /ECTS credits)**	**Instructor(s)**	**Min. credits**
Mandatory Foundations	F&D: Environmental Keywords: Foundations and Debates (4/8)	G. Aistara and all resident faculty	**4/8**
Introductory Environmental Topics	AOGS: Agroecology & Organic Gardening Systems (2/4)	G. Aistara, L. Strenchock	**3/6**
	CC1: Climate Change I (2/4)	D. Ürge-Vorsatz	
	ECEC: Ecological Economics (2/4)	A. Schaffartzik	
	ETGC: Energy Technology and Global Change (2/4)	A. Cherp	
	RMP: Resource Management and Pollution Control (2/4)	Z. Illes, T. Centofanti, V. Lagutov	
	SDGT: Sustainable Development & Global Transitions (2/4)	L. Pintér	
	SES: Sustainable Management of Socio-Ecological Systems (2/4)	L. Pintér, B. P. Anthony	
	TSPJ: Transformative Society, Politics, and Justice (3/6)	G. Aistara, A. Schaffartzik, T. Steger	
Introductory Met	EIA: Introduction to Environmental Impact Assessment (1/2)	A. Cherp	**2/4**

	IEER: Intro to Economics for Environmental Research (1/2)	C. Kerschner	
	IEM: Introduction to Environmental Management (1/2)	A. Cherp	
	IGDV-I: Introduction to Geospatial Data Visualization I (Basic) (1/2)[1]	V. Lagutov	
	QNRM: Introduction to Quantitative Research Methods (1/2)	T. Centofanti	
	QUAL: Introduction to Qualitative Research Methods (1/2)	T. Steger	
Academic Skills	AW: Academic Writing (0/0)	CAW	**1/2**
	T1: Thesis I (1/2)	A. Schaffartzik	
		Fall Term, minimum credits:	**10/20**

Winter Term

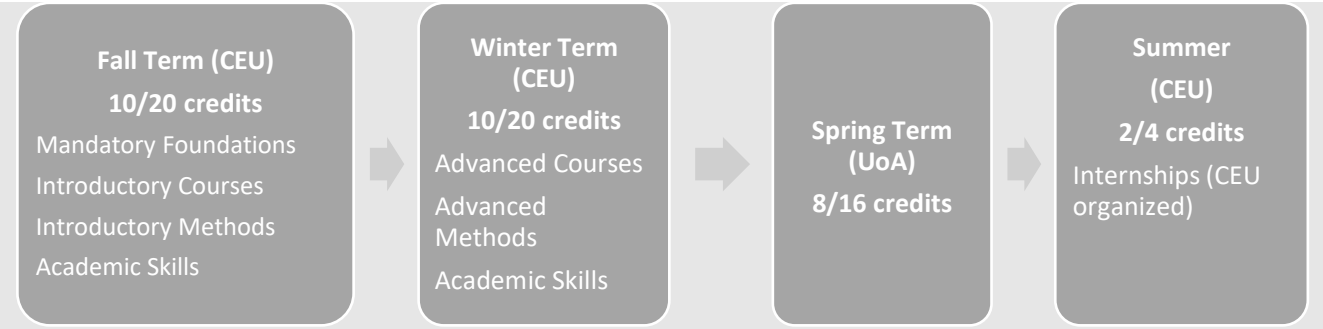
Cluster	Courses (CEU/ECTS credits)	Instructor(s)	Min. credits
People and Ecosystems L. Pintér	AMR: Adaptive Management and Resilience of Socio-ecological Systems (2/4)	L. Pintér, J. Jäger, J. Sendzimir	**8/16**
	BC: Biodiversity & Conservation (4/8)	B. P. Anthony	
	ICE: Introduction to Circular Economy (2/4)	Z. Illés, T. Centofanti	
	RCC1: Resilient Cities and Communities I (3/6)	L. Pintér	
Transformative Society, Politics, & Justice G. Aistara	EES: Emotions in the Environmental Sciences (2/4)	A. Schaffartzik	
	EJTP: Environmental Justice: Theories and Practice (2/4)	T. Steger	
	TAD: Transformative Agriculture and Development (3/6)	G. Aistara	
Climate, Energy and Resource Management A. Cherp	CC2: Climate Change II (2/4)	D. Urge-Vorsatz	
	DEBU: Decarbonization and Business (2/4)	A. Novikova, M. Olshanskaya	
	Energy Markets (2/4)	M. LaBelle	
	ETG: Events in Energy and Geopolitics (2/4)	M. Labelle	
	GTEP: Green Technologies for Environmental Pollution (2/4)	T. Centofanti	
	IHWM: Industrial - Hazardous Waste Management and Pollution Control (2/4)	Z. Illés	

[1] Students with previous experience in geospatial data visualization, may also take *IGDV-II: Introduction to Geospatial Data Visualization II (Advanced) (1/2) instead.

	PST: Policies for Sustainable Transport (2/4)	Z. Illés	
	SET: Sustainable Energy Transitions (4/8)	A. Cherp	
	SWM: Sustainable Water Management (2/4)	Z. Illés, D. Cogalniceanu	
Advanced Methods B.P. Anthony	EE: Environmental Ethnography (2/4)	G. Aistara, T. Steger	**2/4**
	EMON: Environmental Monitoring (2/4)	B. P. Anthony, T. Kovács	
	IGA: Introduction to Geospatial Analysis (2/4)	V. Lagutov	
	SRM: Survey Research Methods (2/4)	B. P. Anthony	
	STIA: Stakeholder Identification & Analysis (2/4)	B. P. Anthony	
	ENPR: Environmental Practicum (2/4)	V. Lagutov	
Academic Skills	AW: Academic Writing (2/4)	CAW	**3/6**
	Thesis II (1/2)	A. Schaffartzik	
Winter Term, minimum credits:			**13/26**

