



**DEPARTMENT OF LEGAL STUDIES  
INFORMATION BOOKLET 2020 | 2021**



**CENTRAL  
EUROPEAN  
UNIVERSITY**



## Table of Contents

Faculty and Administration .....	5
Visiting Faculty .....	6
Legal Studies Academic Calendar 2020/2021 .....	7
Academic Year .....	9
Accreditation .....	9
The Master's Programs .....	9
Eligibility Requirements .....	10
Conditions of Awarding the Degrees .....	10
Attendance Policy .....	11
Credits .....	11
Course Registration .....	11
Cross-listed Courses .....	12
Auditing Classes .....	12
University-Wide Courses (UWC) .....	12
Courses Offered by Other Departments/Programs .....	12
Submission of Coursework and Final Exams .....	13
Exams .....	13
Grading and grading scale .....	13
Feedback on course exams and Papers .....	14
Retakes .....	15
Course Materials .....	15
Student evaluations .....	15
Short-Term Research Grant and Independent Research .....	15
Human Rights Initiative (HRSI) .....	16
Career Services .....	17
Academic Misconduct .....	18
Code of Ethics of CEU PU [Excerpts] .....	18
CEU PU's Policy on Plagiarism .....	20
Other Academic Regulations in Force at CEU PU .....	21
Program-Specific Requirements for LL.M. and M.A. Programs .....	22
Master of Laws in International Business Law .....	22
Master of Laws in Comparative Constitutional Law .....	23
Master of Arts in Human Rights .....	25
Master of Laws in Human Rights .....	27
Specializations .....	29
How to Read the Schedule .....	31
Final Submission Requirements .....	32
I. Capstone track: Capstone Project .....	32
Capstone Deliverables .....	32
II. Thesis track: Final Thesis .....	33
Final Thesis Deliverables .....	33
Further Information on the capstone and thesis tracks .....	34
Suggested Cover Sheet for Capstone and Final Theses .....	36
Final Submission Evaluation Criteria .....	37
I. Capstone Track .....	37
1. Capstone Thesis .....	37

2. Oral Presentation of Capstone Project .....	40
II. Thesis Track .....	47
Final Thesis.....	47
<b>Guidelines on Final Written Exams .....</b>	<b>51</b>
<b>Annex I.....</b>	<b>52</b>
Course Offering for AY 2020/2021 .....	52

Welcome to the Department of Legal Studies of Central European University **Private University (CEU PU)**.

This Information Booklet provides information on the faculty and staff of the Department of Legal Studies, our degree and course requirements, the courses offered during the academic year, an overview of the examination and grading policy, and information about University facilities.

The website of the Department of Legal Studies is available at <http://legal.ceu.edu/>. Important information on departmental developments and individual courses is posted on the website throughout the year. Please check it regularly in order to be up to date as regards the latest events and requirements.

The E-learning site of the Department is available at <http://ceulearning.ceu.edu>.

Please do not hesitate to contact the administrative staff for further information.

We hope that the academic program of the Department of Legal Studies will meet your expectations and we wish you success in your studies.

### **The Faculty & Staff of the Department of Legal Studies**



**DEPARTMENT OF LEGAL STUDIES  
CENTRAL EUROPEAN UNIVERSITY PRIVATE UNIVERSITY**

1100 Vienna, Quellenstrasse 51

Email: [legalst@ceu.edu](mailto:legalst@ceu.edu)

Web: [legal.ceu.edu](http://legal.ceu.edu)

[www.facebook.com/groups/ceu.legal](http://www.facebook.com/groups/ceu.legal)

The details in this Information Booklet are accurate at the time of printing.

## Faculty and Administration

### HEAD OF DEPARTMENT

**Mathias Möschel** (Austria/Germany)  
Associate Professor, Chair of the Human Rights Program

### PERMANENT FACULTY

**Károly Bárd** (Hungary)  
Professor

**Markus Böckenförde** (Germany)  
Associate Professor, Chair of the LLM in Comparative Constitutional Law Program

**Alvaro Fernandez de la Mora** (Spain)  
Assistant Professor

**Marie-Pierre Granger** (France)  
Associate Professor

**Csilla Kollonay-Lehoczky** (Hungary)  
Professor Emerita

**Markus Petsche** (Austria)  
Associate Professor, Chair of the LLM Program in International Business Law

**Eszter Polgári** (Hungary)  
Assistant Professor

**Oswaldo Ruiz-Chiriboga** (Ecuador)  
Assistant Professor

**András Sajó** (Hungary)  
University Professor

**Judit Sándor** (Hungary)  
Professor

**Tommaso Soave** (Italy)  
Assistant Professor

**Tibor Tajti** (Serbia)  
Professor (on academic leave in AY 20/21)

**Renáta Uitz** (Hungary)  
Professor (on academic leave in AY 20/21)

**Tibor Várady** (Serbia)  
Professor Emeritus

### ADMINISTRATION

**Nóri Kovács** (Hungary)  
Department Coordinator

schedules, exams, grades, grants

[kovacsнора@ceu.edu](mailto:kovacsнора@ceu.edu)

**Lilla Sugó** (Hungary)  
Department Coordinator

e-learning site, course registration, thesis, capstone, course evaluations, library

[sugol@ceu.edu](mailto:sugol@ceu.edu)

**Tünde Szabó** (Hungary)  
Senior Department  
Coordinator

general issues related to the operation of the Department, Ph.D./S.J.D.  
administration

[szabot@ceu.edu](mailto:szabot@ceu.edu)

## Visiting Faculty

### **Annicchino, Pasquale**

(Robert Schuman Centre for Advanced Studies at the European University Institute, Italy); Ph.D., University of Siena, Italy

### **Babic, Davor**

(University of Zagreb, Croatia); Ph.D., University of Zagreb, Croatia

### **Banda, Fareda**

(SOAS University of London, School of Law, UK); BL, LLB (Zimbabwe), DPhil (Oxon)

### **Carballo Pineiro, Laura**

(World Maritime University, Spain); Ph.D., University of Santiago de Compostela, Ph.D., University of Vigo, Spain

### **Guseva, Yulia**

(Rutgers Law School, US); S.J.D., CEU, Hungary

### **Hamilton, Michael**

(University of East Anglia, UK); Ph.D., University of Ulster, UK

### **Holzleithner, Elisabeth**

(Universität Wien, Austria); Doktorin Juris, Universität Wien, Austria

### **Mahlmann, Matthias**

(University of Zurich, Switzerland); Dr. iur. (Habilitation), Freie Universität Berlin, Germany

### **Mancini, Susanna**

(University of Bologna School of Law, Paul H. Nitze School of Advanced International Studies of the Johns Hopkins University, Bologna, Italy); Ph.D., European University Institute, Italy

### **Nagy, Csongor István**

(University of Szeged, Private International Law Department, Hungary); Ph.D., Eötvös Loránd University, Hungary; S.J.D., CEU, Hungary

### **Parmar, Sejal**

(The University of Sheffield); Ph.D., European University Institute, Florence

### **Pavic, Vladimir**

(Belgrade University, Faculty of Law, Serbia); S.J.D., CEU, Hungary

### **Petsche, Alexander**

(Baker McKenzie - Diwok Hermann Petsche Rechtsanwälte LLP & Co KG); Dr., University of Economics and Business Administration, Austria; Dr. iur., University of Vienna, Austria

### **Rosenfeld, Michel**

(Yeshiva University, Benjamin Cardozo School of Law, US); Ph.D. in Philosophy, Columbia University, US

### **Thiruvengadam, Arun**

(Azim Premji University, India); J.S.D., School of Law, New York University, US

### **Urtz, Christoph**

(Baker McKenzie, Austria); Hab. University of Salzburg, Austria

### **Whitehead, Charles K.**

(Cornell University Law School, US); J.D., Columbia Law School, US

## Legal Studies Academic Calendar 2020/2021

### 2020

<b>September 7-18 Monday-Friday</b>	Online orientations for first-year master's and doctoral students
<b>September 21-25 Monday-Friday</b>	Zero Week for master's and doctoral students
<b>September 28 Monday</b>	Registration for Fall Term begins
<b>September 28 Monday</b>	Fall term begins in Vienna (until Friday, December 18)
<b>October 11 Sunday</b>	Registration for Fall Term ends
<b>October 23 Friday</b>	<b>Hungarian National Holiday, Budapest Campus is officially closed</b>
<b>October 26 Monday</b>	<b>Austrian National Holiday, Vienna Campus is officially closed</b>
<b>November 1 Sunday</b>	<b>All Saints' Day, CEU is officially closed</b>
<b>December 14-18 Monday-Friday</b>	Exam period for Legal Studies students
<b>December 18 Friday</b>	Fall Term ends at the Department of Legal Studies
<b>December 21 Monday</b>	Registration for Winter Term begins (until Sunday, January 17, 2021)
<b>December 24 Thursday</b>	<b>Christmas Eve, CEU is officially closed</b>
<b>December 25-26 Friday-Saturday</b>	<b>Christmas Day, CEU is officially closed</b>
<b>December 31 Thursday</b>	<b>New Year's Eve, CEU is officially closed</b>

### 2021

<b>January 1 Friday</b>	<b>New Year's Day, CEU is officially closed</b>
<b>January 6 Wednesday</b>	<b>Epiphany Day, Vienna Campus is officially closed</b>
<b>January 11 Monday</b>	Winter Term begins (until Friday, April 2, 2021)
<b>January 17 Sunday</b>	Registration for Winter Term ends
<b>March 15-19 Monday-Friday</b>	Legal Studies Winter Term exam period
<b>March 15 Sunday</b>	<b>*Hungarian National Holiday, CEU Budapest Campus is officially closed</b> *Registration for Spring term begins (until Sunday, April 11, 2021)
<b>March 22-April 4 Monday-Sunday</b>	Research period at the Department of Legal Studies begins
<b>April 2 Friday</b>	*Winter Term ends <b>*Good Friday, Budapest Campus is officially closed</b>
<b>April 4-5 Sunday-Monday</b>	<b>Easter Sunday and Easter Monday, CEU is officially closed</b>
<b>April 6 Tuesday</b>	Spring Term begins (until Friday, June 18, 2021)
<b>April 11</b>	Registration for Spring Term ends



<b>Sunday</b>	
<b>May 1 Saturday</b>	<b>Labor Day, CEU is officially closed</b>
<b>May 13 Thursday</b>	<b>Ascension Day, CEU Vienna is officially closed</b>
<b>May 23 – May 24 Sunday-Monday</b>	<b>Pentecost Sunday and Pentecost Monday, CEU is officially closed</b>
<b>May 31-June 4 Monday-Friday</b>	Spring Term exam period at Legal Studies Department
<b>June 3 Thursday</b>	<b>Corpus Christi Day, CEU Vienna is officially closed</b>
<b>June 7-11 Monday-Friday</b>	Capstone presentations
<b>June 18 Friday</b>	Spring Term ends
<b>June 18 Friday</b>	<b>Commencement</b>

## Academic Year

At the Department of Legal Studies, the academic year starts at the end of September and is 10 months long. The academic year is divided into three terms. The Fall Term starts at the end of September and ends in mid-December. The Winter Term starts in January and ends in mid-March. The Spring Term starts at the beginning of April and ends in mid-June. Between the Winter and the Spring Terms a short period is allocated for research. For further information on the calendar of the Academic Year, please refer to the Legal Studies Academic Calendar in this Booklet and Academic Calendar of CEU PU at <https://www.ceu.edu/calendar>.

## Accreditation

The Department of Legal Studies was established in August 1991 in Budapest.

In the 2020/2021 Academic Year the Department offers the following Master's programs and degrees:

- Master of Laws in Comparative Constitutional Law – hereinafter referred to as 'CCL LL.M.' or the 'Comparative Constitutional Law Program'
  - Accredited in the US in 1994
  - Accredited in Austria in 2020
- Master of Laws in International Business Law – hereinafter referred to as 'IBL LL.M.' or the 'International Business Law Program'
  - Accredited in the US in 1994
  - Accredited in Austria in 2020
- Master of Arts in Human Rights – hereinafter referred to as 'HR M.A.' or the 'Human Rights Program'
  - Accredited in the US in 1998
  - Accredited in Austria in 2020
- Master of Laws in Human Rights – hereinafter referred to as 'HR LL.M.' or the 'Human Rights Program'.
  - Accredited in the US in 2001
  - Accredited in Austria in 2020

The Master's (LL.M. and M.A.) degrees offered by the Department of Legal Studies are conferred under the authority of the New York State Education Department and Agentur für Qualitätssicherung und Akkreditierung Austria.

## The Master's Programs

The curriculum of the Department of Legal Studies is divided into three programs: the **Comparative Constitutional Law Program**, the **International Business Law Program** and the **Human Rights Program**.

The **Comparative Constitutional Law Program** and the **International Business Law Program** examine the legal traditions of both civil law (continental) and common law systems. The **Human Rights Program** is an interdisciplinary program on the protection of human rights with an emphasis on the legal aspects of its theory and practice.

Students admitted to the **International Business Law Program** are eligible to earn an LL.M. in International Business Law. The **Comparative Constitutional Law Program** offers an LL.M. in Comparative Constitutional Law. Students admitted to the **Human Rights Program** are eligible to earn an M.A. or an LL.M. in Human Rights.

Studies in the **Comparative Constitutional Law Program** include courses on the main problems of constitutionalism, transition to and from democracy, constitution-making, fundamental rights and equal protection, and on issues that are relevant to the operation of constitutions in the international legal realm. For the degree of **Master of Laws in Comparative Constitutional Law** students must complete a minimum of 30 US credits / 60 ECTS through coursework and capstone project or thesis.

The **International Business Law Program** focuses on the fundamental institutions of market economy with special reference to international business transactions. The program offers ample opportunities for in-depth study of the theoretical and practical aspects of numerous disciplines from contemporary methods of dispute resolution to advanced contracts and finance. For the degree of **Master of Laws in International Business Law**

students must complete a minimum of 30 US credits / 60 ECTS through coursework and capstone project or thesis.

The **Human Rights Program** provides theoretical and practical training for future scholars and professionals in human rights, with special emphasis on the legal aspects of human rights protection. The Human Rights Program benefits from close cooperation with the university community, civil society actors and other relevant stakeholders. The **Master of Laws in Human Rights** degree is designed for students holding a law degree who intend to focus on the constitutional, regional and international legal aspects of human rights protection and enforcement. The **Master**

**of Arts in Human Rights** degree addresses the interests of those non-lawyers who are interested in the theoretical and policy implications of human rights protection and advocacy. For the degree of **Master of Laws in Human Rights** and **Master of Arts in Human Rights** students must complete a minimum of 30 US credits / 60 ECTS through coursework and capstone project or thesis.

