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Dean’s Welcome

Dear Students,

Welcome (back) to LUC for the 2020-2021 academic year to all of our students!

This year LUC is a totally different place in many ways, with most of us online, mostly empty corridors, and even empty elevators. Nevertheless, it is also the same in many ways, with our inspiring staff who are working incredibly hard to make the online experience the best it can be, and you our inspiring students whose creativity and drive helps us all to make the best of a bad situation.

What is also the same as in any year is the status of the Student Handbook. As our indefatigable educational director Lieke Schreel will tell you (over and over again), the Student Handbook is your first point of reference if you have any questions about anything at LUC. Only after checking it thoroughly and not finding you answer should you consult other sources. Doing this in the reverse order might lead you astray with incomplete, outdated, or inaccurate information (or all of these) in step 1.

As global challenges have become more real than ever in all of our daily lives, the relevance of our program at LUC is undeniable. Certainly not only for students of Global Public Health, but for all of our students who are interested in the complexities of health (care) in the context of economics, cultural diversity, international relations, justice, and our natural environment. One of the things that all of these interrelated topics will teach us, is that there are some things that we cannot control. Not as students, not as scholars, not as policy makers, and not as activists.

Understanding what is and is not under your control is a key attribute of an effective global citizen, because we know from the field of psychology that the illusion of control is harmful for our mental health, and thus for the success of our engagement with our immediate social environment and broader society. The acceptance of lack of control can be difficult but is actually a liberating experience, or in the words of Gloria Steinem: “The truth will set you free, but first it will piss you off.”

The truth is that we have to accept the constraints put upon us by the pandemic and our governments and institutions. This is frustrating and sometimes painful, but acceptance of that fact will leave you with the mental space and energy to make the most out of all the things that are still available to you. And that is an LUC education, with all its opportunities for meaningful engagement with peers and professors and plenty of room for intellectual and personal growth, if you put in the effort. LUC is certainly ready for you!

Another truth is that all you need to know in terms of facts and figures, procedures and guidelines, people and places, is in this Student Handbook. Especially in uncertain times, the SHB is your anchor. Let it save you from a sea of doubt and bring you ashore to the reassuring realm of boring but necessary truths!

Prof. dr. Judi Mesman
Dean of LUC The Hague
1 Introduction

1.1 About the Handbook

This student handbook contains a great deal of information about life and studies at LUC. The contents of this handbook have been compiled to benefit you, to help you to settle into life at LUC and give you some guidance during your studies here. The information provided below will be useful to all students: from college organization to welfare provision, course registration to emergency protocols, and crucially, to answer questions about social or academic issues before they arise. The information does not need to be read all at once, but is there as a resource for you to consult when you have questions. Please make sure to check the handbook before going to a member of staff with a question because this may save you both a lot of time. The information in the handbook can also be found on the Student portal on the Leiden University website; please use the menu on the website to access a wide range of information. This is a combination of general information for all students in the university and programme specific. As LUC often has different arrangements or rules, do not forget to click or tap the Liberal Arts & Sciences tab.

This is the tenth LUC student handbook! As our College develops, information changes from year to year, sometimes even during the year. The student portal will have the most up to date information. We hope that you will provide feedback if something is outdated, missing or unnecessary, so that we can continue to improve future handbooks for all students. You can contact the Information Desk with these suggestions, or e-mail info@luc.leidenuniv.nl.

1.2 Our Mission and Profile

Leiden University College The Hague is the international Honours College of Leiden University and offers an innovative Liberal Arts & Sciences programme to highly talented and motivated students from all over the world. LUC teaching is intensive and small-scale, offered in a residential setting which also stimulates students to develop outside the classroom through a range of extra-curricular activities.

LUC started in September 2010 with 107 students. In August 2013 LUC moved to its permanent location at Anna van Buerenplein in the centre of The Hague, where the academic and residential aspects are combined. The College accepts two hundred new first year students per year.

Mission statement

Leiden University College (LUC) The Hague is an honor’s liberal arts and sciences college that builds knowledge for a better world through excellent research-led interdisciplinary teaching on global challenges. LUC, fosters critical, independent, and creative thinking in students, and providing them with the knowledge and skills necessary to become socially responsible and engaged citizens. LUC provides a supportive and inclusive working environment that values and fosters staff initiative and creativity, and invests in staff career development.

Liberal Arts & Sciences

A liberal arts and sciences education is “an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.” The Liberal Arts & Sciences (LAS) central values of providing broad knowledge of the wider world, social responsibility, and application to the real world is further strengthened by the fact that the LUC program – in contrast to other LAS programs – offers thematic majors centered around the overarching theme of global challenges. Global challenges are the major issues facing humanity across the globe that transcend national, organizational, and disciplinary boundaries, requiring insights from fundamental and applied research in the humanities, social sciences, and natural sciences. They embody a multitude of interlinked intellectual and practical challenges about how individuals, institutes, societies, political systems, and the physical environment interact, and influence the course of planetary and human events that substantially affect the safety and prosperity of future generations.

Internationalization and Community

There are many Liberal Arts & Sciences colleges in the world, but we posit that LUC is unique, both in terms of our globally conscious focus and also due to our increasingly diverse community. We contend that part of what makes LUC exceptional and distinctive is its global profile and we take pride in the fact that we are an international college. At LUC, you will live together with students and study with instructors and staff from all over the world and you will become part of a rich cultural exchange between all members of our community. You will experience the ways in
which others conduct their lives and studies. You will learn together with them and with an equally international faculty, who each bring their own special expertise and perspectives to our academic environment and community.

LUC’s goal is not only to provide an enjoyable and stimulating learning environment. We also strive to facilitate intercultural experiences, which are essential in the formation of global citizens. Engaging with the global challenges that are central to our program on both an intellectual and a practical level is a core characteristic of global citizenship, which refers to the idea that all people have rights and civic responsibilities that come with being a member of the world, of global humanity. This global citizenship reflects the fundamental interconnectedness of all humans and societies through the fact that they inhabit the same planet, and reside under highly globalized social, economic, and political systems. To be a global citizen means to have a good understanding of this global interconnectedness, to have the ability to think critically, reflect on one’s own values, and adopt different perspectives on complex issues, and to fundamentally address one’s own responsibilities in the world, and putting these into practice.

Honours and Excellence

As an Honours College, LUC holds high academic standards for all its students. Every single member of our community has already demonstrated something special about themselves, something that sets them apart from their peers. You have been selected because we believe in your potential. LUC offers an environment that will stimulate you to graduate with the best results you can achieve. Using the opportunities LUC offers you, you will be ready to go on to distinguished graduate programmes in Europe, the United States or elsewhere; our alumni are working in a wide range of positions, but all of them, in their own way, bring about change in the world around us. Because we believe this change is possible, you are here. Because you are here, you can make this change happen.

However, excellence is not only about the standards of our students and our staff. LUC is also committed to pedagogic excellence and innovation. We believe in active learning, which gives students space to develop and explore their own ideas and to challenge themselves, each other and the academic staff on their views. We believe in small-group learning and dynamic interaction. You are part of our intensive learning process, in which your engagement is key in determining the quality of the learning experience not only you, but also your class-mates, receive.

1.3 College Organisation

LUC within Leiden University and the Faculty

LUC is part of Leiden University and the Faculty of Governance and Global Affairs. The Executive Board of Leiden University will change on the Dies Natalis of the University on February 8, 2021. Currently the Executive Board consists of a President & Rector Magnificus, a Vice-Recto Magnificus and a Vice-President. From February 8th, 2021, the Executive Board will consist of a President, Rector Magnificus and Vice-President.

### Executive Board of Leiden University until February 8, 2021

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. mr. Carel Stolker</td>
<td>Rector Magnificus &amp; President</td>
</tr>
<tr>
<td>Prof. dr. ir. drs. Hester Bijl</td>
<td>Vice-Recto Magnificus</td>
</tr>
<tr>
<td>Drs. Martijn Ridderbos</td>
<td>Vice-President</td>
</tr>
</tbody>
</table>

### Executive Board of Leiden University from February 8, 2021

Students and staff of Leiden University are represented in the University Council, which has advisory powers and right of approval on a wide range of matters. There are eight student members from across the University; student member elections take place each year.

The Faculty of Governance and Global Affairs is one of the seven Faculties of Leiden University. Faculties are headed by a Board consisting of a Dean, a Vice-Dean (for educational affairs), a Director of Operational Management, and a Student Member (assessor).

<table>
<thead>
<tr>
<th>Faculty Board of the Faculty of Governance and Global Affairs 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof. dr. mr. Erwin Muller</strong></td>
</tr>
<tr>
<td><strong>Prof. dr. Koen Caminada</strong></td>
</tr>
<tr>
<td><strong>Dr. Niels Laurens</strong></td>
</tr>
<tr>
<td><strong>Ms Nadine Louissen</strong></td>
</tr>
</tbody>
</table>

Students and staff of the Faculty are represented in the Faculty Council, which has the same consultation and advisory rights as the University Council for ‘central’ affairs. There are four student members from across the programmes offered at the FGGA; student member elections take place each year.

<table>
<thead>
<tr>
<th>Faculty Council 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pauline Hutten</strong></td>
</tr>
<tr>
<td><strong>Joris Larik (LUC)</strong></td>
</tr>
<tr>
<td><strong>Emre Sener</strong></td>
</tr>
<tr>
<td><strong>vacancy</strong></td>
</tr>
</tbody>
</table>

LUC’s internal organization incorporates all legal bodies that are specified in the Higher Education and Research Act (WHW) and is based on the organizational structure of a Leiden University institute. The organization also reflects the characteristics of a residential Liberal Arts & Sciences College.

The Dean

Overall responsibility for all LUC affairs rests with the Dean, who is appointed and dismissed by the Executive Board of Leiden University at the recommendation of the Faculty Board of the Faculty of Governance and Global Affairs. The Dean chairs the College Board, the Programme Board and Board of Admissions of LUC.

College Board

The College Board is the executive organ of LUC and includes the functions of Dean, Educational Director, and Operational Manager. The College Board meets every week and collectively decides upon all LUC affairs under the chairpersonship of the Dean. Decisions by the College Board that concern the community, are communicated in the weekly newsletter.

The Educational Director and Operational Manager have specific delegated responsibilities:
• The Educational Director manages all educational affairs. This includes curriculum development and management, quality management, staff development, and educational policy development. In addition, the Educational Director is vice-chair of the Programme Board. She is also the team lead of the ‘CORE’ team dealing with educational affairs (see below).

• The Operational Manager is responsible for HR, financial, administrative and campus affairs. She is also the team lead of the ‘CS’ team dealing with office support, and supervisor of the team lead of the ‘DREAM’ team (see below).

The College Board is supported by the Secretary to the College Board: Aimée Kerckhoffs, LLM, and can be contacted via collegeboard@luc.leidenuniv.nl.

### College Board 2020-2021

<table>
<thead>
<tr>
<th>Prof. Dr. Judi Mesman</th>
<th>Dean (Chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drs. Lieke Schreel</td>
<td>Educational Director</td>
</tr>
<tr>
<td>Dr. Kim Duistermaat</td>
<td>Operational Manager</td>
</tr>
</tbody>
</table>

### Board of Admissions

The College Board also functions as the Board of Admissions. Decisions on admission applications are made by the Dean on advice by the Admissions Office (assisted by a team of staff members who are involved in the admission procedure) and with the formal approval of the Faculty Board of the Faculty of Governance and Global Affairs.

### College Council

The College Council is an internal advisory body to the College Board, consisting of eight elected members: two academic staff members, two support staff members, and four student members. Elections for the student members take place in the fourth block of the academic year for 2nd and 3rd year representatives and in the first block of the following year for the 1st year representative and are open to the whole student body of LUC. Student members are elected for a one-year period. Staff members are elected for a 2-year term. Staff elections take place in the fourth block of the academic year.

The College Council meets at least four times per year with the College Board. Regular points on the agenda of these meetings are the mid- and long-term strategy of LUC, working and living environment, and social and cultural affairs regarding the whole College. In formal matters (e.g., finances and reorganization), the College Board has the right to consult staff members on the Council only.

Please note that although the College Council will be informed about issues and decisions with regards to the academic programme, the advisory capacity in this regard lies with the Programme Council (see below).

For more information on the College Council (including the Rules and Regulations), see the ‘University & faculty councils and programme bodies’ page on the Current Students website.

The College Council can be contacted via: cc@luc.leidenuniv.nl, they also have a mailbox on the 4th floor (next to the printers).

### College Council 2020-2021

<table>
<thead>
<tr>
<th>Staff</th>
<th>Students (elections will be held in block 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Anar Ahmadov (Chair)</td>
<td>vacancy</td>
</tr>
<tr>
<td>Dr. Joris Larik</td>
<td>vacancy</td>
</tr>
<tr>
<td>Ms. Cindy Olaria</td>
<td>vacancy</td>
</tr>
<tr>
<td>Ms. Carolien Gutteling-Sieverink, MA</td>
<td>vacancy</td>
</tr>
</tbody>
</table>
Programme Board

The Dean and the Educational Director together with a Student Member and three members of Academic staff constitute the Programme Board, which meets every other week. The Programme Board is responsible for programmatic decision-making, for managing the BA and BSc programmes as outlined in Appendix 1: the Course and Examination Regulations (OER), for quality control in the programme, for making the annual teaching-plan, and for developing and maintaining relations with academic units external to LUC (within Leiden University and beyond) for the purpose of running the programme.

Structural changes in the programme made by the Programme Board need the compliance of the Programme Council and the College Board before they are sent to the Faculty Board of the Faculty of Governance and Global Affairs for further approval.