Spring Term			
Module	**Courses (CEU/ECTS credits)**	**Instructor(s)**	**Min. credits**
Thesis	Thesis III (1/2)	A. Schaffartzik	**1/2**
	Thesis IV (6/12)	Thesis supervisor	**6/12**
Spring Term, minimum credits:			**7/14**

Structure of MESPOM at CEU



Fall Term			
Module	**Courses (CEU /ECTS credits)**	**Instructor(s)**	**Min. credits**
Mandatory Foundations	F&D: Environmental Keywords: Foundations and Debates (4/8)	G. Aistara and all resident faculty	**5/10**
	IEM: Introduction to Environmental Management (1/2)	A. Cherp	
Introductory Environmental Topics	AOGS: Agroecology & Organic Gardening Systems (2/4)	G. Aistara, L. Strenchock	**3/6**
	CC1: Climate Change I (2/4)	D. Ürge-Vorsatz	
	ECEC: Ecological Economics (2/4)	A. Schaffartzik	
	ETGC: Energy Technology and Global Change (2/4)	A. Cherp	
	RMP: Resource Management and Pollution Control (2/4)	Z. Illes, T. Centofanti, V. Lagutov	
	SDGT: Sustainable Development & Global Transitions (2/4)	L. Pintér	
	SES: Sustainable Management of Socio-Ecological Systems (2/4)	L. Pintér, B. P. Anthony	
	TSPJ: Transformative Society, Politics, and Justice (3/6)	G. Aistara, A. Schaffartzik, T. Steger	
Introductory Methods Modules	EIA: Introduction to Environmental Impact Assessment (1/2)	A. Cherp	**2/4**
	IEER: Intro to Economics for Environmental Research (1/2)	C. Kerschner	
	IGDV-I: Introduction to Geospatial Data Visualization I (Basic) (1/2)[1]	V. Lagutov	
	QNRM: Introduction to Quantitative Research Methods (1/2)	T. Centofanti	
	QUAL: Introduction to Qualitative Research Methods (1/2)	T. Steger	

[1] Students with previous experience in geospatial data visualization, may also take *IGDV-II: Introduction to Geospatial Data Visualization II (Advanced) (1/2) instead.

Academic Skills	AW: Academic Writing	CAW	
		Fall Term, minimum credits:	**10/20**

Winter Term			
Cluster	**Courses (CEU/ECTS credits)**	**Instructor(s)**	**Min. credits**
People and Ecosystems L. Pintér	AMR: Adaptive Management and Resilience of Socio-ecological Systems (2/4)	L. Pintér, J. Jäger, J. Sendzimir	
	BC: Biodiversity & Conservation (4/8)	B. P. Anthony	
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	IHWM: Industrial - Hazardous Waste Management and Pollution Control (2/4)	Z. Illés	
	PST: Policies for Sustainable Transport (2/4)	Z. Illés	
	SET: Sustainable Energy Transitions (4/8)	A. Cherp	
	SWM: Sustainable Water Management (2/4)	Z. Illés, D. Cogalniceanu	
Advanced Methods B.P. Anthony	EE: Environmental Ethnography (2/4)	G. Aistara, T. Steger	**2/4**
	EMON: Environmental Monitoring (2/4)	B. P. Anthony, T. Kovács	
	IGA: Introduction to Geospatial Analysis (2/4)	V. Lagutov	

	SRM: Survey Research Methods (2/4)	B. P. Anthony	
	STIA: Stakeholder Identification & Analysis (2/4)	B. P. Anthony	
Academic Skills	AW: Academic Writing	CAW	
		Winter Term, minimum credits:	**10/20**

Spring Term/Summer			
Module	**Courses (no. of CEU/ECTS credits)**	**Instructor(s)**	**Min. credits**
Advanced Environmental Science & Management (UoA) (April – July)	Assessment, Modelling and Scenarios for Ecosystems Management (3/6)	A. Troumbis, A. Kizos, I. Botetzagias, M. Hatziantoniou et al.	**3/6**
	Sustainable Tourism (1/2)	I. Spilanis	**5/10**
	Aquatic Pollution & Wastewater Management (1/2)	M. Angelidis, M. Aloupi, A. Stasinakis, O. Kalantzi	
	Freshwater Resources: Natural systems, Human Impact and Conservation (1/2)	P. Gaganis, O. Tzoraki	
	Air Pollution & Climate Change (1.5/3)	C. Pilinis, C. Matsoukas	
	Environmental Applications of GIS: Spatial Analysis and Modelling (1.5/3) [1]	T. Kontos	
	Applied Ecology (1/2)	P. Dimitrakopoulos, N. Fyllas, A. Galanidis	
	Research Design & Methods in Social Sciences (1.5/3)	I. Botetzagias	
	Resilient Cities and Communities II (2/4)	A. Kizos, L. Pintér	
Internships (CEU)	Summer internships (2/4)	L. Pintér, V. Lagutov	**2/4**
		Spring Term/Summer, minimum credits:	**10/20**

Visiting Faculty at CEU in 2025-26

Dan Cogalniceanu, Faculty of Natural Sciences, University Ovidius Constanţa, Romania
Jill Jäger, Independent Scholar, Vienna, Austria
Christian Kerschner, Vienna University of Economics and Business
Aleksandra Novikova, IKEM – Institute for Climate Protection, Berlin, Germany
Marina Olshanskaya, AvantGarde Energy,
Jan Sendzimir, International Institute for Applied Systems Analysis, Laxenburg, Austria
Logan Strenchock, CEU Sustainability Officer, Budapest, Hungary
Tibor Kovacs, Hungarian Biodiversity Research Society

[1] Course has pre-requisite: Prerequisite: "an Introductory GIS course" @ CEU" (or equivalent)

Evaluation and Assessment

Individual course syllabi (available on StudyGuide and on the Departmental E-Learning Site) indicate methods of assessment for each course. This may involve graded assignments and in-person exams, class attendance and participation, take-home exams, or other assessment forms.

