Department of Environmental Sciences and Policy

Departmental Student Handbook

Masters Programs

Academic Year 2022 - 2023

Central European University
Department of Environmental Sciences and Policy
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Dear Student:

This document describes the MESP and MESPOM programs in CEU's Department of Environmental Sciences and Policy for the academic year 2022-2023.

Every effort has been made to keep the information accurate as of the time of preparation (August 2022). However, in today's dynamic academic environment some changes are bound to occur. Staff and faculty will do their best to communicate any changes and update this document accordingly. However, please do not hesitate to notify us of any inaccuracies.

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

Sincerely,

Prof. Brandon Anthony, Head of Department
Prof. Anke Schaffartzik, Masters Programs Director
on behalf of all Faculty and Staff

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Departmental Staff and Contact Details

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Program Details

MESP Program Data

Title of Program: Environmental Sciences and Policy

Qualification Awarded: Master of Science (MSc)
(two study terms and a 3-4 month research term)

Awarding Body: CEU PU (registered with New York State Department of Education)
Accredited in Austria by the Agency for Quality Assurance and
Accreditation Austria (AQ Austria)

Administrative Institution: Central European University Private University

MESPOM Program Data

Title of Program: Environmental Sciences, Policy and Management

Qualification Awarded: Master of Science (MSc)
(22-month program including three study periods at different universities
and a 5-month research period)

Awarding Body: Consortium of Lund University (Sweden), University of Manchester
(UK), CEU PU (Austrian accreditation), and the University of the
Aegean (Greece)

External Examiner: Dr. Sonia Yeh, Chalmers University of Technology, Sweden

Administrative Institution: Central European University Private University, MESPOM Consortium

Aim and objectives

The MESP and MESPOM programs prepare students for identifying, developing and implementing effective solutions to environmental challenges, especially in an international context. They aim to educate future decision-makers in businesses, government and other 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:

KNOWLEDGE
- thoroughly understand <u>core</u> concepts and approaches in environmental sciences, policy and management and their relationship to each other;

- demonstrate <u>advanced</u> 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);

SKILLS
- 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 and academic 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;

VALUES/ATTITUDES
- 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 a sustainable and open society, 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.

Program overview, timing and credit requirements

1st (Fall) Term

During the Fall and Winter Term (Sept 2022 to March 2023), MESP and MESPOM curricula run parallel. The first third of the Fall Term is organized by four *Foundational Courses*:
1) Introduction to Environmental Sciences: The Non-Human Biosphere (NHB)
2) Introduction to Environmental Sciences: Humans and the Biosphere (HB)
3) Introduction to Environmental Policy and Society (IEP)
4) Introduction to Environmental Management (IEM)

All students must select **three** *Foundational Courses* for grade, whilst IEM is mandatory for MESPOM students. The main objective of these courses is to 'bridge' various initial competencies of the students and equip them with the skills necessary for further mastering environmental studies, therefore students are strongly advised to select courses that build needed strengths.

Four *Advanced Clusters* are then introduced in the Fall Term, namely:
1) Energy Transitions and Climate Change (ETC)
2) Environmental Governance, Politics, and Justice (GPJ)
3) Resource Management and Pollution Control (RMP)
4) Sustainable Management of Socio-Ecological Systems (SES)

All students must select **two** *Advanced Clusters* to develop more advanced knowledge in these areas, followed by the *Student Conference*. To build research skills and understanding, all students are required to take *Environmental Research Methods* as well as *Academic Writing* to develop writing skills in an academic context. MESP students are additionally required to take *Thesis Preparation I* which will help students work towards a viable thesis topic.

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

2nd (Winter) Term

The 2nd (Winter) Term has further elective courses grouped in *Advanced Clusters* including a cluster of *Professional Skills and Methods* courses. Here, students can specialize in either one or two clusters, or, in exceptional cases, create a self-design study track:

- Students wishing to specialize in **ONE advanced cluster** must take at least 6 CEU/12 ECTS credits in one advanced cluster, with at least 2 CEU/4 ECTS credits from *Professional Skills and Methods* courses, and at least a further 2 CEU/4 ECTS credits from any of the courses offered by the Department in the Winter Term.
- Students wishing to specialize in **TWO advanced clusters** must take at least 4 CEU/8 ECTS credits each from both advanced clusters, with at least 2 CEU/4 ECTS credits from *Professional Skills and Methods* courses.
- In exceptional cases, students wishing to create a **self-design study track** must work with their faculty mentor to design and justify a study plan that meets the minimum credit requirement of their program, respects any pre-requisites and/or mandatory courses, and includes at least 2 CEU/4 ECTS credits from *Professional Skills and Methods* courses. The study track must be approved by your faculty mentor and the Masters Programs Director.
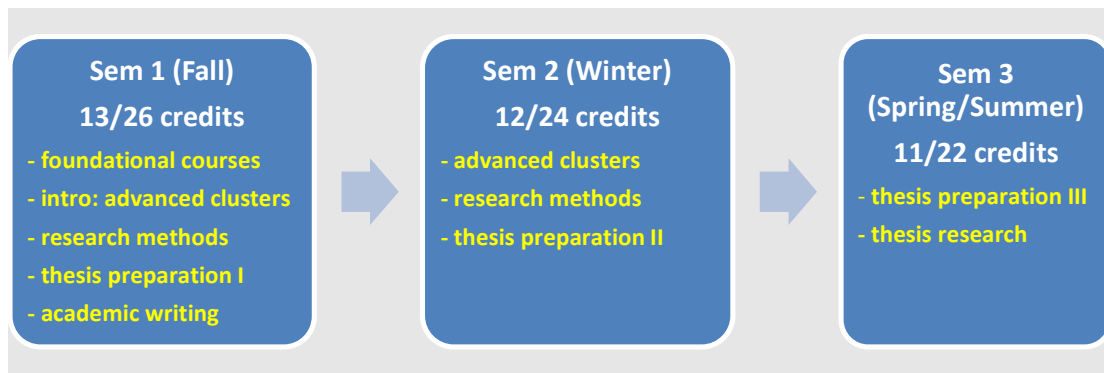
This Term runs until the end of March, after which MESPOM students proceed with the Spring Term at the University of the Aegean, which lasts until early July, while MESP students start their 3–4-month Research Term, which may include a research trip abroad for a period of up to one month, if required by the thesis topic. Students in the MESP program must complete 3 CEU/6 ECTS credits of thesis preparation in the Winter and Spring Terms in addition to the other requirements.

Overall, students in the MESPOM program must gain a minimum of 20 CEU/40 ECTS credits from taught courses during the Fall and Winter Terms at CEU. Students in the MESP program must gain a minimum of 20 CEU/40 ECTS credits from taught courses and complete their thesis (10 CEU/20 ECTS credits). Additionally, for US accreditation, MESP students must gain 4 CEU/8 ECTS credits for thesis preparation. Students can take a maximum of 2 extra CEU credits for grade and 2 for audit (or 4 for audit) from departmental courses in both the Fall and Winter Terms, in addition to their program requirements.

Courses will generally have 10 hours of classroom contact per CEU credit. 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). Figures 1 and 2, and Tables 1 and 2 below illustrate the structure and course requirements for the MESP and MESPOM programs, respectively.

> **CEU promotes interdisciplinarity and cross-unit collaboration. Therefore, as a Masters-level student you are allowed to earn up to 4 CEU credits per academic year from courses offered by other academic units without any formal approvals required by the Department of Environmental Sciences and Policy. This is a University-wide regulation endorsed by the CEU Senate. To learn about courses offered at other departments, please visit: https://courses.ceu.edu. Courses in other Departments can be taken in addition to the degree requirements for MESP and MESPOM programs.**
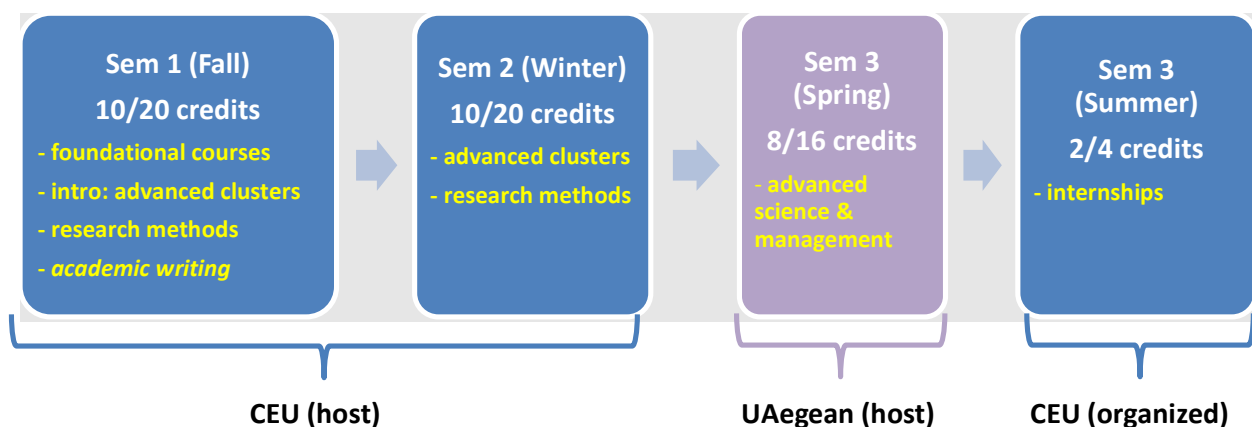
Figure 1: Structure for MESP program

Sem 1 (Fall) 13/26 credits	→	Sem 2 (Winter) 12/24 credits	→	Sem 3 (Spring/Summer) 11/22 credits
- foundational courses - intro: advanced clusters - research methods - thesis preparation I - academic writing		- advanced clusters - research methods - thesis preparation II		- thesis preparation III - thesis research

