CEU Degree Programs Policy

This Policy defines the procedure of preparing and launching new degree programs at CEU as well as operating and developing existing degree programs.

I. Establishing new degree programs

1. An initiative on establishing a new degree program normally comes from a department or a group of departments, for example as an outcome of a strategic review. Proposals for establishing new degree programs shall be discussed in the first instance with the Senior Leadership Team, which would undertake necessary consultations and give their endorsement for introducing the program proposal to the Academic Forum and the Senate.
2. A newly proposed degree program should be presented first to the Academic Forum and then to the Senate. The program proposal prepared in accordance with Annex 1 shall be approved by the Senate. Prior to submission of the program proposal to the Senate, the Senate Curriculum and Academic Quality Assurance Committee (SeCur) will discuss the proposal and formulate its recommendation, which will be submitted to the Senate along with the program proposal.
3. Following the Senate's approval, the program shall be registered with the New York State Education Department (NYSED) and accredited by the Agency for Quality Assurance and Accreditation Austria (AQ-Austria). The procedure is overseen by the office of the Academic Secretary. Promotion of new programs and recruitment of students cannot start until the confirmation of registration has been received from NYSED. Following NYSED registration, and prior to Austrian accreditation, programs can be promoted with a note 'subject to accreditation by the Agency for Quality Assurance and Accreditation Austria (AQ Austria)'.
4. The President and Rector shall inform the Academic Committee of the Board of Trustees of all the new degree programs established at CEU.

II. Operating a degree program

5. The head of the academic unit which delivers a degree program and the respective program director shall ensure that all information required by Program Specifications (Annex 2) is available to students in the Student Handbook and/or on the program website and is regularly updated reflecting its current status and content.

6. Syllabi of individual courses should be available and easily accessible to students in electronic form. Course syllabi shall incorporate information provided in Annex 3 to this Policy.

7. Every program shall be subject to quality assurance including through annual reviews and as part of the strategic reviews of the host academic unit, as defined by the Institutional Assessment and Quality Assurance Policy.

III. Modifying degree programs

8. Minor modifications (e.g. changing the content of some courses or replacing some of the teaching faculty) are at the discretion of the program director and unit head.

9. Major modifications (such as significant changes to the curriculum, duration, the number of credits, the eligibility requirements, the name of the degree, introducing new tracks, specializations, majors, or minors (see Annex 5) shall be approved by the Senate, registered with NYSED, and accredited by AQ

Austria. In such cases, the Academic Secretary shall determine the documents that need to be provided to the Senate and the accrediting agencies.

Modifications of Hungarian accredited programs should be communicated to the Office of the Pro-Rector for Budapest and KEE. The Pro-Rector shall determine if the HAC is to be consulted. In case HAC requires an official procedure, such procedure shall be initiated by the Office of the Pro-Rector for Budapest and KEE after the approval of the Senate.

10. The list of major modifications is provided in Annex 4 to this Policy. The Academic Secretary in consultation with the Accreditation Officer determines whether the planned changes to a degree program are major or minor.

Annex 1. Information to be included in a proposal for establishing a new degree program at CEU

Max 5 pages. Additional information can be provided in appendices if needed.

1. Proposed title, degree award (e.g., BA, MA, MS, PhD), length, and the total number of credits.
2. Names of specializations, tracks, majors, or minors (see Annex 5).
3. Program format, if different from the standard full-time (e.g., part-time, weekend).
4. Host academic unit.
5. Proposed start date.
6. Background justifying the need for the program with reference to previous programs, CEU mission and strategic goals (as defined in the CEU Strategic Plan), other CEU programs, as well as wider societal and academic goals, including existing demand for such a program.
7. Brief description of the program as it will appear on the website/university catalogue/program handbook.
8. Program aims and learning outcomes.
9. Program targets:
   - Anticipated student enrolment for the first five years of program operation;
   - Annual retention rate target (%);
   - Annual graduation rate target (%);
   - Target job placement rate (%).
10. Proposed structure of the program with main blocks or modules (e.g., "thesis research"), their duration and number of credits awarded and the division between mandatory and elective components. Syllabi of individual courses do not need to be provided at this point.
11. Faculty who will be involved in delivering the program (simple list, no CVs need to be provided).
12. Additional faculty needs, if relevant.
13. Requested number of financial aid packages, if relevant.
14. Other resources necessary to run the program (space, library, IT, etc.)
15. Other relevant information (e.g., if the program will be delivered jointly with other institutions).