Assignments

Graded assignments could take the form of written essays, oral presentations, responses to assigned readings, or reports on practical work or on field trips. Assignments must be submitted by deadlines, and late submitted work will be penalized by reductions in the grade awarded, as outlined in the section on "penalties for late submission". Students will be required to work either individually or in groups: in the latter case students may be divided into teams by the instructors or may decide themselves, depending upon the nature of the course. Most assignments are graded individually, but group grading is also used in some courses. Group grading will not constitute more than 25% of the total marks in any course, unless - for marks above 25% - either a) there is a mechanism for differentiating the grade among members of the group, e.g., through peer evaluation, or b) students opt for individual assessment if permitted. In the case of written assignments, the CEU thesis writing standards (for layout and appearance) and the Chicago Manual of Style citation format must be followed.

Examinations

Some examinations are in the form of written papers, take-home or in-class, or oral exams. Exam papers generally consist of essay-type questions, which require in-depth answers on the topics studied. The instructor will announce whether an exam is open-book or not. Take-home exams give students some time (usually 1-3 days) to prepare their answers, consulting any necessary sources (open book).

Grading Scheme

All assignments and exams will be graded according to the CEU grading scheme (see table below and Annex 2 of the CEU Student Rights, Rules, and Academic Regulations).

CEU Grading Scheme

Percent	Grade	Name	GPA*	Austrian Equivalent	ECTS band**
94-100	A	Outstanding	4.00	Excellent (1)	A
88-93	A-	Excellent	3.67	Excellent (1)	B
80-87	B+	Good	3.33	Good (2)	C
71-79	B	Fair	3.00	Satisfactory (3)	D
63-70	B-	Satisfactory	2.67	Sufficient (4)	E
58-62	C+	Minimum Pass	2.33	Sufficient (4)	E
0-57	*F*	*Fail*	*0.00*	*Insufficient (5)*	*F*

* Grade Point Average **European Credit Transfer System

Grading Rubric

While this general CEU grading rubric is uniform between educational levels, the complexity of course materials and assignments are expected to increase progressively. In case of any conflict between this grading rubric and any rubric provided for specific modules, courses or assignments, the more specific rubric will take precedence.

Descriptor	Grade
Shows mastery of material and capacity for original thinking, accurate, makes a convincing argument, with strong ability to synthesize information and present it in a clear and persuasive manner	A
Shows a very good understanding of the course material, and good ability to synthesize information, makes a convincing argument	A-
Shows a mostly good comprehension of the course material; makes a few factual errors and/or errors of reasoning	B+

Decent grasp of course materials, shows significant effort; but lacks some conceptual clarity and/or lacks a fully clear argument	B
Shows a fair understanding of the course materials, but also some significant misunderstandings; lacks some conceptual clarity and/or lacks a fully clear argument	B-
Lacks much understanding of course materials but shows some genuine engagement and some attempt at argument, even if not entirely clear.	C+ [MINIMUM PASS]
Some effort shown, but in general shows an incomplete understanding of course materials; lacks a clear argument Some writing submitted; but displays no comprehension of course materials; no clear and persuasive argument; or no work submitted; or work plagiarized	F

The assessments of the assignments, exams, attendance, and participation are combined according to the nature of the course and must be stated in the syllabus. Each course contains either an exam or an assignment or both. Several courses also include grades for class participation within the overall course assessment. Where there is more than one means of assessment, the weighting of each assessed element in the final grade will be communicated in writing to the students prior to the start of the course. The pass grade for all examinations and assignments is 58% (C+). Grades will be posted by the instructor *within two weeks* of assignment deadlines and exams, with adequate qualitative feedback (see Appendix 3 detailing departmental feedback policy). As per CEU policy, students receive their final grades for a course only after they have had the opportunity to evaluate the course (and instructors see the results of the evaluation only after grades have been published). If the grade for an exam or assignment corresponds to 60% or more of a course grade, the grade on that exam or assignment can only be made available after the course has been evaluated.

Examination and Assignment Re-Sits

If a student fails a course as a result of failing an exam or an assignment, they may be permitted to take the exam again or resubmit the assignment in a process known as a re-sit. Students are only permitted to re-sit exams or assignments once. If a student fails a re-sit for a *mandatory* course, they will not be able to advance in their program in order to obtain a degree; the same also applies for electives or mandatory electives if, by failing the course, the student can no longer achieve the required minimum credits for the program. The *maximum* grade that can be obtained for any re-sit (exam or assignment) is the *minimum* pass grade (58%).

Penalties for Late Submissions

For written assignments: In the first week, 4 penalty percentage points will be deducted per day late – including weekends and holidays (e.g., if an assignment is submitted 3 days late, the grade will be lowered by 12%). If the work is submitted within a week of the deadline, it will be awarded at least a minimum pass (58%) so long as the marker awarded a passing mark prior to the calculation of penalty. The penalty for a late submission will not result in a passing grade converted to a failing grade. If work is submitted more than 7 days late, it will be awarded a fail (F – 0%). The instructor may decide whether to consider the late submission as a re-sit (maximum grade 58%, see above) or to set a new deadline (and possibly a new task) for the re-sit (also for a maximum grade of 58%). Such substantial late submission is also considered "unsatisfactory record" and could result in suspension of any financial support the student is receiving or expulsion from the program (see section on Unsatisfactory Record).