Whereas the majority of the courses are tailored to the requirements of their respective programs, some of the courses offered are common to several programs across the University. In each program the number of mandatory courses is limited, and a considerable variety of mandatory elective and elective courses is offered allowing specialization in several directions.

For further details of the overall aims of the Master's Programs and their expected learning outcomes please see the program specific descriptions in this Booklet.

### **Eligibility Requirements**

Students at the Department of Legal Studies must fulfill the General CEU PU Admissions and Language Requirements. In addition, they must meet the program-specific conditions. For further details please consult: <http://www.ceu.edu/admissions>.

### **Conditions of Awarding the Degrees**

**The minimum final passing grade point average (GPA) for the LL.M. and M.A. degrees cannot be less than 2.66 which corresponds to a letter grade between C+ and B-.** Please note that the GPA is based on course grades and the grade for the final submission (Capstone project or Thesis). (For further reference on the general degree requirements please see Student Rights, Rules and Academic Regulations at: <http://documents.ceu.edu/documents/p-1105-2v1503>).

For the program-specific credit requirements applicable at the Department of Legal Studies please see the relevant sections of this Booklet.

## Attendance Policy

Presence at CEU PU is required throughout the academic year regardless of the allocation of classes and exams in the schedule.

In justified cases permission for leave shall be requested in advance, in writing (via email) from the Program Chair. Leave requests for more than 3 (three) working days are subject to approval by the Head of Department. A precondition for any leave request is that the student must obtain a make-up assignment from each professor for missed classes.

Students are not allowed to work during the academic year, except in special circumstances and solely upon the prior written approval of the Head of Department. For further information you may consult the Policy on Student Employment <https://documents.ceu.edu/documents/p1104-01>.

Regular class attendance is a pre-condition for taking exams.

Students who miss more than one 100-minute class session per credit (*i.e.* one class meeting) without justification may be excluded from the course. Persistent violation of this rule may lead to exclusion from CEU PU. Explanation for all absences is to be submitted to the administration of the Department at the earliest possible time, via telephone, email, or in person.

In case grave medical or personal circumstances force a student to miss more than one 100-minute class session per credit, upon a justified request the Program Chair – in consultation with the student and the affected Professors -- may approve an individual study plan.

## Credits

At CEU PU, 1 US course credit or the equivalent 2 ECTS course credits are obtained by attending a 12 x 50-minute (600-minute) course and complying with the assessment requirements of that course. The conversion ratio between US and ECTS credits is 1:2. For further details please see the Transfer of Credit Policy at: <http://documents.ceu.edu/documents/p-1105-2v1405>.

In order to successfully complete an LL.M. or an M.A. degree, students shall pass all mandatory courses and mandatory elective courses as specified later in this Booklet. Credits earned in mandatory and mandatory elective courses are included in the overall credit-load required for a degree.

Students may take additional courses for audit with the permission of the Program Chair. In order to have the audit inserted in the transcript the student must satisfy standard class attendance requirements (see under Auditing).

Mandatory courses and credits cannot be replaced by other courses.

Mandatory-elective credits earned in excess of the minimum requirement in a given module (*i.e.* groups of mandatory elective courses) are automatically considered as elective credits. Mandatory-elective credits are not transferrable in between modules.

In general, students studying for a degree at CEU PU may apply for a transfer of up to 8 US credits (16 ECTS credits) towards a CEU PU degree. For further information see the Transfer of Credit Policy - Annex 1. to the Student Rights, Rules, and Academic Regulations policy at <https://documents.ceu.edu/documents/p-1105-2v1503>

As source languages are not required for mandatory or elective courses offered by the Department of Legal Studies, nor are required for the final thesis, credits from language courses cannot be substituted for course credits offered by the Department.

## Course Registration

Students are required to complete their course registration through the CEU PU [e:Vision](#) Portal during the registration period of each term, as indicated in the Academic Calendar, as well as in the Student Records Manual.

Students have an opportunity to review all syllabi for courses offered by the Department during the registration period at the following CEU PU E-learning site: <https://ceulearning.ceu.edu/course/index.php?categoryid=1353>

Only those who registered in the registration period or at least 3 days before the first class meeting can participate in a course. Enrolling in a course through its e-learning site (Moodle) does not substitute registration via CEU PU e:Vision Portal.

A course may be dropped through e:Vision Portal by the end of the day of the second class-meeting of the respective course without any charge. In case of late registration and/or drop managed by the Department, a course fee set by CEU PU applies.

The Department strongly discourages late registration for and/or late dropping of courses. However, in cases when this is necessary, please see the administration of the Department. In justified cases the Program Chair may grant an exemption from the late registration fee.

**The latest day for dropping a course or altering registration in any way is the Monday of the last teaching week before the respective final term exam period.** Students who neither take the final exam, nor drop the course or change it to audit will receive an Administrative Fail (AF).

Certain courses have pre-requisites, as indicated in this Booklet. Pre-requisite courses must be completed for Grade. Where offered, successfully passing a pre-test qualifies as passing the pre-requisite course. A successfully completed pre-test does not yield credit, unless stated otherwise.

In order to meet the requirements of interactive post-graduate education, class enrollment is limited. As a general rule, classes offered by the Department of Legal Studies are limited to 20 students from the Department, plus an additional 5 students from outside the Department (including visiting and exchange students). However, Professors may prescribe further limitation on class size as indicated in the course offerings. Professors may, upon their professional consideration, allow enrollment for additional students provided that enrollment is not precluded by other relevant departmental considerations.

Students are strongly encouraged to prepare their study plan for the entire academic year during the first weeks. To do so, students are encouraged to consult with their Program Chair, faculty members as well as Department Administration (p. 4.).

For more information on the registration scheme, please see the [Student Records Manual](#).

### **Cross-listed Courses**

CEU PU promotes interdisciplinarity and cross-unit collaboration. Besides the MA/LLM courses offered by the Department of Legal Studies, students can choose from several courses that are offered in collaboration with other Departments (cross-listed courses). These cross-listed courses are automatically included in the departmental schedules as well as they are listed in the course offerings of the Department. Class enrollment for cross-listed courses may be limited.

### **Auditing Classes**

If a student wishes to register for a course without earning a letter grade or credit, the course may be registered for as Audit. Students auditing a course are required to attend all classes and participate fully in the course (including reading, oral and written assignments). Auditing students are only excused from taking the final examination (exam, essay or take-home paper).

A course taken for Audit appears on the student's transcript with the symbol AUD if attendance was regular, or W (withdraw) if attendance was unsatisfactory. In case of AUD, no credit is earned, nor is the Grade Point Average (GPA) affected.

**Changing a course registration from Credit to Audit, or vice versa, is possible until the Monday of the last teaching week before the respective mid-term or final exam period.** Registration change requests are to be reported to the Departmental Administration (p. 4.) before the deadline.

**Auditing classes without taking the pre-requisite course is not allowed.** As an exception, justified cases are subject to prior permission from the Program Chair.

### **University-Wide Courses (UWC)**

University-Wide Courses (UWC) aim to bring together faculty and students from across academic programs to explore a topic of common interest. Although the Department of Legal Studies is cross-listing those UWC it finds most suitable for its graduates, students are free to choose from the full range of the UWC offering (see Courses offered by other Departments, below). For more information on the initiative and on the course offerings please visit the website <https://www.ceu.edu/uwc>.

### **Courses Offered by Other Departments/Programs**

Students are allowed to earn up to 4 US credits / 8 ECTS credits per academic year from courses offered by other academic units without any formal approval required by the Department of Legal Studies. This is a University-wide regulation endorsed by the CEU PU Senate. Every non-cross-listed course counts towards this limit. These courses are not included in the departmental schedule.

Students are responsible to make sure that courses offered by other departments/programs do not overlap with the courses required by their own program, so that regular class attendance is guaranteed. If a student misses more than one (1) class meeting of either course, the procedure stated under "Attendance Policy" applies. Note that the

Department is not in a position to take into consideration the schedules of courses offered by other departments/programs when making occasional unavoidable revisions to the teaching schedule during a term.

### **Submission of Coursework and Final Exams**

All coursework (written assignment, essay and final paper) is to be submitted electronically (*e.g.* through the E-learning site of the course) and/or in hard copy as requested by the instructor of the respective course.

Unless indicated otherwise, all electronic submissions are due at midnight (23.59) on the day of the deadline.

Coursework submitted via email to the administration of the Department or through the E-learning site will be automatically checked by a plagiarism-screening software (TurnItIn) without further notice.

Students shall submit all final coursework (final papers, take-home exams, or re-typed final exams) to the administration of the Department in one electronic copy indicating **only** the student CEU ID number, unless requested otherwise by the Instructor of the course. CEU ID number is a 10-digit number on the CEU ID card or can be found in your SITS account.

Late submission of coursework, final exam papers is not accepted, unless with the special permission of the Instructor. Late submission will result in an automatic grade reduction. For the scale please see under Grading.

Students are responsible for archiving the printed and/or electronic version of their coursework. In the case of electronically submitted papers, responsibility for keeping an original and a proof of electronic transfer rests with the student.

### **Exams**

The Department makes its best efforts to avoid scheduling more than one exam per day for the same Program during the exam period. Nonetheless, given the number of courses this cannot always be achieved. Weekend days may also be used for exams.

In-class exams are held in the computer laboratories where students can answer the exam questions in typed format.

In-class exams have two types: closed-book or open-book exams

For closed-book exams, no auxiliary materials can be used.

For the open-book exams, the students may use the course reader, printouts of electronic course materials and their personal hard copies of written/printed notes. Note: during open-book exams students do not have access to internet (including the e-learning site), nor are they allowed to use USB flash drives, smart phones, tablets or similar electronic devices.

Students may write a so-called take-home exam, which is a type of open book exam not taken in the computer labs but in their own environment. Students must answer the exam questions within a limited time period and upload their papers to the e-learning site.

Late submission of final papers or take-home exams is not accepted, unless with the special permission of the course Instructor and in line with the Academic Calendar. Late submission will result in an automatic grade reduction. For the scale please see under Grading, below.

### **Grading and grading scale**

#### **Course Grading**

The final grade for a course may be based on in-class or take-home final examinations or a final paper, and additionally on oral and/or written assignments, class participation, or a combination thereof, as announced in the course syllabus.

The Department of Legal Studies follows a grading-on-the-curve policy. The lowest passing grade is C+ (corresponds to 50% of overall course performance).

Grades for the late submission of take-home exams will be reduced as follows:

- Submission within 1 day after the deadline: the grade given by the Instructor will be automatically decreased by one level on the grade point scale (*e.g.* B+ becomes B)
- Submission within 2 days after the deadline: the grade given by the Instructor will be automatically decreased by two levels on the grade point scale (*e.g.* B+ becomes B-)
- If the examination is not submitted within 3 days after the deadline, a Fail will be entered into CEU PU e:Vision Portal as the final grade for the course.

## Grading Scale

The CEU PU Department of Legal Studies grading scale is the following:

Letter Grade	Grade Point
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
F	0.00 (no credit)

The lowest passing grade is C+. Students receiving a failing grade (F) for mandatory and mandatory-elective courses must retake those courses for Pass/Fail provided that in case of a mandatory-elective course retake is permitted. Further information under Retakes.

For other courses graded Pass/Fail, a "Pass" grade is calculated into the cumulative GPA of that student at the end of the academic year at the same grade point as the cumulative GPA.

The CEU PU Department of Legal Studies requests its professors to use the following grading curve when calculating final course grades:

15 percent of the class	A or A-
25 percent of the class	B+
30 percent of the class	B
20 percent of the class	B-
10 percent of the class	C+

F does not count on the grade curve.

The curve is applied to classes with a number of graded students of 12 or more.

### ECTS and CEU PU grading scales conversion

- ECTS Grade A (10% of students) = "outstanding" (A), 4.00
- ECTS Grade B (25% of students) = "excellent" (A-), 3.67 / "good" (B+), 3.33
- ECTS Grade C (30% of students) = "good" (B+), 3.33 / "fair" (B), 3.00
- ECTS Grade D (25% of students) = "fair" (B), 3.00 / "satisfactory" (B-), 2.67
- ECTS Grade E (10% of students) = "minimum pass" (C+), 2.33
- ECTS Grade F = "fail" (F), 0.00

### Austrian and CEU PU grading scales conversion

- "excellent" (1) = "outstanding" (A), 4.00 / "excellent" (A-), 3.67
- "good" (2) = "good" (B+), 3.33
- "satisfactory" (3) = "fair" (B), 3.00
- "sufficient" (4) = "satisfactory" (B-), 2.67 / "minimum pass" (C+), 2.33
- "insufficient" (5) = "fail" (F), 0.00

### Austrian and CEU PU grading conversion when strict differentiation does not take place

- "successfully completed" = "pass"
- "unsuccessfully completed" = "fail"

## Feedback on course exams and Papers

Students are entitled to receive reasonable and timely feedback on their performance in courses (not limited to written assignments) and exams.

Written feedback on the in-class exams, assignments, course papers and final papers are provided electronically on the e-learning site of the respective course. For further information students may contact the professor directly for two weeks after having received the written feedback by requesting an appointment.

### **Retakes**

Students who fail to achieve the minimum passing grade during an examination or for course work are allowed one (1) retake per course. A retake failure means failing the course. No more than three (3) retakes are permitted per academic year.

The enrolment of a student who fails the retake exam of a mandatory course should be terminated, since the student will not be able to fulfil the degree requirements without the course in question.

A student who fails a mandatory elective or an elective course may request a retake. Such request must be made to the Program Coordinator within one (1) week after the final grade was entered into e-Vision Portal. Should the student fail to request the retake by the deadline the Fail for the course is final.

The form of retakes should be the same as, or similar to, the form of the original examination/assessment. A satisfactory retake means the demonstration of a passing performance. The maximum grade allocated in a retake assessment is Retake Pass "RP" (2.33 grade points).

For further rules on examinations and retakes please see CEU PU's [Student Rights, Rules and Academic Regulations](#).

### **Course Materials**

Course materials and course syllabi are available for each course on the CEU PU E-learning site (Moodle) at <http://ceulearning.ceu.edu>.

In order to respect copyright, students have access only to the E-learning sites of courses in which they are enrolled in CEU PU e:Vision Portal. Student access to copyrighted content terminates when the student has completed the course.