Table 1: Overview of MESP study program

Term 1 (Fall)			
Module	**Courses (no. of CEU /ECTS credits)**	**Instructor(s)**	**Notes**
Foundational Courses	NHB: Introduction to Environmental Sciences: The Non-Human Biosphere (1/2)	R. Mnatsakanain	Choose 3 of 4, graded option only
	HB: Introduction to Environmental Sciences: Humans and the Biosphere (1/2)	R. Mnatsakanian	
	IEP: Introduction to Environmental Policy and Society (1/2)	A. Antypas	
	IEM: Introduction to Environmental Management (1/2)	A. Cherp	
Advanced Clusters	SES: Sustainable Management of Socio-Ecological Systems (2/4)	B.P. Anthony, J. Sendzimir	2 of 4 must be chosen for grade
	GPJ: Environmental Governance, Politics and Justice (2/4)	A. Antypas, T Steger, G. Aistara	
	ETC: Energy Transitions and Climate Change (2/4)	A. Cherp	
	RMP: Resource Management and Pollution Control (2/4)	Z. Illes, R. Mnatsakanian, V. Lagutov	
Environmental Research Methods	GST: Geospatial Technologies for Environmental Professionals (1/2)	V. Lagutov	2 of 5 must be chosen for grade
	IEER: Intro to Economics for Environmental Research (1/2)	L. Hoglund	
	EIA-I: Intro to Environmental Impact Assessment (1/2)	A. Cherp	
	QLRM: Introduction to Qualitative Research Methods (1/2)	T. Steger	
	QNRM: Introduction to Quantitative Research Methods (1/2)	A. Schaffartzik	
Academic Skills	Student Conference (1/2)	All resident faculty	mandatory
	TP-I: Thesis Preparation I (1/2)	A. Schaffartzik	mandatory for US accreditation
	AW: Academic Writing (2/0)	CAW	mandatory for US accreditation
Term 1: Min. no. of credits = 13/26 (max. 15/30 for Grade + 2/4 for Audit)			

Term 2 (Winter)			
Advanced Clusters (students can choose 1 or 2 Clusters).			
Cluster [Coordinator]	**Courses (no. of CEU credits/ECTS credits)**	**Instructor(s)**	**Notes**
Sustainable Management of Socio-Ecological Systems [B. Anthony] **[7/14 credits offered]**	ETHN: Ethnoecology (1/2)	W. Twine, B.P. Anthony, R. Rahimov, L. Jaber	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster
	AOGS: Agroecology & Organic Gardening Systems (2/4)	G. Aistara, L. Strenchock	
	ICE: Introduction to Circular Economy (2/4)	Z. Illes, T. Centofanti	
	ECEC: Ecological Economics (2/4)	A. Schaffartzik	
Environmental Governance, Politics and Justice [A. Antypas] **[10/20 credits offered]**	AGEG: Advanced Topics in Global Environmental Governance (2/4)	A. Antypas	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster *Also counts towards RMP cluster
	GFAD: Global Food, Agriculture & Development (2/4)	G. Aistara	
	PST: Policies for Sustainable Transport (2/4)*	Z. Illes	
	PEEJ: The Political Ecology of Environmental Justice (2/4)	T. Steger, G. Aistara	
	IELG: International Environmental Law and Governance (2/4)	S. Stec	
Energy Transitions & Climate Change [A. Cherp] **[6/12 credits offered]**	SET: Sustainable Energy Transitions (2/4)	A. Cherp	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster
	CC: Climate Change: Drivers, Mechanisms, Impacts and Responses (2/4)	D. Urge-Vorsatz	
	DEBU: Decarbonization and Business (2/4)	A. Novikova, M. Olshanskaya	
Resource Management and Pollution Control [Z. Illes] **[10/20 credits offered]** **+ PST (2/4)**	SWM: Sustainable Water Management (2/4)	Z. Illes, D. Cogalniceanu	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster
	IHWM: Industrial - Hazardous Waste Management and Pollution Control (2/4)	Z. Illes	
	NRU: Natural Resources Use in the 21st Century (2/4)	R. Mnatsakanian	
	EPBR: Environmental Pollution & Biological Remediation Methods (2/4)	T. Centofanti	
	EO: Earth Observations in Monitoring SDGs (2/4)	V. Lagutov	
Professional Skills and Methods **[13/26 credits offered]**	EIA-II: Environmental Impact Assessment Advanced (2/4)	A. Cherp, M. Vetier	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster ALL: min 2 credits for grade
	EMON: Environmental Monitoring (2/4)	B.P. Anthony, T. Kovacs	
	ENPR: Environmental Practicum (2/4)	V. Lagutov	
	QERM: Qualitative Environmental Research Methods (2/4)	A. Antypas	
	Data Science for the Sustainable Development Goals (2/4)	E. Omodei [cross-listed]	
	IGA: Introduction to Geospatial Analysis (3/6)	V. Lagutov	
Academic Skills	TP-II: Thesis Preparation II (2/4)	A. Schaffartzik	mandatory for US accreditation
Term 2: Min. No. of Credits = 12/24 (max. 14/28 for Grade + 2/4 for Audit)			
Term 3 (Spring/Summer)			
Host	**Courses (no. of CEU/ECTS credits)**	**Instructor(s)**	**Notes**
	TP-III: Thesis Preparation III (1/2)	A. Schaffartzik	mandatory: US
	Thesis Research, Writing & Submission (10/20)	varies	mandatory
Term 3: Min. no. of credits = 11/22			
TOTAL no. of credits = 13/26 + 12/24 + 11/22 = 36/72			

