



● CENTRAL
● EUROPEAN
● UNIVERSITY

Department of Environmental Sciences and Policy
Master's Student Handbook
Academic Year 2026-2027



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Dear Students,

Welcome to the Department of Environmental Sciences and Policy!

This Handbook details MESP and MESPOM programmatic structures, policies and guidelines to support the advancement of your learning towards the fulfillment of a master's degree. 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 revised in the Handbook version uploaded on Moodle. Let us know if you spot any errors or have suggestions for improving the Handbook.

We are looking forward to working with you and wish you a promising academic year and beyond!

Sincerely,

*Michael LaBelle, Head of Department
Tamara Steger, Masters' Programs Director
on behalf of all Faculty and Staff*

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Visiting Faculty

Dan Cogalniceanu, Faculty of Natural Sciences, University Ovidius Constanța, Romania

Evangelia Derdemezi, University of the Aegean

Jill Jäger, Independent Scholar, Vienna, Austria

Aleksandra Novikova, IKEM, Institute for Climate Protection, Berlin, Germany

Marina Olshanskaya, The World Bank

Jan Sendzimir, International Institute for Applied Systems Analysis, Laxenburg, Austria

Logan Strenchock, CEU Sustainability Officer, Budapest, Hungary

Tibor Kovács, Hungarian Biodiversity Research Society

Anastasia Kvasha, ISEPEI, Budapest, Hungary

Program Profiles

MESP Program

Title of Program:	Environmental Sciences and Policy
Degree Awarded:	Master of Science (MSc) – 30 CEU credits
Duration:	10 months including thesis research
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
Establishment/Institution:	Established in 1994 at Central European University Private University (CEU PU)
Links	E-Learning (Moodle) Study Guide https://www.ceu.edu/academics/degrees/ms-environmental-sciences-policy

MESPOM Program

Title of Program:	Environmental Sciences, Policy and Management
Degree Awarded:	Master of Science (MSc) – 120 ECTS credits
Duration:	24 months including three study periods at partner universities and thesis research
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 External Examiner: Prof. Dr. Ilona M. Otto (University of Graz, Austria)
Establishment/Institution:	Established in 2005 at Central European University Private University (CEU PU)
Links	E-Learning (Moodle) Study Guide https://mespom.eu/ https://www.ceu.edu/academics/degrees/ms-environmental-sciences-policy-management

Mission, Aims and Objectives

The Department of Environmental Sciences and Policy is a site of **inspired learning, scholarly research, and compassionate and free exchange of ideas regarding the environment**, the foundation of well-being from the global to the local level. Past developments have brought great benefits to some while exacerbating inequalities and severely damaging the planet's inhabitability for humans and other species. The current trajectory is unsustainable. As researchers, we are driven by the desire and need to understand the complex interplay between environment and society that led to the current predicament, and what it might take to navigate the transitions and transformations that lie ahead. As educators, we seek to bring our expertise stretching across multiple disciplines, locations, and problem areas to bear on an open and reflexive learning environment that nurtures knowledgeable, engaged and globally networked professionals not afraid of the journey. Beyond its impact on the world outside of academia, our department strives to contribute to academic institutions in general and CEU in particular as sites of environmentally sustainable and socially just practices.

The MESP and MESPOM programs are a unique and selective invitation to work with us in navigating environmental complexities and challenges and expanding opportunities for invigorating more sustainable trajectories. In this process, our objective is to enable students to: 1) draw from and integrate useful theories and effective practices that foster holistic understandings and systematic analyses in contemporary environmental challenges 2) translate environmental knowledge into specific policy, management, and advocacy strategies in various, multi-scalar contexts, 3) develop research, problem-solving, communication, and other professional skills to orient themselves in European and worldwide networks of environmental institutions and elaborate relevant career objectives and strategies, and 4) deepen an appreciation for self-reflective critical inquiry, open society, research ethics, and environmental and social care.