Course materials, such as required readings, course syllabus, recommended readings, videos and any materials shared during the course are available on the e-learning site of the given course.

Students may print their own course materials using their printing quota.

Students receive their printing quota in two installments, in the beginning of September and January. Additional credits for printing quota can be bought at the Cash Desk.

Pursuant to University rules, printing quotas are NOT transferable to another person, neither can be re-exchanged.

### **Student evaluations**

Feedback gained through the evaluation forms is crucial in assessing and improving teaching, course and supervision quality of both resident and visiting faculty.

During the last two weeks of each Term and in the exam periods, students are expected to complete a short online evaluation form through the CoursEval platform for each course they have registered for. Note that the exact periods when the online course evaluation is available may differ for courses.

**On-line evaluation forms are completely anonymous, both the numerical results and written comments.** The complete results are confidential to the Instructor and the Head of Department. Student evaluations are made available to the Instructor **after** the final grades for all courses of the Term have been submitted.

Personal login names and passwords for the CoursEval platform will be distributed via email by the system administrator along with the necessary instructions and deadlines.

Additionally, twice in each academic year each program arranges a town hall meeting. At this forum students can give feedback on their academic program to their respective Program Chairs and other faculty members of the program. During the meetings minutes are prepared and feedback will be included in the Department's annual report.

Following the submission of their thesis students will be invited to take an online survey to assess their capstone and thesis supervisor.

### **Short-Term Research Grant and Independent Research**

Students of the Department of Legal Studies who are studying within a degree-granting program are eligible to apply for a Short-Term Research Grant in order to carry out research abroad during the research period. As determined by the University's scholarship rules, calls for applications are issued via e-mail in the second half of the



Fall Term. The selection is made by the Department on a competitive basis taking into consideration the student's academic performance, the relevance of the planned research for the thesis and the proved insufficiency of materials available in the CEU PU library.

This opportunity is only available to students within the research period and must not interfere with the students' academic course work.

The supported research is to be conducted in a country other than Austria and the applicant's country of origin/permanent residence.

Preconditions for both individually funded and grant-based research are the following:

1. Detailed study plan, explaining the research purpose including its relation to the thesis topic, indicating institutions the student will visit, persons s/he intends to consult with, resources to be used.
2. Submission of a travel itinerary indicating departure and arrival dates.
3. Written recommendation from the thesis advisor.
4. Approval from the Program Chair.
5. Approval from the host institution(s)

Upon return to Vienna, students have to submit a short academic report on the completion of the study plan as well as a financial report. For further information, please consult the Department Administration (p. 4.).

Students may also carry out research abroad at their own expense or sponsored by external institutions during the research period.

### **Human Rights Initiative (HRSI)**

[The Human Rights Initiative \(HRSI\)](#) was founded in 1999 by a group of Human Rights students from the Department of Legal Studies at CEU. HRSI is now a unit of the Community Engagement Office at CEU. The unit's mission is to build a progressive community through human rights awareness-raising, and empowerment for active citizenship. Our target groups are CEU students and alumni, local and regional NGO staff and activists, as well as students and activists of the local universities.

We pursue the following goals:

- § to provide our target groups with training and practical experience in human rights and related issues;
- § to raise awareness of human rights;
- § to promote social responsibility and active citizenship;
- § to serve as a bridge for the community to channel their human rights related concerns and ideas;
- § to provide opportunities for networking among the local and regional community of human rights and NGO professionals.

To this end, HRSI offers opportunities for skills training, capacity building, networking etc. These opportunities are realized three program areas:

- 1) **The Capacity Building Program** provides all CEU students with opportunities to develop practical skills and to gain hands-on experience while studying at CEU. This includes 6 workshops on various NGO/human rights advocacy skills with trainers from the fields, throughout the year.
- 2) **The Empowerment for Active Citizenship Program** focuses on empowering community members to become active respondents to human rights challenges. It includes various events and trainings delivered by the HRSI staff, as well as initiatives done in cooperation with partner NGOs. It also includes the annual NGO Fair where students can meet NGO activists and professionals, network, and look for internship opportunities.
- 3) **The Progressive Community Program** includes activities such as awareness raising campaigns, film screenings, public lectures and roundtable discussions; photo exhibitions, theatrical performances (The Vagina Monologues). As part of this program, students are also very much encouraged to approach HRSI to develop and implement their own human rights related projects.

If you would like to gain more information about HRSI, its projects and activities as well as on how you can get involved, please visit the HRSI website, <https://communityengagement.ceu.edu/hrsi>, follow the HRSI Sharepoint website or come visit the HRSI office at CEU PU. You can also contact HRSI through email, at [hrsi@ceu.edu](mailto:hrsi@ceu.edu) and like our Facebook page to follow and receive notifications about our events and workshops <https://www.facebook.com/HRSI.ceu>.

## Career Services

The [CEU PU Career Services Office \(CSO\)](#) supports students and alumni in defining their personal professional goals and definitions of future success and assists them in gaining information, skills, and experiences that enhance their personal development, employability, and success in their academic programs.

The CSO advises students and alumni on all aspects of the career development process including:

- Conducting self-assessment and career research;
- Adopting a realistic and long-term approach towards career development;
- Expanding and managing professional networks;
- Crafting effective application materials for jobs, internships, and further studies;
- Preparing for interviews and conducting salary negotiations.

There are many ways for students to engage with the office:

- Career education sessions
- Career events featuring employers and practitioners from various fields
- [Individual career advising](#)
- [Internship support and funding](#)
- career>next: the CEU-exclusive job and internship portal
- Online resources including the Career Knowledge Hub and the Careers Newsletter
- The [SPARK YOUR CAREER](#) career development certificate

Learn more about our work with [master's](#) and [doctoral](#) students.

## Academic Misconduct

### CODE OF ETHICS OF CEU PU [EXCERPTS]

The full text of the Code of Ethics of the Central European University Private University is available at <http://documents.ceu.edu/documents/p-1009-1v1402-0>.

Annex 4

MISCONDUCT

ACADEMIC DISHONESTY

Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at the CEU PU Group. Acts of academic dishonesty include, but are not limited to, accomplishing or attempting any of the following acts:

#### Acts of forgery or fabrication, including:

- (a) Altering of grades or official records, falsifying or committing forgery on any university form or document;
- (b) Submitting altered or falsified data as experimental data from laboratory projects, survey research, or other field research.

#### Acts of cheating, including:

- (c) Using any materials (e.g. textbooks, cheat-sheets, SMSs) that are not authorized by the instructor for use during an examination;
- (d) Copying from another student's paper during an examination;
- (e) Collaborating during an examination with any other person by giving or receiving information without the specific permission of the instructor;
- (f) Stealing, buying or otherwise obtaining restricted information about an examination to be administered;
- (g) Collaborating on laboratory work, take-home examinations, homework or other assigned work when instructed to work independently;
- (h) Substituting for another person or permitting any other person to substitute for oneself in taking an examination.
- (i) Submitting of identical or in part identical assignments by two or more students;
- (j) Submitting work that has been previously offered for credit in another course, except with prior written permission of the instructors of both courses.
- (k) Submission of a thesis or dissertation that has been previously submitted at another university/program, in English or in another language.

#### Acts of plagiarism, including:

- (l) Representation of the work of others as one's own, by offering of the words, ideas, or arguments of another person without appropriate attribution through quotation, reference or footnote, whether intentional or not;
- (j) Submitting as one's own any theme, report, term paper, essay, other written work, or speech, written or prepared totally or in part by another person;

Plagiarism occurs both when the words of another are reproduced without acknowledgment, and 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 students to understand the methods of proper attribution and to apply those principles in all materials submitted.

Specific recommendations for handling plagiarism are included in the CEU PU's Policy on Plagiarism. In cases of a disciplinary proceeding because of plagiarism, the body to act in the first instance is the academic unit's Committee on Academic Dishonesty as spelled out in the CEU PU's Policy on Plagiarism. In plagiarism cases the present Code shall only be applicable in cases which cannot be clarified under the CEU PU's Policy on Plagiarism.

#### Other acts of academic dishonesty:

- (a) Deliberate mis-shelving, hiding, damaging or theft of library materials;
- (b) Improper use of library facilities to advantage one's academic position, nuisance to other users, and undue delay in returning materials promptly when asked to do so;

- (c) Improper use of the computer facilities, including misappropriation of another user's data, password or software, illegal copying of computer programs and games at the expense of the University, disregard for the finite capacity of the system, unreasonable interference with the activity of other users, and any attempt to subvert or obstruct the operation of any computer or network system;
- (d) Sabotaging of another student's work;
- (e) Committing any willful act of dishonesty that interferes with the operation of the academic process;
- (f) Complicity, facilitation or aiding in the commission of any of the above-mentioned acts of academic dishonesty.

#### **Other acts of misconduct**

- (a) Knowing disclosure of false information to or about the CEU Group or to other academic institutions or spreading of false allegations in general;
- (b) Deception, including falsification of letters of recommendation and misrepresentation of a person's academic accomplishments and deceptions;
- (c) Verbal or physical threat to a member of the University Community;
- (d) Conduct which threatens or damages the personal safety or health or assets of others;
- (e) Bullying or threatening conduct against others;
- (f) Abuse of another's property, including theft, vandalism or temporary or permanent appropriation of another's property, undue interference with CEU Group functions, and unauthorized use of CEU Group facilities or entry into or occupation of University Premises;
- (g) Discrimination and harassment based on race, color, religion, national origin, disability, age, gender, sexual orientation, or any other form of discrimination prohibited by law;
- (h) Sexual harassment as defined in the Sexual Harassment Policy;
- (i) Other types of harassment or discrimination as defined in other University policies;
- (j) Breaches of public or private law when the interests of the University Community or one of its members as defined in this Code are adversely affected;
- (k) Retaliatory conduct against any individual who has filed a complaint, who has reported witnessing an offense, or who has participated in a complaint procedure;
- (l) Failure of a member of the Disciplinary Committee to inform the chairperson of the Disciplinary Committee about a complaint lodged with him or her;
- (m) Disclosure of the confidential documents to any unauthorized person;
- (n) Complicity in the commission of any of the above-mentioned acts;
- (o) Other misconduct that in the judgment of the Disciplinary Committee seriously deviates from standards of the academic community.

#### **Ongoing offences**

Ongoing offences are offences which are either repeatedly committed or where the "results" (such as a title or a mark) of a violation (such as plagiarism or cheating etc.) are used or abused by the person who perpetrated the violation.

## CEU PU'S POLICY ON PLAGIARISM

The full text of the Policy on Plagiarism, including the Guidelines, is available at:

<http://documents.ceu.edu/documents/p-1405-1>.

### Article 1 – What is Plagiarism?

Plagiarism is a form of academic misconduct. It is a practice that involves taking and using another person's work and claiming it, directly or indirectly, as one's own. Plagiarism occurs both when the words of another are reproduced without acknowledgment and 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. Further clarification and examples can be found in the Guidelines (Annex 1). CEU PU's Code of Ethics also recognizes as academic dishonesty the submission of work previously submitted for credit to another course without the permission of the lecturer; and the submission of theses or dissertations that have been previously submitted to a university or program in any language. Such submissions will be treated in a similar way to plagiarism and be subject to the procedures and measures outlined in this Policy. Plagiarism, as a form of academic dishonesty, is in breach of Annex 4 of the CEU PU's Code of Ethics. [...]

### Article 2.1 – Responsibilities of Students

It is the responsibility of students:

- to ensure that work submitted for purposes of assessment is their own;
- to ensure that the words and arguments of others are appropriately cited and referenced using an accepted referencing system; and
- to ascertain if academic units allow the submission of work that has been previously submitted in whole or in part and, where it is allowed, to gain permission from the relevant faculty member prior to submission.

### Annex 1 – Guidelines

**Table 1: Offending Strategies in Writing**

Severity of Offense	Example
<b>Serious Plagiarism</b>	<ul style="list-style-type: none"> <li>• Submitting as one's own work a text largely or wholly written by another person or persons.</li> <li>• Copying or paraphrasing substantial sections<sup>1</sup> from one or more works of other authors into one's own text, without attribution, that is, omitting any reference to the work(s) either in the body of the text, in footnotes, or in the bibliography/reference list</li> <li>• Submitting a thesis as part of masters or doctoral requirements which has been previously submitted to another institution in English or in another language.</li> </ul>
<b>Less serious plagiarism</b>	<ul style="list-style-type: none"> <li>• Paraphrase of a substantial section or several smaller sections of another text or texts without any reference in the body text, but the work is included in the bibliography/reference list.</li> <li>• Copying verbatim two or three not necessarily consecutive phrases, or one or two not necessarily consecutive sentences, from the work of others without attribution.</li> <li>• Copying verbatim one substantial or several smaller sections from another text without quotation marks but with reference provided within the student's text.</li> <li>• Submitting without permission one's own work that has been largely or wholly submitted for credit to another course.</li> </ul>
<b>Poor Scholarship</b>	<ul style="list-style-type: none"> <li>• Copying verbatim one substantial or several smaller sections from another text without quotation marks but with reference provided within the student's text.</li> <li>• Summarizing an author's ideas at length but only mentioning the author or the source at the end of the paragraph.</li> </ul>

---

<sup>1</sup> The word 'section' is understood here to mean more than one consecutive sentence. A copied section that has had a small number of extra words inserted by the student may still be considered as copied.

	<ul style="list-style-type: none"> <li>• Mentioning an author with appropriate citation in an early sentence but no attribution in subsequent sentences, so that it is unclear whether the author's ideas are continuing or the writer's own comments being offered.</li> <li>• Including a correctly referenced short fragment from another text but without quotation marks.</li> <li>• Using an author's work with incomplete reference (e.g. page number is missing, or the work appears only in a footnote/parenthesis and is missing from the reference list).</li> </ul>
--	---

**Measures to be taken in cases confirmed as plagiarism**

- (1) In the case of a first offense classified as less serious plagiarism, the student should normally:
  - a. receive an oral or written reprimand,
  - b. rewrite the assignment and receive a lowered grade.
- (2) In the case of a second, subsequent minor offense, or in the case of a first offense that in the department's opinion is more serious, the student should normally:
  - a. receive a written reprimand (not reflected on the transcript)
  - b. rewrite the assignment, receive a lowered grade or receive the lowest passing grade, with or without being given a fail grade.
- (3) In the case of continuing offences, or of a serious offence, students should normally receive a
  - a. written reprimand (that will usually appear on the student's transcript)
  - b. fail grade, with or without the possibility of retake (often depends on whether the course is compulsory or elective).
- (4) In very serious cases such as plagiarizing a major part of an assignment, or persistent plagiarism despite written warnings and other sanctions described above, the department should consider initiating formal procedures towards expelling the student from the University in accordance with the applicable policies.