Annex 2. Program Specifications Content

1. Academic unit responsible for program delivery (for joint programs, a home unit for administrative and student-related processes).
2. The full name of the program.
3. The type of degree, which can be incorporated in the name (e.g. "Master of Arts in Art History").
4. The date the program was established.
5. Accreditation/registration information with dates of accreditation/registration (NYSED, AQ Austria, other professional or academic bodies).
6. The length of the program.
7. The total number of credits (US/ECTS credits).
8. The overall aims of the program (with reference to CEU mission, strategic goals and/or wider societal or academic issues).
9. Expected learning outcomes formulated as abilities of students to demonstrate certain understandings, skills or competencies after graduation.
10. Eligibility requirements for admissions to the program.
11. The structure of the program including:
    - Major modules (e.g. Introductory module; research methods training, thesis writing period) and their length and number of credits;
    - Mandatory, mandatory elective (if applicable), and elective credits; and
    - Specializations/tracks/majors/minors (see Annex 5) if appropriate.
12. Graduation requirements (e.g. the minimum number of credits, the minimum pass at the dissertation defense). Final examination procedure and criteria for evaluating the thesis or dissertation (in case of doctoral programs criteria specified in CEU Doctoral Regulations can be used and expanded).
13. The name and contact information of the Program Director.
14. The URL of the program website (e-learning site if appropriate).
15. Additional information such as whether the program is operated and degree awarded jointly with other institutions.

Annex 3. Information to be included in Course Syllabi

1. Course title and course code
2. Lecturer or Instructor
3. No. of credits (US/ECTS). The credits should be calculated based on the US/ECTS Conversion Scheme included in the Student Rights, Rules, and Academic Regulations.
4. Academic year and term (fall/winter/spring).
5. Course level (bachelor's, masters or doctoral; for two-year masters programs the year can be defined).
6. Relationship with other courses (e.g., prerequisites for taking the course).
7. Course type (Mandatory, Mandatory Elective, or Elective).
8. Name of the module in which the course is offered (e.g., Foundational Module, Research Methods Module).
9. Background and the overall aim of the course. These can relate to the program objectives or learning outcomes; CEU strategic goals or wider issues.
10. The learning outcomes of the course – these are the achievements of the students as they leave the course. They should be related to the course goals and overall learning outcomes of the program. It is advised that this section starts with: "By the end of the course, students will be able to:" and continues with enumerating a range of knowledge, skills, and/or attitudes (normally four to six), that are realistically achievable and assessable in the framework of the course. E.g., "students will be able to undertake gender-sensitive analysis of public policy", or "critically discuss competing theories in the field of nationalism", or "perform a narrative analysis of a medieval text", etc.
11. Learning activities and teaching methods. This should be a brief description of activities used during the course to achieve the desired learning outcomes (e.g., seminar-style classroom discussions, lectures, student presentations, case studies, etc.).
12. Assessment. Assessment methods should be explained with the indication of the share of the overall grade for the course resulting from each assessment. Assessment methods should be focused on verifying the achievement of the stated learning outcomes. Both formative and summative types of assessment should be used. For the sake of transparency, it is recommended that no more than 10% of the grade be awarded for class participation. Clear grading criteria should be included for all types of assessment.
13. Course contents. Course content can be broken down by week or by topic including the following:
    a. Topic description;
    b. Reading for the week/topic divided into required and optional;
    c. Teaching formats (lecture, seminar, etc); seminar questions if appropriate.
14. Such further items as the course website (e-learning site), assessment deadlines, office hours, contact details, etc.

Annex 4. Changes which require approval of the Senate and registration with accrediting agencies

<u>For programs registered by the New York State Education Department</u>

Changes in Program Content
Any of the following substantive changes:
1. Cumulative change from the last approval of the registered program of one-third or more of the minimum credits required for the award.
2. Changes in the program's focus or design including a change in the program's major disciplinary area.
3. Adding or eliminating a specialization/track/major/minor (see Annex 5).
4. Eliminating a requirement for completion, including an internship or other work-based experience.
5. Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

Other Changes
6. Program title
7. Program award (e.g., change in degree)
8. Mode of delivery (Note: if the change involves adding a distance education format to a registered program, please complete the [distance education application](#).). A program is considered a distance education program if at least 50% of the credits may be completed in the distance education format.
9. Discontinuing a program
10. A format change that alters the program's financial aid eligibility (e.g. from full-time to part-time).
11. A change in the total number of credits of any NYSED-registered certificate or advanced certificate program.