For more information on the Programme Board, see the 'University & faculty councils and programme bodies' page on the Current Students website.

The Programme Board is supported by the Secretary to the Programme Board: Sofia Mollers, MA and can be contacted via pb@luc.leidenuniv.nl.

The student member of the Programme Board can be contacted via smpb@luc.leidenuniv.nl.

The Education Coordinator attends Programme Board meetings in an advisory capacity.

<table>
<thead>
<tr>
<th>Programme Board 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Dr. Judi Mesman</td>
</tr>
<tr>
<td>Drs. Lieke Schreel</td>
</tr>
<tr>
<td>Dr. Sarah Hinman-Doe</td>
</tr>
<tr>
<td>Dr. Minjung Cho</td>
</tr>
<tr>
<td>Dr. Densua Mumford</td>
</tr>
<tr>
<td>Mr. Bálint Pataki</td>
</tr>
</tbody>
</table>

Conveners

Conveners work on the development (programming) and coherence (content) of a Major or Minor or first-year course. Although the Programme Board (PB) is formally responsible for LUC’s teaching programme as a whole, the recommendations of the conveners will be acknowledged, provided that they are fully in line with the learning outcomes as stated in the Course and Examination Regulations, and are not in conflict with college-wide interests and constraints (finances and other practical matters, personnel issues, strategic positioning) and the Programme Council supports the proposed changes.

Major conveners and First Year Coordinator meet regularly with the Programme Board as well their teaching teams. They are involved in course development, organize information meetings for students (major choice event, nuts and bolts), answer questions from students in the major, and in general serve as community builders for their part of the programme.

<table>
<thead>
<tr>
<th>Conveners 2020-2021</th>
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</thead>
<tbody>
<tr>
<td><strong>Majors</strong></td>
</tr>
<tr>
<td>Dr. Brid Walsh</td>
</tr>
<tr>
<td>Dr. Jyothi Thrivikraman</td>
</tr>
</tbody>
</table>

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2 Dutch: *Opleidingsbestuur* (Higher Education and Research Act [WHW], Article 9.17).
Dr. Kai Hebel  
World Politics

Dr. Joris Larik  
International Justice

Dr. Daniela Vicherat-Mattar  
Human Diversity

Dr. David Zetland  
Governance, Economics, and Development

**Double Degree BA/LL.B.**

Dr. Darinka Piqani  
Double degree BA (LUC) / LL.B. (Leiden Law School)

**Minors**

Dr. Wolfgang Steinel  
Psychology

Dr. David Zetland  
Social and Business Entrepreneurship

Mr. Aernout van Lynden  
Journalism

Dr. Ann Wilson  
Gender Studies

Dr. Adam Buben  
Philosophy

**First-year Courses and Global Citizenship**

Dr. Paul Hudson  
1st year Coordinator

Dr. Diana Branduse  
Global Challenges - Prosperity

Dr. Ajay Gandhi  
Global Challenges – Diversity

Dr. Paul Behrens  
Global Challenges – Sustainability

Dr. Edmund Frettingham  
Global Challenges – Peace & Justice

Dr. Adam Buben  
General Education – History of Philosophy

Dr. Kristin Makszin  
Academic Skills – Introduction to Statistics

TBA  
Academic Skills - Mathematics

Dr. Jacqueline Hylkema  
Academic Skills – Academic Writing

**Capstone Coordinator**

The Capstone (bachelor’s thesis) is the final assessment of LUC’s academic programme. Research and writing are overseen by an academic supervisor. The final product is assessed by both supervisor and reader, one of whom should be based at LUC. The overall management of the Capstone process is in the hands of the Capstone Coordination Team.

For more information, including the LUC Capstone Repository, visit the ‘Thesis and paper writing’ page on the Current Students website. Questions relating to capstones can be sent to capstone@luc.leidenuniv.nl.

**Capstone Coordination Team 2020-2021**

Dr. Lucie Zicha  
Capstone Coordinator

Shirley Hu, BA  
Capstone Administrator
Programme Council

The Programme Council is a legal advisory body, consisting of ten members: five academic staff and five student members. Elections for the student members take place in the last block of the academic year for 2nd and 3rd year representatives and in the first block of the following year and are open to the whole student body of LUC. Students are elected for a 1-year term while staff members serve a 2-year term.

The duties of the Programme Council are
(a) to advise on the formulation and amendment of the Course and Examination Regulations of the programme;
(b) to evaluate each year the implementation of the Course and Examination Regulations;
(c) to advise, on its own initiative or upon request, on any other matters concerning the teaching programme.

The Programme Council sends its advice to the Programme Board (a, b, and c) and to the Faculty Council (a, c) of the Faculty of Governance and Global Affairs for inspection.

For more information on the Programme Council, see the ‘University & faculty councils and programme bodies’ page on the Current Students website.

The Programme Council can be contacted via programmecouncil@luc.leidenuniv.nl.

<table>
<thead>
<tr>
<th>Programme Council 2020-2021</th>
<th>Students (elections will be held in block 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Students (elections will be held in block 1)</td>
</tr>
<tr>
<td>Dr. Caroline Archambault (Chair)</td>
<td>vacancy (Class of 2021 / Vice-Chair)</td>
</tr>
<tr>
<td>Dr. Ayo Adedokun</td>
<td>vacancy (Class of 2022)</td>
</tr>
<tr>
<td>Dr. Jay Huang</td>
<td>vacancy (Class of 2022)</td>
</tr>
<tr>
<td>Dr. Jacqueline Hylkema</td>
<td>Vacancy (Class of 2023)</td>
</tr>
<tr>
<td>Dr. Ann Wilson</td>
<td>Vacancy (Class of 2023)</td>
</tr>
</tbody>
</table>

Advisory Council

The Advisory Council provides the College Board with advice on important strategic developments regarding issues central to LUC’s programme and activities, including liberal arts & science education, interdisciplinary research, relations with the city of The Hague and its institutions, student recruitment, labor market orientation, and financial sponsoring. The Advisory Council consists of academics, professionals, and one of LUC’s alumni.

The Advisory Council has the following members:

<table>
<thead>
<tr>
<th>Advisory Council 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. dr. Simone Buitendijk (Chair)</td>
</tr>
<tr>
<td>Dr. Egbert Fortuin</td>
</tr>
<tr>
<td>Dr. Rene Teule</td>
</tr>
<tr>
<td>Georgina Kuipers, MSc</td>
</tr>
<tr>
<td>Prof. dr. Rob van der Vaart</td>
</tr>
<tr>
<td>Prof. dr. Peter Wagner</td>
</tr>
<tr>
<td>Prof. dr. Han de Winde</td>
</tr>
</tbody>
</table>


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1 Dutch: Opleidingscommissie (Higher Education and Research Act [WHW], Article 9.18).
Board of Examiners

The Board of Examiners is an independent legal body within LUC’s organization and consists of six members of LUC’s academic staff and an external member. Members are appointed by the Faculty Board of the Faculty of Governance and Global Affairs.

The Board has a number of responsibilities. Primarily, it is tasked with determining whether a student meets the requirements, specified in Appendix 1: Course and Examination Regulations (OER), regarding the knowledge, understanding, and skills that are necessary to obtain a degree from LUC. To this end it is additionally responsible for ensuring that the outcomes of assessments and examinations adequately reflect the attainment of the learning objectives of LUC’s curriculum. It does so by means of a number of quality assurance procedures, including periodical reviews of grades and evaluations that students receive in LUC’s courses. The Board is also responsible for enforcing the regulations concerning fraud and academic misconduct.

Students can write to the Board if they have requests, concerns, or complaints about issues that fall within the purview of the Board. This includes requests that are directly related to their study programme, such as requests for course withdrawals, exemptions, transfer of credits, and external courses. The Board endeavours to respond within fifteen working days.

For more information on the Board of Examiners and to download request forms, see the ‘BoE app’ on the Current Students website.

IMPORTANT: Please note the difference between LUC’s Board of Examiners and the Examination Appeals Board of Leiden University. If you disagree with a decision of LUC’s Board of Examiners, you can lodge an appeal with the University’s Examination Appeals Board. The Examination Appeals Board also hears cases regarding negative binding study advice, grading decisions by individual examiners, and decisions with regard to admission to programmes (among others). You should lodge your appeal within 6 weeks after you received the decision in question. For more information on the Examination Appeals Board, see the ‘Faculty and study programme regulations’ page on the Current Students website.

The Board of Examiners is supported by an Official Secretary and can be contacted at boe@luc.leidenuniv.nl

Board of Examiners 2020-2021

Dr. Hanne Cuyckens (Chair)
Dr. Edmund Frettingham (Vice-Chair)
Dr. Patsy Haccou
Dr. Diana Branduse
Dr. Josien de Klerk
Dr. Ingrid Samset
Dr. Achim Häger (sem. 2)
Prof. Dr. Teun Dekker (External Member)

LUC’s Organizational Chart

The chart below illustrates the main organizational structure of LUC. It is important to note that self-organization of staff and students, and internal and external communication are much more diverse than the chart suggests. The College Board regularly organizes academic meetings to discuss important issues that need the input of all staff members of LUC. Members of the College Board also have regular meetings with their counterparts across the Faculties of Leiden University.

Students at LUC participate in the organization as members of the Programme Board, the Programme Council, and the College Council.

4 Dutch: Examencommissie (Higher Education and Research Act [WHW], Article 7.12).
Finally, the small-scale size of LUC, like any other residential Liberal Arts & Sciences College in the Netherlands, allows for many other forms of initiative and informal activities in which both students and staff are involved.

Students who have feedback, suggestions or other issues related to either Programme or College, should contact the student members of either the Programme Council or the College Council at all times. Opposite the lifts on floor 4, the photos of the members of Boards, Councils, and Major Conveners are posted for your information.

<table>
<thead>
<tr>
<th>University Level</th>
<th>Executive Board</th>
<th>University Council</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leiden University</td>
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</table>

<table>
<thead>
<tr>
<th>Faculty Level</th>
<th>Faculty Board</th>
<th>Faculty Governance and Global Affairs</th>
<th>Faculty Council</th>
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</table>

<table>
<thead>
<tr>
<th>College Level</th>
<th>Board of Examiners</th>
<th>Leiden University College The Hague</th>
<th>College Council</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Programme Level</th>
<th>Major Conveners</th>
<th>Leiden University College The Hague</th>
<th>Programme Council</th>
</tr>
</thead>
</table>
2 Meet the Staff

2.1 College Board

Prof. Dr. Judi Mesman
Dean
j.mesman@luc.leidenuniv.nl
+31 (0)70 800 9972
Office 4.46

Mrs. Lieke Schreel, MA
Educational Director
l.a.j.m.schreel@luc.leidenuniv.nl
+31(0)70 800 9597
Office 4.03

Dr. Kim Duistermaat
Operational Manager
k.duistermaat@luc.leidenuniv.nl
+31 (0)70 800 9431
Office 4.36

Appointments:
For appointments with the Dean, the Educational Director or the Operational Manager, please contact the LUC Secretary Kasia Pokutycka k.e.pokutycka@luc.leidenuniv.nl
2.2 LUC Academic Staff

All academic staff have their own page on the University website. LUC appointed staff is listed at the LUC website.

2.3 Affiliated professors

LUC employs affiliated professors from Leiden University or other universities and academic institutions to teach one or more courses at LUC. The vast majority of the affiliated professors are active researchers and firmly embedded in the research groups at their home faculty. This contributes to the research-led educational programme at LUC and has the added benefit of offering students access to a wide research context.

Overview of all LUC affiliated professors.

2.4 Distinguished Fellows

Distinguished Fellows of Leiden University College The Hague are acknowledged for their extensive and outstanding expertise in the private or public sector, and for their intellectual contributions to LUC’s academic programme and scholarly community.

After having been appreciated members of LUC’s academic staff, they continue to contribute to LUC for example through guest lectures, providing advice to staff and students, and acting as thesis supervisor. In this way, they form a strong bridge between the professional and academic worlds.

Overview of LUC Distinguished Fellows.

2.5 Support Staff

The educational programme, academic staff and students are supported by LUC’s support staff. The support staff is organized in three teams, each with a team lead.

Overview of LUC support staff.