In the case of multiple simultaneous minor offences, the department should decide whether these repetitions stem from ignorance (in which case they may be treated as a single offence) or the intent either to deceive or to avoid work, either of which may justify more severe action.

The offenses in the last category (Poor Scholarship) may often be attributable to poor ability, unclear thinking or carelessness. If so, they should not be considered academic dishonesty as such but should be penalized in the same way as other poor quality work, namely by a decrease in the final grade commensurate with the negative impact they have on the assignment as a whole. If such offenses are considered to be a deliberate attempt to achieve a higher grade, more serious action should be considered.

**Other Academic Regulations in Force at CEU PU**

For more information about policies and procedures at CEU PU we recommend that you read carefully the CEU PU Student Handbook, distributed by the CEU PU Office of Student Services, and the Student Records Manual, distributed by the CEU PU Student Records Office.

A selection of university regulations and policies is also available at: <http://www.ceu.edu/administration/policies>, <https://www.ceu.edu/info-current-students/student-policies>.

## Program-Specific Requirements for LL.M. and M.A. Programs

### MASTER OF LAWS IN INTERNATIONAL BUSINESS LAW

**Program Chair:** Markus Petsche

**Contact:** petschem@ceu.edu

**Program level:** Graduate (Master's)

**Degree awarded:** LL.M.

**Program registration:** The Program was established in 1991. It was approved and registered by the New York State Education Department in 1994. The Program was accredited in Austria in 2020.

**Program length:** 10 months

**US credits:** 30

**ECTS credits:** 60

**Program URL:** <http://legal.ceu.edu/master-laws-international-business-law-program>

**E-learning site:** <http://Ceulearning.ceu.edu>

#### Program level learning outcomes:

- Ability to benefit from a substantial **knowledge** of various fields of private, commercial and regulatory law, both international and national, in particular novel as well as such fields and areas of law that are normally left uncovered by national law school curricula
- Ability to apply the gained knowledge in **practice** especially in international law firms, various regulatory agencies (competition, consumer protection, banking and financial supervisory agencies), financial organizations, governmental and EU-level reform or research projects as well as in legal education
- Ability to **communicate, negotiate, mediate or arbitrate as well as draft** various legal documents in English language based on a multi-dimensional (i.e., more than from the perspective of a single jurisdiction) knowledge of English legal terminology
- Ability to understand and properly take into account the main differences among legal systems and their theoretical and practical impact when devising international and transnational legal solutions.
- Ability to conduct **research, analyze, and critically evaluate** a wide range of legal and regulatory topics, phenomena and problems in different national and supra-national legal systems from a comparative and inter-disciplinary perspective
- Ability to **advise on policy issues**, either as individual experts, expert & researcher, or as a member of a national or international teams

The focus of the LL.M. in International Business Law program is on the legal setting of business transactions in a transnational environment, on the players, and on the regulatory framework of international business. To address increasingly interdisciplinary and cross-border legal challenges, the curriculum of the Program rests on several building blocks, such as dispute resolution (e.g., international commercial arbitration, conflict of laws), international business law (e.g., GATT & WTO, EU law or drafting and negotiating contracts in the transnational context), regulation of business (e.g., capital market and securities regulation, antitrust/competition and consumer protection law) and comparative business law (e.g., comparative national company, bankruptcy and secured transaction laws). Additionally, the program constantly strives to offer courses that deal with contemporary global, regional and local challenges. Most courses are based on interactive teaching methods and are of a comparative nature, typically juxtaposing the laws of leading common law and civil law legal systems with those of emerging markets.

The Program is highly attractive to applicants holding a law degree, who wish to continue an international career not only in legal practice (law firms, in-house counsels) but also in academia, the governmental sector and increasingly various areas of finance (e.g., financial regulatory agencies, investment companies, banks). The alumni of the IBL Program can now be found not just in offices of leading international and local law firms, as in-house counsels of international corporations, but as well in the positions of university teachers, governmental officials, experts of regulatory bodies or even in the non-profit sector.

#### Entry Requirements for the IBL LL.M. Program:

In addition to meeting the General CEU PU Admissions Requirements, applicants to the IBL LL.M. Program must also fulfill the Program-specific admission requirements (<http://legal.ceu.edu/admissions>).

## MASTER OF LAWS IN COMPARATIVE CONSTITUTIONAL LAW

**Program Chair:** Markus Böckenförde

**Contact:** [bockenfordem@ceu.edu](mailto:bockenfordem@ceu.edu)

**Program level:** Graduate (Master's)

**Degree awarded:** LL.M.

**Program registration:** The Program was established in 1992. Program approved and registered by the New York State Education Department in 1994. The Program was accredited in Austria in 2020.

**Program length:** 10 months

**US credits:** 30

**ECTS credits:** 60

**Program URL:** <http://legal.ceu.edu/master-laws-comparative-constitutional-law-program>

**E-learning site:** <http://Ceulearning.ceu.edu>

**Program level learning outcomes:**

- Ability to benefit from a substantial knowledge of constitutional law in major jurisdictions via a comparative perspective
- Ability to benefit from a substantial knowledge of the protection and enforcement of constitutional rights and human rights in major jurisdictions
- Ability to conduct research on a wide range of constitutional problems in different constitutional regimes across a changing constitutional and political landscape
- Ability to analyze constitutional problems in light of their historical context, from a comparative and interdisciplinary perspective
- Ability to analyze and critically assess constitutional problems in their regional, international and global context
- Ability to provide policy-relevant solutions to constitutional problems as an individual researcher and as a member of an international team

The curriculum covers issues concerning the development and operation of constitutional government in its broader political, social, historical, regional and international context. The core curriculum centers on fundamental issues in comparative constitutional law related to constitution-making and constitutional design, constitutional government (horizontal and vertical separation of powers) and constitutional rights protection in leading, emerging and declining constitutional democracies around the world. The curriculum covers historic and current developments in all major legal systems.

As all programs at the Department of Legal Studies, the LL.M. program in Comparative Constitutional Law is also committed to research-based teaching. Areas of research and teaching by the full-time faculty cover subjects in transition to (and from) democracy and the rule of law, constitution-making in historical perspective and in on-going constitution-building processes, comparative constitutional adjudication, civil and political rights in established and emerging democracies, issues of equality and non-discrimination, socio-economic rights, biomedical law and reproductive rights, as well as European constitutionalism. Courses by our part-time (visiting) faculty build on this core and permit us to introduce courses on newly emerging constitutional developments as they arise. The program also benefits from close cooperation with other master programs of the Department via two optional thematic specializations on 'global rule of law' and 'justice and equality'.

Our highly qualified and diverse full-time and part-time (visiting) faculty prepares students to engage in comparative and inter-disciplinary analysis of complex constitutional problems. Courses enable students to explore constitutional issues across legal systems, to engage in advanced critical thinking and refine their arguments in oral interactions and group work. Classes are highly interactive, enabling students to benefit from the international composition of the student body; in-class discussions allow insight into contemporary constitutional developments as they evolve and enable critical engagement with these developments in a manner that is sensitive to the multi-cultural composition of our academic community at all times. Individual research skills are developed through comparative problem-driven papers written for various courses, as well as in the final thesis (in the Thesis Track) or capstone thesis (in the Capstone Track). Students are encouraged to address practical constitutional problems through comparative constitutional analysis, using a theoretical framework informed by inter-disciplinary insight.



As a result, our graduates are able to respond to challenging constitutional and fundamental rights problems with advanced analytical skills, drawing on critical comparative constitutional analysis and seeking to offer practice-oriented and policy-relevant responses.

**Entry Requirements for the CCL LL.M. Program:**

In addition to meeting the General CEU PU Admissions, applicants to the Comparative Constitutional Law Program must also fulfill the Program-specific admission requirements (<http://legal.ceu.edu/admissions>).

## MASTER OF ARTS IN HUMAN RIGHTS

**Program Chair:** Mathias Möschel

**Contact:** moschelm@ceu.edu

**Program level:** Graduate (Master's)

**Degree awarded:** M.A.

**Program registration:** The Program was approved and registered by the New York State Education Department in 1998. The Program was accredited in Austria in 2020.

**Program length:** 10 months

**US credits:** 30

**ECTS credits:** 60

**Program URL:** <http://legal.ceu.edu/master-arts-human-rights>

**E-learning site:** <http://Ceulearning.ceu.edu>

**Program level learning outcomes:**

- Ability to benefit from a substantial understanding of the institutional and procedural frameworks of human rights enforcement in major jurisdictions
- Ability to benefit from a substantial knowledge of the protection of particular human rights on national and supranational levels
- Appreciate critically the nature, efficacy and theoretical foundations of the international human rights regime
- Ability to generate new ideas and advocacy strategies that provide genuine solutions to complex human rights problems using comparative arguments and interdisciplinary insight
- Ability to analyze human rights issues in a policy-relevant manner
- Ability to envision a human rights-based approach to addressing diverse legal, regulatory and policy problems

The MA in Human Rights Program combines social science, policy-based approach with legal science and it aims to provide theoretical and practical training in human rights for students who do not have a legal background. The problem-focused curriculum and the strong interdisciplinary and comparative approach offer students ample opportunities to understand the theoretical and legal foundations of human rights and engage with the challenges of human rights protection in the age of skepticism and populism. The MA Program in Human Rights – as all programs at the Department of Legal Studies – is committed to research-based teaching. Areas of research and teaching cover – among others – international mechanisms for the protection of human rights in all international and regional human rights regimes, freedom of expression and freedom of religion, human rights and criminal justice, political rights, non-discrimination, minority protection, human rights and development politics, human rights in Africa, and the constitutional protection of rights on a basic level. Courses by our part-time (visiting) faculty build on the core content taught by permanent faculty and permit us to introduce courses on contemporary human rights challenges as they arise. The program also benefits from close cooperation with other master's programs of the Department via optional thematic specializations.

Teaching has a strong practical orientation and includes experiential learning and skill-building components in order to develop skills indispensable for successful human rights practitioners (such as negotiation, drafting, advocacy and presentation skills). Rigorous and closely monitored coursework provides the tools of analysis, critical reading and writing skills to enable students to make a significant and lasting contribution to the protection of rights in their home countries and to the enforcement of human rights at large. Courses prepare students to explore human rights issues across legal systems, to engage in advanced critical thinking and refine their arguments in oral interactions and group work. Classes are highly interactive, enabling students to benefit from the international composition of the student body; in-class discussions allow insight into contemporary developments as they evolve and enable critical engagement with these developments in a manner that is sensitive to the multi-cultural composition of our academic community at all times. Individual research skills are developed through problem-driven papers written for various courses, as well as in the final thesis or capstone thesis. Several courses offer first-hand experience for students in human rights advocacy and immersions to the work of civil society organizations, which remain unique assets of the Program. Students are encouraged to address practical human rights problems through comparative analysis, using a theoretic framework informed by inter-disciplinary insight. As a result, our graduates are capable

to respond to challenging human rights problems with advanced analytical skills drawing on critical inter-disciplinary analysis in a policy-relevant manner.

**Entry Requirements for the HR M.A. Program:**

In addition to meeting the General CEU PU Admissions Requirements, applicants to the HR MA program must also fulfill the Program-specific admission requirements (<http://legal.ceu.edu/admissions>).

## MASTER OF LAWS IN HUMAN RIGHTS

**Program Chair:** Mathias Möschel

**Contact:** moschelm@ceu.edu

**Program level:** Graduate (Master's)

**Degree awarded:** LL.M.

**Program registration:** The Program was approved and registered by the New York State Education Department in 2001. The Program was accredited in Austria in 2020.

**Program length:** 10 months

**Type of degree:** CEU PU

**US credits:** 30

**ECTS credits:** 60

**Program URL:** <http://legal.ceu.edu/master-laws-human-rights>

**E-learning site:** <http://Ceulearning.ceu.edu>

**Program level learning outcomes:**

- Ability to benefit from a substantial understanding of the institutional and procedural frameworks of human rights enforcement in major jurisdictions
- Ability to benefit from a substantial knowledge of the protection of particular human rights on national and supranational levels
- Appreciate critically the nature, efficacy and theoretical foundations of the international human rights regime
- Ability to generate new ideas and advocacy strategies that provide genuine solutions to complex human rights problems using comparative arguments and interdisciplinary insight
- Ability to analyze human rights issues in a policy-relevant manner
- Ability to envision a human rights-based approach to addressing diverse legal, regulatory and policy problems

The main goal of the LL.M. in Human Rights program is to provide theoretical and practical training for future scholars and professionals in human rights, with special emphasis on the legal aspects of human rights protection. Our highly qualified and diverse full-time and part-time (visiting) faculty prepares students to engage in comparative and inter-disciplinary analysis of complex human rights problems. The program offers practical instruction in the specific legal mechanisms and institutional processes which may be used by national human rights organizations to effectively approach human rights issues that transitional and also established democracies confront. As all other programs at the Department of Legal Studies, the LLM Program in Human Rights is also committed to research-based teaching. Areas of research and teaching cover – among others – mechanisms for the protection of human rights in all international and regional human rights regimes, freedom of expression and freedom of religion, human rights and criminal justice, political rights, non-discrimination, minority protection, human rights in Africa, politics and theories of European integration from a human rights perspective. Courses by our part-time (visiting) faculty build on the core content taught by permanent faculty and permit us to introduce courses on contemporary human rights challenges as they arise. The program also benefits from close cooperation with other master's programs of the Department via optional thematic specializations.

Rigorous and closely monitored coursework provides the tools of advocacy, analysis, critical reading and writing necessary to enable students to make a significant and lasting contribution both to the rights protection in their home countries and to the enforcement of human rights at large. Courses prepare students to explore human rights issues across legal systems, to engage in advanced critical thinking and refine their arguments in oral interactions and group work. Classes are highly interactive, enabling students to benefit from the international composition of the student body; in-class discussions allow insight into contemporary developments as they evolve and enable critical engagement with these developments in a manner that is sensitive to the multi-cultural composition of our academic community at all times. Individual research skills are developed through problem-driven papers written for various courses, as well as in the thesis or capstone thesis. Students are encouraged to address practical human rights problems through comparative analysis, using a theoretical framework informed by inter-disciplinary insight.