<u>For programs accredited by AQ Austria</u>

1. Modifications of the curriculum, if those modifications result in significant changes of the profile of the degree program (i.e., a significant change in program-level learning outcomes).
2. Modifications of the name of the degree program or the academic award of the degree program.
3. Modifications of the format of the degree program (e.g., from full-time to part-time, or from on-site to distance). A small number of distance education courses may be added to an on-site program without approval by AQ Austria.
4. Modifications of the total workload (in ECTS credits) or the duration of the degree program (in semesters or terms).
5. Discontinuation of the program.

<u>For programs accredited by the Hungarian Accreditation Committee</u>

For Hungarian-accredited programs, the Office of the Pro-Rector for Budapest and KEE should be consulted regarding any planned changes.

Annex 5. Tracks, Specializations, Majors, Minors, and Advanced Certificates

All degree programs at CEU can have tracks and/or specializations. Additionally, undergraduate degree programs can have majors and minors. Tracks, specializations, majors, and minors should be registered with NYSED and AQ-Austria as part of the program curriculum, and are displayed on the student transcript. No other terms (concentrations, option, etc.) should be used at CEU.

Additionally, master's and doctoral students have an opportunity to complete one or more non-degree Advanced certificate program(s) in the course of their studies. Advanced certificate programs should be registered with NYSED as separate non-degree programs. Graduates successfully completing an advanced certificate program will receive a certificate along with their diploma[1].

The following definitions are used at CEU:

Track is an organized pathway within a degree program leading toward program completion[2]. In a degree program organized around tracks, a student must choose one of the available pathways toward a degree.

Specialization is a focused concentration in a sub-field within a discipline aimed to provide students with in-depth knowledge in a specific area of expertise leading to potential career and further studies opportunities within that area. As a rule, specializations are optional.

Major is the primary subject a student studies during the course of his/her undergraduate degree, possibly related to a field in which a student wishes to find a job after graduation, and which provides knowledge that can be further developed through graduate education. Unlike specialization, which offers a focused concentration in a sub-field within a discipline, a major provides a broad basis for a discipline. Undergraduate programs may set their own requirements for entry into a major, as well as requirements for completion.

Minor is the secondary subject a student studies during the course of his/her undergraduate degree. A minor provides an understanding of the discipline, but is more limited than a major. Undergraduate programs may set their own requirements for entry and completion requirements for a minor.

Advanced certificate is a non-degree cross- or inter-disciplinary graduate-level program that spans across academic units and is open to students from various degree and non-degree programs[3]. In line with NYSED regulations, advanced certificates must be based on courses that form part of one or more of registered CEU graduate-level degree programs. The certificates can involve other activities and additional requirements, those, however, cannot be credit-bearing.

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[1] Awarding of an advanced certificate is conditional upon successful completion of degree requirements and cannot be awarded independently in case of withdrawal from the degree program.

[2] In master's programs, tracks may represent an academic or professional path. In the Doctoral School of Political Science, International Relations, and Public Policy, tracks indicate a particular disciplinary focus.

[3] Conditions of eligibility may vary depending on the program, see https://www.ceu.edu/academics/advanced-certificate-programs for details.

Annex 6. Assignment of Credit Hours

1. Purpose
The purpose of this policy is to establish principles and procedures by which Central European University (CEU) assigns credit hours to academic courses.

2. Scope
This policy applies to all CEU departments, schools, and programs.

3. Definition of credit hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement.

CEU uses US credits for its US-accredited programs and ECTS credits for its programs accredited in Europe.

US credits are calculated using the model accepted during CEU's accreditation by the Middle States Commission on Higher Education and based on authorization from the New York State Education Department. Accordingly, one US credit equals to 600 taught classroom minutes at the graduate level, and to 720 taught classroom minutes at the undergraduate level[4]. In the above credit calculations, students are expected to spend 20-25 hours on homework and consultations with the course instructor and 20-25 hours on preparing for classes per credit. Thus, the total student workload (for class and out of class work combined) is estimated to be approximately 60 hours per one US credit.

ECTS credit values for European-accredited programs are assigned using a conversion formula of 1 US credit = 2 ECTS credits. Accordingly, the total student workload (for class and out of class work combined) is estimated to be approximately 30 hours per one ECTS credit. Doctoral-level non-coursework activities may be exempt from the above conversion rate in accordance with departmental policies. Master's level remedial coursework is likewise exempt from the conversion rate.

The duration of a teaching term (fall term and winter term) at CEU is 12 weeks. The duration of the spring term is 11 weeks. Departments and schools which teach courses in the spring term shall make sure that both the classroom time and the amount of out of class work are in line with the credit hour as defined in this policy.

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[4] Undergraduate students taking graduate-level courses as part of their degree program and/or with the permission of the program director receive graduate-level credit for their work.