<table>
<thead>
<tr>
<th>Function</th>
<th>Name</th>
<th>e-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LUC CS Team</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tasks of this team include</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community services: office support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hospitality, student housing,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>facilities and supplies,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>secretarial support,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>administrative support, financial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and HR support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational manager, team lead</td>
<td>Kim Duistermaat</td>
<td><a href="mailto:k.duistermaat@luc.leidenuniv.nl">k.duistermaat@luc.leidenuniv.nl</a></td>
</tr>
<tr>
<td>Secretary of the College Board</td>
<td>Aimée Kerckhoffs</td>
<td><a href="mailto:a.w.l.t.kerckhoffs@luc.leidenuniv.nl">a.w.l.t.kerckhoffs@luc.leidenuniv.nl</a> <a href="mailto:collegeboard@luc.leidenuniv.nl">collegeboard@luc.leidenuniv.nl</a></td>
</tr>
<tr>
<td>Coordinator Operational Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary LUC</td>
<td>Kasia Pokutycka</td>
<td><a href="mailto:k.e.pokutycka@luc.leidenuniv.nl">k.e.pokutycka@luc.leidenuniv.nl</a></td>
</tr>
</tbody>
</table>
### Information Desk
Bibi Schrijn  
**b.schrijn@luc.leidenuniv.nl**
**info@leidenuniv.nl**

Administrator  
Yelke Pronk  
**y.y.pronk@leidenuniv.nl**
**info@leidenuniv.nl**

### DREAM Team
**Tasks of this team include Development, Recruitment, Events, Admissions, Alumni, Marketing and Communication.**

**Senior Recruitment & Communications Officer, team lead**  
Elizabeth Zeller  
**e.a.zeller@luc.leidenuniv.nl**
**communication@luc.leidenuniv.nl**

**Event Coordinator**  
Ingrid in den Bosch  
**i.in.den.bosch@luc.leidenuniv.nl**
**events@luc.leidenuniv.nl**

**Admissions Officer**  
Jolande de Bos  
**j.c.m.de.bos@luc.leidenuniv.nl**
**admissions@luc.leidenuniv.nl**

**Admissions & Recruitment Officer**  
Liping Oerlemans  
**l.oerlemans@luc.leidenuniv.nl**
**admissions@luc.leidenuniv.nl**

**Alumni Engagement and Development Officer**  
Cindy Olaria  
**c.c.olaria@luc.leidenuniv.nl**
**alumni@luc.leidenuniv.nl**

### CORE Team
**Tasks of this team include Course organisation and coordination, Course administration and registration, Programme support, Study advisers, support to the Board of Examiners.**

**Educational Director, team lead**  
Lieke Schreel  
**l.a.j.m.schreel@luc.leidenuniv.nl**

**Registrar**  
Joppe Brieffies  
**j.w.m.brieffies@luc.leidenuniv.nl**
**courseadministration@luc.leidenuniv.nl**

**Secretary to the Board of Examiners**  
Shirley Hu  
**s.hu@luc.leidenuniv.nl**
**boe@luc.leidenuniv.nl**
**capstone@luc.leidenuniv.nl**

**Course Administrator**  
Ceara le Goff  
**c.d.le.goff@luc.leidenuniv.nl**
**courseadministration@luc.leidenuniv.nl**

**Study Advisor**  
Elke Laudy  
Carolien Gutteling-Sieverink  
**e.m.m.laudij@luc.leidenuniv.nl**
**e.c.gutteling@luc.leidenuniv.nl**
**studyadvisor@luc.leidenuniv.nl**

**Secretary to the Programme Board**  
Sofia Mollers  
**a.s.mollers@luc.leidenuniv.nl**
**pb@luc.leidenuniv.nl**

### FGGA
**Exchange & External Relations office**  
Daria Chkalova  
Gina Forno  
**d.chkalova@fgga.leidenuniv.nl**
**g.m.forno@fgga.leidenuniv.nl**
**international@fgga.leidenuniv.nl**
3 Academic Life

3.1 Academic Calendar

Academic Year

The LUC academic year is divided into an Autumn and Spring semester, with each semester consisting of two eight-week blocks. Most courses at LUC run for one of these eight-week blocks, with the notable exceptions of language courses and two compulsory first-year courses which run for a full semester. During the first seven weeks of a block, each course has scheduled contact hours, usually two sessions per week of two hours each. There are no contact hours in the final week of the block (known as ‘reading week’) as this week is dedicated to final essays, papers, or (take-home) exams. Students are required to be on campus during the entire eight-week block.

The two semesters are divided by the winter (six weeks) and summer breaks (eleven or twelve weeks), in which there are no classes. In winter break, however, the Remedial Math course is taught for those students whose mathematical skills are insufficient.

<table>
<thead>
<tr>
<th>LUC Academic Year 2020-2021</th>
<th>From</th>
<th>Until</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 1</td>
<td>24 August 2020</td>
<td>16 October 2020</td>
</tr>
<tr>
<td>Autumn Break</td>
<td>19 October 2020</td>
<td>23 October 2020</td>
</tr>
<tr>
<td>Block 2</td>
<td>26 October 2020</td>
<td>18 December 2020</td>
</tr>
<tr>
<td>Semester II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 3</td>
<td>1 February 2021</td>
<td>26 March 2021</td>
</tr>
<tr>
<td>Spring Break</td>
<td>29 March 2021</td>
<td>2 April 2021</td>
</tr>
<tr>
<td>Block 4</td>
<td>6 April 2020</td>
<td>9 June 2021</td>
</tr>
</tbody>
</table>

Please note that the LUC academic year differs slightly from the annual calendar of Leiden University.

Timetable

Classes at LUC are an hour and fifty minutes long including usually a ten-minute break after the first fifty minutes. The timeslots, fixed combinations of two class sessions, in which a seminar or a plenary session may be scheduled, you can find in a table below. Please note that timeslots T11 and T12 are in principle reserved for fieldwork and lab hours.
<table>
<thead>
<tr>
<th>Timeslots</th>
<th>Mondays</th>
<th>Wednesdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>09:00-10:45</td>
<td>09:00-10:45</td>
<td>09:00-10:45</td>
</tr>
<tr>
<td>T2</td>
<td>11:00-12:45</td>
<td>11:00-12:45</td>
<td>11:00-12:45</td>
</tr>
<tr>
<td>T3</td>
<td>13:15-15:00</td>
<td>09:00-10:45</td>
<td></td>
</tr>
<tr>
<td>T4</td>
<td>15:15-17:00</td>
<td>11:00-12:45</td>
<td></td>
</tr>
<tr>
<td>T5</td>
<td>17:15-19:00</td>
<td>13:15-15:00</td>
<td></td>
</tr>
<tr>
<td>T6</td>
<td>09:00-10:45</td>
<td>15:15-17:00</td>
<td></td>
</tr>
<tr>
<td>T7</td>
<td>11:00-12:45</td>
<td>17:15-19:00</td>
<td></td>
</tr>
<tr>
<td>T8</td>
<td>13:15-15:00</td>
<td>17:15-19:00</td>
<td></td>
</tr>
<tr>
<td>T9</td>
<td>15:15-17:00</td>
<td>13:15-15:00</td>
<td></td>
</tr>
<tr>
<td>T10</td>
<td>17:15-19:00</td>
<td>15:15-17:00</td>
<td></td>
</tr>
<tr>
<td>T11a</td>
<td>Monday 13:15-15.00</td>
<td>Thursday 09.00-12:45; weeks 2,4,6</td>
<td></td>
</tr>
<tr>
<td>T11b</td>
<td>Monday 15:15-17:00</td>
<td>Thursday 09.00-12:45; weeks 3,5,7</td>
<td></td>
</tr>
<tr>
<td>T12a</td>
<td>Monday 17:15-19:00</td>
<td>Thursday 13.15-17:00; weeks 2, 4, 6</td>
<td></td>
</tr>
<tr>
<td>T12b</td>
<td>Tuesday 09:00-10:45</td>
<td>Thursday 13:15-17:00; weeks 3, 5, 7</td>
<td></td>
</tr>
</tbody>
</table>

Students receive their timetable from the Registrar by e-mail at the beginning of the block. Please note that there are no regularly scheduled classes on Wednesday afternoons, as this time is dedicated to other educational activities, such as visiting speaker events, workshops, and excursions. It is recommended that you keep this time free and do not commit to work or other obligations.

**Important Dates 2020-2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 21 August</td>
<td>LUC The Hague Moving week &amp; Introduction Days – please note that these activities are mandatory for first-year students</td>
</tr>
<tr>
<td>17 – 21 August</td>
<td>HOP week (The Hague)</td>
</tr>
<tr>
<td>24 August</td>
<td>Start LUC Academic Year</td>
</tr>
<tr>
<td>31 August</td>
<td>Opening Academic Year Leiden University</td>
</tr>
<tr>
<td>29 September</td>
<td>Dies Natalis LUC The Hague</td>
</tr>
<tr>
<td>3 October</td>
<td>Relief of Leiden</td>
</tr>
<tr>
<td>26 November</td>
<td>Cleveringa Lecture</td>
</tr>
<tr>
<td>tba</td>
<td>LUC Pantomime (date tba)</td>
</tr>
<tr>
<td>25 December – 1 January</td>
<td>Christmas Break – College building closed</td>
</tr>
<tr>
<td>25 January</td>
<td>New Year’s Toast</td>
</tr>
<tr>
<td>8 February</td>
<td>Dies Natalis Leiden University</td>
</tr>
<tr>
<td>2 April</td>
<td>Good Friday – College building closed</td>
</tr>
<tr>
<td>5 April</td>
<td>Easter Monday – College building closed</td>
</tr>
<tr>
<td>27 April</td>
<td>King’s Day – College building closed</td>
</tr>
</tbody>
</table>
### Important Deadlines 2020-2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 May</td>
<td>Liberation Day – College building closed</td>
</tr>
<tr>
<td>13-14 May</td>
<td>Ascension days – College building closed</td>
</tr>
<tr>
<td>24 May</td>
<td>Whit Monday – College building closed</td>
</tr>
<tr>
<td>tba</td>
<td>LUC Dies Fatalis (date tba)</td>
</tr>
<tr>
<td>9 July</td>
<td>Summer Graduation</td>
</tr>
</tbody>
</table>

Please check [LUC’s website](https://luc.leidenuniv.nl) regularly for updates.

24 August    | Start Block 1

26 August    | Deadline course withdrawal/change in Block 1

18 September | Deadline proposal Capstone for Winter Graduation

9 October    | Submission Capstone Supervisor Forms for Summer Graduation

16 October   | End of Block 1 – grades due 1 November

18 October   | Deadline final study plan – December graduants

26 October   | Start Block 2

28 October   | Deadline course withdrawal/change in Block 2

7 November   | Deadline semester abroad application AY 2021/2022 – LUC partners

1 December   | Deadline semester abroad application AY 2021/2022 – university wide partners

18 December  | Deadline Capstone for Winter Graduation

18 December  | End of Block 2 – grades due 14 January

21 December  | Winter Break

9 December – 1 January | Course registration Semester 2 (exact deadline tba)

31 December  | Deadline credit transfer application first-year students

31 January   | Leiden University Non-binding Study Advice issued

1 February   | Start Block 3

3 February   | Deadline course withdrawal/change in Block 3

5 February   | Deadline proposal Capstone for Summer Graduation

6 February   | Deadline Clearing round study abroad application AY2021/2022 – LUC Partners

26 March     | End of Block 3 – grades due 13 April

6 April      | Start Block 4

8 April      | Deadline course withdrawal/change in Block 4

9 April      | Deadline Final Study Plan – July graduants

19-23 April  | MC’s Major declaration office hours for first-year students
3.2 Academic Programme

Overview

The overview below is an example of how a student could structure their curriculum at LUC. Due to the flexible curriculum, no single student curriculum will look the same. Only the highlighted courses in the overview below are compulsory and need to be taken at these specific times. Academic Writing and Statistics are offered also in semester II for students who failed the course in semester I.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>Block 2</td>
<td>Block 3</td>
</tr>
<tr>
<td>Global Challenges: Diversity (5 EC)</td>
<td>Global Challenges: Sustainability (5 EC)</td>
<td>Global Challenges: Peace &amp; Justice (5 EC)</td>
</tr>
<tr>
<td>Academic Writing (5 EC)</td>
<td>Elective (5 EC)</td>
<td>Mathematics (5 EC)</td>
</tr>
<tr>
<td>History of Philosophy (5 EC)</td>
<td>Elective (5 EC)*</td>
<td>Elective (5 EC)</td>
</tr>
<tr>
<td>Intro to Statistics (5 EC)</td>
<td>Elective (5 EC)*</td>
<td>Elective (5 EC)</td>
</tr>
</tbody>
</table>

| Major, including all required 100-level Core courses and all required 200-level Methodology courses (8 courses = 40 EC) |
| Global Citizenship (10 EC) |
| Minor/Free Electives (10 EC) |

| Major: 200/300-level courses (4 courses = 20 EC) |
| Minor/Free Electives (20 EC)/1st Semester only: Study Abroad (30 EC) |
| Major: 200/300-level courses (2 courses = 10 EC) |
| Capstone (10 EC) |

*Highlighted courses are compulsory courses (first year only)*

* One of the first year electives is assumed to go into the major. The Major is 85 EC.

Overall Requirements

Students must meet the following requirements to be able to graduate:

- have obtained 180 EC in total;
have obtained 60 EC from the first-year curriculum;
• have obtained 85 EC in a Major (for students who started before Academic Year 2018-2019 this is 80 EC);
• have obtained 10 EC in the Global Citizenship component;
• have obtained 30 EC in a Minor, during a study abroad semester, by taking a set of elective courses, or a combination of two or more of these options.

First Year (60 EC)

The first-year programme comprises eight compulsory courses (40 EC in total) that fall under the broad categories of Global Challenges, General Education, and Academic Skills:

• LUC’s Global Challenges courses (20 EC) provide an overview of major global challenges during each block of the first year. The four courses are thematically focused on Peace & Justice, Sustainability, Prosperity, and Diversity, and also provide an introduction to multidisciplinary study.
• General Education course (5 EC): History of Philosophy.
• Academic Skills courses (15 EC) are Academic Writing, Statistics, and Mathematics (Mathematical Reasoning or Mathematical Modelling).

Note that first-year students who do not or only just meet the LUC math entrance standards will be required to take a diagnostic test at the start of the first block. These students will be invited by the Admissions Office. Based on the diagnostic test, students will either be required to follow the full three weeks of the remedial math course, the last two weeks of the remedial math course, or will be exempted from remedial math. The remedial math course will take place in the winter break in January and is compulsory for those students whose results in the diagnostic exam were not sufficient. In 2021 the remedial math course will very likely happen online.

The first-year programme also allows students to enroll in four 5 EC introductory Major courses in blocks 2, 3, and 4 each (20 EC in total). These courses represent an ideal opportunity for students to explore the Majors in more depth and other facets of LUC’s academic programme not represented in the compulsory part. It is recommended that at least one of these courses will be part of the chosen major. The 20 EC’s earned can be used towards the major requirements, but will then have to be replaced by other electives in the upper years of the programme.