Learning Outcomes and Acquired Competencies

- Thoroughly understand core concepts and approaches in environmental sciences, policy and management and their relationship to one another, - Demonstrate advanced understanding of several areas¹ 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
- Analyze 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,	SKILLS

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

- Organize effective independent work in environmental sciences, policy, and management, - Work effectively in multidisciplinary, multicultural groups to solve environmental problems.	
- 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

Programs Overview, Timeline, and Credit Requirements

Students begin by building a strong foundation in key environmental concepts, debates, and topics while developing methodological and writing skills. From this foundation, students move onto advanced clustered courses and graduate practical, transferable skills. An important complement to the formal curriculum is the learning that occurs among cohort members through the exchange of diverse perspectives, knowledge and experiences from around the world.

“Zero Week” launches the academic year with mandatory orientation events that welcome students into the CEU fold – campus life and facilities, student services and engagement opportunities, and CEU policies and guidelines that seek to ensure a respectful and safe learning environment.

Fall Term (min. 10 CEU/20 ECTS credits) modules are structured around building multi-disciplinary literacy and competencies, practical methods and writing skills, and - for MESP students- developing their thesis topics:

- Mandatory Foundations
- Introductory Environmental Topics
- Introductory Methods
- Academic Skills

Winter Term (MESP min. 13 CEU/26 ECTS credits; MESPOM min. 10 CEU/20 ECTS credits) advances knowledge and depth based on the department’s research clusters, while honing methods training and academic skills:

- Climate, Energy and Resource Management
- People and Ecosystems
- Transformative Society, Politics and Justice
- Advanced Methods
- Academic Skills

Spring Term

MESP (min. 7 CEU/14 ECTS credits)

- Thesis III: Two-day Retreat (thesis proposal presentations, faculty feedback sessions, consultations with supervisor) and Thesis IV (research, writing and submission)

MESPOM (min. 10 CEU/20 ECTS credits)

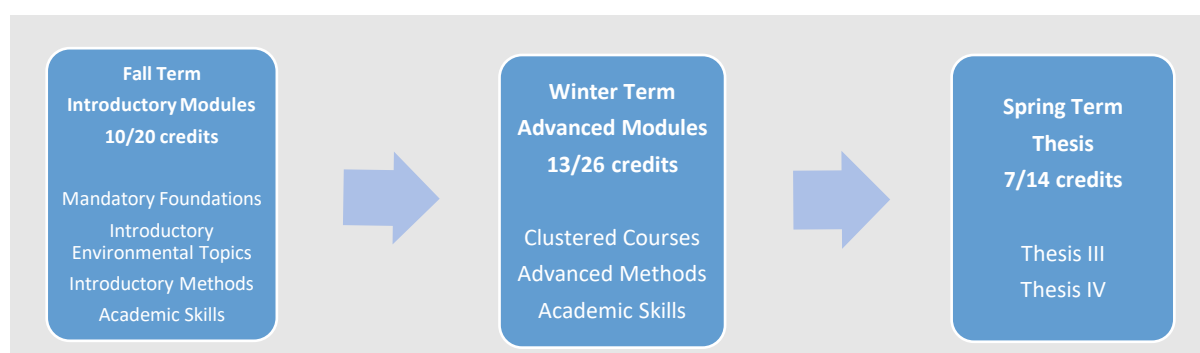
- Advanced Environmental Science & Management, University of the Aegean, Greece.
- Internship

Credits and Workload at CEU

Students must register for the minimum number of curricular credits required each term. In addition to fulfilling the curricular credit requirements, students may take additional departmental courses during the Winter Term (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 credits for audit) or university-wide or other departmental course(s) (maximum of 4 CEU/8 ECTS credits). In either case, the ceiling for the total maximum number of credits per academic year is 38 CEU/76 ECTS.

One CEU course credit = 2 ECTS credits = 50-60 hours of which ~10 hours is classroom contact (i.e., approx. six 100-minute sessions that may also include other activities such as group/individual consultations or field trips) with the remainder devoted to class preparation (e.g., readings), assignments and exams preparation, etc.