Figure 2: Structure for MESPOM program

Table 2: Overview of MESPOM study program

Term 1 (Fall)			
Module	**Courses (no. of CEU /ECTS credits)**	**Instructor(s)**	**Notes**
Foundational Courses	NHB: Introduction to Environmental Sciences: The Non-Human Biosphere (1/2)	R. Mnatsakanian	2 of 3 must be chosen for Grade
	HB: Introduction to Environmental Sciences: Humans and the Biosphere (1/2)	R. Mnatsakanian	
	IEP: Introduction to Environmental Policy and Society (1/2)	A. Antypas	
	IEM: Introduction to Environmental Management (1/2)	A. Cherp	mandatory
Advanced Clusters	SES: Sustainable Management of Socio-Ecological Systems (2/4)	B.P. Anthony, J. Sendzimir	2 of 4 must be chosen for grade
	GPJ: Environmental Governance, Politics and Justice (2/4)	A. Antypas, T Steger, G. Aistara	
	ETC: Energy Transitions and Climate Change (2/4)	A. Cherp	
	RMP: Resource Management and Pollution Control (2/4)	Z. Illes, R. Mnatsakanian, V. Lagutov	
Environmental Research Methods	GST: Geospatial Technologies for Environmental Professionals (1/2)	V. Lagutov	2 of 5 must be chosen for grade
	IEER: Intro to Economics for Environmental Research (1/2)	L. Hoglund	
	EIA-I: Intro to Environmental Impact Assessment (1/2)	A. Cherp	
	QLRM: Introduction to Qualitative Research Methods (1/2)	A. Antypas	
	QNRM: Introduction to Quantitative Research Methods (1/2)	A. Schaffartzik	
Academic Skills	Student Conference (1/2)	all resident faculty	mandatory
	AW: Academic Writing	CAW	mandatory
Term 1: Min. no. of credits = 10 CEU / 20 ECTS (max. 12/24 for Grade + 2/4 for Audit)			

Term 2 (Winter)			
Advanced Clusters (students can choose 1 or 2 Clusters).			
Cluster [Coordinator]	**Courses (no. of CEU credits/ECTS credits)**	**Instructor(s)**	**Notes**
Sustainable Management of Socio-Ecological Systems [B.P. Anthony] **[7/14 credits offered]**	ETHN: Ethnoecology (1/2)	W. Twine, B.P. Anthony, R. Rahimov, L. Jaber	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster *ETHN mandatory for CORUSUS internships*
	AOGS: Agroecology & Organic Gardening Systems (2/4)	G. Aistara, L. Strenchock	
	ICE: Introduction to Circular Economy (2/4)	Z. Illes, T. Centofanti	
	ECEC: Ecological Economics (2/4)	A. Schaffartzik	
Environmental Governance, Politics and Justice [A. Antypas] **[10/20 credits offered]**	AGEG: Advanced Topics in Global Environmental Governance (2/4)	A. Antypas	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster *Also counts towards RMP cluster
	GFAD: Global Food, Agriculture & Development (2/4)	G. Aistara	
	PST: Policies for Sustainable Transport (2/4)*	Z. Illes	
	PEEJ: The Political Ecology of Environmental Justice (2/4)	T. Steger, G. Aistara	
	IELG: International Environmental Law and Governance (2/4)	S. Stec	
Energy Transitions and Climate Change [A. Cherp] **[6/12 credits offered]**	SET: Sustainable Energy Transitions (2/4)	A. Cherp	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster
	CC: Climate Change: Drivers, Mechanisms, Impacts and Responses (2/4)	D. Urge-Vorsatz	
	DEBU: Decarbonization and Business (2/4)	A. Novikova, M. Olshanskaya	
Resource Management and Pollution Control [Z. Illes] **[10/20 credits offered]** **+ PST (2/4)**	SWM: Sustainable Water Management (2/4)	Z. Illes, D. Cogalniceanu	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster
	IHWM: Industrial - Hazardous Waste Management and Pollution Control (2/4)	Z. Illes	
	NRU: Natural Resources Use in the 21st Century (2/4)	R. Mnatsakanian	
	EPBR: Environmental Pollution & Biological Remediation Methods (2/4)	T. Centofanti	
	EO: Earth Observations in Monitoring SDGs (2/4)	V. Lagutov	
Professional Skills and Methods (PSM) [11/22 credits offered]	EIA-II: Environmental Impact Assessment Advanced (2/4)	A. Cherp, M. Vetier	1 Cluster: any 6 credits from cluster 2 Clusters: any 4 credits from cluster ALL: min 2 credits for grade
	EMON: Environmental Monitoring (2/4)	B.P. Anthony, T. Kovacs	
	QERM: Qualitative Environmental Research Methods (2/4)	A. Antypas	
	Data Science for the Sustainable Development Goals (2/4)	E. Omodei [cross-listed]	
	IGA: Introduction to Geospatial Analysis (3/6)	V. Lagutov	
Term 2: Min. No. of Credits = 10 CEU / 20 ECTS (max. 12/24 for Grade + 2/4 for Audit)			