As a result, our graduates are able to respond to challenging human rights problems with advanced analytical skills, drawing on critical legal analysis and seeking to offer policy-relevant responses.

**Entry Requirements for the HR LL.M. Program:**

In addition to meeting the General CEU PU Admissions Requirements, applicants to the HR LLM program must also fulfill the Program-specific admission requirements (<http://legal.ceu.edu/admissions>).

## SPECIALIZATIONS

All LL.M. and M.A. students of the Department studying on the Capstone Track can choose to follow one of the two comprehensive specializations:

- Global Rule of Law specialization
- Justice and Equality specialization

The two specializations on “global rule of law” and “justice and equality” aim to enable students in the Capstone Track to concentrate their studies on a particular thematic area through a unique opportunity for deeper interdisciplinary inquiry. These thematic specializations draw on the full-time faculty’s long-term research interests and expertise, and create new synergies across the academic offering of the various master’s programs of the Department. While the courses are otherwise available as mandatory electives or electives, choosing a specialization enables students to showcase a particular professional interest recognized in the final transcripts.

Students who elect to pursue a specialization are encouraged to complete their capstone project on a related theme. The thematic specializations are optional and are only open for students pursuing the Capstone Track.

The specializations draw on the academic strengths of the faculty and showcase these themes in order to distinguish the program from potential competitor offers targeting internationally mobile students.

Students opting for a specialization must fulfil the general credit requirements of their program and take at least 16 ECTS credits from the respective specialization’s course offering. Students pursuing a specialization must take at least 8 of the 16 required specialization ECTS credits from the core offering of a program other than the one in which they are enrolled. Credits earned in courses offered by the student’s own program count towards the fulfilment of the general credit requirements of the program.

### Global Rule of Law

*Credit requirement: 16 of 44 ECTS offered*

The rule of law is essential for constitutional government and a precondition of individual liberty in contemporary societies. Still, as a concept, the rule of law is fuzzy. In practice, even its supporters find it cumbersome and costly. And those who are meant to be curbed by it often succeed in mocking it, presenting ‘rule by law’ as ‘rule of law’. It is against this background that the “global rule of law” specialization provides students with critical insights into national and international rule of law practices and policies. Dedicated courses explore the threats the rule of law faces as well as the strategies devised to counter these threats in diverse contexts.

#### Learning outcomes:

- Ability to approach the rule of law and the constitutional / human rights / economic issues it triggers in their broader theoretical, historic, political and societal context, from a comparative, international and inter-/multi-disciplinary perspective;
- Ability to explore national and international practices / policies associated with the rule of law (its protection, development, violations and demise) using comparative arguments and interdisciplinary insight;
- Ability to critically reflect on classic and contemporary theoretical accounts on the rule of law in a globalized world,
- Ability to understand and critically reflect in a wide range of disciplinary conventions tracing, testing and indexing the rule of law and its violations,
- Ability to benefit from a relevant substantial knowledge concerning the rule of law from different disciplinary angles;
- Familiarity with the significance of respect for the rule of law for democracy and open society.

<b>Fall Term</b>	<ul style="list-style-type: none"> <li>● Protecting Human Rights and Constitutionalism in the Council of Europe / 4 ECTS (CCL)</li> <li>● Illiberal Democracy / 6 ECTS – (HR MA, LL.M, CCL)</li> <li>● Corruption: Institutional and Policy Challenges / 4 ECTS (IBL)</li> </ul>
<b>Winter Term</b>	<ul style="list-style-type: none"> <li>● International and Comparative Intellectual Property Law / 4 ECTS (IBL)</li> </ul>

	<ul style="list-style-type: none"> <li>● International Human Rights Advocacy / 2 ECTS (HR MA, LLM)</li> <li>● Business and Human Rights / 4 ECTS (IBL)</li> <li>● Global Law and Religion / 4 ECTS (CCL, HR MA, LLM)</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>● International Economic Law / 6 ECTS (IBL)</li> <li>● International Rule of Law Assistance: Law and Development / 4 ECTS (CCL)</li> <li>● The UN Human Rights System / 4 ECTS (HR MA, LLM)</li> <li>● Europe: Transnational Constitutional Identity / 2 ECTS (CCL, HR MA, LLM)</li> </ul>

## Justice and Equality

*Credit requirement: 16 of 48 credits offered*

The “justice and equality” specialization addresses problems in social justice and procedural fairness in a comprehensive and innovative manner. To study systemic and structural, entangled political and social problems in their broader context the course offering brings together in-depth explorations of a wide range of issues in human rights, criminal law, and economic regulation. The course selection offers a unique comparative, multi-disciplinary insight on the ways in which national and international law- and policy-makers have addressed (and failed to address) justice and equality issues. As such, the specialization is likely to be attractive for students pursuing a major on a similar theme in the BA program on culture, society and politics.

### Learning outcomes:

- Ability to benefit from a comprehensive, inter-disciplinary understanding of equality (non-discrimination) and justice, social rights and procedural fairness in a comparative perspective;
- Ability to explore national and international practices / policies associated with the justice and equality using comparative arguments and interdisciplinary insight;
- Ability to critically reflect on classic and contemporary theoretical accounts on justice and equality in a globalized world;
- Ability to understand and critically reflect in a wide range of disciplinary conventions tracing, testing and indexing justice and equality and their violations;
- Ability to benefit from a relevant substantial knowledge of the institutional and procedural frameworks associated with the protection of justice and equality on national, international and regional level;
- Familiarity with the significance of justice and equality for constitutional government, democracy and open society.

<b>Fall Term</b>	<ul style="list-style-type: none"> <li>● Indigenous People’s Rights under International Law / 4 ECTS (HR MA, LLM)</li> <li>● Socio-Economic Rights / 2 ECTS – (HR MA, LLM)</li> </ul>
<b>Winter Term</b>	<ul style="list-style-type: none"> <li>● Business and Human Rights / 4 ECTS (IBL)</li> <li>● The Law and Politics of Combatting Violence against Women / 6 ECTS (HR MA, LLM, CCL)</li> <li>● International Criminal Law and Prosecuting Radical Evil / 4 ECTS (HR LLM)</li> <li>● Human Rights and Criminal Justice / 4 ECTS (HR LLM)</li> <li>● International Commercial Arbitration / 6 ECTS (IBL)</li> <li>● Theories of Human Rights: Intercultural Perspectives / 4 ECTS (HR MA, LLM)</li> <li>● International Civil Litigation / 2 ECTS (IBL)</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>● Comparative Equality / 2 ECTS (CCL)</li> <li>● Critical Race Theory: Race and Law from the United States to Europe / 4 ECTS (HR MA, LLM, CCL)</li> <li>● European Anti-Discrimination Law / 4 ECTS (HR MA, LLM, CCL, IBL)</li> <li>● Perspectives and Problematic of Human Dignity as a Legal Concept / 2 ECTS (CCL, HR MA, LLM)</li> </ul>

## How to Read the Schedule

<b>Week 2 CEST</b>	<b>5 Sep</b>
9.00 - 10.40	<b>1.: Capstone Seminar 2.: Group 2 3.: Oswaldo Ruiz-Chiriboga 4.: 3-4 5.: Room XY</b>
11.00 - 12.40	<b>1.: International Human Rights Advocacy 3.: Name of instructor: Sejal Parmar 4.: 9-10 5.: Room ZX</b>

### **COURSE DATA IS LISTED AS FOLLOWS (TOP TO BOTTOM):**

1. Title of course
2. Group (if applicable)
3. Name of instructor
4. Number of class session(s)
5. Name of building/room number

The programs' teaching schedules are available via the department's website and the e-learning site, where the accessibility is based on self-enrolment.



## Final Submission Requirements

### I. CAPSTONE TRACK: CAPSTONE PROJECT

LLM and MA students in the Department of Legal Studies will fulfil their major writing requirement via the completion of a capstone project. Capstone projects are problem-driven and practice-oriented projects that draw on students' interests. CCL students should have a comparative project, discussing at least two jurisdictions. IBL LLM, HR LLM and MA students are not obliged to submit a comparative project, but they can do it if they want to. Capstone projects have both a *practical* and a *written* component. Each project will be supervised by a faculty member.

The **practical component** may take various forms, depending upon the subject and aims of the project. For example, it may draw on group work in a Moot Court, an advocacy exercise, or an internship experience, or organizing a thematic workshop or an outreach activity.

The **written component** (=Capstone Thesis) complements the practical component. The form of the written component depends on the nature of the project chosen by the student. It could include, for example, a research memorandum; a legal memorandum; an amicus brief in a pending case; etc.

The length of the written component is **6000 – 8000 words** (including footnotes). Tables, bibliography, acknowledgments and the index do not count for the word limit.

At the end of the academic year each student will be required to present their capstone project in an **oral presentation**, before a panel of at least two faculty members.

The written component counts 70 % and the practical component (including the oral presentation) counts 30 % towards the final grade of the Capstone Project.

Students studying on the Capstone Track will be required to take the following mandatory course in addition to developing their capstone project:

#### **Capstone Seminar** (2 US credits / 4 ECTS credits)

Capstone seminars are interactive seminars based on peer-to-peer discussion and presentations. Seminars bring together students with similar capstone projects in order to develop specific research and oral skills and to allow students to benefit from meaningful peer-to-peer interaction. Capstone seminars provide general guidance on how to set the scope of the project, select the right methodological and disciplinary approaches, gather and use sources and evidence, frame and effectively communicate arguments. Presentation of individual work (work-in-progress and final outcome) is a core component of capstone seminars. Students are expected to develop their research projects in light of seminar discussions.

### CAPSTONE DELIVERABLES

All deliverables are to be submitted electronically to both the capstone supervisor and the dedicated course module on the e-learning site. The deadline for all electronic submissions is midnight (23:59) on the relevant day. The final Capstone Project is to be submitted to eTD (Electronic Thesis Database).

**After submission all Capstone deliverables will be automatically screened by the plagiarism software (TurnItIn) before grading.** Capstone deliverables must correspond to the standards outlined in the guidelines.

Once submitted, the Capstone deliverables cannot be withdrawn and subsequently resubmitted, with or without corrections.

For detailed guidance on each deliverable as well as for interim deadlines please consult the Handout on Capstone Projects provided by your program at the first capstone seminar.

#### **Step1: Short Outline**

In a **Short Outline (maximum 250 words)** sets out the general topic and intended outcome (*e.g.* research memorandum, amicus brief etc.) of the Capstone Project.

#### **Step 2: Capstone Project Proposal**

After a discussion on the Short Proposal, students will prepare a **Capstone Project Proposal**, including an abstract of **maximum 500 words** (including footnotes), a proposed table of contents and a plan of action.

#### **Step 3: Capstone Thesis Draft**

A rough draft of the entire capstone written component is to be submitted at the beginning of April. Students will receive comments from their supervisor. Preliminary findings will also be discussed in the Capstone Seminars.

Students will be required to revise their Capstone Thesis Draft based on the comments they receive.

#### **Step 4: Capstone Thesis**

The **Capstone Thesis** is a revised, edited, and finalized version of the Capstone Thesis Draft. The Capstone Project must follow a recognized legal citation style, such as *BlueBook* or *OSCOLA*. All references shall be in footnotes, not endnotes or in text notes.

The Capstone Project will be presented in final Oral Presentation in the frame of the capstone seminar.

Students who wish to pursue doctoral (PhD/SJD) studies at the Department of Legal Studies at CEU in the future may choose the capstone track. Nevertheless, the completion of the thesis track provides better chances for being admitted to our doctoral program.

## **II. THESIS TRACK: FINAL THESIS**

The Thesis Track aims to develop and refine independent research and writing skills. It is targeted primarily at those students who plan to pursue an academic career (e.g. write a doctoral thesis) in the future.

Students in the Department of Legal Studies who have been admitted to the Thesis Track will fulfil their major writing requirement via the completion of an original and problem-oriented individual research paper of between **12,000 – 15,000 words in length** (including footnotes). CCL students should have a comparative research paper, discussing at least two jurisdictions. IBL LLM, HR LLM and MA students are not obliged to submit a comparative project, but they can do it if they want to. Each thesis will be supervised by a member of the faculty.

Students participating in the Thesis Track will be required to complete two mandatory courses in addition to developing their final thesis.

### **(1) Legal Research Methodology (2 US credits / 4 ECTS credits)**

The Legal Research Methodology course will consist of two parts. One first, general part - common to all thesis track students - in which the focus will be on basic legal research skills and methods common to all streams. Some elements here will be finding and critically evaluating sources, assessing their reliability, and compiling research findings and applying them to the research question. The course will also familiarize students with case selection for legal research and critical legal analysis. A second, specific part will then break students into groups per stream (CCL, HR, IBL) in which the specificities of doing research in each area of law are entered into.

### **(2) Thesis Seminar (2 US credits / 4 ECTS credits)**

The Thesis Seminar will be an interactive seminar based on active student participation. In addition to offering further assistance with academic writing, the course requires students to present their research question, research outline, and work-in-progress to their peers in faculty-facilitated classroom discussions.

Students admitted to the Thesis Track are expected to tailor their course selection to their research project.

## **FINAL THESIS DELIVERABLES**

All Thesis deliverables, unless instructed otherwise, are to be submitted electronically to both the thesis supervisor and the dedicated course module on the e-learning site. The deadline for all electronic submissions is midnight (23:59) on the relevant day. The Final Thesis is to be submitted to eTD (Electronic Thesis Database).

**After submission all Thesis deliverables will be automatically screened by the plagiarism software (TurnItIn).** Thesis deliverables must correspond to the standards outlined in the guidelines.

Once submitted, the Thesis deliverables cannot be withdrawn and subsequently resubmitted, with or without corrections.

For detailed guidance on each deliverable as well as for interim deadlines please consult the Handout on Thesis provided by your program at the Thesis Orientation.

### **Step 1: Full Thesis Proposal**

The Full Thesis Proposal (maximum of 2000 words) is the research proposal elaborated by students after incorporating feedback received in the Thesis Seminar Presentations in November.

For the expected content of the Full Thesis Proposal see the program-level Handout on Thesis.

### **Step 2: Draft Thesis Chapter**

The first Draft Thesis Chapter is of minimum 3000 words of substantive content (different from the Full Thesis Proposal), ideally comprising one full chapter of the Thesis. Together with the Draft Thesis Chapter students will be required to submit an updated table of contents and a preliminary bibliography.

### **Step 3: Second Draft Thesis Chapter**

The Second Draft Thesis Chapter is minimum 6000 words substantive content, ideally covering two (or more) full chapters of the thesis. In the Second Draft Thesis Chapter submission students will be expected to present at least a draft of the remaining chapters indicating the line of argument presented in the thesis.