MESP Program Structure



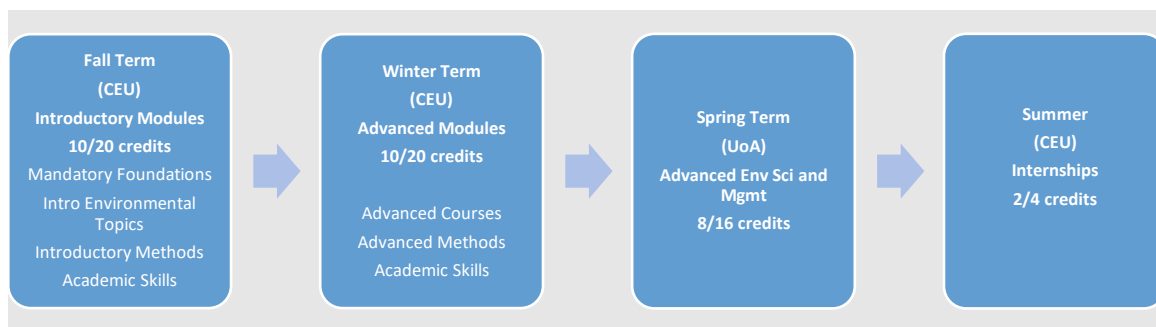
Fall Term			
Module	Courses (CEU /ECTS credits)	Instructor(s)	Min. credits
Mandatory Foundations	F&D: Environmental Keywords: Foundations and Debates (4/8)	G. Aistara and all resident faculty	4/8
Introductory Environmental Topics	AOGS: Agroecology & Organic Gardening Systems (2/4)	G. Aistara, L. Strenchock	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	
	SDGT: Sustainable Development & Global Transitions (2/4)	L. Pintér	

	SES: Sustainable Management of Socio-Ecological Systems (2/4)	L. Pintér, B. P. Anthony	
	TPE: Transformative Political Ecologies (2/4)	A. Schaffartzik, T. Steger	
Introductory Methods	EIA: Introduction to Environmental Impact Assessment (1/2)	A. Cherp	2/4
	IGDV: Introduction to Geospatial Data Visualization (1/2)	A. Kvasha	
	INMO: Introduction to Modelling (1/2)	E. Derdemezi	
	QNRM: Introduction to Quantitative Research Methods (1/2)	T. Centofanti	
	QUAL: Introduction to Qualitative Research Methods (1/2)	M. LaBelle	
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			
Module	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	EJTP: Environmental Justice: Theories and Practice (2/4)	T. Steger	
	GIST: Global Resource Inequalities and Storytelling (2/4)	A. Schaffartzik	
	TAD: Transformative Agriculture and Development (2/4)	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	
	EM: Energy Markets (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	
	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)	A. Kvasa	
	SRM: Survey Research Methods (2/4)	B. P. Anthony	
	STIA: Stakeholder Identification & Analysis (2/4)	B. P. Anthony	
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

MESPOM Program Structure 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	4/8 Lund
	IEM: Intro to Environmental Management (1/2) (ONLY Manchester Track)	A. Cherp	5/10 Manchester
Introductory Environmental Topics	AOGS: Agroecology & Organic Gardening Systems (2/4)	G. Aistara, L. Strenchock	4/8 Lund 3/6 Manchester
	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	
	SDGT: Sustainable Development & Global Transitions (2/4)	L. Pintér	
	SES: Sustainable Management of Socio-Ecological Systems (2/4)	L. Pintér, B. P. Anthony	
	TPE: Transformative Political Ecologies	A. Schaffartzik, T. Steger	
Introductory Methods	EIA: Introduction to Environmental Impact Assessment (1/2)	A. Cherp	2/4
	IGDV: Introduction to Geospatial Data Visualization (1/2)	A. Kvasha	
	INMO: Introduction to Modelling (1/2)	E. Derdemezi	
	QNRM: Introduction to Quantitative Research Methods (1/2)	T. Centofanti	
	QUAL: Introduction to Qualitative Research Methods (1/2)	M. LaBelle	