Majors (85 EC)

For students who have enrolled in the programme for the first time on or after 1 September 2014, the following Majors are offered in the second and third year:

• Earth, Energy, and Sustainability (BSc); Learning Outcomes per Major (Appendix 1 of the Course and Exam Regulations).
• Global Public Health (BSc); Learning Outcomes per Major (Appendix 1 of the Course and Exam Regulations).
• Governance, Economics, and Development (BSc); Learning Outcomes per Major (Appendix 1 of the Course and Exam Regulations).
• Human Diversity (BA); Learning Outcomes per Major (Appendix 1 of the Course and Exam Regulations).
• International Justice (BA); Learning Outcomes per Major (Appendix 1 of the Course and Exam Regulations).
• World Politics (BA); Learning Outcomes per Major (Appendix 1 of the Course and Exam Regulations).

Each Major includes at least three tracks consisting of a coherent series of courses at a 100-level, 200-level and 300-level. The number of tracks varies according to the focus and breadth of the Major.

The basic framework for all Majors consists of the following components, which all students have to take:

• at least three 5 EC 100-level courses, one in each core track, as specified per Major;
• two or three 5 EC methodology courses at 200-level, as specified per Major;
• at least 20 EC at 300-level in at least two tracks, as specified per Major;
• a 10 EC 400-level Capstone thesis;
• an additional 20 or 25 EC in at least two tracks, as specified per Major.
• Students who start in or after Academic Year 2018-2019 have to take the Research Design course (5 EC) as specified in their major.

The major specific requirements can be found on the major overview in the e-prospectus.

Global Citizenship (10 EC)

There are currently four ways in which students can complete this requirement:

• Complete a service learning course such as The Community Project or the College Project
• Complete a Field Course such as Postcolonial World or Searching for Sustainable Livelihoods
• Complete a Small Private Online Course such as Development Project Management class with the University of Maryland
• Complete a language course. The language option will be gradually phased out of the component, making room for additional service learning courses, field courses or SPOCs

Minors and Electives (30 EC)

Minors are an important means by which students can add breadth and specialization to their academic programme. All Minors at LUC consist of a coherent 30 EC package of courses, including at least 10 EC at 300level. Students may complete a Minor in one of the following four ways:

• LUC Minors – The College offers six pre-structured Minors: Social and Business Entrepreneurship; Psychology; Gender Studies; Journalism; and Philosophy;
• Minor in a Major – Students select a combination of 30 EC courses (including at least 10 EC at 300-level) within one of LUC’s six Majors;
• A Minor included in the official list of Leiden University Minors or at another Dutch University. These are external credits for which prior permission of the Board of Examiners is needed.
• A Minor from another university abroad. Students who want to include a Minor from another university, need to ask permission from the Exchange Office (studyabroad@luc.leidenuniv.nl). All requests must be submitted no later than 21 June if one or more courses start in the following September or 21 October if one or more courses start in the following January/February.

Please note that only official pre-set Minors are recognized as such. In other words: they must be listed above or on e.g. the Leiden University website for minors. This means that even if you take a selection of 6 (e.g.) History courses from the same Department and in the same subfields, this set of History courses will not be recognized as an official Minor on your Diploma Supplement if it is not officially offered as such. This also applies if you fail to successfully complete all the requirements for a minor, e.g. you did not successfully complete a mandatory course of the minor and took another course in lieu of this course.

Instead of completing a Minor, students can also choose a set of elective courses (30 EC) in their second and third year, with a maximum of 15 EC at 100-level. These courses may also be taken during an optional Semester Abroad. Electives from outside of LUC must always be approved by the Board of Examiners prior to starting the course. Please use the appropriate form from the BoE app

More information on each component of the curriculum can be found in the LUC e-prospectus.

Community Building Challenge

In 2020-2021 LUC will pilot a new personal skills development programme for first year students called the Community Building Challenge. In this programme students are offered the tools to increase their skills in (intercultural) communication, online and in person, personal responsibility, agency and reflection. The workshops are offered online and all students are expected to take part.
Postponing Graduation

Leiden University College stimulates academic excellence and expects its students to graduate within the allocated time of 3 years of full-time study. The College also recognizes that, in special circumstances, it may be impossible or undesirable for students to graduate on time and with their cohort. For students who meet the graduation criteria (at the end of semester 6), but wish to postpone their graduation, it is important to follow the official procedure (Course and Examination Regulations [OER] art. 4.10 and Leiden University Rules and Regulations):

1. As soon as the student is notified by the Study Advisors that the graduation criteria are met, the student must submit the request for the postponement of graduation to the Board of Examiners within 5 working days (OER art. 4.10.5).
2. The request must include the reasons for postponement (accompanied by documents that can serve as evidence for the specified reason), an indication of the date upon which the degree certificate can be issued and a justified extended study plan, signed by the Study Advisors (OER art. 4.10.6).
3. The Board of Examiners may approve the request to postpone the graduation event as long as the enrolment period for the programme of four years has not been exceeded (OER art. 4.10.4).
4. The Board of Examiners aims to reach a decision within 15 working days from the moment the request, including all necessary supporting documents, has been received and will inform the student accordingly. The Board of Examiners will also inform the Course Administration, the Study Advisors and the Educational Director about the decision.

If you are planning to do an internship after graduation and having a university registration is a requirement set by the internship provider, you should (re)register for a program in Studielink and pay the tuition fees applicable. LUC does not offer tuition fee waivers for this purpose. Check the website for more info.

Double Bachelor Degree Studies BA/LL.B.

The goal of the Double Degree Studies is that students can graduate with a BA degree majoring in International Justice at LUC and a LL.B. degree at Leiden Law School (LLS) within four to five years. The BA degree from LUC is considered the primary degree and is obtained first after three years. Thereafter, students also acquire the LL.B. degree from LLS. The LL.B. degree gives access to the next steps in the process of obtaining civil effect (being an appropriate LL.M. degree and the bar training). Through exemptions in both programmes, students can complete both programmes in a shorter time than taking them separately.

This programme is only for students who have already been accepted by LUC and who speak Dutch fluently. During their first year at LUC, interested students can take the courses Inleiding Recht and/or Inleiding Strafrecht in addition to their LUC classes to test their suitability. If they pass the course(s) at LLS and pass all courses at LUC, they can apply formally as part-time students to the LLB programme in mid-May. The admission at LLS is through a weighted admission lottery, based on VWO grades and a place cannot be guaranteed. If you do not have a Dutch VWO diploma, you will have to prove your Dutch proficiency before enrolling in the LLB.

Double Degree Studies is very challenging. Therefore, only the best LUC students from the International Justice Major can participate. Students considering this option, should keep in mind that the LLB programme is different from the LUC programme. It is large scale, including evening classes, and you will be expected to plan your own work very well. All courses at LLS are in Dutch; it is for Dutch speaking students only.

Students will only have to pay LUC fees. Once graduated from LUC and continuing with the LLB, fees will have to be paid for LLS.

Note that for each programme (at LUC and LLS) the respective Course and Examination Regulations apply, including the Binding Study Advice requirements (45 EC per year at LUC, 30 EC per year at LLS as part-time student).

For more information, please contact LUC’s double degree studies coordinator, Dr. Darinka Piqani – d.piqani@law.leidenuniv.nl

Programme for students who started before 1 September 2014.

For students who have enrolled in the programme for the first time before 1 September 2014 (Classes of 2013-2016), the academic programme consists of the following components:
• General Education (25 EC);
• Academic Skills and Literacy (20 EC);
• Global Citizenship (25 EC) – Students can choose between foreign language and global culture courses, or a combination thereof;
• Major (80 EC) – Human Interaction; Global Justice; World Politics; Political Arts; Sustainability; Global Public Health; International Development; Policy Science;
• Minor (30 EC) – See above (current programme).

More information on each component of the curriculum for the Classes of 2013-2016 can be found in the LUC e-prospectus.

External Education

All education outside of LUC is considered ‘External Education’. Subject to the prior approval of the Board of Examiners (for courses at the other Departments of Leiden University and any other Dutch or foreign university, including summer/winter programmes), students may include courses completed at another faculty of Leiden University, or another university, in their study programme at LUC. This includes courses completed before enrolling as a student at LUC (Credit Transfer) or completed during their studies (External Courses).

This includes courses taken as part of the LUC semester abroad or the LUC internship programme.

The maximum contribution of such external education to a student’s study programme is 30 EC, except in cases where the Board of Examiners decides otherwise (Article 3.2.1 of the Course and Examination Regulations [OER]; see Appendix 1). External courses normally are assigned to the (post-first-year) elective space or registered as an exemption for a specific course.

External Courses

After their first year at LUC, students may request to complete a course at other departments of Leiden University or another institution of higher education with the aim of including the credits in their study programme at LUC, of which a maximum of 15 ECTS at 100-level. External courses will normally be registered as electives, and students can include a maximum of 30 ECTS of external credits in their study programme.

External credits include external courses, exemptions and credit transfers. Exceptions are language courses taught at Leiden University that count as part of the Global Citizenship component and internship credits.

There are 3 types of external courses:

(a) courses taken at other faculties and Departments of Leiden University;
(b) courses taken at other Dutch universities and the Royal Conservatoire in The Hague, or the Royal Academy of Arts (KABK), also in The Hague;
(c) courses completed at Summer Schools in the Netherlands or abroad

To request permission to enroll in an external course students must submit the required form to either the Board of Examiners (options a, b) or to the Exchange Office (option c). In each case, students need to submit their request with all the supporting documents before the start of the course. Deadlines for each procedure can be found on the website of the Board of Examiners (see below). Applications during or after completion of the external course will not be considered.

Information on course offerings at Leiden University can be found in the e-prospectus at Leiden University. The courses offered by the Honours College at Leiden University are particularly interesting to explore. Other universities have similar catalogues on their websites. Note that host programmes often have their own admissions procedures and it may not always be possible to enroll. Students who want to pursue a course at a different university may be asked to provide proof of registration at Leiden University.

For more information, including the option to download the Request Forms, please visit BoE app on the Current Students website.

Credit Transfer

Students may request to include a course in their study programme, which was completed before enrolling as a student at LUC and which is not part of a university degree completed elsewhere. They may also request an exemption for a specific course or component of the (compulsory) LUC curriculum. In that case students must show that the course in question is equivalent to the course or component in question.
Students enrolled at LUC for the first time before 1 September 2014 may apply for a credit transfer at any time. All other students must apply for a credit transfer before the end of their first semester of enrolment at LUC (last day of week 8 of block 2). Requests that are submitted after this deadline will not be accepted.

Transferred credits appear on the student’s transcript with the original course title and university, (a conversion of) the original course load, and (a conversion of) the original result. Exemptions appear on the student’s transcript with the title of the course or component of the LUC curriculum, the LUC course load, and without a specific grade (the code ‘VR’ [vrijstelling] is used).

Also for courses completed within the Double Degree Programme, formal approval for the exemptions is obligatory. These exemption requests must be submitted to the Board of Examiners at the end of each academic year.

To request a credit transfer students must submit the required form, including proof of completion of the course and the original syllabus, to the Board of Examiners. For more information, including the option to download the Credit Transfer form, please check the BoE app on the Current Student website.

Semester Abroad

If you wish to study abroad in the first semester of your third year, check the eligibility criteria (including the cumulative GPA requirement), application guidelines, submission deadlines, and a list of partner universities on the LUC website for the semester abroad programme, and discuss possibilities with your academic advisor in good time. Students are invited to attend several information sessions, workshops and office hours. Furthermore, students who intend to spend a semester abroad, should join the Facebook Group corresponding to their Class (e.g. “LUC Exchange Class of 2021”). This Facebook Group contains important information about all aspects of an exchange semester, e.g. announcements of new exchange partners, available scholarships, application deadlines, etc.

In general, a minimum GPA of 3.0 and all first-year courses completed is needed to be eligible for a semester abroad. Some partner universities may have higher requirements.

Questions can be directed to the LUC Exchange Officer, via e-mail at international@fgga.leidenuniv.nl.

Internship

There are two options available to students who wish to do an internship whilst at LUC. Firstly, students can participate in internship programmes outside their studies. These types of internships are often greatly beneficial and interesting, but fall outside the scope of LUC’s curriculum and are not registered on the student’s transcript.

Secondly, students can apply to make their internship count towards their degree. In this scenario, an internship may be eligible for an accreditation of 5 EC that count as an elective course towards the required 180 EC of an LUC degree as a 200-level course. Such an internship will be evaluated with a Pass or Fail mark, which will not count towards the student’s GPA. Only a maximum of one internship can be counted towards your LUC degree. An internship for credit is considered to be an internal course and can therefore be used as an LUC specific elective.

Students must inform and submit all the supporting application documents to the Internship Coordinator via internships@luc.leidenuniv.nl before starting with their internship. Applications submitted during or after completion of the internship will not be considered. For more information on LUC’s internship programme, Rules and Regulations, and the Internship Handbook, please visit the student website. The FGGA Career Service posts internships on their facebook page.

3.3 Academic Facilities and Services

Please note that access to these facilities will be limited during the corona pandemic. Some activities and facilities will be offered online, while the use of on campus facilities may be constricted to specific times or numbers of people.

Books and Literature

The prescribed literature for each course can be found in each course outline, with additional texts in the course syllabus, and should be obtained in advance of the start of each academic term. All courses have
compulsory reading and recommended additional literature, specified in detail in each course syllabus, available on the course BrightSpace page. All students are required to have the assigned course texts prior to the first day of class. In many instances there will be reading assignments for the first week of class. Course literature should be available in the Leiden University Libraries system and often also at the Royal Library or other libraries in The Hague.