Term 3 (Spring/Summer; Subject to change)			
Host	**Courses (no. of CEU/ECTS credits)**	**Instructor(s)**	**Notes**
UAegean: Advanced Environmental Science & Management (See separate UoA MESPOM Handbook for syllabi) (tentative: 5 April – 9 July 2023)	Assessment, Modelling and Scenarios for Ecosystems Management (3/6)	A. Troumbis, A. Kizos, I. Botetzagias, M. Hatziantoniou et al.	mandatory
	Sustainable Tourism (1/2)	I. Spilanis	At least 10 ECTS must be taken
	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); Prerequisite - *basic knowledge in geospatial analysis and ArcGIS software*	T. Kontos	
	Applied Ecology (1/2); Prerequisite – *Non-Human Biosphere @ CEU*	P. Dimitrakopoulos, N. Fyllas, A. Galanidis	
	Research Design & Methods in Social Sciences (1.5/3); Prerequisite - *Introduction to Quantitative Research Methods @ CEU (or equivalent)*	I. Botetzagias	
CEU (07-08, 2023)	Summer internships (2/4) (includes OSUN-CORUSUS funded internships)	A. Cherp, B.P. Anthony, V. Lagutov + others	mandatory
Term 3: Min. no. of credits = 10 CEU / 20 ECTS			
TOTAL no. of credits = 10/20 + 10/20 + 10/20 = 30 CEU / 60 ECTS			

Visiting faculty at CEU

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

Lena Höglund, International Institute for Applied Systems Analysis, Laxenburg, Austria

Lina Jaber, American University of Beirut, Lebanon

Tibor Kovács, Hungarian Biodiversity Research Society, Budapest, Hungary

Marina Olshanskaya, AvantGarde Energy, Slovakia

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

Ruslan Rahimov, Americal University of Central Asia, Kyrgyz Republic

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

Stephen Stec, Democracy Institute, Budapest, Hungary

Wayne Twine, University of the Witwatersrand, Wits Rural Facility, South Africa

Márta Vetier, Budapest, Hungary

Logan Strenchok, Budapest, Hungary

Evaluation and Assessment

Individual course syllabi (available on the CEU Course Hub and Departmental E-Learning Site) indicates methods of assessment for each course. Normally this involves graded assignments and sit-in exams, although assessments based on class attendance and participation, take-home exams and other methods are also used in some courses.

Assignments

Graded assignments could take the form of written essays, oral presentations or reports on practical work or 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 can opt for individual assessment on request. 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. Exam papers generally consist of essay-type questions, which require in-depth answers on the topics studied. Shorter and more focused questions or take-away exams may be set for some courses. No books, papers, etc., can be taken into examinations unless otherwise permitted. Take-home exams allow students to prepare answers outside the examination room within a short period of time (normally 1-3 days), consulting any necessary sources.

- 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. For take-home examinations, papers 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 Appendix 2).

Departmental grading scheme

All assignments and exams will be graded on the percentage scale given below in Table 3 which can be translated into the overall university grading scheme outlined in Annex 2 of the CEU Student Rights, Rules, and Academic Regulations.

Table 3: CEU Grading Scheme

Percent	Grade	Name	GPA*	Austrian Equivalent	ECTS band**
96-100	A	Outstanding	4.00	Excellent (1)	A
88-95	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

As a general guide to the basis for assessment, students can refer to the criteria schematically shown in Table 4. and explained below.

Table 4. 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

In order to increase objectivity, marking is "blind" (i.e., examiners do not know students' names) wherever practicable, and marking is moderated by faculty, the Head of Department, and the External Examiner (for MESPOM program). The Department keeps records of examiners' comments on exam papers and assignments.

The results of the assignments, exams, attendance of and participation in classes are combined according to the nature of the course. The principle of grading for each course is at the discretion of the course professor and should be communicated to students. Each course contains either an exam or an assignment or both. Several courses also include marks 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 mark for all examinations and assignments is 58% (C+). Marks / grades will be posted by the department within 2 weeks of assignment deadlines and exams, and adequate qualitative feedback will also be communicated to students on all written assignments within this time (see Appendix 3 detailing departmental feedback policy).