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

Winter Term			
Module	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, and Justice G. Aistara	EJTP: Environmental Justice: Theories and Practice (2/4)	T. Steger	
	GIST: Global Resource Inequalities and Storytelling 2/4	A. Schaffartzik	
	TAD: Transformative Agriculture and Development (2/4)	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	
	EM: Energy Markets (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	
	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)	A. Kvasha	

Academic Skills	SRM: Survey Research Methods (2/4)	B. P. Anthony	
	STIA: Stakeholder Identification & Analysis (2/4)	B. P. Anthony	
	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. Kizos, G. Vasios, D. Chondrogianni, A. Christopoulou et al.	3/6
	Freshwater Resources: Natural systems, Human Impact and Conservation (1/2)	P. Gaganis, O. Tzoraki	5/10
	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, A. Galanidis	
	Research Design & Methods in Social Sciences (1.5/3)	I. Botetzagias	
	Resilient Cities and Communities II: Sustainable Local Development and Tourism (2/4) (2/4)	A. Kizos, N. Zouros (L. Pinter)	
Internships (CEU)	Summer internships (2/4)	L. Pinter	2/4
Spring Term/Summer, minimum credits:			10/20

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.

Assessment of Coursework and Exams

Learning assessment provides important feedback on the progression of learning in a given course and the program overall. The Department relies on CEU's Grading Scheme and University Grading Rubric provided below ([CEU Student Rights, Rules, and Academic Regulations, Annexes 2 & 3](#)). More specific course assignments and assessment guidelines are provided in individual syllabi ([StudyGuide, E-Learning Moodle](#)). While CEU's **grading rubric** (see below) sets the general assessment framework, the criteria are ultimately contextualized to reflect master's level complexity in course materials and assignments. In case of any conflict between CEU's Grading Rubric and others provided for specific modules, courses or assignments, the more specific rubric takes precedence.

¹ Prerequisite: "Introduction to GIS" @ CEU (or equivalent).

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

CEU Grading Rubric

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

Individual course syllabi generally contain a course overview, learning outcomes, assessment (e.g., assignments and/or exams) and their respective weights in the overall course grade and deadlines, and a breakdown of each class with preparation tasks (e.g., assigned readings). 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 unless otherwise stipulated in a given course syllabus. Grades for groupwork will not constitute more than 25% of the total grade in any course, except when a) there is a mechanism for differentiating the grade among group members or b) students opt for individual assessment, if permitted.

Grades on individual assignments and exams are to be posted by the instructor *within two weeks* of assignment deadlines and exams, with adequate qualitative feedback (Appendix 3. [Departmental Policy on Feedback to Students](#)). Final course grades are published only after students have had the opportunity to evaluate the course (and instructors see the results of the evaluation only after grades have been published).

Each year the department also welcomes 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.

Assessment for all courses is subject to moderation procedures to assure marking standards. Students have a right to feedback on all assessed work which should include explanation for the grade awarded (Appendix 3. [Departmental Policy on Feedback to Students](#)). 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.

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 ("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 toward earning 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 (C+ 58%).

Penalties for Late Submission of Take-Home Exams and Assignments

In order to assure the smooth running of courses, timely progression in the program, and fairness in assessment, assignments must be submitted by deadlines, and late submitted work will be downgraded.

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 a 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 C+ 58%) or to set a new deadline (and possibly a new task) for the re-sit (also for a maximum grade of C+ 58%). Such a substantially 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).

Take-home Exams - Take-home exams submitted late will be penalized according to the formula 'hours late/hours allocated' to the exam. For example, if a 48-hour take-home exam paper is submitted 4 hours late, the grade will be lowered by 8% (4/48). The exam paper will be awarded at least a C+ 58% if it is submitted before the penalty formula reaches 100% (or is submitted within a week of a take-home exam with a time allocation of over one week), so long as the marker awarded a passing mark prior to the calculation of penalty. If the take-home exam 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 C+ 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).