Libraries

There are many different library facilities available to LUC students, including:

- The Leiden University Libraries, which most students access through the online catalogue: [https://www.library.universiteitleiden.nl/](https://www.library.universiteitleiden.nl/). Books ordered through the online catalogue can be collected at Wijnhaven the next day, where there is a Library Learning Centre run by Campus The Hague. The main University Library building is located in Leiden (Witte Singel 27).

- The website of the Leiden University Libraries contains a [link](https://www.library.universiteitleiden.nl/) to PiCarta, the portal to the NCC (Dutch Central Catalogue) and to other databases. The NCC database is connected to the Interlibrary Loan System (IBL), which makes it possible to send requests for books or photocopies of articles from other Dutch libraries with a LU card.

- The [Royal Library](https://www.kb.nl/) of The Netherlands (Koninklijke Bibliotheek), which is situated right next to the Anna van Buerenplein building. Please consult the website for details on how to register.

- The Peace Palace Library, which houses the world’s most renowned library collection of public international law materials. Valid ID is required in order to visit the library.

- The [Public Library](https://www.leiden.nl/) of The Hague.

- Moreover, the online catalogue WorldCat provides information about availability of literature in the closest libraries depending on the student’s location.

LUC Brill-Nijhoff Writing Studio

The Brill-Nijhoff Writing Centre, located on the third floor (room 3.18), facilitates academic writing and publishing at LUC. It offers students free tutoring through its Writing Studio, where you will find Writing Assistants ready to help you with any aspect of your academic writing projects, from brainstorming and identifying a topic to organizing your ideas, structuring and strengthening your argument and revising your work. Please note that the Writing Studio is for everyone, also for students who are already getting good grades.

The BNWC also organizes other events for LUC students, ranging from seminars on research tools like Mendeley to lectures on academic publishing for undergraduate research to workshops on planning and writing your Capstone. All of these events are free but do make sure to register early as they are popular and places are usually limited.

You will find links to the Writing Studio’s online sign-up sheet on the [LUC Writing Studio’s Facebook page](https://www.facebook.com/LUCWritingStudio/). If you ‘like’ this page, you will also receive automatic updates about the Writing Studio and BNWC events. In the Fall, and possibly Spring, of academic year 2020-2021 the BNWS will have its office hours and events online.

LUC Digital Lab

The Digital Lab is based on the first floor (opposite the Fortuna office and next to Coasters). The Digital Lab provides support with coursework involving software and data handling, such as statistics and math, GIS, QRM. Support is offered in the form of student assistants providing practical support during office hours. The Digital Lab is accessible to all students who need to make use of the software provided.

Please use other spaces if you want to do other work or have a chat. Please make sure to keep the studio tidy and refrain from eating and drinking inside.

LUC Science Lab

There is a basic Science Lab on the third floor of the building. The lab provides students with facilities for hands on training and experience with fundamental scientific procedures in the health and natural sciences and is particularly interesting for students taking courses in the fields of sustainability and global public health. The
lab can only be used as part of the curriculum for certain courses. Students are not allowed to work in the lab on individual projects.

Quiet study spaces

At LUC there are study spaces available on the second floor. Please be quiet in this area. Classrooms can be booked for study purposes at the Information Desk, for time slots when the classrooms are not used otherwise. Please note that others may join you to study in a classroom.

More study spaces are available at the Wijnhaven and Schouwburgstraat university buildings. Here, there are study places throughout the building. You can use the app to book a place at the Wijnhaven.
Hier more info about timeslots for study places.
There are also study spaces at the Beehive, Leiden University’s student centre.

3.4 Academic Guidance

Academic Guidance

The autonomy afforded students by LUC’s Liberal Arts & Sciences academic environment is stimulating, intensive, and demanding. Students, therefore, are offered advice to ensure their intellectual and academic development is well conceived, organized, and ultimately successful. To this end, LUC has set up a Student Support System which consists of academic and social support (see 4.2 Welfare Provision).

The academic part of the Student Support System consists of the Study Advisors and the Academic Advisors. Both form an important link with students, administration, instructors and procedures. They play a key role in the College, making sure LUC is not an anonymous organization. Rather, LUC aims to be an organization which forges a highly individualized study environment. Students require different levels of study advice over the course of their academic programme, because of being at a different stage of intellectual development; encountering academic obstacles; changing their academic goals; and because of personal circumstances which may affect their academic programme. For information on individual and social guidance, please see 4.2 Welfare Provision.

Study Advisors

The Study Advisors are responsible for advising students on the practical aspects of their academic choices: study load, graduation requirements, Study Plan, what to do in case of extenuating circumstances, advice on rules and regulations. In addition the Study Advisors monitor all students to ensure their study progress. Delayed students will be invited regularly to discuss the progress (and hindrances) of their studies. If needed the Study Advisors can refer the student to the Student Life Counselors or other professionals within Leiden University. Students can contact the Study Advisors if they have questions regarding a possible Reduced Course Load, Leave of Absence, the Leiden Study System and studying with a disability. Conversations with the Study Advisors are confidential. During the pandemic all appointments are online. You can book your appointment via the link below. To give as many students as possible the option to talk to the Study Advisors, you are asked to book only one slot and cancel in time if you cannot make it. Not showing up may result in limitations for making appointments online.

Students are encouraged to contact the Study Advisors when they are in need of advice or have questions.

Email: studyadvisor@luc.leidenuniv.nl
Facebook: facebook.com/studyadvisorLUC
Appointments: https://luc-the-hague-study-advisor.youcanbook.me

Study Plan

In order to plan and monitor progress during their three-year stay at LUC, students are required to regularly update their Study Plan. In this Study Plan students write down their individual LUC trajectory with a complete overview of the courses they have taken and are planning to take. Both the Study Advisors and the Academic Advisors refer to this Study Plan when discussing a student’s progress and options (such as possible exchange
programmes, internships, future study plans). The Study Advisors will present and explain the Study Plan during your first semester.

**Extended Study Plan**

If a student expects a delay meeting the graduation criteria, he or she must immediately contact the Study Advisors to discuss a new course of action. In case of course withdrawals, exemptions or extenuating circumstances, the Study Plan needs to be amended in order to indicate how a student is planning to compensate for any delay.

**Final Study Plan**

Students are required to submit a final version of the Study Plan at the end of the block preceding their intended graduation, the end of block 1, 18 October 2020, for winter graduates, and at the end of block 3, 13 March 2021, for summer graduates. Extracurricular courses, i.e. courses which exceed the 180 EC or cannot count for credit, need to be listed as such on the Study Plan. Once approved, the final Study Plan cannot be changed.

**Academic Advisors**

In 2020-2021 a new academic advisor system is introduced to help incoming students settle into LUC. There are ten First Year Academic Advisors who each advise a group of 20 first year students. The First Year Academic Advisors are supported by a student mentor.

Together the Academic Advisor and Student Mentor will assist the new cohort in making the transfer to a demanding academic environment, they can help with decisions concerning for example the choice of major and minor, or courses. There are weekly meetings in at least the first semester. Students are also encouraged to contact their Academic Advisor early on if they have worries, doubts or concerns about their studies. Dr. Sarah Hinman coordinates the activities of the First Year Academic Advisors and the mentors.

At the end of the first year students declare their major. Each major convener organizes a Nuts & Bolts meeting at the end of block 4. In these meetings the structure, courses and options of the major are explained. Major conveners are fully informed about the major in which they teach. They can explain differences between specific courses, advise on tracks, methodology courses, external courses, study abroad, internship or capstone ideas and postgraduate study. All Major Conveners have office hours which students are encouraged to attend.

**Responsibilities of the Student**

In order for the Student Support System to optimally function it is essential that each student takes his or her own responsibility. First-year students meet as a group with their Academic Advisor two times per block. Students should attend at least these meetings but are encouraged to meet by appointment or go to office hours if they need support at another time or if urgent matters or concerns arise. Students in years two and three are encouraged to take their questions to the major convener or any other academic in the major they feel comfortable talking to about your plans and progress on time.

While LUC’s Student Support System represents a vital academic resource for students, students are ultimately responsible for their own development and progress. It is therefore expected that students come prepared to meetings and are familiar with the relevant information contained within the key documents, including the codes of conduct, in particular:

- This Student Handbook and the [Student website](#)
- [LUC’s e-prospectus](#)
- The Course and Examination Regulations - OER (Appendix 1)
- The Rules and Regulations of the Board of Examiners (Appendix 2) □ [Student Charter](#)
- Codes of conduct on [behavior](#) and Code of Conduct [Remote Education](#)

Students should come with a clear objective of what they want to get out of the meeting and have looked at the resources listed above.

The following table lists some, but not all, of the common circumstances in which students should contact either the Study Advisors or Academic Advisor.
### Study Advisors

- Practical issues related to the programme: Reduced Course Load, Leave Of Absence, Course Allocation, Minor, Major, Rules & Regulations
- Registration of extenuating circumstances due to a disability or personal circumstances
- Extenuating circumstances in relation to the attendance policy
- Concerns regarding a course, lecturer or fellow student

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- Academic issues related to the content, topic or subject of internships, Capstone, semester abroad, or external education
- Major and minor selection
- Course selection
- Post graduate study

To fully benefit from the Student Support System, students are expected to respond promptly to correspondence from both Academic Advisors and the Study Advisors, honour appointments, and to keep them up-to-date about their academic record, as well as personal issues that may influence their academics.

For more information on LUC’s Student Support System, please visit the website.

Other points of advice and complaints procedures.

For students who would like advice on dealing with interpersonal issues or other complaints, a number of options is available. Trying to talk about the situation with the other person(s) involved should always be the first step, but if that is not possible or does not lead to an acceptable outcome, the other options are described below.

### 3.5 Classes

#### Education during the COVID-19 pandemic

The regular teaching practices and regulations have been affected by the COVID-19 pandemic, including information below. The most recent information is available here and should be read before proceeding with this chapter, especially the information on attendance is important. Please consult this website regularly.

**First Day of Class**

Before the first day of class, all registered students get a ULCN account, which permits access to Brightspace (the new online learning portal replacing Blackboard) and Umail (the e-mail network). Umail is used for all official communication and Brightspace is essential for information on courses in which you are enrolled.

The full process of getting a ULCN account is detailed on the Leiden University student website.

**Attendance Policy**

Students are required to attend all class meetings of their courses at LUC. In addition, students should be punctual, prepared, ready to engage, and equipped with learning materials and readings.

As classes are interactive it is not possible to replicate the learning that occurs in class with assignments or additional readings. However, it may happen that due to circumstances, students need to miss a class. To
accommodate illness or other unforeseen events, students are allowed to miss up to 15% of the total number of sessions for a single course. If students miss more than 15% of the total number of sessions for a single course without extenuating circumstances, they will fail the course.

**Extenuating circumstances are recognized and properly documented unforeseen circumstances that are serious and beyond the control of students, and which demonstrably impact on their academic performance.** Absences are dealt with by study advisors and instructors of the concerned courses. If students have extenuating circumstances, they should inform their instructor(s) and study advisors. In case of more than 15% absences, students should submit supporting documentation for all absences, so it can be assessed. Although students are encouraged to keep their instructors informed, in sensitive personal cases the supporting documentation may only be assessed by the study advisors, who will then inform the instructor(s). The study advisors advise the instructor(s) whether the extenuating circumstances justify the absences; the individual course instructor decides to what extent the absences affect students’ course work and assessment, if a replacement assignment is feasible, or whether it is no longer possible to pass a course. The Board of Examiners’ involvement may be necessary in unclear or controversial cases, or when the quality of assessment could be at risk.

**If students need to miss a class, they should ensure to document this, so it can be assessed in case of more than 15% absences!**

<table>
<thead>
<tr>
<th>Course Format</th>
<th>Class Meetings*</th>
<th>15% Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 EC Regular 1-block course (7 weeks of classes)</td>
<td>2/wk (14 classes)</td>
<td>2 classes</td>
</tr>
<tr>
<td>5 EC semester courses (14 weeks of classes)</td>
<td>1/wk (14 classes)</td>
<td>2 classes</td>
</tr>
<tr>
<td>10 EC semester language course (14 weeks of classes)</td>
<td>3/wk (42 classes)</td>
<td>6 classes</td>
</tr>
</tbody>
</table>

* Does not include Reading Week (last week of the scheduled course)

- A student who misses 50% or more of a course (e.g., classes, lectures, seminars, field trip, etc.), regardless of having extenuating circumstances, does not meet the attendance requirement and will fail the course.
- If a student is over ten minutes late, or if a student leaves a class early without permission of the instructor, s/he will be counted as absent for that class meeting.
- If a student is over ten minutes late, s/he may not be allowed to enter the class, at the discretion of the instructor.
- Students must notify their instructor and the study advisors when they become aware that they will miss a class meeting.
- Students are responsible for completing assignments for missed classes (if necessary). It is up to the discretion of the instructor whether or not the student will be permitted to complete replacement assignments/exams or receive extensions. Requests for extensions or replacement assignments/exams that go beyond one week after the block has ended must be submitted to the Board of Examiners and will only be approved in case of clear extenuating circumstances. See the BoE app on the Student website for the appropriate request form.
- When possible, students should plan medical visits in a way that does not interrupt their LUC class schedule. Students who miss class for medical reasons should request a note from their healthcare professional to document the medical visit. See the BoE app on the Student website for a doctor’s note template.
- Students must always submit the final assignment or sit the final exam of a course with reasonable effort. The final assignment or exam usually assesses if all learning aims have been achieved.
- If students disagree with the decision taken by the instructor and the decision affects their grade for an assessment or the entire course, they could submit a complaint to the Board of Examiners or lodge an appeal to the Examination Appeals Board in Leiden. Students are always allowed to continue with the course, until the final outcome of the appeal is known.
All LUC instructors record attendance in their courses on the attendance sheet, which is submitted along with the final grades to the LUC Registrar at the end of the course. If there are extenuating circumstances that justify a missed class, this should be noted in the comments field on the grade sheet.