Examination and Assignment Re-sits

If a student fails a course as a result of failing an exam or an assignment, he or she may be permitted to take the test again 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 continue to future sections of the course and will therefore be deemed to have failed the course; the same also applies for optional courses if by failing the course the student can no longer achieve the required credit total for the program. The maximum grade that can be obtained for any re-sit (exam or assignment) is the lowest pass grade.

Penalties for Late Submitted Work

The department will impose penalties for late submitted assignments and take-home exams along the following lines:

- *For written assignments*: In the first week, 4 penalty percentage points will be deducted per day late – including weekends and holidays (e.g., if the assignment is submitted 3 days late, the mark will be reduced 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. If the work is submitted substantially (more than a week) late it will be awarded a fail (F – 0%) and at the discretion of the course director either the original assignment will be considered for retake pass (maximum 58%), or a new assignment and deadline will be set. 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" below).

- *For take-home exams*: Late submitted take-home exams will be penalized according to the formula: "(hours late/hours allocated to take-home exam) x 100", e.g., if a paper is submitted 4 hours late for a 48-hour take-home exam the penalty will be -8% (4/48 x 100). The exam paper will be awarded at least 40% 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 a week), the student will receive 0% for the paper and will be required to sit a new take-home exam with a new deadline for a "retake pass" [maximum 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.

The Thesis

MESPOM students taking the thesis at CEU PU

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 [SzabolcsT@ceu.edu)](mailto:SzabolcsT@ceu.edu) 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 for MESPOM students taking their thesis at CEU.

MESP students

The thesis period for MESP runs from early April to late July, with a final submission deadline of 31 July 2023.

Prior to the start of the thesis term, students are required to submit a short research proposal (usually in late January), which includes the proposed thesis topic, summary of the planned methodological approach, and proposed supervisor. Students will then work with their supervisor to refine the methodological approach and develop the literature base for their research prior to any field research undertaken during the thesis term. There will also be an opportunity (usually in February) to apply for small research grants to help cover the costs of any planned field research. MESP students will gain credits for thesis preparation work conducted throughout the academic year, which includes developing a thesis topic, establishing contact with a supervisor, learning about the department's requirements and expectations for master's theses, and developing a concrete research plan.

During the thesis term, students are expected to maintain regular contact with their supervisor and to submit any progress reports as required by them. All students are required to spend the first month (April) of the thesis term at CEU. Exceptions to this rule can only be granted following a written appeal to the supervisor and Head of Department, stating the grounds for the request for absence, and submitted as soon as the reason for proposed absence becomes known.

Unless an alternative agreement is reached between student and supervisor, a full first draft of the thesis should be submitted to the supervisor 3 weeks prior to the final deadline for thesis submission, 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 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. Both an electronic and one hard copy of the thesis must be submitted to the department and the thesis must be uploaded to the CEU's Electronic Theses & Dissertations (ETD).

MESP students must submit their final thesis in both electronic and hard copy form to the Departmental Secretariat (Irene Pedroche Alonso, PedrocheI@ceu.edu) no later than July 31, 2023, 12:00 noon CET. 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 without prior permission. 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 be liable to receive a fail (F) grade. In any such case, the Head of Department or Masters' Programs Director will make a recommendation to the Examination Board, which will determine the final penalty imposed. Up to 4 percentage points will be deducted from the thesis grade for each day the submission is late and for a maximum of 5 days. Beyond a 5-day delay, the thesis will be awarded a fail (F).

Permission for late submission and Mitigating Circumstances Committee (MCC). If, prior to the deadline, the student becomes aware of mitigating circumstances which are likely to prevent the thesis being submitted on time, they should immediately contact their supervisor and the Head of Department in writing to explain the mitigating 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" below. 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.

Theses submitted substantially late (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 2 years after the completion of coursework.

Marking of theses. All MESP theses are double marked by the student's supervisor (or *one* of the supervisors if they are co-supervised) and one other member of departmental faculty. A third marker is appointed in exceptional cases, where there is substantial divergence between the first two examiners' marks. Final grades for the thesis are agreed at the Examination Board which takes place in late September or early October.

Failure and resubmission policy. In case a thesis is awarded a "Fail" grade, the student will be informed of the result and, in most circumstances, offered the opportunity to resubmit (for a retake pass). This resubmission must take place at the latest within 2 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 MS 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 MS 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.

Award of Distinction and Merit in MESP

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).

Regulations

Work and Attendance

- 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 all scheduled classes of all mandatory units and those for which they have registered and must be familiar with their contents. For those courses which have different attendance policies, professors communicate this to students 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 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 to the Head of Department for approval for the absence with documents related to points (i) and (ii) attached.

- 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. For more information, please see Work and Your CEU Studies.

- Students must produce coursework by the specified deadlines as required in the program and attendance at all examinations is compulsory.