### **Step 4: Thesis**

The Final Thesis is a problem-driven (comparative) individual research paper of 12,000-15,000 words in length (including footnotes). The final submission shall take into account all the comments received on prior draft chapters, as well as any additional information acquired in the interim.

The Thesis will be presented in a final Oral Presentation in the frame of the thesis seminar.

For the expected content and layout of the Final Thesis see the program-level Handout on Thesis.

## **FURTHER INFORMATION ON THE CAPSTONE AND THESIS TRACKS**

### **Deadline for choosing capstone track or thesis track**

Students must indicate their preferred track and also the list of track related courses they wish to register for by registering for all capstone or thesis related courses in SITS (e:Vision portal) and sending an email to the Program Chair and Lilla Sugó, department coordinator ([sugol@ceu.edu](mailto:sugol@ceu.edu)) ideally by October 4, 2020 (the end of course registration period in the Fall Term) and at the latest by October 31, 2020.

### **Format of final capstone project and thesis submission**

Students must submit their final Capstone Project or Thesis as a PDF file to eTD. Simultaneously, students must send the final word (editable) document to their supervisor via email. Please note that submitting the final work to the supervisor via email alone is not sufficient.

### **Change of Supervisor**

Students may request to change their Capstone Project/Thesis supervisor after having been assigned one by the Program Chair. In this case, students must send an e-mail to the Program Chair, and the Head of Department explaining their reasons for requesting the supervisor change. All involved faculty members must approve of students' requests. Such requests should be sent as early as possible as the supervisor change is possible by February 28, 2021, the latest.

### **Change of tracks**

In exceptional cases, students may change their track with the approval of the supervisor, the Program Chair, the Head of Department. Such requests must be sent via email by no later than December 24, 2020. Requests are only approved if the completion of the new track is still possible (e.g. the relevant courses related to the new track can still be completed).

### **Capstone project and thesis submission deadlines**

**October 2020:** Individual consultations with potential supervisors and Program Chairs

**November 30, 2020:** Submission of Short Outline

**January 30, 2021:** Submission of Capstone Project Proposal/Draft Thesis Chapter

**April 5, 2021:** Submission of Capstone Thesis Draft/Second Draft Thesis Chapter

**May 27, 2021:** Submission of Final Capstone Project/Thesis

Grades for the thesis of those students who fail to submit their thesis by this deadline and missed to request deadline extension as described below, will be treated as follows:

- Submission by **May 31, 2021:** the grade given by the Professor will be decreased by one level on the grade point scale (*e.g.* B+ becomes B)
- Submission by **June 5, 2021:** the grade given by the Professor will be decreased by one whole grade (*e.g.* B+ becomes C+)
- If the thesis is not submitted by **June 7, 2021**, it will not be considered and will result in a “fail” (f) for thesis.

**June 7-11, 2021:** Oral presentations of Capstone Project

### **Deadline extensions**

In justifiable cases, students may request that the submission deadlines be extended. In such cases, students must send their request via email to their supervisor and Lilla Sugó, department coordinator ([sugol@ceu.edu](mailto:sugol@ceu.edu)) one (1) week prior to the given deadline, the latest.

SUGGESTED COVER SHEET FOR CAPSTONE AND FINAL THESES



**[TITLE]**  
by John Smith

LLM/MA Capstone/Final Thesis  
SUPERVISOR: [Professor's name]  
Central European University Private University  
Quellenstrasse 51-55, 1100 Vienna  
Austria

© Central European University Private University  
**[DATE]**

## Final Submission Evaluation Criteria

### I. CAPSTONE TRACK 1. CAPSTONE THESIS

Grade		
A	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Well-defined and well-reasoned question/problem;</li> <li>• Genuinely original/innovative question/problem;</li> <li>• Clearly set out aims and assumptions, as well as limitations;</li> <li>• Explanation and expressly justified choice of methodology;</li> <li>• <b>[For HR and IBL students]</b> Excellent choice of a case study for addressing the question/problem.</li> <li>• <b>[For CCL students]</b> Excellent choice of <b>comparative</b> case studies for addressing the question/problem</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Excellent comprehension of relevant concepts demonstrated;</li> <li>• Deep knowledge of the human rights [HR students], international business law [IBL students] or constitutional problem/issue [CCL students] discussed in the project.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Thorough and systematic approach to primary <b>and secondary</b> literature;</li> <li>• Critical use of a broad range of relevant legal sources, secondary literature and interdisciplinary sources (most current and comprehensive scope of research);</li> <li>• Consistent referencing system.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Thorough and strong critical engagement with material covered;</li> <li>• Clear and deep connection between the sources and the research question(s);</li> <li>• A problem-driven structure and layout;</li> <li>• Argument is well-focused, clearly reflects student's own independent point of view;</li> <li>• A confidently and maturely written text in idiomatic English, a pleasure to read</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Conclusions are clear, fully meet objectives set in research question / problem;</li> <li>• Strongly relevant findings and conclusions for policy and practice, or further research;</li> <li>• New, innovative or exciting perspectives advanced.</li> </ul>
A-	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Reasonably well-defined research question/problem;</li> <li>• Intellectually challenging research question/problem;</li> <li>• Clear limitations set;</li> <li>• Convincing explanation of methodology;</li> <li>• <b>[For HR students]</b> Well-chosen case study for addressing the question.</li> <li>• <b>[For CCL students]</b> Well-chosen comparative case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Very good understanding of concepts shown;</li> <li>• Confident presentation and skillful use/application of relevant human rights [HR students], international business law [IBL] or constitutional problems/issues [CCL students] discussed in the project.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Clear and consistent approach to primary and secondary sources;</li> <li>• Credible use of a range of relevant legal sources, secondary literature and some interdisciplinary sources (going beyond core titles and theories, up to date on recent developments);</li> <li>• Consistent referencing system.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Strong critical engagement with material covered;</li> <li>• Clear connection between analysis of primary sources and theoretical framework;</li> <li>• Coherent linkages drawn with existing research;</li> <li>• A clear structure, supporting a well-focused argument;</li> </ul>

		<ul style="list-style-type: none"> <li>• A very well written text, with minor grammatical errors.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Conclusions are clear, justified and meet research objectives;</li> <li>• Relevant conclusions for policy and practice or further research;</li> <li>• Clear evidence of creative and independent thinking.</li> </ul>
<b>B+</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Reasonably well-defined research question/problem;</li> <li>• Interesting research question/problem;</li> <li>• Appropriate limitations set;</li> <li>• Acceptable explanation of methodology;</li> <li>• <b>[For HR and IBL students]</b> Reasonably well-chosen case study for addressing the question/problem.</li> <li>• <b>[For CCL students]</b> Reasonably well-chosen comparative case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Good overall understanding of essential concepts shown with occasional gaps or flaws in the presentation;</li> <li>• Appropriate presentation of the human rights [HR students] or constitutional problem/issue [CCL students] discussed in the project.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Appropriate use of reasonable range of legal sources and secondary literature (covering key titles and theories, with occasional gaps or flaws on key or current developments);</li> <li>• Consistent referencing with minor flaws.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Good level critical analysis;</li> <li>• Connection with the sources and the research question(s) and explained with minor gaps or mistakes;</li> <li>• Reasonable engagement with existing research;</li> <li>• Generally clear in structure, language;</li> <li>• Works as a whole follows a consistent line of argument;</li> <li>• A reasonably well-written text, with some grammatical errors.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Conclusions meet research objectives;</li> <li>• Some relevant findings and conclusions for policy and practice, or further research;</li> <li>• Some evidence of independent thinking.</li> </ul>
<b>B</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Relatively defined research question/problem;</li> <li>• Fairly conventional research question/problem;</li> <li>• Fair limitations set;</li> <li>• Conventional explanation of methodology;</li> <li>• <b>[For HR and IBL students]</b> Relatively well-chosen case study for addressing the question.</li> <li>• <b>[For CCL students]</b> Relatively well-chosen comparative case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Some discussion of essential concepts, with notable but still minor gaps or flaws;</li> <li>• Credible attempt to analyze the human rights [HR students], international business law [IBL students] or constitutional problem/issue [CCL students] discussed in the project.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Appropriate use of a range of legal sources and secondary literature, with occasional gaps (drawing on some of the key titles or theories, classics covered with minor gaps, but with relevant current titles mostly included);</li> <li>• Consistent referencing with noticeable flaws.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Reasonable level of critical analysis;</li> <li>• Some engagement with existing research;</li> <li>• Connection with the sources and the research question(s) and explained with notable mistakes or gaps;</li> <li>• Some lack of clarity in structure;</li> </ul>

		<ul style="list-style-type: none"> <li>• A reasonably well-written text, with some (recurring) grammatical errors</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Conclusions mostly meet research objectives;</li> <li>• Some relevant findings and conclusions for policy and practice identified;</li> <li>• A fair attempt to advance a conventional argument.</li> </ul>
<b>B-</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Conventional research question/problem;</li> <li>• Satisfactory limitations with some ambiguity as to scope of thesis;</li> <li>• Satisfactory explanation for methodology and (comparative) case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• An indication of essential concepts, with notable gaps or flaws.</li> <li>• Satisfactory knowledge of the human rights [HR students], international business law [IBL students] or constitutional problem/issue [CCL students] discussed in the project.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Reliance on some legal sources and secondary literature, though not comprehensive (with marked gaps in scope or currency);</li> <li>• Referencing at times with significant inconsistencies.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• An acknowledgement of existing research, but unbalanced in approach, analysis or interpretation;</li> <li>• Several gaps or errors in the analysis</li> <li>• Noticeable inconsistency and ambiguity in structure;</li> <li>• Language is difficult to follow at times due to grave or recurring errors.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Some conclusions meet objectives;</li> <li>• A satisfactory attempt to advance a conventional argument.</li> </ul>
<b>C+</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Conventional research question/problem defined in unclear or confusing terms;</li> <li>• Some confusion/ambiguity as to scope of thesis;</li> <li>• Formalistic explanation for methodology and selection of (comparative) case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Problems with identifying essential concepts;</li> <li>• Presentation of the human rights [HR students], international business law [IBL students] or constitutional problem/issue [CCL students] with major flaws (major relevant rights or concepts missing or misappropriated).</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Reliance on a limited set of legal sources and secondary sources (with serious gaps in scope and currency);</li> <li>• Referencing with significant inconsistencies and ambiguities.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• A minimal level of critical analysis with regular and significant errors;</li> <li>• Noticeable inconsistency and ambiguity in structure;</li> <li>• Language is difficult to follow, with longer parts that are challenging for a reader to follow.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Some conclusions meet objectives</li> <li>• A lack of identifiable findings for policy and practice offered;</li> <li>• A minimally adequate attempt to advance a conventional argument.</li> </ul>
<b>F</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Failure to demonstrate any effort in setting research question and methodology;</li> <li>• Failure to understand purpose of thesis.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Fundamental errors in/failure to present any essential concept.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Fundamental errors in choice of and quality of sources/case-studies;</li> <li>• Serious violations of rules of academic honesty.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Fundamental errors in analysis, evaluation and interpretation;</li> <li>• A poorly written, or unreadable text.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Absence of any identifiable findings or conclusions or arguments; fundamental flaws in logic of arguments presented.</li> </ul>



## 2. ORAL PRESENTATION OF CAPSTONE PROJECT

Grade		
<b>A</b>	<b>Organization and structure:</b>	<ul style="list-style-type: none"> <li>• Introduction captures attention, it defines the background and importance of the capstone project (not limited to the capstone thesis) in an outstanding manner.</li> <li>• Introduction establishes a strong framework for the entire presentation, it identifies relevant questions resulting from the stated objectives in an outstanding manner;</li> <li>• Information is presented in a clear and logical manner throughout the presentation, without gaps and repetitions;</li> <li>• Technical terms are well-defined in language appropriate for the target audience;</li> <li>• Points made very well reflect their relative importance for the project as a whole.</li> </ul>
	<b>Content and academic merit:</b>	<ul style="list-style-type: none"> <li>• Presentation includes a compelling justification for choosing the problem selected for the capstone project, as well as for the selected methodology and its application for the project as a whole;</li> <li>• <b>[For CCL students]</b> Presentation provides compelling justification for the comparative case studies used;</li> <li>• Presentation includes an excellent overview of relevant accounts from the literature;</li> <li>• Primary and secondary sources covered are of high relevance to the overall project;</li> <li>• Presentation contains accurate, up-to-date and relevant data and information, and provides original, critical analysis of sources used;</li> <li>• Presentation demonstrates an excellent knowledge of the broader field.</li> </ul>
	<b>Conclusions and results:</b>	<ul style="list-style-type: none"> <li>• The main conclusions of the presentation clearly follow from the material presented and fully meet objectives set for the capstone project;</li> <li>• The presenter provides the audience with a clear “take-away” message;</li> <li>• The presenter makes very relevant, original (new) and innovative recommendations for the problem explored in the project.</li> </ul>
	<b>Presentation skills:</b>	<ul style="list-style-type: none"> <li>• Presentation is clear and easy to follow even for a non-specialist;</li> <li>• If slides are used, slides are highly relevant to oral presentation, presenter relies on them as visual aids, and does not read them out;</li> <li>• Excellent language skills; idiomatic and grammatically correct professional English usage with hardly any filler words (“umm,” “like,” etc.) or informalities.</li> <li>• Speaker maintains eye contact with audience.</li> <li>• Length of presentation is within the assigned time limits; presentation is not rushed, excellent time management across major parts / themes.</li> </ul>
	<b>Interaction:</b>	<ul style="list-style-type: none"> <li>• The presenter is able to respond to questions in an excellent, highly relevant and focused manner, providing further original and informed insight on issues raised in the presentation, thereby demonstrating profound knowledge of the wider subject area;</li> <li>• Responses are highly informed, up-to-date, accurate, convincing and confident;</li> <li>• Disagreement is expressed in a highly professional and respectful manner.</li> </ul>
<b>A–</b>	<b>Organization and structure:</b>	<ul style="list-style-type: none"> <li>• Introduction captures attention, it defines the background and importance of the capstone project (not limited to the capstone thesis), establishes a solid framework for the presentation, it identifies relevant questions resulting from the stated objectives very well, with only occasional vagueness or hesitation.</li> <li>• Information is presented in a logical manner throughout the presentation, with only minor gaps and repetitions;</li> <li>• Terminology is defined in terms appropriate for the target audience;</li> <li>• Primary and secondary sources covered are relevant to the overall project;</li> <li>• Points made reflect well their relative importance for the project as a whole.</li> </ul>