**How to Address LUC Instructors and Staff**

There are differences in the way students address their instructors all over the world. Although LUC is a close community, academic and support staff should not be addressed by their first names unless they specify. Usually the instructor will indicate in the first class how s/he prefers to be addressed, with or without the appropriate title, which could be Dr. or Prof., or simply Mr. or Mrs. In the event that teachers do not indicate this, you should formally address them with Dr., Prof., or Mr./Mrs., as appropriate to their titles (usually indicated on the course syllabus).

If you are sending an e-mail message to a staff member whom you do not know, address them with their title and surname: e.g., “Dear Prof. Mesman”, “Dear Dr. Hinman-Doe”, and “Dear Ms. Schrijn”. Also remember to use the subject line to specify the topic of your e-mail message. Please bear in mind that all official correspondence should be sent from your Umail account.

In a broader framework, students and teachers should respect Leiden University’s Code of Conduct on standards of behaviour and the Code of Conduct on Remote Teaching and Online Class Participation.

**Preparing for Classes**

For each class your instructor will have assigned texts to read or assignments to complete before class. It is your responsibility to check the course syllabus and make sure that the preparation is done in time. This is not only because you will get more out of the class yourself, but also because your classmates will learn from your interaction with them and the instructor. LUC offers an intensive learning experience with many discussions, debates, presentations, and simulations in class all built upon the texts and exercises prepared by each participant before class; the breadth, depth, level, and sophistication of the classroom learning experience is a collective endeavour and responsibility, and you should expect to contribute actively. When reading an assigned text, make sure you also think about it critically. Take notes, keep records of your questions and comments, and be prepared to share them in class.

The intensive nature of LUC courses makes it crucial that students are well prepared, including the first day of class. It is important that you review the course outlines prior to the courses for which you are enrolled, as many courses will have readings assigned for the first day of class. Additionally, it is essential that you have already obtained (purchased) the assigned texts for your class, so that you do not get behind in readings. Check the Brightspace page of your courses for information posted by the instructor prior to the first class. Familiarise yourself with the syllabus.

**Class Participation**

LUC’s learning environment encourages and trains students to take responsibility for their own learning process. This is not only achieved through pre-class preparation, but also by conduct in class. Participating in discussion is key, but so is the skill of listening to your classmates and acknowledging different points of view. Speaking a lot does not compensate for speaking before thinking, and mutual respect and understanding bolster an open and supportive classroom for all. If you feel uncomfortable participating, please contact the Student Life Counselors. Also in remote teaching, participation can still be assessed and graded.

**Group Work**

In many courses students are assigned to work in groups. Group work has many advantages but can also cause difficulties. Keep these guidelines in mind when working in a group:

- When working together on a project it may be wise to agree on some ground rules at the beginning, such as roles, responsibilities and methods of communication. Each group member may have different assumptions about common practice, and so it is important to discuss your expectations explicitly from the start.

- Make sure all members of the group can contribute to the learning process: the whole idea of group work is that three or four heads should accomplish more than one, and discussing materials, analysing questions and coming to solutions should help everyone’s learning process. Supporting each other and assisting fellow students is a good way for you to learn and reinforce your own understanding.
• If you feel that one of the members in your group is not pulling his or her weight, address it early on. Perhaps your classmate feels overwhelmed or has difficulties understanding or communicating. Likewise, if you feel left out, address this as soon as possible. Try to find a solution together. If things really get out of hand, ask your instructor for assistance.

3.6 Courses and Assessment

Course Registration

Students plan their individual academic trajectory with the help of their Academic Advisor and the Study Advisors. Students keep track of their planning in a document called the Study Plan. The Study Plan is discussed in meetings with the Academic Advisor and will be regularly checked by the Study Advisors. Each Academic Advisor will challenge students to reflect upon their choices, stimulate them to try new things and help them to ensure that students are composing a trajectory that will meet their interests and ambitions. The Study Advisors will check the Study Plan in order to monitor the study progress of the student and to ensure that the student is able to meet the graduation requirements.

Following discussions with their Academic Advisor, students must register their course preferences through the LUC enrolment procedure: students receive an internet link through their Umail accounts which leads them to the course registration site. Here they enter the courses they would like to take as well as back up courses. Students should check if they meet the entrance requirements before selecting a course.

Enrolment deadlines are announced before the start of each semester, and the Academic Advisors and Study Advisors are available to discuss course preferences prior to course allocation. Students have to keep in mind that it is their own responsibility to complete course registration in time. Timetables and course outlines will be published in time to allow students to select course preferences for each semester. Please think carefully about the courses you enter. Although it is allowed to change courses during the first three days of the block, you can only switch to courses you identified in the course registration survey and only if places are available; therefore, it may not be possible to accommodate your request. You can only change one course in each block.

After students register their course preferences through the online survey, the Course Administration Team will allocate the classes and aim to provide students with their needed and desired courses. If a course is oversubscribed, students in the major to which the course belongs take preference over those doing a minor or taking the course as an elective. Senior students have fewer chances of taking a course at a later date so they get preference over junior students. In the case that first course preferences are unavailable (i.e. oversubscribed), LUC will enroll students in subsequent courses in order of their stated preference (e.g., second, third). Once the allocation process is completed, students will receive an e-mail with their assigned courses. Students will be enrolled in these classes in uSis and in Brightspace by the administration office. Students who wish to be put on the waiting list for an oversubscribed course or, on rare occasions, to amend their course preferences, can fill out the course change form. Please note that if a change is possible, it will be made and you cannot change back. You can only request one change per block and only for courses you had originally listed.

Because of the small-scale and intensive educational model of LUC, in any given block some courses may be oversubscribed. Students should discuss alternatives with their Academic Advisor and rank course preferences properly. Also note that there is often more than one course that can fulfil Major, Minor, and Global Citizenship components of an academic trajectory – flexibility, creativity, an open mind, and patience may be necessary.

Course enrolment is managed by the Course Administration, not by the lecturer of the course. If you are not formally enrolled it is not possible to attend the course. If you attend a course without being registered (i.e. your name is not on the official attendance list) you will not receive credits.

Course Levels

There are four levels at which courses in a Bachelor’s programme are offered. In specific cases, such as the Capstone project, a graduate level course (400) may also be offered. Higher-level courses require students to have completed lower level ‘prerequisite’ courses in order to build on their knowledge.
<table>
<thead>
<tr>
<th>Level</th>
<th>Content</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Introductory course to the field of study. Students learn the basics of the field: the paradigms, language used, major theories and methods to acquire knowledge</td>
<td>None</td>
</tr>
<tr>
<td>200</td>
<td>Intermediate level: students continue to build on the basis of the field of study to understand more specialized topics</td>
<td>100-level</td>
</tr>
<tr>
<td>300</td>
<td>Advanced level: students work on cases or complex problems in the field of study and analyze various components using the theory and methodology of the field</td>
<td>200-level</td>
</tr>
<tr>
<td>400</td>
<td>Capstone level: students create new knowledge from various sources, involving complex problems and challenges, mostly in an independent setting</td>
<td>300-level</td>
</tr>
</tbody>
</table>

Students may only enroll in a course if they comply with the prerequisites which are listed in the e-prospectus. They may be exempted from the prerequisites after written agreement by the course instructor and may be asked to complete reading or other work to be granted this exemption.

Course Changes, Withdrawal or taking additional courses

During the first three days of a block, students can request to change courses although this should be an exception as you should have carefully considered your course selection. Students who want to change need to submit their request through the online form no later than Wednesday (end of the day) of that first week. Withdrawing from one course usually means that you register for another, as the regular course load is 15 EC per block. Until you have received confirmation that the change was possible, you should continue to attend the classes of the course you wish to leave. Classes missed due to the requested course change do not constitute an extenuating circumstance of the attendance requirements. A course that was dropped in the first week of the block will not be on the transcript.

For course withdrawals after the first week students must submit an application to the Board of Examiners. This is only allowed if there are documented extenuating circumstances which prevent the student from completing the course. The student must show that s/he is in good academic standing in the course in question at the time the request is submitted (i.e., they have so far attended classes and submitted any required work) and submit proof of extenuating circumstances. Meeting with the Study Advisors is highly recommended. A statement from a healthcare professional must be provided if the request is made on the basis of physical or mental health reasons. Whenever possible, students should continue attending the course until the withdrawal has been approved. A W-grade will be entered as grade for a course from which a student withdrew with approval granted. This result will not affect the GPA calculation.

Students who withdraw from or stop attending a course after the first week without permission from the Board of Examiners will have the grade F (Fail) recorded for that course.

For more information and to download the Course Withdrawal Request Form, see the BoE app on the Current Student website.

Students who wish to take more than 15 EC in any given block, can do so provided they are not in their first semester and have a GPA of 3.3 or higher. Please note that requests for an extra course will receive lowest priority in the course allocation process. Once enrolled in the extra course, the regular attendance and assessment rules apply, including course withdrawal (see page 44). It is also important to note that having obtained extra credits in prior blocks does not mean that you can automatically have a reduced course load in later blocks. Permission for a reduced course load should always be formally requested even if the student has enough credits to graduate on time. A reduced course load can be requested via the Study Advisors (see page 38 for procedure).

Withdrawal from capstone

Students who have 120 EC’s or more are automatically enrolled for capstone in their final semester. If students want to graduate later and wish to be disenrolled from the Capstone course, the student must have an
Extended Study Plan approved by the Study Advisors before 1 December (for summer graduands) or before 1 September (for Winter graduands). The Study Advisors inform the Capstone Coordinator. After these deadlines a withdrawal has to be approved by the Board of Examiners (BoE), see Capstone Handbook, paragraph VI. Students who require approval from the BoE must submit an official Request for Course Withdrawal signed by the supervisor and including supporting documentation for the extenuating circumstances. If the BoE is unable to grant a request, the student is expected to continue the Capstone course as planned. If the BoE approves the request, a Withdrawal grade (W-grade) will be registered for the Capstone Course. The BoE will also inform the Capstone Coordinator, the Course Administration, the Study Advisors, and the supervisor.

Assessment and Examination Results

Because LUC uses a system of continuous assessment, there are no re-sits for failed courses, unless extenuating circumstances apply, to be determined by the Board of Examiners. The only option available to students who failed a course is to repeat the whole course in a subsequent block or semester. If the failed course was an elective, students can also choose to take a different class instead. Please note that it is also not allowed to re-sit an already passed course, unless for very good reasons determined by the Board of Examiners.

Continuous assessment also implies that no single assessment element of a course can count for more than 40% of the final grade, which means that all courses contain at least three distinct assessment elements. The different assessment elements are spread over the entire block or semester. The only exception to the 40% assessment rule is the Capstone thesis. Students always need to make a reasonable effort to complete the final assessment.

Instructors are expected to provide grades and formative feedback upon assignments within ten working days. All final grades are published in uSis, the Student Registration System of Leiden University. Students are entitled to view their marked examination within a period of 30 days following the publication of the results of the examination. The inspection must be arranged with the instructor.

Students can find the outline of a course, including the types and dates of assessment elements in the e-prospectus. Prior to the first meeting of the class, the instructor will publish the course syllabus on the course Blackboard site. The course syllabus specifies grade penalties for late submission and/or failure to meet word limits or maximum durations.

Students who require an interim transcript of their examination results can place a request by e-mailing course.administration@luc.leidenuniv.nl. While these requests are usually responded to within five working days, transcripts should be requested in good time for purposes of processing and verification. Note that all officially received results will be recorded, this also applies to interim transcripts.

Grading

At LUC we use letter grades (A-F). Each letter grade has a corresponding grade point on a four-point scale, which is used for calculating a cumulative and a final Grade Point Average (GPA). The cumulative GPA builds up from day one of your studies and determines LUC’s norm of Good Academic Standing, including eligibility for the Semester Abroad programme. Your degree is awarded on the basis of your final GPA, which is calculated from all your second- and third-year grades. (please see the Course and Examination Regulations (OER) appendixes for a detailed description of different GPA’s).

<table>
<thead>
<tr>
<th>LUC Honours Categories</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours</td>
<td>GPA 3.00-3.49</td>
</tr>
<tr>
<td>Cum laude</td>
<td>GPA 3.50-3.79</td>
</tr>
<tr>
<td>Magna cum laude</td>
<td>GPA 3.80-3.89</td>
</tr>
<tr>
<td>Summa cum laude</td>
<td>GPA 3.90-4.00</td>
</tr>
</tbody>
</table>

Note: GPA 2.00-2.99 = Bachelor’s degree without Honours
For more information on LUC’s honours and grading system, see the Course and Examination Regulations (OER), in particular Article 4.12 and the OER’s Appendix 1.

**Disabilities and Chronical Illness**

Students with a disability or chronical illness that influences their ability to study can request extra facilities during their studies. To make these arrangements, students must contact the Fenestra Disability Centre of Leiden University in Leiden. After consultation of the student, the Fenestra Disability Centre will advise the LUC Board of Examiners and Study Advisors on the extra facilities the student needs during his or her time at LUC. The Board of Examiners decides which extra facilities can be granted, usually fully accepting the recommendations from Fenestra. It is advised to make these arrangements as soon as possible. Arrangements are only made following the assessment at Fenestra.

The student needs to show decision letter of the Board of Examiners to the instructor of each course a student takes. The Study Advisors can help to arrange granted facilities and offer extra guidance if needed.