For take-home exams: Take-home exams submitted late will be penalized according to the formula 'hours late/hours allocated' to the exam, e.g., if a paper is submitted 4 hours late for a 48-hour take-home exam, the grade will be lowered by 8% (4/48). The exam paper will be awarded at least 58% if it is submitted before the penalty formula reaches -100% (or submitted within a week for take-home exams with a time allocation of over a week), so long as the marker awarded a passing mark prior to the calculation of penalty. If the paper is submitted after the penalty formula reaches 100% (or after a week for a take-home exam with a time allocation of more than one week), the student will fail the exam and will be required to re-sit with a new deadline for a maximum grade of 58%. Substantially late submission of this type is also considered "unsatisfactory record" and could lead to suspension of financial support and/or expulsion from the program (see section on Unsatisfactory Record).

Ethics and Plagiarism

All students are subject to the terms of the CEU Code of Ethics, *Annex 4 (Academic Dishonesty)* and the related *Policy on Plagiarism* regarding conduct during examinations and for written assignments. All submissions will be checked for plagiarism and penalties for plagiarized work will be imposed, which can include failure of the course and even expulsion from the program in serious cases. A standing departmental committee handles all cases of possible/suspected plagiarism (see Academic Dishonesty and Plagiarism).

The Thesis

MESPOM Students Writing Their Thesis at CEU

Most details of the MESPOM thesis process are covered by the MESPOM Handbook, which should be consulted carefully. The thesis period for MESPOM is February to May of the second year, with a submission deadline in early June. All MESPOM students are required to submit a thesis proposal via email (to Tunde Szabolcs) in early December, regardless of their host institution. Students writing their thesis with CEU as the host institution should follow the *MESPOM thesis regulations*, available on the Moodle e-learning site under "MESP/MESPOM administrative documents". A template for the thesis can also be found there. Style and referencing should follow the Chicago Manual of Style.

Note: The failure and resubmission policy for MESP students (below) also applies to MESPOM students writing their theses at CEU.

MESP Students

MESP students begin working on their thesis topic in the Fall (*Thesis I*) and continue in the Winter Term (*Thesis II*). The bulk of research and writing for the thesis happens in the Spring Term (April to June). Theses are submitted by noon on June 30.

In the Fall term, MESP students identify a topic and potential supervisor for their topic and draft and present a short research proposal by early December. Thesis supervisors are assigned one week after this presentation and students will work with them to refine their research design and develop their literature base and review. In January, there is an opportunity to apply for small research grants to help cover some portion of the costs of any planned fieldwork. Students are strongly encouraged to also seek funding for their thesis research from external sources, as even if granted, funding from CEU typically covers only a small part of all expenses. MESP students will gain credits for thesis preparation work conducted throughout the academic year (*Thesis I, II, and III*). During the Spring term, students maintain regular contact with their supervisor and submit any progress reports as required. All students, even those planning fieldwork, remain in Vienna until the MESP thesis retreat (usually held in the second week of April). Exceptions to this rule can only be granted following a written appeal to the supervisor and the master's programs director, stating the grounds for the request for absence, accompanied by adequate documentation, and submitted as soon as the reason for the proposed absence becomes known.

Unless an alternative agreement is reached between student and supervisor (e.g., that sections of the thesis are submitted for feedback throughout the Spring term), a full first draft of the thesis should be submitted to the supervisor 3 weeks prior to the final deadline for thesis submission, by June 9, to give the supervisor time to provide feedback which can be incorporated into the final version of the thesis. Supervisors are under no obligation to provide feedback prior to final thesis submission on drafts received later than this deadline. Students are not obliged but highly encouraged to seek feedback from their supervisor prior to submitting the thesis.

Students should follow the *MESP thesis regulations*, available on the Moodle e-learning site under "MESP/MESPOM administrative documents". A template for the thesis can also be found there. Style and referencing should follow the Chicago Manual of Style. The thesis must be **uploaded to Moodle** by the **deadline** (**June 30 12:00 noon CET**) and with the supervisor's approval to **the ProQuest ETD Administrator site**. Students who fail to submit their thesis on time risk the thesis not being accepted and receiving a 'fail' (F) grade as detailed below.

Late Submission of Theses

Theses submitted after the deadline and without permission for late submission (based on mitigating circumstances being sought immediately when they arise and *prior to the deadline*; see below) will receive a 4 percentage points grade reduction for each day they are late – including weekends and holidays (e.g., if a thesis is submitted 3 days late, the grade will be lowered by 12%). If the thesis is submitted within a week of the deadline (i.e., by July 7 at

noon), it will be awarded at least a minimum pass (58%) so long as the markers awarded a passing mark prior to the calculation of penalty. The penalty for a late submission will not result in a passing grade converted to a failing grade. If work is submitted more than 7 days late, it will be awarded a fail (F – 0%) and the student will be given the opportunity to re-sit in order to receive a maximum grade of 58% (minimum pass) on the thesis.

Late Submission of Theses with Mitigating Circumstances
If, *prior to the deadline*, the student becomes aware of circumstances which are likely to prevent their thesis being submitted on time, they must immediately contact their supervisor and the Head of Department in writing to explain the circumstances and to request a deadline extension using the mitigating circumstances form (Appendix 1). Details on what constitutes mitigating circumstances are provided in the section on "Claims of mitigating circumstances". Claims for mitigating circumstances will be handled by the department's Mitigating Circumstances Committee (MCC). If the MCC (after consulting with the student's supervisor) grants an extension, the student will usually be required to submit a draft version of the thesis by the deadline in electronic form. Once mitigating circumstances have been granted, the student may submit their thesis by the new deadline (agreed upon in the mitigating circumstances form) with no penalty. Students may request the acknowledgement of mitigating circumstances more than once so long as this request is made *prior to the (new) deadline*.
Theses submitted substantially later than the close of the academic year (on or after September 15) will usually only be accepted for examination in the following academic year, even where mitigating circumstances are involved. In line with CEU rules, under no circumstances can a thesis be accepted for examination if it is submitted more than two years after the completion of coursework.