	<b>Content and academic merit:</b>	<ul style="list-style-type: none"> <li>• Presentation includes a convincing justification for choosing the problem selected for the capstone project, as well as for the selected methodology and it is application for the project as a whole;</li> <li>• <b>[For CCL students]</b> Presentation provides convincing justification for the comparative case studies used;</li> <li>• Presentation includes a very sound overview of relevant accounts from the literature;</li> <li>• Primary and secondary sources covered are of high relevance to the overall project;</li> <li>• Presentation contains accurate, up-to-date and relevant data and information, and provides a credible analysis thereof with only occasional minor errors.</li> <li>• Presentation demonstrates a very good overall knowledge of the field.</li> </ul>
	<b>Conclusions and results:</b>	<ul style="list-style-type: none"> <li>• The main conclusions of the presentation follow from the material presented.</li> <li>• The presenter provides the audience with a well-formulated “take-away” message.</li> <li>• The presenter makes relevant recommendations for the problem explored in the project, providing clear evidence of creative and independent thinking.</li> </ul>
	<b>Presentation skills:</b>	<ul style="list-style-type: none"> <li>• Presentation is clear and easy to follow;</li> <li>• If slides are used, slides are relevant to oral presentation, presenter relies on them mostly as visual aids, but rarely reads them out;</li> <li>• Very good language skills; grammatically correct professional English usage with occasional filler words (“umm,” “like,” etc.) or informalities.</li> <li>• Speaker maintains eye contact with audience.</li> <li>• Length of presentation is within or almost within the assigned time limits, very good time management across major parts / themes.</li> </ul>
	<b>Interaction:</b>	<ul style="list-style-type: none"> <li>• The presenter is able to respond to questions in a convincing and focused manner, providing further insight on issues raised in the presentation, thereby demonstrating well-grounded knowledge of the wider subject area.</li> <li>• Responses are well informed, up-to-date and confident, displaying creative and independent thinking, with only occasional minor errors or inconsistencies;</li> <li>• Disagreement is expressed in a professional and respectful manner.;</li> </ul>
<b>B+</b>	<b>Organization and structure:</b>	<ul style="list-style-type: none"> <li>• Introduction outlines the background and importance of the capstone project (not limited to the capstone thesis) reasonably well, with some vagueness;</li> <li>• Introduction establishes a good framework for the presentation, it identifies most of the relevant questions resulting from the stated objectives, with some vagueness or uncertainty;</li> <li>• Information is mostly presented in a logical manner throughout the presentation, with some gaps, errors and repetitions;</li> <li>• Terminology is defined in terms appropriate for the target audience with only minor gaps or errors;</li> <li>• Primary and secondary sources covered are mostly relevant to the overall project;</li> <li>• Points made reflect adequately their relative importance for the project as a whole.</li> </ul>
	<b>Content and academic merit:</b>	<ul style="list-style-type: none"> <li>• Presentation includes an acceptable justification for the choosing the problem selected for the capstone project, as well as for the selected methodology and it is application for the project as a whole;</li> <li>• <b>[For CCL students]</b> Presentation provides adequate justification for the comparative case studies;</li> <li>• Presentation includes adequate overview of relevant accounts from the literature;</li> </ul>

		<ul style="list-style-type: none"> <li>• Primary and secondary sources covered are mostly relevant to the overall project;</li> <li>• Presentation contains accurate, up-to-date and relevant data and information, along a consistent line of argument, with occasional gaps or errors.</li> <li>• Presentation demonstrates a solid overall knowledge of the field.</li> </ul>
	<b>Conclusions and results:</b>	<ul style="list-style-type: none"> <li>• Most of the main conclusions of the presentation follow from the material presented.</li> <li>• Though not explicitly articulated, a “take-away” message can be identified from the conclusion.</li> <li>• The presenter makes recommendations, most of which are relevant for the problem explored in the project and display some independent thinking.</li> </ul>
	<b>Presentation skills:</b>	<ul style="list-style-type: none"> <li>• Presentation is clear and easy to follow for the most part;</li> <li>• If slides are used, presenter relies on them with often reading them out, or presentation departs from the slides on key points;</li> <li>• Good language skills, mostly grammatically correct professional English usage with occasional errors, filler words (“umm,” “like,” etc.) or informalities.</li> <li>• Speaker only sporadically maintains eye contact with audience.</li> <li>• Length of presentation exceeds the assigned time limits by more than 15%, or speaker manages to observe time limit with dropping a substantial part of the presentation</li> </ul>
	<b>Interaction:</b>	<ul style="list-style-type: none"> <li>• The presenter is able to respond to questions in a good, though not always focused manner, explaining the approach chosen in the presentation, thereby demonstrating well-grounded knowledge of the narrower subject area covered by the project;</li> <li>• Responses are informed and up-to-date, with occasional errors, gaps or inconsistencies that display a certain degree of independent thinking;</li> <li>• Disagreement is expressed in a professional and respectful manner.</li> </ul>
<b>B</b>	<b>Organization and structure:</b>	<ul style="list-style-type: none"> <li>• Introduction addresses background and importance of the capstone project (not limited to the capstone thesis) in fairly conventional terms,</li> <li>• Introduction addresses the problem, it establishes a solid framework for the presentation, it identifies many relevant questions resulting from the stated objectives, with notable vagueness, gaps or uncertainty on secondary points;</li> <li>• Information is mostly presented in a logical manner throughout the presentation, with notable gaps, errors and repetitions;</li> <li>• Terminology is defined in terms appropriate for the target audience with notable gaps or errors;</li> <li>• Primary and secondary sources covered are relevant to the overall project on key points;</li> <li>• Points made do not always reflect their relative importance to the overall project.</li> </ul>
	<b>Content and academic merit:</b>	<ul style="list-style-type: none"> <li>• Presentation explains reasons for choosing the problem selected for the capstone project, for the selected methodology and its application only in part, or in generic terms that do not address the unique aspects of the problem covered by capstone project;</li> <li>• [For CCL students] Justification of comparative case studies is generic or otherwise incomplete;</li> <li>• Presentation identifies major relevant accounts in the literature, but does not cover them to a sufficient depth or degree;</li> <li>• Some relevant primary or secondary sources are missing or not treated to adequate depth or degree;</li> <li>• Presentation contains mostly accurate, up-to-date and relevant data and information, making a fair attempt at independent analysis, with regular gaps or errors.</li> </ul>

		<ul style="list-style-type: none"> <li>• Presentation demonstrates a good knowledge of the specific issues covered by the capstone project.</li> </ul>
	<b>Conclusions and results:</b>	<ul style="list-style-type: none"> <li>• Not all the conclusions presented follow from or are related to the material presented.</li> <li>• Though not explicitly articulated, a “take-away” message can be identified from the conclusion with some difficulties.</li> <li>• Recommendations by the presenter pursue a conventional approach fairly well, yet are only partly relevant to the capstone project as a whole.</li> </ul>
	<b>Presentation skills:</b>	<ul style="list-style-type: none"> <li>• Speaker is sometimes unclear and not always easy to understand;</li> <li>• If slides are used, presenter relies on them heavily, with often reading them out, or presentation regularly departs from the slides or easily loses track of slides;</li> <li>• Good language skills, mostly grammatically correct professional English usage with regular errors, filler words (“umm,” “like,” etc.) or informalities;</li> <li>• Hardly any eye contact with audience.</li> <li>• Length of presentation exceeds the assigned time limits by more than 25%, or speaker manages to observe time limit with dropping substantial parts of the presentation</li> </ul>
	<b>Interaction:</b>	<ul style="list-style-type: none"> <li>• The presenter is able to respond to questions, but the answers are not always clear and to point, thereby demonstrating solid knowledge of the narrower subject covered by the project;</li> <li>• Responses are informed and conventional, and may sometimes contain errors, gaps or inconsistencies that affect the audience’s appreciation of the project;</li> <li>• On minor points speaker finds it challenging to express disagreement in a professional manner due to lack of access to relevant, up-to-date or accurate information.</li> </ul>
<b>B-</b>	<b>Organization and structure:</b>	<ul style="list-style-type: none"> <li>• Introduction addresses the background and importance of the capstone project (not limited to the capstone thesis) in a satisfactory manner terms;</li> <li>• Introduction states the central problem and sets out the framework for the presentation in satisfactory manner, with notable vagueness, gaps or uncertainty on one or more key points;</li> <li>• Key information presented in an accessible manner throughout the presentation, with notable gaps, errors and repetitions interfering with the overall logic of the presentation;</li> <li>• Terminology is presented, yet it remains unclear even on some key points;</li> <li>• Primary and secondary sources covered are often not relevant to the points made;</li> <li>• Points made frequently do not reflect their relative importance to the overall project.</li> </ul>
	<b>Content and academic merit:</b>	<ul style="list-style-type: none"> <li>• Presentation explains reasons for choosing the problem selected for the capstone project, for the selected methodology and its application only in part, or in generic terms that do not address the unique aspects of the problem covered by capstone project, prompting follow up questions;</li> <li>• <b>[For CCL students]</b> Justification of comparative case studies is generic, inconsistent or contradictory;</li> <li>• Presentation identifies some relevant accounts in the literature, but does not cover them to a sufficient depth or degree;</li> <li>• Several relevant primary or secondary sources are missing or not treated to adequate depth or degree;</li> <li>• Presentation contains accurate, up-to-date and relevant data and information, with ambiguity, or regular gaps or errors that effect the overall conclusions of the project negatively;</li> </ul>

		<ul style="list-style-type: none"> <li>• Presentation demonstrates some good knowledge of the specific issues covered by the capstone project, with notable gaps and errors.</li> </ul>
	<b>Conclusions and results:</b>	<ul style="list-style-type: none"> <li>• Not all the conclusions of the presentation are related to the material presented.</li> <li>• A “take-away” message can only be identified with major difficulties</li> <li>• Recommendations are generic, often not relevant to the overall project or are inconsistent on a few points.</li> </ul>
	<b>Presentation skills:</b>	<ul style="list-style-type: none"> <li>• Speaker is often unclear or difficult to understand;</li> <li>• If slides are used, presenter relies on them heavily, with often reading them out, or presentation regularly departs from the slides or easily loses track of slides to the point where slides get in the way of getting the speaker’s message across;</li> <li>• Mostly good language skills, with regular errors, filler words (“umm,” “like,” etc.) or informalities that make it difficult to follow the speaker at times;</li> <li>• Little or no eye contact with audience.</li> <li>• Length of presentation exceeds the assigned time limits by more than 25%, or speaker manages to observe time limit with significantly departing from the presentation.</li> </ul>
	<b>Interaction:</b>	<ul style="list-style-type: none"> <li>• The presenter is not able to respond to questions adequately on minor points, .</li> <li>• Responses are informed, though sometimes generic, or contain errors, gaps or inconsistencies that affect the audience’s appreciation of the project;</li> <li>• On at least one key point the speaker finds it challenging to express disagreement in a professional manner due to lack of access to relevant, up-to-date or accurate information.</li> </ul>
<b>C+</b>	<b>Organization and structure:</b>	<ul style="list-style-type: none"> <li>• Introduction addresses the background and importance of the capstone project (not limited to the capstone thesis) in minimally adequate manner;</li> <li>• Introduction states the central problem and sets out the framework for the presentation, yet it lacks an overview of overall structure or has other significant ambiguities, gaps or inconsistencies on several key points;</li> <li>• Information presented is hard to follow due to inconsistency, ambiguity, or significant gaps or errors;</li> <li>• Terminology used is poorly explained, or has occasional inconsistencies or ambiguities;</li> <li>• Primary and secondary sources covered are often not relevant to the points made;</li> <li>• Points made are minimally adequate and frequently do not reflect their relative importance to the overall project.</li> </ul>
	<b>Content and academic merit:</b>	<ul style="list-style-type: none"> <li>• Presentation explains reasons for choosing the problem selected for the capstone project, for the selected methodology and its application only in very generic terms prompting follow up questions;</li> <li>• <b>[For CCL students]</b> Justification of comparative case studies is inconsistent or contradictory on several points;</li> <li>• Presentation identifies only a few relevant accounts in the literature, but does not cover them to a sufficient depth or degree;</li> <li>• Several relevant primary or secondary sources are missing or not treated to adequate depth or degree;</li> <li>• Presentation contains basic and relevant data and information, with regular and significant gaps or errors that effect the overall conclusions of the project negatively;</li> <li>• Presentation demonstrates basic minimal knowledge of the specific issues covered by the capstone project, with notable gaps and errors.</li> </ul>
	<b>Conclusions and results:</b>	<ul style="list-style-type: none"> <li>• Conclusions of the presentation are mostly not related to the material presented.</li> <li>• Hardly any “take-away” message can be identified.</li> </ul>