4. Class scheduling

The instructional time for CEU graduate-level courses is one to two 50-minute sessions. The instructional time for CEU undergraduate courses is one 60-minute session.

The standard schedule of CEU classes is as follows:

For graduate-level courses[5]:

8:50 – 10:30	Morning slot I
10:30 – 10:50	Break
10:50 – 12:30	Morning slot II
12:30 – 13:30 (1 hour)	Lunch break
13:30 – 15:10	Afternoon slot I
15:10 – 15:40	Break
15:40 – 17:20	Afternoon slot II
17:20 – 17:40	Break
17:40 – 19:20	Afternoon slot III

For undergraduate-level courses[6]:

8:20 – 9:20	Morning slot I
9:20 – 9:30	Break
9:30 – 10:30	Morning slot II
10:30 -10:40	Break
10:40 – 11:40	Morning slot III
11:40 – 11:50	Break
11:50 – 12:50	Morning slot IV
12:50 – 13:50	Lunch break
13:50 – 14:50	Afternoon slot I
14:50 – 15:20	Break
15:20 – 16:20	Afternoon slot II
16:20 – 16:30	Break
16:30 – 17:30	Afternoon slot III
17:30 – 17:40	Break
17:40 – 18:40	Afternoon slot IV

In scheduling classes, the following principles should be applied:
- Classes for the same course should not be scheduled on consecutive days. Exceptions can be granted by the Dean of Undergraduate Studies in case of bachelor's courses, Pro-Rector for

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[5] Foreign language courses can apply a different schedule. However, foreign language courses offered for credit must observe the taught classroom minute requirement specified in this policy.
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Teaching and Learning in case of master's courses, and Pro-Rector for Research and Faculty in case of doctoral courses, based on pedagogical justification.

- The following slots are reserved for university-wide courses: Wednesday and Friday 9:00-10:50, and Friday 11:00-12:40. (In the academic year 2021/22, correspondingly with the above timetables, Wednesday and Friday 8:50-10:30, and Friday 10:50-12:30.) This means that no mandatory graduate-level courses should be scheduled in these slots in any department/school/program. Electives, including mandatory electives, can be scheduled.

5. Types of credit-bearing learning activities

1. For lectures, seminars and laboratory work, credits are assigned according to the rules specified above.
2. For individual consultations and research seminars, credits are assigned according to relevant program accreditation documents with the assumption that outside of classroom work (consultations with the instructor, homework and course preparation) will form the bulk of the academic work.
3. Capstone project credits and thesis credits are assigned as described in the relevant program accreditation documents and program handbooks.
4. Credits for special learning activities such as internships, comprehensive exams, prospectus, practica, conference participation, independent study, teaching assistantship and workshops are awarded as described in the relevant accreditation documents and program handbooks.

6. Credit assignment process

The assignment of credits occurs through a formal review process conducted at the departmental or school level, which requires the approval of the head of the department or dean of school after a curriculum committee meeting. Re-assignment of credit between different types of learning activities (as described in point 4) shall be done with reference to the program accreditation materials and in consultation with the Academic Secretary. Special procedures apply for university-wide courses.

7. Assessment

Periodic reviews of credit allocation are conducted as part of the strategic reviews of departments or schools. The results of these reviews are communicated to the departments or schools to improve their credit assignment processes if needed.

8. Documentation

New courses are reviewed and approved at the departments or schools of the university. Either a unit or a program curriculum committee should review all new course offerings. The supporting documentation is kept on record at the departments or schools. Special procedures apply for university-wide courses.

New programs are approved by the Senate, in line with the procedure described in this policy. Records are kept at the Office of the Academic Secretary.

Credits are recorded in the student records management system SITS. The time, place and other basic course information is also available in the same database and on the departmental websites. More detailed information about all CEU courses is available on the Course Hub page at: https://courses.ceu.edu/search/course.

Academic calendars are maintained by the Office of the Academic Secretary and posted on the CEU website at https://www.ceu.edu/calendar.

Document information	
Type	Policy
Number	P-1112-01v 2203
Title	CEU Degree programs policy
Distribution	Internal
Filename	P-1112-01v 2203 CEU Degree programs policy
Notes	
Related documents	IAQA Policy; Students Rights, Rules and Academic Regulations
For final documents	
Approved by:	Senate
Date of approval	December, 2011 amended February 29, 2012, May 7, 2014, March 4, 2016, April 6, 2018, May 15, 2019, November 29, 2019, March 20, 2020, April 23, 2020, May 6, 2021, January 28, 2022 and March 2022.
Enters force	Immediately
Lead Unit	OAS