Claims of Mitigating Circumstances

Documentation of mitigating circumstances leading to absence/ late submission/ impaired performance
Any valid reasons for absence, late submission or impaired performance, should be reported to the Course Director(s) of the affected course(s) and to the Departmental Secretariat as soon as possible, and wherever feasible before the absence takes place, and a "mitigating circumstances form", along with appropriate supporting documentation, should be filled out and returned to the departmental office (see Appendix 1). 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 problem. 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
Whenever the department receives a form claiming mitigating circumstances, the Head of Department will review it and make an initial judgement whether the circumstances are allowable and, if so, what the response should be (e.g., waiving of late submission penalty). This judgement will be reported to the student as soon as feasible, normally within a week. All mitigating circumstances claims will also be reviewed prior to the subsequent examination board by a mitigating circumstances committee composed of departmental faculty. This committee makes recommendations to the examination board about what action to take in each case. **Note that no claim for mitigating circumstances will be considered unless a completed form and supporting documentation is returned to the department**.

Academic Dishonesty and Plagiarism

Definitions

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. These include, but are not limited to, accomplishing or attempting any of the following acts:

1. Altering of grades or official records.
2. Using any materials that are not authorized by the instructor for use during an examination.
3. Copying from another student's paper 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 by another author.
9. Submitting work that has been previously offered for credit in another course, except with prior written permission of the instructors of both courses.
10. 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](#).
11. Sabotaging of another student's work.
12. Falsifying or committing forgery on any university form or document.
13. Submitting altered or falsified data as experimental data from laboratory projects, survey research, or other field research.
14. Committing any willful act of dishonesty that interferes with the operation of the academic process.
15. Facilitating or aiding in any act of academic dishonesty.

For further information, please refer to the university's *Code of Ethics* (Appendix 4).

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.

The Department uses 'Turnitin' plagiarism prevention software to detect plagiarism in written papers including Masters 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 will be handed over to the academic dishonesty committee. Faculty 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 must follow the guidelines laid down in the health and safety requirements of CEU. Fieldwork and project work must be carried out according to the guidelines for that project.

Unsatisfactory Record

Students must make satisfactory progress in order to maintain any financial aid they are receiving and to retain their place on the program. A student's enrolment will be terminated if:
a) they are found to have seriously plagiarized in an assignment, exam, or the thesis
b) they fail a resit examination/assignment (after an initial failure) on a mandatory course
c) they fail a resit examination/assignment (after an initial failure) on an elective course, if as a result of the failure the student cannot gain enough credits to complete the program.

A student's enrolment or financial aid may also be terminated if:
d) they are absent from classes for more than a week without permission or persistently misses 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 resits 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 Provost.

Course and Departmental Management

Departmental Student Representation

- Student representatives are elected by the student body to act as spokespersons for giving feedback to the course director on course management and academic content. Meetings will be held approximately once a month during the teaching period and students will be made aware of the dates of such meetings ahead of time.
- Questionnaires 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 through a linked Google calendar. 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 mailboxes. The department uses email to distribute urgent notices and so students should login to their accounts at least daily to check for urgent messages sent to their personal account.

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.

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

Academic Calendar 2022-2023AY

2022 Fall Term

First-year students arrive	Saturday, Sept 3 & Sunday, Sept 4,
Pre-session for first-year students	Monday, Sept 5 – Friday, Sept 9
Zero week	Monday, Sept 12 – Friday, Sept 16
Registration for Fall Term begins	**Monday, September 12**
OPENING CEREMONY	Monday, September 19
Fall Term begins	**Monday, September 19**
Student Union elections	Monday, Sept 19 – Tuesday, Sept 27
Registration for Fall Term ends	**Sunday, October 2**
Austrian National Holiday, Vienna campus officially closed	Wednesday, October 26
All Saints' Day, Vienna campus officially closed	Tuesday, November 1
Immaculate Conception Day, Vienna campus officially closed	Thursday, December 8
Fall Term ends	**Friday, December 9**
Registration for Winter Term begins	**Monday, December 12**
Christmas Eve, Vienna campus officially closed	Saturday, December 24
Christmas, Vienna campus officially closed	Sunday, December 25
Christmas, Vienna campus officially closed	Monday, December 26
New Year's Eve, Vienna campus officially closed	Saturday, December 31

2023 Winter Term

New Year's Day, Vienna campus officially closed	Sunday, January 1
Epiphany Day, Vienna campus officially closed	Friday, January 6
Winter Term begins	**Monday, January 9**
Registration for Winter Term ends	**Monday, January 16**
Deadline for submission of Fall Term grades	**Monday, January 16**
Registration for Spring Term begins	**Monday, March 20**
Winter Term ends	**Friday, March 31**

2023 Spring Term

Spring Term begins	**Monday, April 3**
Easter Sunday, Vienna campus officially closed	Sunday, April 9
Easter Monday, Vienna campus officially closed	Monday, April 10
Registration for Spring Term ends	**Tuesday, April 11**
Deadline for submission of the Winter Term grades	**Monday, May 8, 2022**
Ascension Day, Vienna Campus officially closed	Thursday, May 18, 2022
Pentecost Sunday, Vienna campus officially closed	Sunday, May 28
Pentecost Monday, Vienna campus officially closed	Monday, May 29
Corpus Christi Day, Vienna campus officially closed	Thursday, June 8
Deadline for submission of Spring Term grades	**Friday, June 9**
Spring Term ends	**Friday, June 16**
COMMENCEMENT CEREMONY	Friday, June 23
Academic Year ends	Monday, July 31

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   ----------------------

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 maternity, paternity 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 Departmental Head and 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, which are outlined in CEU's *"Policy on Plagiarism"*, available on CEU's website at http://www.ceu.edu/documents

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 and considering past departmental precedent.