Theses

Student theses constitute an important milestone in the final stages of earning a master's degree. The thesis demonstrates the student's capacity to design, conduct and communicate research on important environmental issues and contribute knowledge in the field. A general overview of the process and a corresponding timeline for MESPOM and MESP are provided below.

MESPOM Students Writing Their Thesis at CEU

Process Overview	Timeline
Consultations with faculty about potential topics and interests	Oct of second year
Formal assignment of thesis supervisor	Nov – Dec of second year
Thesis proposal submission (regardless of host institution)	Early December of second year (send via email to Tunde Szabolcs)
MESPOM thesis research and writing period	February - May of second year
Submission deadline	Early June
Thesis guidelines	-MESPOM Handbook -For students completing their thesis at CEU, MESPOM Thesis at CEU
Style and guide	Chicago Manual of Style CEU Thesis Submission Guidelines Thesis Template Thesis Assessment Rubric

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

MESP Students

Process	Timeline
Thesis I & II – Thesis parameters, topic development	Fall and Winter Terms
Formal assignment of thesis supervisor	One week after Student Conference
Thesis proposal	December – Draft and presentation (Student Conference) April – Final version presentation (Retreat)
Opportunity to apply for CEU research funds*	January
Thesis III – Finalization of thesis preparations Regular contact with supervisor (and update reports as required)	Spring Term
Thesis IV - MESP thesis research and writing period	April-June
Thesis draft submission to supervisor	June 9 th to receive supervisor feedback on full draft**
Submission deadline	Noon on June 30 th , uploaded on CEU e-learning site (Moodle) and CEU's Electronic Thesis Submission site
Style and guide	Chicago Manual of Style CEU Thesis Submission Guidelines Thesis Template Thesis Assessment Rubric

*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.

** Students are not obliged but highly encouraged to seek feedback from their supervisor prior to submitting the thesis. Students may submit drafted sections throughout the process, depending on what they agree on with their supervisors.

However, if sharing a full thesis draft for review by your supervisor past the June 9th deadline, supervisors are under no obligation to provide feedback.

All MESP students, even those planning fieldwork, remain in Vienna until the MESP thesis retreat (usually held in the second week of April) where they will present their research design and receive faculty feedback. Student 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.

Assessment of Theses

Theses are evaluated based on the [Evaluation Form for MESP](#) and the [Evaluation Form for MESPOM](#). 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 departmental faculty member (the second reviewer). A third reviewer is appointed by the Master's Programs Director in exceptional cases where there is substantial divergence between the supervisor's and the second reviewer's grades. Final grades for MESP theses are agreed upon by the Examination Board which meets in September-October; MESPOM theses final grades are reviewed by the Examination Board convened in June.

Failure and Resubmission of Theses

In the event that a thesis receives a 'fail' (F) grade, the student will be informed of the result and, in most circumstances, offered the opportunity to resubmit (for a maximum grade of C+ 58% - a minimum pass). This resubmission must take place within two years of the completion of all programmatic coursework at the latest or earlier if another deadline is specified in writing to the student. Only one resubmission is allowed; a second failing grade (F) is final.

Late Thesis Submission

Theses submitted after the deadline in the absence of approved mitigating circumstances 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 (e.g., by July 7 at noon), it will be awarded a minimum pass (C+ 58%) so long as the markers awarded a passing mark prior to the calculation of the grade reduction. 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 result in a fail (F – 0%) and the student will be given the opportunity to "re-sit" in order to receive a maximum grade of C+ 58% (minimum pass) on the thesis.

Theses with Mitigating Circumstances

If, *prior to the deadline*, the student becomes aware of circumstances which are likely to prevent the timely submission of their thesis, 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 may or may not constitute mitigating circumstances are provided in the section on ["Claims of Mitigating Circumstances"](#). Claims for mitigating circumstances are 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 the 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.