Theses Grading
All theses supervised at CEU are graded by the student's supervisor (or *one* of the supervisors if they are co-supervised) and one other member of departmental faculty (the second reader). A third reader is appointed (by the master's programs director, in exceptional cases, where there is substantial divergence between the first two examiners' grades. Final grades for the theses are agreed upon by the Examination Board which meets in late September or early October.

Failure and Resubmission Policy for Theses
In case a thesis is awarded a 'fail' (F) grade, the student will be informed of the result and, in most circumstances, offered the opportunity to resubmit (for a retake minimum pass grade of 58% maximum). This resubmission must take place at the latest within two years of the completion of all coursework on the program, or earlier if another deadline is specified in writing to the student. Only one resubmission is allowed; a second failure is final.

Graduation Requirements

In order to be awarded the CEU MSc degree, students must successfully complete and pass all teaching modules and all assigned coursework, including examinations, participation in mandatory field trips and completion of their thesis with the minimum pass. Students must also achieve an average GPA of 2.66 for the program as a whole in order to receive their MSc degree. Students successfully completing all taught courses but failing or not submitting the thesis will receive an academic transcript from CEU. Detailed requirements for the MESPOM degree are specified in the MESPOM Handbook.
Distinction is awarded to students on the MESP program with a final cumulative grade point average (CGPA) of 3.67 or above. *Merit* is awarded to students with a CGPA between 3.33 and 3.66 (see MESPOM handbook for rules on award of distinction for MESPOM students).

Departmental Regulations

Attendance and Coursework

The Head of the Department, on behalf of the Department of Environmental Sciences and Policy, will monitor the work and attendance of all students. This is for the benefit of the students and helps to ensure that you are coping with the work and are managing to complete the assignments given to you satisfactorily and on schedule.
Unless otherwise noted in course descriptions, students are expected to attend on site and in person all scheduled classes for which they have registered. Any differing attendance policies are communicated by instructors in advance.

In special cases that involve more than one day's absence (active participation in a conference, urgent family matter, etc.) the student must (i) inform in advance any affected course instructor(s) and make arrangements for making up for the missed course materials; (ii) compile documentation that justifies the absence (e.g., conference invitation and program); and (iii) submit a request in advance to the Head of Department for approval for the absence with documents related to points (i) and (ii) attached.
Students must produce coursework by the specified deadlines and attend all examinations.

Working Students

Any employment taken on by a student during the period of study must follow CEU's Policy on Student Employment and must not interfere with the student's studies. Specifically, employment (or other extra-curricular activities) should not coincide with classes on courses the student is taking for credit. Please note that students from outside the EU are also required by Austrian law to obtain a work permit *prior to* the commencement of any paid employment and are usually not allowed to work more than a maximum of 20 hours per week.

Claims of Mitigating Circumstances

Documentation of mitigating circumstances leading to absence/ late submission/ impaired performance
Reasons for absence, late submission, or impaired performance should be reported to the course instructors (or thesis supervisor) and the department's academic coordinator as soon as possible, and, if possible, *before* a deadline has been missed or an absence has occurred. Students facing special circumstances that keep them from attending classes or completing coursework can make a mitigating circumstances request by filling out a mitigating circumstances form (Appendix 1) and submitting it, along with appropriate supporting documentation, to the academic coordinator. Details of acceptable and unacceptable circumstances are given in the notes accompanying the form: generally speaking, they must be unforeseeable and unpreventable circumstances that could have a significant adverse effect on academic performance, e.g., illness, bereavement or other serious personal or family issues. In case of mitigating circumstances likely to afflict the student for a longer period, the student may apply to the Head of Department for a leave of absence from the program.

Handling of mitigating circumstances claims
Any claim for mitigating circumstances received by the academic coordinator will be passed on to the mitigating circumstances committee, which will make the decision whether to grant mitigating circumstances and what the response should be (e.g., waiving of late submission penalty, extending deadlines). This judgement will be reported to the student and affected instructors as soon as feasible, normally within a week. No claim for mitigating circumstances will be considered unless a completed form and supporting documentation has been submitted.

Academic Dishonesty and Plagiarism

Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at CEU. This includes any act by which a student succeeds or attempts to gain an academic advantage for themself or another person by misrepresenting their or another person's work or by interfering with the completion, submission, or evaluation of work. For further information, please refer to the university's *Code of Ethics* (Appendix 4). Such acts include, but are not limited to, accomplishing or attempting any of the following:

1. Altering of grades or official records.
2. Using any materials that are not authorized by the instructor during an examination.
3. Copying from another student during an examination.
4. Collaborating during an examination with any other person by giving or receiving information without the specific permission of the instructor.
5. Stealing, buying, or otherwise obtaining restricted information about an examination to be administered.
6. Collaborating on laboratory work, take-home examinations, homework, or other assigned work when instructed to work independently.
7. Substituting for another person or permitting any other person to substitute for oneself in taking an examination.
8. Submitting as one's own any theme, report, term paper, essay, other written work, speech, totally or in part elaborated by another author.

9. Submitting as one's own any theme, report, term paper, essay, other written work, or speech, totally or in part generated by Generative Artificial Intelligence (GenAI), or using GenAI in other unauthorized ways.

a. Students may not use GenAI in work submitted for a grade unless:

i. its use has been explicitly authorized in writing by the course instructor or program, or

ii. it qualifies as limited reasonable use (see below) and has not been prohibited in writing by the instructor or program.

b. Limited reasonable use (permitted unless explicitly prohibited in writing) is restricted to:

- learning activities outside the context of graded assignments;
- preparatory work for assignments (e.g., clarifying concepts, identifying potential sources), but not producing substantive parts of the submitted text;
- spelling and grammar checks, but not paraphrasing, translation, rewording, or structuring the paper.