More information and contact details can be found on the [Fenestra website](#).

### 3.7 Binding Study Advice (BSA)

In conformity with the ‘Leiden University Regulation on Binding Study Advice’ (BSA), the Board of Examiners issues study advice to all students in the first year of their studies.

It is of utmost importance that students familiarise themselves with the particulars of the BSA. They are therefore urged to carefully read the regulations in full, which can be found online: [Binding Study Advice](#).

On behalf of the Faculty Board, the Board of Examiners issues the following advice:

- A non-binding recommendation in writing before or on 31 January of the first year.
- A binding advice in writing before or on 15 August of the first year.

This advice is positive if they have obtained 45 EC or more during their first year of full-time studies, of which at least 5 EC for Academic Writing and 5 EC for Introduction to Statistics. Students receive a binding negative advice if they have obtained fewer than 45 EC during the first year of full-time studies or failed Academic Writing and/or Introduction to Statistics.

Students who receive a non-binding negative recommendation are invited to attend a meeting with the Study Advisors in order to discuss their study progress and to devise a plan to correct their credit deficiency.

Students who receive a binding negative advice are excluded from further participation in the programme for a period of 4 years.

**Extenuating Circumstances in the Context of the Binding Study Advice**

It may be the case that students encounter unexpected difficulties that hamper their ability to complete their course work in time. Such extenuating circumstances may include functional disabilities, illness, family emergencies, and pregnancy/childbirth. Students may also desire to become a member of the board of a study or student association or of a university administrative body.

The Board of Examiners may only take such extenuating circumstances into account when issuing a binding study advice if the student has requested a hindrance statement at the Leiden University Fenestra Disability Centre. Student can request a hindrance statement by following the steps in the [Binding study advice and exceptional circumstances document](#) online.

Students are encouraged to contact the student counselors of the Fenestra Disability Centre to discuss extenuating circumstances as soon as they occur and for help with gathering supporting documentation.
Negative Binding Study Advice

If you receive negative binding study advice, you must stop your studies and may not register on the same programme at Leiden University for the coming four years.

If you do not agree with your binding study advice, you can appeal against it. Make sure to lodge an appeal within one week of the issuance of your study advice. You will then be informed whether you can continue studying before the start of the new academic year. You can also lodge an appeal at a later date: within six weeks of the issuance of your study advice. It can take up to 16 weeks to receive a decision on your appeal. During this period you may not register on your study programme. You may follow classes and take exams, however you will only receive your grades and study credits once it has been decided that you may continue studying. Online you can find more information on how to lodge an appeal.

In all cases the students are strongly advised to immediately contact the Study Advisors as soon as possible if they suspect that extenuating circumstances may affect their study progress. Students are also advised contact the Students Life Counselors should they need assistance in dealing with these extenuating circumstances.

3.8 Reduced Course Load and Leave of Absence

Reduced Course Load

The standard course load for LUC Students is 15 ECTs per block, 30 ECTs per semester. It is possible for students to request a reduced course load in consultation with the Study Advisors. If the Study Advisors supports the request, the student can formally request a reduced course load. A reduced course load may lead to a delayed graduation.

Reduced course loads are usually approved when a student has a learning disability, suffers from a mental or physical illness, or has other extenuating circumstances that might affect his or her academic performance.

Students must request a reduced course load two weeks before the start of a block. They can do so by scheduling a meeting with the Study Advisors: https://luc-the-hague-study-advisor.youcanbook.me.

After the first week of a course, the student may not withdraw from a course without permission from the Board of Examiners (see above, p. 47: Course Withdrawal).

Please note that regardless of being permitted a reduced course load, students must still comply with the requirements of the Binding Study Advice regulations. That means that students must also request the Executive Board of Leiden University to evaluate the validity, expected duration and seriousness of their personal circumstances, if they anticipate possibly receiving a negative binding study advice (see p. 37: Extenuating Circumstances in the Context of the Binding Study Advice).

Leave of Absence

Students may request a leave of absence for an extended period of time. They should first consult with the Study Advisors and discuss the potential consequences of a leave of absence for their study plan. If approved, an official statement registering the return of the student will be prepared.

Students need to request a Leave of Absence two weeks prior to their date of departure, and must discuss this request with the Study Advisors. A meeting with the Study Advisors can be scheduled via: https://luc-the-haguestudy-advisor.youcanbook.me.

Please note that regardless of being permitted a leave of absence, students must still comply with the requirements of the Binding Study Advice regulations. That means that students must also request the Executive Board of Leiden University to evaluate the validity, expected duration and seriousness of the personal circumstances, if they anticipate possibly receiving a negative binding study advice (see p. 37: Extenuating Circumstances in the Context of the Binding Study Advice).

Students who wish to reregister after a period of deregistration, must first contact the Study Advisors. In addition, they should be aware that they will be subject to re-evaluation of the admissions requirements (see Appendix 1: Course and Examination Regulations, Article 5.3.2).
3.9 Quality Management

The quality of teaching at LUC is taken seriously. This is accomplished by investing in good teachers and also by consistently measuring student satisfaction.

Since the very first semester in 2010 all LUC courses have been evaluated by the students using an anonymous standard evaluation form. Each teacher discusses the results of their evaluations with his or her supervisor in the annual Performance and Development Interview and adjusts the course if necessary. In addition, the results are assembled into overviews per semester in which the average score for each question for each course is calculated and in which excellent teachers are highlighted as well as courses that need special attention. These results are discussed with the Educational Director and/or the convener of the Major. The Programme Council also reviews the evaluations and provides recommendations to the Programme Board.

However, the academic programme at LUC is not simply the sum of all the courses in the curriculum, as it also includes the learning environment and the students’ experience outside of the classroom. Thus the Grand Survey is carried out every year, in order to receive feedback on all aspects of the programme, including programmatic issues, facilities, support, and extra-curricular activities. In 2019 Leiden University introduced an exit survey for all graduating students, and an alumni survey was carried out for the first time in the autumn of 2017.

Finally, the National Student Survey is carried out each year. This is a national survey in which all programmes in the Netherlands are evaluated, using the same questionnaire. Results are used for website www.studiekeuze123.nl which offers information for potential students, but also rankings in Elsevier Magazine and the Studiekeuzegids Hoger Onderwijs.

The results of all surveys are compared and analyzed, discussed by the College Board and the Programme Board and a plan of action for further improvement of the programme and LUC as an educational institute is created each year. Action points are communicated through the newsletter and reported to the Faculty Board through the Annual Programme Report.

3.10 Student Assistants at LUC

Student assistants are students who are appointed at LUC to support the teaching process and, incidentally, to support administrative processes. In order to apply for a student assistant, an academic staff member sends an application to the College Board secretary, indicating the need for support, number of working hours per week, and the contract period.

If the request is approved by the College Board, a vacancy will be published within the entire LUC student community (weekly newsletter and via email). All students who meet the criteria can apply, and the staff member will eventually select the candidate from among the applicants. Students with a non-EER passport are also allowed to work as a student assistant, but please note that their application will take more time due to regulations around getting a work permit. Please note that not-Dutch student assistants need to apply for Dutch health insurance for the duration of the contract to be able to work in The Netherlands, according to Dutch law.

Generally, student assistants will sign a contract with Leiden University’s very own employment agency JobMotion. For the specific Collective Employment Agreement and other useful information about working for Leiden University, please visit the JobMotion website.

3.11 After LUC

After completing your Liberal Arts and Sciences programme at Leiden University College there are multiple paths you can take, depending on your own interest. At Leiden University there are several channels in place to support your next move.

Academic Advisor

Your Academic Advisor is your first point of contact for advice on graduate programmes that accommodate your academic trajectory and how to apply. Whilst discussing your options, they can consult the Major and Minor convenors and - where appropriate - may act as a referee for your application. Also, when interested in entering the job market you can contact your Academic Advisor for guidance on constructing your CV and preparing your application for opportunities within and outside of LUC.
The Alumni Office
As graduate of Leiden University College we want to stay connected to our alumni. The Alumni Office focuses on maintaining an active LUC Alumni Community through the seasonal newsletter and organizing activities, such as (international) meet-ups, (network) events, workshops and reunions. Moreover, the Alumni Office can connect you with alumni of LUC to learn from their experiences and advice. You can contact The Alumni Office at alumni@luc.leidenuniv.nl for questions, or if you want to get in touch with alumni of LUC.

Career Service
Students of Leiden University can contact the Career Service for support on career orientation. On faculty level the FGGA Career Service organises events and workshops to develop professional skills and prepare you for the job market. These events are open to alumni of Leiden University College, please do note; these events are only open to alumni who graduated no more than one year ago. If you are looking for help regarding your next step after LUC, feel free to contact the career service at careerservice@fgga.leidenuniv.nl to schedule an appointment to discuss your options. Meanwhile, the Leiden University Career Zone provides self-assessments, vacancies, tools, workshops, event and more information on career orientation. Ultimately, you can join the Leiden University Mentor Network, which aims to bring students in contact with (young) alumni who can advise them on their first steps into the labour market.

LUC Alumni Community
Engage, Explore, Evolucio
Evolucio was established during the first graduation ceremony of LUC The Hague, on 22 June 2013 and is the international alumni network of Leiden University College that aims to connect graduates with each other and the college. Every graduate of LUC successively joins Evolucio. Throughout the year they organize events, where alumni can explore, engage and more importantly (re-)connect, with fellow alumni, students and staff. Join Evolucio’s LinkedIn group to stay updated on upcoming events, (international) meet-ups and vacancies. The board of Evolucio consists of LUC graduates, every year there is a change of board. If you want to join the board or work with Evolucio, you can reach them at evolucio.board@gmail.com. More information on the association can be found on their website.

3.12 Academic Honour Code
Irregularities, Fraud, and Plagiarism
The Academic Honour Code requires students, both individually and collectively:

- not to give or receive unpermitted aid during examinations;
- not to give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
- to acknowledge the sources of all information that they have gathered, including the work of other students or their own;
- to do their share and take an active part in seeing that others as well as themselves uphold the spirit and letter of the Academic Honour Code.

Examples of conduct which will be regarded as being in violation of the Academic Honour Code include:

- copying from another’s work or allowing another to copy from one’s own;
- unpermitted or unacknowledged collaboration;
- plagiarism;
- submitting the same piece of work to different instructors for grading, or revising and resubmitting a piece of work from one course for another without the instructor’s knowledge and consent; giving or receiving unpermitted aid on a take-home examination.

Leiden University’s definition of and views on plagiarism can be found online. In the case of irregularities, fraud and plagiarism, the examiner and/or the Board of Examiners may take disciplinary action, in conformity with Chapter 6 of the Rules and Regulations set by the Board of Examiners (see Appendix 2).
Please note that instances of using the editing services of outside parties and commercial companies by LUC students for the output that is part of their studies at LUC can also be judged as constituting a breach of academic integrity.

- Any submitted piece of coursework at LUC should be the original work of the student(s) submitting it.
- A central purpose of the LUC programme is to train students in academic writing.
- Allowing students to access and use commercial editing services risks creating an unequal playing field at LUC.
- Students should be aware that they alone remain fully accountable for the papers they submit.

**Good Academic Standing**

Students have to meet the Leiden University Binding Study Advice (BSA) requirement. However, as an Honours College we expect students to be more ambitious and to strive for excellence. The norm at LUC is that students pass all courses, earn 30 EC per semester (60 EC each year), and maintain a cumulative GPA of at least 2.0. If students comply with the norm, they are considered to be in good academic standing.
4 Social Life

4.1 Student Life Officer’s Welcome

Welcome to LUC The Hague! I’m Lenore Todd, the Student Life Officer. As SLO, I coordinate the student life program here. I get to work with a wonderful team of 17 Resident Assistants, two Study Advisors, and two Student Life Counselors.

Together, we support you during your time at LUC. Our chief concern is your wellbeing. If you are having issues with your health, stress, or time/money management, we are the people to see. If you notice that something during your time here is becoming a problem, come to see us as soon as possible. The earlier you contact us, the better we can help you.

But we’re not just here to lend a hand in a crisis. We also aim to maintain a safe and vibrant atmosphere for learning. I would encourage you all to get to know the RAs. Not just the one on your floor, but the others throughout the building, too. They’ve been here longer than you and know how to make the most of your time here.

In such a small and diverse community, it is important to maintain open lines of communication with each other. Please stop by and say hi whenever you can. My door is always open. I look forward to meeting all of you!

4.2 Welfare Provision

Adjusting to university life can be quite a challenge, but it is not a challenge that is faced alone. LUC operates a three-tier welfare provision system, consisting of the Student Life Officer, the Residential Assistants and the Student Life Counselors, which enables you to access social support should you need it and to manage any potential social problems you may have in an appropriate and timely way.

Student Life Officer (SLO)

The SLO is available by appointment in office 4.12 and can be contacted at l.a.todd@luc.leidenuniv.nl.

Resident Assistants (RAs)

Resident Assistants (RAs) are the foundation of the Student Life Programme at LUC. The 17 RAs function as a team under the guidance and leadership of the Student Life Officer and in collaboration with the Student Life Counselors.

The RAs are students who are committed to ensuring the personal well-being of the resident-students at the Anna van Buerenplein, and help to foster a sense of community. The RAs are the first point of contact for personal concerns and issues related to residential life, in a confidential capacity. The RAs also take initiative to organize floor events and activities outside of LUC (at times in coordination with Fortuna, LUC’s students’ association). To ensure the well-being of all residents, and that everyone in a diverse community has a suitable place to live and study, the RAs also help to see that the rules of the College are observed. RAs are on duty during the semester, but not during the winter and summer break. Twenty-four hour coverage of residents’ needs is provided under the “on-call” system, whereby one RA can be contacted at any time of day or night during the weekends and from 19.00 to 08.00 during weekdays by calling +31(0)6-28287992. The on-call list is posted on the doors of the rooms of the RA on each floor and by the lifts on floors 0 to 4.