Academic Progress

Distinction and Academic Graduation Requirements

Distinction is awarded to MESP students with a final cumulative grade point average (CGPA) of 3.67 or above. *Merit* is awarded to MESP students with a CGPA between 3.33 and 3.66 (see MESPOM Handbook for rules on award of distinction for MESPOM students).

In order to be awarded the CEU MSc degree, students must achieve an average GPA of 2.66 and successfully complete and pass all teaching modules and all assigned coursework, including examinations, participation in mandatory field trips and completion of their thesis. 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.

Maintaining Satisfactory Academic Progress

Students must maintain a satisfactory academic record according to the Department's guidelines to maintain any financial aid and their place on the program.

Enrolment Termination and Discontinuance of Financial Aid

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:

- a) they are absent from classes for more than a week without prior permission or persistently miss classes,
- b) they submit an assignment or take-home examination substantially late without justifiable cause (see ["Penalties for Late Submission of Take-Home Exams and Assignments"](#), ["Claims of Mitigating Circumstances"](#), and Appendix 1. ["Mitigating Circumstances Form"](#)),
- c) 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 the 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](#)).

Additional Policies and Guidelines

Attendance

To help ensure that students are coping with the work and are managing to complete their assignments satisfactorily and on schedule, the Head of the Department, on behalf of the Department, will monitor the work and attendance of all students.

To assure your learning progress, students must produce coursework by specified deadlines, attend all examinations. 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 submit a request for approval for the absence in advance to the Head of Department with attached documentation that indicates that: 1) they have notified any affected course instructor(s) and made arrangements for making up for any missed work, and 2) justifies the absence (e.g., conference invitation and program).

Keeping Regular Contact

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.

Claims of Mitigating Circumstances

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.

Any claim for mitigating circumstances received by the academic coordinator is passed on to the Mitigating Circumstances Committee that 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.

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.

Grounds for Mitigation

Possible examples of mitigating circumstances include:	Circumstances which will <u>NOT</u> normally be regarded as grounds for mitigation 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	• 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: back up work regularly and leave enough time should you need to find another computer or printer • Consequences of paid employment • Exam stress or panic attacks not diagnosed as illness • 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.
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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.

Ethics, Academic Dishonesty and Plagiarism

The [CEU Code of Ethics](#) articulates important values of the CEU community, including to protect academic integrity and, likewise, address academic misconduct related to *Academic Dishonesty* (Annex 4). The [Policy on Student Plagiarism](#) designates the specific parameters and procedures regarding plagiarism defined as “a practice that involves taking and using the work of a person, persons or a machine and claiming it, directly or indirectly, as one's own” (Article 1.1).

The Policy applies to conduct during examinations and for all written work and other assignments. 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.

Detected plagiarism can result in serious penalties that can include failure of the course and even expulsion from the program in serious cases. The departmental Committee on Academic Dishonesty handles all cases of possible/suspected plagiarism. To avoid plagiarism, assure that you cite the engaged works and ideas of others, and if you are authorized to use Generative Artificial Intelligence (GAI), declare the parameters of its use in your work (see [Appendix 4. How to declare GenAI in Graded Assignments](#)).

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 themselves 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:
 - i. learning activities outside the context of graded assignments;
 - ii. preparatory work for assignments (e.g., clarifying concepts, identifying potential sources), but not producing substantive parts of the submitted text;
 - iii. 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 must include a GenAI Declaration stating the tool(s) used, purpose, extent, and location of use in the work. This does not apply to individual short contributions that are collectively graded (e.g., questions submitted on readings that are considered as part of the overall participation grade). See Appendix 4 for details on the accepted formats for declaring AI use.
 - 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.

Employed 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 limited to a maximum of 20 hours per week.

Course and Departmental Management

Student Feedback on Academic Programs and Courses

Student representatives are elected by the student body and act as spokespersons for giving feedback to the Master's Programs Director 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 courses, and there is a general face-to-face feedback session for each program where students can voice their overall views of the program.

Inclusive, Respectful and Safe Learning Environment

The Department is committed to providing an inclusive, respectful, and safe learning environment.