Such use must be minor and must not substantially modify the ideas, content, or language of the submitted work.

c. All graded work involving any GenAI use—however minor—must include a GenAI Declaration stating the tool(s) used, purpose, extent, and location of use in the work.

d. Any authorized GenAI use beyond limited reasonable use must be cited in-text and referenced according to the accepted style for the program.

e. Unauthorized use, misuse, or insufficient disclosure of GenAI constitutes academic misconduct under the CEU Policy on Student Plagiarism (Article 3 – Generative Artificial Intelligence).

10. Submitting work that has been previously offered for credit in another course, except with prior written permission of the instructors of both courses.
11. Plagiarizing, that is, the offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgement or when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is the responsibility of all university students to understand the methods of proper attribution and to apply those principles in all materials submitted. Students should refer to and be familiar with the CEU Policy on Student Plagiarism.
12. Sabotaging of another student's work.
13. Falsifying or committing forgery on any university form or document.
14. Submitting altered or falsified data as experimental data from laboratory projects, survey research, or other field research.
15. Committing any willful act of dishonesty that interferes with the operation of the academic process.
16. Facilitating or aiding in any act of academic dishonesty.

Academic dishonesty may be a reason for disciplinary action as specified in relevant CEU policies. Such action can include failure of the course, a warning appearing on the student's record, and even immediate expulsion from the program in serious cases.

Turnitin plagiarism prevention software is used at the department to detect plagiarism in written papers including master's theses. All graded written assignments (including those that are required to pass a class that is pass/fail) are submitted to Turnitin. Any submission with a similarity rating of 25% or above on Turnitin (excluding reference lists and correctly cited material) will be handed over to the department's *academic dishonesty committee*. Instructors may send an assignment with a Turnitin rating below 25% on to the academic dishonesty committee if they deem this to be necessary.

Appeals

Assessment for all courses is subject to moderation procedures assuring the objectivity of marking. Students have a right to feedback on all assessed work which should include explanation for the grade awarded. The grades approved by the Examination Board (consisting of the whole faculty) are final and cannot be subject to appeal on academic grounds. Appeals on other grounds (e.g., personal discrimination) are covered by CEU's *Code of Ethics* and should follow the procedures set out there.

Health and Safety

In any laboratory classes, field visits, and practical research projects, students may come across potential hazards. To minimize the risks to themselves and other students, students and instructors must follow the guidelines laid down

in the health and safety requirements of the CEU. Fieldwork and project work must be carried out according to the guidelines for that project.

Unsatisfactory Record

Students must make satisfactory academic progress according to the Department's guidelines to maintain any financial aid and their place on the program. A student's enrolment will be terminated, and financial aid will be discontinued if:
a) they are found to have seriously plagiarized in an assignment, exam, or the thesis,
b) they fail a re-sit examination/assignment (after an initial failure) on a mandatory course,
c) they fail a re-sit examination/assignment (after an initial failure) on an elective course and, as a result, cannot gain sufficient credits to complete the program.
A student's enrolment and financial aid may also be terminated if:
d) they are absent from classes for more than a week without prior permission or persistently miss classes,
e) they submit an assignment or take-home examination substantially late (as defined in "penalties for late submitted work", above) without justifiable cause[1],
f) they fail multiple courses (even if re-sits are passed).
The decision regarding termination of studies for unsatisfactory record is made by the head of department. Students have the right to appeal a decision to terminate studies to the Pro-Rector for Teaching and Learning (also see section 3.2. of Student Rights, Rules, and Academic Regulations).

Course and Departmental Management

Inclusive Learning

The Department is committed to providing an inclusive learning environment. If you experience barriers to learning in any of your courses, please reach out to either the responsible faculty, your faculty mentor, the master's programs director, or your student representatives, depending on with whom you feel comfortable addressing the issue. You may also want to consult the CEU Student Disability Policy (https://documents.ceu.edu/node/508). In addition, feel free to meet with the CEU Student Disability Services Officer, Natalia Nagyné Nyikes, at the Dean of Students Office. Her email is nyikesn@ceu.edu, or you can reach her at +43 1 25230 7111, ext. 7513.

Departmental Student Representation

- Student representatives are elected by the student body to act as spokespersons for giving feedback to the Master's program director (Prof. László Pintér) on course management and academic content. Meetings will be held approximately once a month during the teaching period and dates will be coordinated with students ahead of time.
- Course evaluations are also used to solicit information / feedback after each term from the student body on the organization, delivery, and content of individual course units, and there is a general face-to-face feedback session for each program where students can voice their overall views of the program.

Teaching Schedule

The teaching schedule of the Department is available on the e-learning site (Moodle). The Department aims to keep alterations to the schedule to a minimum, and students will be given as much notice as possible should alterations to the schedule be necessary.

Communication

Due to the large number of students in the department and the busy nature of the course schedule, it is essential that students make efforts to keep in regular contact with the department and check their university email. The department uses email to distribute urgent notices and students should login to their accounts regularly to check for relevant messages.

[1] See section on mitigating circumstances above and Appendix 1 for more detail regarding acceptable (and unacceptable) reasons for late submission.

PhD Students

Each year the department has five or more first-year PhD students who may participate as mentors in a teaching assistantship capacity. Teaching Assistants work closely with professors in a variety of ways that may include designing course exercises or syllabi, providing student assistance on course requirements and content including reviewing drafts of work, helping with grading and evaluation, etc.

APPENDIX 1. Mitigating Circumstances Form

CEU Department of Environmental Sciences and Policy

MITIGATING CIRCUMSTANCES FORM

Grounds for mitigation are '*unforeseeable and unpreventable circumstances that could have a significant adverse effect on your academic performance'*. Please see overleaf for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

The information recorded on this form will be made available to the Head of Department and Mitigating Circumstances Review Committee.