		<ul style="list-style-type: none"> <li>• Recommendations made by the presenter are overly generic, not relevant to the overall project, or inconsistent on multiple points.</li> </ul>
	<b>Presentation skills:</b>	<ul style="list-style-type: none"> <li>• Speaker is often unclear or very difficult to understand;</li> <li>• If slides are used, presenter relies on them heavily, with reading them out, or presentation significantly departs from the slides or slides get in the way of getting the speaker's message across;</li> <li>• Language used is marked by limited vocabulary, heavy with regular errors, filler words ("umm," "like," etc.) or informalities that make it difficult to follow the speaker at times; skills often prevent presenter from bringing messages across.</li> <li>• Little or no eye contact with audience.</li> <li>• Presentation had to be interrupted due to an excess of more 25% of the time limit, or speaker manages to observe time limit with cutting the presentation short without reaching a conclusion.</li> </ul>
	<b>Interaction:</b>	<ul style="list-style-type: none"> <li>• The presenter is not able to respond to questions adequately on several minor points or on a few key points,</li> <li>• Responses are often basic, or contain errors, gaps or inconsistencies that affect the audience's appreciation of the project;</li> <li>• On several key points the speaker finds it challenging to express disagreement in a professional manner due to lack of access to relevant, up-to-date or accurate information.</li> </ul>
<b>F</b>	<b>Organization and structure:</b>	<ul style="list-style-type: none"> <li>• Introduction does not address the background and importance of the capstone project (not limited to the capstone thesis);</li> <li>• Introduction fails to state the central problem, does not set out the framework for the presentation, lacks an overview of overall structure or has other fundamental errors, gaps or uncertainties on several key points;</li> <li>• Information presented is incoherent to the point that the presentation cannot be followed;</li> <li>• Terminology used is not explained, or has fundamental flaws or inconsistencies;</li> <li>• Primary and secondary sources covered are mostly not relevant to the points made;</li> <li>- Points made do not reflect their relative importance to the overall project.</li> </ul>
	<b>Content and academic merit:</b>	<ul style="list-style-type: none"> <li>• Presentation fails to explain reasons for choosing the problem selected for the capstone project, for the selected methodology and its application in a meaningful way;</li> <li>• <b>[For CCL students]</b> Justification of comparative case studies is fundamentally inconsistent or completely lacking;</li> <li>• Even if presentation identifies a few relevant accounts in the literature, it fails to cover them to a meaningful depth or degree;</li> <li>• Key primary or secondary sources are missing or not treated to adequate depth or degree;</li> <li>• Presentation contains basic data and information, with fundamental gaps or errors;</li> <li>- Presentation does not demonstrate basic knowledge of the specific issues covered by the capstone project.</li> </ul>
	<b>Conclusions and results:</b>	<ul style="list-style-type: none"> <li>• No meaningful conclusion is offered or can be discerned.</li> <li>• Recommendations made by the presenter are overly generic, not relevant to the overall project or fundamentally flawed,</li> </ul>
	<b>Presentation skills:</b>	<ul style="list-style-type: none"> <li>• Speaker is incoherent for extended stretches of the presentation;</li> <li>• If slides are used, presenter has difficulty keeping track or even reading them out;</li> <li>• Language used is marked by limited vocabulary, heavy with regular errors, to the point of being impossible to follow or understand;</li> <li>• Little or no eye contact with audience.</li> </ul>

		<ul style="list-style-type: none"><li>• Presentation had to be interrupted as audience could not follow or comprehend speaker-</li></ul>
	<b>Interaction:</b>	<ul style="list-style-type: none"><li>• The presenter is unable to respond to questions in an intelligible manner.</li></ul>

## II. THESIS TRACK

### FINAL THESIS

Grade		
<b>A</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Well-defined and well-reasoned question/problem;</li> <li>• Genuinely original/innovative question/problem;</li> <li>• Clearly set out aims and assumptions, as well as limitations;</li> <li>• Explanation and expressly justified choice of methodology;</li> <li>• [For CCL students] Excellent choice of comparative case studies for addressing question</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Highly germane theories reflected upon and deep knowledge shown;</li> <li>• Excellent comprehension of relevant concepts demonstrated;</li> <li>• Assured presentation of spectrum of relevant theories;</li> <li>• Sophisticated theoretical framework applied in relation to problem at issue.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Thorough and systematic approach to primary and secondary literature;</li> <li>• Critical use of a broad range of relevant legal sources, secondary literature and interdisciplinary sources (most current and comprehensive scope of research);</li> <li>• Consistent referencing system.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Thorough and strong critical engagement with material covered;</li> <li>• Clear and deep connection between analysis of primary sources and theoretical framework;</li> <li>• A problem-driven structure and layout;</li> <li>• Argument is well-focused, clearly reflects student's own independent point of view;</li> <li>• A confidently and maturely written text in idiomatic English, a pleasure to read</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Conclusions are clear, fully meet objectives set in research question / problem;</li> <li>• Strongly relevant findings and conclusions for policy and practice, or further research;</li> <li>• New, innovative or exciting perspectives advanced.</li> </ul>
<b>A–</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Reasonably well-defined research question/problem;</li> <li>• Intellectually challenging research question/problem;</li> <li>• Clear limitations set;</li> <li>• Convincing explanation of methodology;</li> <li>• [For CCL students] Well-chosen comparative case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Relevant theories reflected and drawn upon;</li> <li>• Very good understanding of concepts shown;</li> <li>• Confident presentation and skillful use/application of relevant theories.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Clear and consistent approach to primary and secondary sources;</li> <li>• Credible use of a range of relevant legal sources, secondary literature and some interdisciplinary sources (going beyond core titles and theories, up to date on recent developments);</li> <li>• Consistent referencing system.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Strong critical engagement with material covered;</li> <li>• Clear connection between analysis of primary sources and theoretical framework;</li> <li>• Coherent linkages drawn with existing research;</li> <li>• A clear structure, supporting a well-focused argument;</li> <li>• A very well written text, with minor grammatical errors.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Conclusions are clear, justified and meet research objectives;</li> <li>• Relevant conclusions for policy and practice or further research;</li> <li>• Clear evidence of creative and independent thinking.</li> </ul>



<b>B+</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Reasonably well-defined research question/problem;</li> <li>• Interesting research question/problem;</li> <li>• Appropriate limitations set;</li> <li>• Acceptable explanation of methodology;</li> <li>• [For CCL students] Reasonably well-chosen comparative case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Relevant theories drawn upon;</li> <li>• Good overall understanding of essential concepts shown with occasional gaps or flaws in the presentation;</li> <li>• Appropriate presentation and use of relevant theories with minor gaps or flaws.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Appropriate use of reasonable range of legal sources and secondary literature (covering key titles and theories, with occasional gaps or flaws on key or current developments);</li> <li>• Consistent referencing with minor flaws.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Good level critical analysis;</li> <li>• Connection with theoretical aspects identified and explained with minor gaps or mistakes;</li> <li>• Reasonable engagement with existing research;</li> <li>• Generally clear in structure, language;</li> <li>• Works as a whole follows a consistent line of argument;</li> <li>• A reasonably well-written text, with some grammatical errors.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Conclusions meet research objectives;</li> <li>• Some relevant findings and conclusions for policy and practice, or further research;</li> <li>• Some evidence of independent thinking.</li> </ul>
<b>B</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Relatively defined research question/problem;</li> <li>• Fairly conventional research question/problem;</li> <li>• Fair limitations set;</li> <li>• Conventional explanation of methodology;</li> <li>• [For CCL students] Relatively well-chosen comparative case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Some key / relevant theories drawn upon;</li> <li>• Some discussion of essential concepts, with notable but still minor gaps or flaws;</li> <li>• Credible attempt to adopt a theoretical framework suitable for analyzing the research question.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Appropriate use of a range of legal sources and secondary literature, with occasional gaps (drawing on some of the key titles or theories, classics covered with minor gaps, but with relevant current titles mostly included);</li> <li>• Consistent referencing with noticeable flaws.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Reasonable level of critical analysis;</li> <li>• Some engagement with existing research;</li> <li>• Connection with theoretical aspects identified and explained with notable mistakes or gaps;</li> <li>• Some lack of clarity in structure;</li> <li>• A reasonably well-written text, with some (recurring) grammatical errors</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Conclusions mostly meet research objectives;</li> <li>• Some relevant findings and conclusions for policy and practice identified;</li> <li>• A fair attempt to advance a conventional argument.</li> </ul>
<b>B-</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Conventional research question/problem;</li> <li>• Satisfactory limitations with some ambiguity as to scope of thesis;</li> <li>• [For CCL students] Satisfactory explanation for methodology and comparative case studies.</li> </ul>

	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Satisfactory presentation of theories, some of which are relevant;</li> <li>• Theoretical framework does not affect the analysis or argument of the work at key points;</li> <li>• An indication of essential concepts, with notable gaps or flaws.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Reliance on some legal sources and secondary literature, though not comprehensive (with marked gaps in scope or currency);</li> <li>• Referencing at times with significant inconsistencies.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• An acknowledgement of existing research, but unbalanced in approach, analysis or interpretation;</li> <li>• Several gaps or errors in the analysis</li> <li>• Noticeable inconsistency and ambiguity in structure;</li> <li>• Language is difficult to follow at times due to grave or recurring errors.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Some conclusions meet objectives;</li> <li>• A satisfactory attempt to advance a conventional argument.</li> </ul>
<b>C+</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Conventional research question/problem defined in unclear or confusing terms;</li> <li>• Some confusion/ambiguity as to scope of thesis;</li> <li>• Formalistic explanation for methodology and [for CCL students] selection of comparative case studies.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Presentation of theories with major flaws (major relevant theories or concepts missing or misappropriated);</li> <li>• Problems with identifying essential concepts;</li> <li>• Theoretical framework does not affect the analysis or argument of the work.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Reliance on a limited set of legal sources and secondary sources (with serious gaps in scope and currency);</li> <li>• Referencing with significant inconsistencies and ambiguities.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• A minimal level of critical analysis with regular and significant errors;</li> <li>• Noticeable inconsistency and ambiguity in structure;</li> <li>• Language is difficult to follow, with longer parts that are challenging for a reader to follow.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Some conclusions meet objectives</li> <li>• A lack of identifiable findings for policy and practice offered;</li> <li>• A minimally adequate attempt to advance a conventional argument.</li> </ul>
<b>F</b>	<b>Research design:</b>	<ul style="list-style-type: none"> <li>• Failure to demonstrate any effort in setting research question and methodology;</li> <li>• Failure to understand purpose of thesis.</li> </ul>
	<b>Theoretical framework:</b>	<ul style="list-style-type: none"> <li>• Fundamental errors in/failure to present any theoretical framework.</li> </ul>
	<b>Material covered:</b>	<ul style="list-style-type: none"> <li>• Fundamental errors in choice of and quality of sources/case-studies;</li> <li>• Serious violations of rules of academic honesty.</li> </ul>
	<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Fundamental errors in analysis, evaluation and interpretation;</li> <li>• A poorly written, or unreadable text.</li> </ul>
	<b>Findings:</b>	<ul style="list-style-type: none"> <li>• Absence of any identifiable findings or conclusions or arguments; fundamental flaws in logic of arguments presented.</li> </ul>

**Further explanation:**Criteria on theoretical framework for final submissions:

- top grade: relevant theories reflected upon and deep knowledge shown
- middle grade: major relevant theories reflected upon (with minor flaws or gaps in presentation), plus good understanding of essential concepts shown (with occasional or minor gaps of errors) [compared to the top grade in the middle grade you find occasional flaws and gaps, but a thesis on this level will still discuss all theoretical components which are relevant to the analysis]
- bottom grade: satisfactory / adequate presentation of theories, some of which are relevant, plus an indication of essential concepts [compared to the middle grade a thesis on this level presents essential theories and concepts but not all the relevant ones, plus it does not go beyond the description of these concepts and does not apply these concepts for the analysis]
- failed thesis: fundamental errors in / failure to present any theoretical framework [a thesis like this does not even attempt to present an adequate theoretical framework, or does not present one at all - just jumps to describing national or regional situations]

Criteria for language in the box on analysis for final submissions:

- top grade: confidently and maturely written text [text written in fluent or close to fluent, idiomatic English with only minor grammar mistakes, if any at all]
- middle grade: well written text [compared to the top grade, a thesis of this kind will be written in good quality English, with some grammar mistakes typical of non-native speakers (missing articles, at times mismatched tenses, a few sentences which are difficult to follow. To put differently: mistakes in the text will not prevent the reader from following the author's line of thought, despite some grammar mistakes.]
- bottom grade: adequate written text [compared to the middle grade, this is a text with heavy grammar mistakes which reach a level where at many times it is difficult to follow the author's train of thought. Text like this will have more than a few sentences without verbs, or long sentences where the subject disappears by the end. In text like this sometimes it is difficult to reconstruct the chronology of events in a case or tell dissenting and majority opinions on a court apart. Please note that something less than adequate would be difficult to accept as a successful thesis.]
- failed thesis: a poorly written, unreadable text [compared to the bottom grade, a failed thesis is written in a manner where the reader cannot make sense of the text most of the time]

## Guidelines on Final Written Exams

### Guidelines for computer-based, in-class exams

#### Student Responsibilities

- There is only one scheduled timeslot for the exam, therefore it is mandatory to attend.
- It is the responsibility of the student to be on time (as announced in the exam schedule available at the department's website under the schedules and e-learning site) for the exam. It is advised to arrive 10-15 minutes earlier before the exam starts. If a student is late, the delay will be counted against total test time.
- Bring your exam login name and password.
- Review carefully exam guidelines.
- Be aware of time limits on your exams and keep track of the time.
- Bring any irregularities to the attention of the proctor immediately.
- Students are responsible to have their computers ready by the start of the exam in compliance with the following guidelines.

#### Guidelines for in-class exams

- In-class exams take place at one of the CEU PU Computer Labs; exam schedule is available one week before the exam week at the departmental website and the notice board
- Login with your login name (such as: legalexam01) and password (such as: asdfg). (Login names and passwords will be sent by the Program Coordinator.
- Open the word document from the Start menu at the bottom of the screen and go to **File/Save as...** save your work to the **P** drive (the name of the P drive is the login name, in this case LEGALEXAM01...) The exam should be saved under the student's **ID number!!**)
- Insert a header row containing *only* **ID number** and the **name of the course** as well as **page numbers** in the footer (**INSERT/ Header**) & (**INSERT/ Page numbers**).
- The proctor is going to distribute the exam questions and indicate when the exam can be started.
- Save your work in regular time intervals and also set *File/ Options/Save/Save Auto Recover Information every: 1 minute*
- When the exam is over, save your exam and close the document. After that go the proctor and sign the attendance sheet.
- Closed-book exams: During the exam you are not allowed to use any auxiliary document.
- Open/restricted open-book exams: During the exam you can use the course materials/readers/your notes taken in class. Please make sure to print out - before the exam - all the materials you might need in case of an open-book exam.

Please note that there is no internet access during the exam and the use of electronic devices such as smart phones, laptops, flash drives, hard disk, soft disk etc. are NOT allowed, either.

#### Guidelines for take home exams

The take home exam is a type of open book exam not taken in the computer labs but in your own environment. You have to answer the exam questions within a limited time period and upload it to the e-learning site.

For the take home exams, you have 24 or 12 hours to complete and submit your papers. The submission deadline of the exam is indicated in the exam schedule available both on the department's website and the e-learning site. Depending on the timeframe of the exam, the exam questions will be accessible in the e-learning site of the course right at the time of the beginning of the exam session.

The exam papers have to be submitted in the course's e-learning site at the designated drop box section. The exam paper shall contain your CEU ID number only in the header of the document and must be indicated in the file name of the exam document as well.

In case of facing any technical problems while submitting your papers, please contact the Departmental Administration (p. 4.)

**COURSE OFFERINGS FOR AY 2020/2021**

#### NON-DISCRIMINATORY POLICY

CEU does not discriminate on the basis of – including, but not limited to – race, color, national to ethnic origin, gender or sexual orientation in administering its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

©2020 Produced by the Department of Legal Studies