“Members of the University Community should form a community based on the values of an open society, mutual understanding and respect for individual and cultural diversity. While exchanging their ideas, they should strive to maintain a respectful and positive attitude towards one another. Friendly relations, good behaviour and fair play should prevail at all times in their interactions” (CEU Code of Ethics).

Disability Concerns: 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 [Accommodations and Support for Students with Disabilities](#). 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.

Harassment concerns (see [CEU's Policy on Harassment](#)): If you witnessed or have been subjected to harassment or sexual harassment, you may reach out to a trusted faculty member, the Master's Program Director or the Head of Department if you are comfortable doing so. For specifically trained, professional support (also see [support services](#)), you can reach out to CEU's dedicated [Ombudspersons Network](#) via the [SpeakApp, CEU's internal App for submitting harassment and sexual harassment complaints](#).

Mental Health Concerns: If you need help and support for your personal and academic concerns and/or wish to talk to a trained counsellor, see <https://ceuedu.sharepoint.com/sites/psychofirstaid>.

Health and Safety Concerns Related to Hazards: 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.

APPENDIX 1. Mitigating Circumstances Form

CEU Department of Environmental Sciences and Policy

Grounds for mitigation are '*unforeseeable and unpreventable circumstances that could have a significant adverse effect on your academic performance*'. Please see [Grounds for Mitigation](#) before filling out this form.

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:		
DATES AFFECTED:	From:	To:

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 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.

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 completed 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 hereby confirm 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 WITH SUPPORTING DOCUMENTATION TO THE ACADEMIC COORDINATOR, Attila Hromada (HromadaA@ceu.edu).

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 Committee on Academic Dishonesty ('Committee') that tracks all cases of suspected plagiarism and processes all cases of suspected serious and/or repeated plagiarism and those recommended to the Committee by an instructor relating to assessed written work submitted towards any of the Department's degree programs. The Committee's decisions and any penalties they impose will be considered the Department's final decision on the case.

2. The **Plagiarism Committee** normally consists of three members and does not include the Head of Department, who acts as the first line of appeal. The Head of the 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 departmental meeting determines 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. **Turnitin Reports and Screening:** Individual professors, including visiting professors, are responsible for ensuring that their own graded assignments and take-home exams are screened via the Turnitin software and for conducting a preliminary screening of all Turnitin reports that are 25% or above and, if they choose, may screen all 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 conducts the initial screening.

4. **Referring a Case to the Committee:** Within one week of the assignment or take-home exam deadline (to avoid delaying the feedback process), the professor should forward the relevant Turnitin report(s) to the Committee Chair and the Academic Coordinator when:

- the report score is 25% or above or
- there is any suspicion of plagiarism or
- the professor chooses 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.

5. **Case Review:** The Committee will investigate a 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. If a case 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 they may be penalized.

6. **Determination of Plagiarism and Penalty:** 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, the Committee makes recommendations based on the CEU guidelines (including

the consideration of rules related to the use of Gen AI) and past departmental precedent. The Committee also has access to GenAI detection software when making its determinations. The Committee may recommend that serious cases of malpractice be referred upwards to the University Disciplinary Committee.

7. Decision and Notification: 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.

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 the Department, may use their own judgment to handle the case.

8. Conflicts of Interest: In cases where the Chair is not participating due to a conflict of interest, another Committee member will communicate the results to the instructor and student. If the case involves a student thesis supervised by one of the Committee members, they will recuse themselves from the review and, if possible, another faculty member will be found to act as third reviewer of the case.

9. Student Right of Appeal: The student has the right to appeal against the decision to the Head of the Department. If dissatisfied with the appeal, the student may further appeal to the Pro-rector for Teaching and Learning. 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 Head of the Department, will determine the appropriate action.

APPENDIX 3. Departmental Policy on Feedback to Students

See [Student Rights, Rules and Academic Regulations](#).

APPENDIX 4. How to Declare GenAI in Graded Assignments

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.