NAME & STUDENT ID:	
PROGRAM:	
YEAR OF PROGRAM:	

MITIGATING CIRCUMSTANCES Please describe the nature of the circumstances or events that you believe have affected or are affecting your performance or ability to submit coursework by the due deadline. Documentary evidence to support your case must be attached to this form (e.g. medical note, letter from Counselling Service, letter from welfare officer, police report, etc.). All submitted evidence will be kept confidential and will be disclosed only to members of the Committee. Students are advised to ensure the evidence includes adequate detail for the Committee to judge the validity of the case, but without disclosing matters they consider private, even with the point on confidentiality in mind.

DATES AFFECTED	**From:**	**To:**

A. ASSESSED COURSEWORK AFFECTED

Course Code:	**Course Unit Title:**	**Assessment deadline:**	**Date work handed in:**

Have you submitted the coursework affected? YES / NO

B. EXAMINATIONS OR OTHER ASSESSMENTS AFFECTED

Course Code:	**Course Unit Title:**	**Date of Exam:**

Have you taken the examinations or other assessments: YES / NO

NATURE OF SUPPORTING DOCUMENTATION.
It is essential that this documentation is attached. Please tick the relevant box.

Letter from medical practitioner ¨ Letter from Counselling Service ¨ Police / Incident Report¨

Other (please specify) ……

I confirm hereby that all information given or referred to above is true and that I believe there has been a significant adverse effect on my performance as a result of the circumstances / and or events described.

Signature: ---------- Date ----------

PLEASE SUBMIT THE COMPLETED FORM, TOGETHER WITH SUPPORTING DOCUMENTATION, TO THE ACADEMIC COORDINATOR (Attila Hromada (HromadA@ceu.edu).

Grounds for Mitigation

Possible examples of mitigating circumstances include:

- Significant illness or injury
- The death or critical illness of a close family member
- Family crises or major financial problems leading to acute stress
- Absence for jury service or parental or adoption leave

Circumstances which will <u>NOT</u> normally be regarded as grounds for mitigation include:

- Holidays and events which were planned or could reasonably have been expected
- Assessments which are scheduled closely together
- Misreading the timetable or misunderstanding the requirements for assessments
- Inadequate planning and time management
- Failure, loss or theft of a computer or printer that prevents submission of work on time: students should back up work regularly and not leave completion so late that they cannot find another computer or printer
- Consequences of paid employment
- Exam stress or panic attacks not diagnosed as illness.

Note:
While pregnancy is not in itself grounds for mitigation, events may arise during a pregnancy which might constitute mitigating circumstances and will need to be judged on an individual basis.

LATE SUBMISSION
Please note that if you are unable to meet a deadline due to mitigating circumstances, you must submit your work as soon as you possibly can after the deadline. You should *not* wait for your case to be considered by the Mitigating Circumstances Committee, or until after the decision concerning approval of mitigating circumstances has been communicated to submit your work.
Absence from the university during the term for any period of 5 working days or less will not normally be regarded as grounds for mitigation unless the absence occurred for good cause within a two-week period immediately preceding a formal university examination or the deadline for submitting a piece of assessed course work or delivering an assessed presentation

APPENDIX 2. Departmental Policy on Plagiarism

This policy outlines the department's procedures for handling cases of suspected plagiarism. It does not specify definitions and likely penalties for plagiarism, including the use of Generative AI, which are outlined in CEU's *"Policy on Student Plagiarism"*.

1. The department has a standing plagiarism committee, which will review all cases of suspected serious and/or repeated plagiarism in assessed written work submitted towards any of the department's degree programs. The committee's decisions and any penalties they choose to impose will be considered the department's final decision on the case. The student does, however, have the right to appeal against the decision to the Department Head. If dissatisfied with the appeal, the student may further appeal to the Pro-rector for Teaching and Learning (bachelor's and master's students) or the Pro-rector for Faculty and Research (PhD students). First offenses involving cases of less serious plagiarism, as defined in the CEU Policy on Student Plagiarism, may be resolved by the instructor who, in consultation with the department head, will determine the appropriate action.

2. The committee shall normally consist of three members and will not include the Head of Department, who shall act as the first line of appeal. The Head of Department appoints the committee members for an initial period of two years. At the end of the two-year period, and after each subsequent two-year period, a faculty meeting will determine whether to change or retain the committee's composition, taking into consideration the wishes of the committee members to continue and/or other faculty members to serve on the committee.

3. The chair of the committee will communicate its results to students, except in cases where they are not participating due to conflict of interest (see point 10 below).

4. Individual professors, including visiting professors, are responsible for ensuring that their own graded assignments and take-home exams are checked via the Turnitin software and for conducting a preliminary screening of Turnitin reports. Turnitin reports can be generated automatically via the e-learning site when students upload their work; instructions on how to do this are available for both professors and students on the site under "Miscellaneous". Master's theses automatically generate Turnitin reports when they are uploaded to the ETD, and for these a committee member will conduct the initial screening.

5. The screening professor should screen at least all Turnitin reports with a score above 25% and may choose to screen all reports. In case there is any suspicion of plagiarism, the professor should refer the case to the committee for review, which can be done by forwarding the report to the committee chair and the academic coordinator with a recommendation for review. Reports with a score of 25% or above should automatically be reported to the committee chair, even if the screening professor does not believe that the work involves plagiarism.

6. Professors should screen Turnitin reports and make recommendations for committee review within one week of an assignment or take-home examination deadline, to ensure that the committee review procedure can be concluded without delaying the feedback process.

7. A professor may also choose to recommend for committee review any paper they strongly suspect is "ideas only" plagiarism, i.e., use of original data (but not words) from other authors without acknowledgement. In this case, they should inform the committee that the suspicion is based on other grounds than the Turnitin report and indicate what those grounds are.

8. The screening professor does not make any recommendation on penalty except in cases involving less serious plagiarism that are first offenses; in all other cases, it is up to the committee to determine that, which it will do based on the CEU guidelines (including the consideration of rules related to the use of Gen AI) and past departmental precedent. The Department's Academic Dishonesty Committee will also have access to GenAI detection software when making its determinations.