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 Policies on Moderation and Feedback

This document sets out departmental policy on moderation and feedback on assessed work in the department's masters programs. The policy sets out minimum standards which faculty involved in the programs (both internal and visiting) are expected to adhere to. Faculty are welcome to do more than the minimum set out here in terms of content, quantity and timing.

Moderation of Assessed Work

1. Scope. All written examinations, whether take-home or sit-in, should be subject to moderation. In addition, all written assignments in graded courses worth 50% or more of the final mark should be moderated. Moderation is also encouraged for written assignments worth less than 50%, where both first marker and moderator agree to it. The policy applies to taught courses and does not include student theses, which are always double marked.

2. Definition of the moderation process. Moderation is understood to mean review of assessed work by a second faculty member – not the course director. In case a PhD student TA is involved in assessment, moderation is in addition to and separate from any 2nd marking/moderating by the TA. It takes place <u>after</u> the work has been graded by the first marker, and the moderator should have the first marker's marks, comments and answer tips available when they review the assessed work. The moderator samples a proportion of the assessed work to check that the initial marker's grading is consistent with the comments justifying the grade and with the department's grading criteria. At a minimum, the moderator should review 10% of papers (and at least 3 papers in courses with fewer than 30 students), though if time allows the moderator is encouraged to review up to 20% of the papers. The moderator should select for review papers at the high, middle and low end of the marking range so that they can also comment on whether the range of marks reflects the range of quality of answers.

3. Appointment of moderators. Moderators will be appointed by the Head of Department, in consultation with course directors, for each for-grade Masters course. Wherever possible, faculty members with research/teaching interests close to those of the course content will be selected, but consistent with a roughly even share of the burden among faculty (and bearing in mind the load of first marking).

4. Timescale for moderation. Since we aim to deliver grades and other feedback to students within 2 weeks (see below), moderation should be completed within 1 week of receipt of the first marker's scripts/comments. The first marker should submit marks and comments to the departmental office and the moderator within 1 week of the examination or assignment deadline. If a moderator is unable to moderate a piece of work within the required timeframe due to travel, illness, etc., they should immediately inform the department and the Head of Department will appoint a temporary replacement.

5. Answer tips. Professors should supply brief "answer tips" alongside their exam questions and assignments requiring moderation, indicating any features they are looking for in a good answer over and above the department's general grading criteria.[1] These should be sent to the academic coordinator, who will forward a copy to the moderator; (for MESPOM, they are also sent to the external examiner along with the questions, for his/her review).

6. Other practicalities. A form will be made available for use by moderators. One should be completed electronically for each examination or assignment that receives moderation and be sent to the academic coordinator and to the Head of Department.

7. Moderation by Head of Department. The list of marks (not scripts) received from the first marker should be forwarded to the Head of Department by the Departmental Coordinator. In case the range of marks and/or the average mark deviates significantly from the norm, the Head of Department will contact the first marker and moderator to invite their comment and based on this discussion may recommend adjusting the marks awarded for the assessment. Any such adjustments will be communicated to the external examiner prior to review of the scripts, and to the examination board.

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[1] It is recognised that for some complex questions it may not be possible to give very concrete answer tips. In such cases, professors should still give general guidelines on the qualities they are looking for in a good answer.

8. Procedure in case of moderator expressing concern. In case the moderator's report indicates any concerns regarding the marking, the Head of Department will contact the first marker and moderator to discuss the assessment in question and may ask to review some of the scripts themself or appoint a second moderator if there is substantial difference of opinion between first marker and moderator. Based on this review, the Head of Department may recommend adjusting the marks awarded for the assessment. Any such adjustments will be communicated to the external examiner (for MESPOM) prior to review of the scripts, and to the examination board.

Feedback to students

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 for moderated assessments 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. For work involving moderation, marks and other feedback must be made available within 2 weeks of the examination or the assignment deadline [a CEU requirement]. Final Term grades can only be released to students after the CEU Course Evaluation period is completed. For work that does not involve moderation, feedback (grades and comments) should also be provided within 2 weeks of the work being submitted.

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. The student cannot appeal against the grade on academic grounds.

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. For assignments involving moderation this must be in written form; for non-moderated assignments it is up to the individual professor's discretion whether this feedback is oral or written. Emphasis should be on constructive criticism, with indications wherever possible of how the student can improve his/her performance.