9. The committee will investigate the case within 10 working days, and at any rate, prior to the deadline for grades and feedback on the exam/assignment to be returned to students, and if it is deemed serious enough that

a grade penalty or more is likely to be imposed, the student and course professor/supervisor will be informed immediately by the chair and given details of the case. The student has the right to make a written submission to the committee or request a personal hearing with the chair (and other committee members, if available). Such a submission or request should be made within 48 hours of the student receiving notification that he or she may be penalized.

10. The committee will make a final decision on the case, including any penalty to be awarded, within two working days of a student's written submission or personal hearing (or within two working days of the deadline for such a submission/request, if none is received), and the chair will communicate it immediately to the course professor and student.

11. The committee may recommend that serious cases of malpractice be referred upwards to the University Disciplinary Committee.

12. If the case involves a student thesis supervised by one of the committee members, they will excuse themselves from the review and if possible, another faculty member will be found to act as third reviewer of the case.

13. Students penalized for plagiarism in the first year of a joint program with another university shall be informed that the nature and severity of the offence will be conveyed to the institution hosting the student in year two. If the offense is a first offense in addition to being a relatively mild infringement (per Table 1 "less serious plagiarism"), the instructor, in consultation with the head of unit, may use their own judgment to handle the case.

APPENDIX 3. Departmental Policy on Feedback to Students

This document sets out departmental policy on feedback on assessed work in the department's master's programs. The policy sets out minimum standards to which faculty involved in the programs (both internal and visiting) are expected to adhere.

1. General principles. Feedback to students is the quantitative (grade) and qualitative (comment) assessment of their work. Feedback should be provided in a timely manner that helps students understand (i) the marks or grades they have received for the work submitted, and (ii) how their performance might be improved in future. Feedback should be as personal as possible to the individual student to enable reflection on individual skills and performance. All assessed work should receive comments as well as grades, and these comments must be in written, preferably electronic form. Students should automatically receive these comments except in the case of written examinations (see point 3 below).

2. Timing of feedback. Marks and other feedback must be made available within 2 weeks of the examination or the assignment deadline (a CEU-wide requirement). Final Term grades can only be released to students after the CEU Course Evaluation period is completed.

3. Qualitative feedback for examinations. Qualitative feedback on written examinations is not normally issued to students, though individual professors may choose to do so, at their discretion. However, the student in any case has a right, if they wish, to request access to qualitative comments and to discuss them with the professor.

4. Qualitative feedback on other assessed work. Students should automatically be provided with qualitative feedback as well as grades for all assessed work, apart from examinations. Emphasis should be on constructive criticism, with indications wherever possible of how the students can improve their performance.

APPENDIX 4. How to declare GenAI in Graded Assignments

CEU Yehuda Elkana Center for Teaching, Learning & Higher Education Research | CENTRAL EUROPEAN UNIVERSITY

CEU Center for Academic Writing | CENTRAL EUROPEAN UNIVERSITY

How to Declare GenAI in Graded Assignments

According to the revised Student Plagiarism Policy, students must ensure that any use of generative AI has been explicitly authorized by their instructor or program, or it counts as 'limited reasonable use' according to the policy and their instructor or program does not prohibit it. Furthermore, if students use GenAI in any graded work, they are required to declare it:

"...students must fully declare the tool, purpose, and extent of GenAI use in graded work, however minor, and regardless of whether it was explicitly authorized or was considered limited reasonable use."

Students should consult the Student Plagiarism Policy, program handbooks, syllabus and/ or assignment instructions about which GenAI uses are permitted, and when in doubt, ask their course instructor.

Sample AI Declaration Statements

The following templates have been developed as a guide to how students might declare GenAI use in graded work. Departments and instructors can set their own guidelines that align with the new policy. We recommend using one of the two following templates unless instructed otherwise.

Furthermore, if AI-generated content is used as a reference, it should be cited as a source in addition to completing one of the following statements. For more information on how to cite AI in different citation styles, visit the CEU Library's LibGuide.

AI Declaration Template, Text-Based Option

Template

I used [insert name of AI system(s), hyperlinked] to [specific purpose for using generative artificial intelligence]. The tool was used to provide [describe extent of tool used in task or prompt].

Example

I used CoPilot to proofread my own work before submitting. I uploaded my entire essay with the instruction to "Correct any inaccurate grammar and punctuation." I reviewed the essay afterwards and made minor changes.

I used Connected Papers to find sources related to my research topic. I uploaded a seminal paper on my topic (Latour 1979) and prompted it to find related sources that I included in my literature review.

AI Declaration Template, Table-Based Option

Template

Tool (Name & Link)	Specific Purpose for Using GenAI	Extent of Use

Example

Tool (Name & Link)	Specific Purpose for Using GenAI	Extent of Use
CoPilot	Refining the academic language of my own work	I submitted my entire essay with the prompt: "Correct any inaccurate grammar and punctuation."
Connected Papers	Finding sources for my literature review	I uploaded a seminal paper on my topic (Latour 1979) and prompted it to find related sources that I included in my literature review.

Declaration of Generative AI for theses and dissertations

All students submitting a thesis or dissertation should include the following GenAI declaration:

Generative artificial intelligence (GenAI) was used in this work. I, the author, have reviewed and edited the content as needed and take full responsibility for the content, claims, and references. An overview of the use of GenAI is provided below.

- I used [insert name of GenAI system(s), link] to [specific purpose for using generative artificial intelligence]. The tool was used to provide [describe extent of tool used in task or prompt].
- I used [insert name of GenAI system(s), link] to [specific purpose for using generative artificial intelligence]. The tool was used to provide [describe extent of tool used in task or prompt].

OR

To the best of my knowledge, generative artificial intelligence (GenAI) was not used in this work. I, the author, take full responsibility for the content, claims, and references.