RA On-Call Coverage at Anna van Buerenplein:

- 19 August 2020 – 20 December 2020
- 3 February 2021 – 12 June 2021
Resident Assistants (RAs) 2020-2021

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<th>Floor</th>
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<th>Year Group</th>
<th>Room</th>
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<td>5</td>
<td>Ishak Ozdemir</td>
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<td>326</td>
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<td>Sine Schei</td>
<td>Class of 2021</td>
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<td>Emmeline Ferrard</td>
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<tr>
<td>21</td>
<td>Rosie Faure</td>
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<td>697</td>
</tr>
</tbody>
</table>

Student Life Counselors (SLCs)

LUC has two Student Life Counselors. They are fully trained psychologists with years of experience. They are here to help students who are experiencing difficulties on a personal level, such as difficulty adjusting to life at LUC, the pressures of living abroad, issues to do with stress or anxiety, personal problems, etc. They are located in room 4.43 and have weekly walk-in hours for which an appointment is not necessary (check the notice by the door for the exact days and times). All other sessions with the SLCs are by appointment only.

Depending on your problems and circumstances, support may be offered in the form of advice, referral to a workshop or training course and/or referral to individual sessions with a SLC or an external psychologist.

For questions, or to make an appointment outside of the walk-in hours, please send an email to slc@luc.leidenuniv.nl.

In emergency situations, please call 112 (life-threatening situations), your GP, or SMASH after hours clinic 070 – 346 96 69 (evenings, nights, weekends).

Medical care

In the Netherlands, you cannot see a hospital specialist (e.g. dermatologist, gynecologist, and psychologist) without a referral from a general practitioner (GP). The GP is also the first port of call for illness or in case medication is needed – it’s therefore strongly advised you get registered with a GP as soon as you arrive. You are free to choose a GP but you should arrange this immediately after arrival. A list of healthcare professionals, including which languages they speak, is available at check-nl.com. A nearby Dutch clinic is De Doc, also
accessible for international students. International students may also register at the International Health Centre in The Hague with an English-speaking GP, located a five minute bike ride from LUC.

In emergency situations, please call 112 (life-threatening situations), your GP, or SMASH after hours clinic 070 – 346 96 69 (evenings, nights, weekends).

Plexus Student Centre Leiden and Beehive The Hague

The Plexus and Beehive Student Centers provide a range of facilities for all students enrolled at Leiden University. They house the Student Support Services, the Front Office Student Affairs (information desk). In addition they also house a fitness center, quiet study areas and computer rooms, the University shop and a host of University-wide student organizations.

**Beehive**

The Beehive [https://www.universiteitleiden.nl/en/locations/beehive-student-centre#tab-1](https://www.universiteitleiden.nl/en/locations/beehive-student-centre#tab-1) offers sports facilities (The Buzz), rooms for cultural activities, a common room for international students, study spaces, and offices of JobMotion, the Academic language center, the Ombuds officer, student psychologists, counsellors, and career advisors.

**Plexus Student Support Services**

Students with a (mental of physical) disability or chronic illness may need additional support or assistance. To find out what support is available at Leiden University, Students can to contact the Plexus Student Support Services. Students who are eligible for additional facilities will be provided by Plexus with the documentation needed to secure these facilities at LUC.

Students can also contact the Plexus Student Support Services on issues such as: legal and financial counselling, student careers services, etc. For more information about the Student Support Services available at Plexus, please visit the website.

**Front Office Student Affairs**

Students can contact the Front Office Student Affairs (with offices both in The Hague at Beehive in The Hague and in Leiden) for issues to do with: (re)registration and deregistration, tuition fees and other financial matters, LU and students cards, requesting proof of tuition fee payment, etc.

**Emergencies**

**On Campus**

During office hours a health and safety plan is in order. This means that there are always health and safety officers available on floors 0-4 to assist in case of accidents or emergencies. Report to the reception desk on the ground floor in case of an emergency. You can call the reception desk on +31 (0)70 800 9460.

In case of a life-threatening emergency, immediately call the national emergency number 112, and then inform either the reception (office hours) or the RA on call (outside office hours).

There are two AED’s on site, one on the ground floor at the reception desk, one in the staircase on the 14th floor.

In other cases of emergency, safety issues, or accidents outside of office hours, call the RA on call (06-28287992).

Leiden University has a campus alarm centre: +31 (0)71 – 527 8676. This alarm centre is available 24 hours a day, seven days a week.

If using the national emergency number 112 or the campus alarm centre to report an on-campus emergency, be sure that you send someone down to let the emergency team in, as they may not have access to the campus without an escort (for example, at night when the doors are locked).

It is highly recommended to add these phone numbers to your contacts so you don’t have to look for a number when time is precious.
Off Campus

The emergency number in the Netherlands (for police, fire brigade and ambulance) is 112.
The local police force (Police Haaglanden) can be contacted on +31 (0)900 8844. They are based at Overbosch; Vlaskamp 1, 2592 AA, The Hague.

You may also call the campus alarm centre: +31 (0)71 – 527 8676. This alarm centre is available 24 hours a day, seven days a week.

Money matters

Benefits and tax waivers
If you rent a single room at Anna van Buerenplein, you are eligible for rent benefit. You will have to apply for these benefits yourself. If you have a Dutch health insurance, you may also be eligible for Health insurance benefit. Please find more information about benefits here. For information about waivers for municipal taxes, look here.

Financial Support

There are several options available for students who are in need of financial support. For more information on the requirements and how to apply, you can visit the student website, or send an email to financialsupport@luc.leidenuniv.nl.

LUC Fund

The College enjoys the privilege of meeting bright and exceptional students, including you and many of your friends.

Recently, we have started the LUC Fund to raise funds for scholarships for LUC students, and contribute to LUC at large. We will keep you updated about the developments, events and other activities but we want to inform you that you can already now contribute to the fund. Please find the details below.

IBAN: NL20 RABO 0330 1371 58
Account holder: Leids Universitair Fonds
BIC: RABONL2U
Reference: 9095018804 LUC Fund

4.3 Life on Campus

During the COVID-19 pandemic rules are in place to safeguard population health. We urge all members of the LUC community to adhere to these rules. The most up to date information can be found here. Please check this information regularly as rules will change during this academic year.

LUC campus life is centred at Anna van Buerenplein, our custom-designed college building where four hundred students live under the same roof and all seminars and lectures take place. Due to the fact that LUC is a residential college (for first- and second-year students), there is a very strong sense of community on campus. It may be more likely that you will form stronger bonds with your ‘floor-mates’ as you will see them nearly every day, but the close-knit nature of the LUC residential model means that you are never very far from anyone. Nevertheless, the combination of having private facilities in your room and having The Hague (and the central station) at your doorstep allows you sufficient opportunity to take time to yourself or escape from it all when necessary.
Getting Started at LUC

LUC’s admissions office has compiled a ‘Getting Started’ guide to help first-year students with the basics of starting out at LUC. The guide includes information on college registration, tuition fee payment and finances, housing, and much more.

The campus building at Anna van Buerenplein is divided into academic and residential floors. The residential floors are rented out and managed by DUWO (www.duwo.nl) not by LUC. During term time, the academic floors (one to four inclusive) are open Monday to Friday from 8:00 to 22:30, Saturday from 12:00 to 18:30 and Sunday from 12:00 to 16:30. Out of term these floors are usually open Monday to Friday from 8:00 to 20:00.

Access to the Building

Students have access to the residential floors through the side entrance twenty-four hours a day throughout the year with their LU Card.

It is necessary to possess an activated LU card to enter the campus building through the side entrance and the turnstiles at reception, or to access the bike shed or the academic floors from the lift or from the secondary stairways. To get an LU Card, follow the instructions on the Leiden website.

When entering the building after office hours, make sure no unwanted visitors slip in behind you. Please make sure that emergency exits are kept closed and free of any blocking materials at all times. Please take responsibility for your own safety as well as for others.

Fire Safety

All students are required to attend to the following fire safety arrangements:

- Keep rooms and floors safe and ensure that the emergency exits are not blocked. It is not permitted to leave items or trash in the hallway as this can increase fire risk and make it harder to leave the building safely. DUWO will give out fines if corridors and stairwell entrances are not clear.
- Make sure you are informed about the fire evacuation plan, the location of the fire extinguisher, the fire alarm button, and the nearest and alternative emergency exit on your floor. You can discuss this information with the RA on your floor.
- Smoking is not permitted in any indoor location on-campus, including your room and the common rooms.
- Refrain from blocking or otherwise interfering with the smoke detectors. Please stay with the microwave when using it, so that the smoke detector does not go off unnecessarily.
- Refrain from blocking or otherwise interfering with the sprinklers. The sprinklers will trigger when the red vial behind the sprinkler head shatters, either in the heat of a fire (as they are designed to) or upon receiving an impact. Take care not to shatter this vial as the fire brigade are automatically informed if the sprinklers are triggered and will attend the scene. This may lead to a fine.
- There are unannounced fire drills two or three times per year. Please participate actively in these so you know what to do in the unlikely event of a true fire.
- The alarm systems are there to protect the whole community. Intentional damage to the security system (including alarms, emergency exit buttons, sprinklers, misuse of emergency exits, etc.) endangers the entire community and is subject to a fine.

In Case of Fire

- Press the fire alarm button situated on your floor. During office hours immediately inform the reception desk on +31 (0)800 9460.
- If possible, fight the fire with the available fire extinguishers.
- Warm other inhabitants.
- Close doors and windows.
- Evacuate the building.

Fire Evacuation Plan

The building has a large set of fire prevention measures in place, including sprinklers on every floor and fire retardant construction between floors. Please be aware that when the fire alarm sounds on the academic floors, it does not necessarily also sound on the residential floors and vice versa. Whether the situation is
serious enough to evacuate the whole building can only be decided by the fire department; LUC will always follow their instructions in this matter.

In case the fire alarms sounds on your floor, you should leave the building via the closest emergency exit at all times. Warn other residents and close doors behind you. If you are on a residential floor, take the nearest secondary stairway to the ground floor. Do not use the lifts. Do not re-enter the academic floors from the stairway. If you are on one of the academic floors when the emergency sirens sound, follow the instructions of your teacher and the University Emergency Response Team (wearing yellow and blue vests) and leave the building via the emergency stairway. Please do not use the main staircase as this needs to be kept free for the fire services. Gather at the fire assembly point between LUC and Central Station under the tram tracks (on your left hand side when exiting the college building). Wait for instructions from the Fire Department.

Student Rooms

On campus every first- and second-year student will have their own room on one of the seventeen residential floors. These rooms include private kitchen and bathroom facilities. For more information about student accommodation, visit the LUC website.

Student rooms are not rented directly from LUC, but through DUWO. Any contract-related issues should be directed at DUWO via your account at duwo.nl. If you have problems with your room contact DUWO to request repairs.

Common Rooms

On each of the seventeen residential floors (five to twenty-one) there is a shared communal space for all residents of the floor to use. This space is yours to decorate, hang out in, work in and (occasionally) party in. Please note that smoking is not permitted in these rooms and carries a fine. The College has party guidelines for the residential floors (see below, p. 63: Common Room Party Guidelines). Residents are responsible for the cleaning of the their own common room, so please arrange this with your floor mates.

Housing Committee

Maintenance of the Anna van Bueren (AvB) building involves several companies. A small group of students, who go by the name of the Housing Committee, voluntarily maintain good communication with all involved companies, and help whenever a situation, such as a hot water issue or power outage, requires attention.

Students can contact the Housing Committee through Facebook by befriending and messaging the following Facebook account: AvB Housing. This should be done in the case of a power outage, other material damage, or with questions about specific housing procedures, such as moving in and out. The Housing Committee will then direct you to the correct channels, or help you solve the issue. The Housing Committee will never solve your problems for you, it will only help you solve them.

Damage

Please report any damage on academic floors 0-4 via the Information Desk on the fourth floor. If there has been damage on one of the residential floors, please contact DUWO via https://www.duwo.nl/en/i-rent.repairs-and-complaints/request-for-repairs/, Vastgoed Service on +31 (0)15 251 6700 or info@vastgoedservice.nl. After hours, you can also report urgent damages on the college floors (0-4) to DUWO Vastgoed Service.

Campus Facilities

There are several campus facilities at Anna van Buerenplein that you will make use of during your time here. As these are shared facilities it is expected that they are treated well, kept clean and not vandalised. These facilities are for the use of LUC students only.

Bike Shed

Bicycles and mopeds or vespa’s can be parked in the allocated bicycle racks on the ground floor of the college building. This designated area can be accessed through the side entrance and requires the use of a LU card. Please note that bikes which are not stored on the bike racks (or are stored in the staff area) may be removed by security, and bikes which are left on the street outside of the building will be removed by the municipality, unless they are parked in the allocated public bike parking spot next to the side entrance of LUC. Places in the bike shed are limited, be considerate of the other members of the community and please do not park more than one bike there.
There are several alternative bike sheds in the vicinity of the Anna van Buerenplein.

**Garbage Room**

Communal bins are located through the bike shed on the left hand side. Please keep the garbage room clean by putting your garbage in a bin, not on the floor. If the bins closest to the door are full, please try the ones behind them. If all bins are full, please notify the Housing Committee (see above).

**Internet**

Wireless internet is available on all of the floors of Anna van Buerenplein. You can log in with your ULCN account via the [login portal](#).

**Laundry Machines**

The laundry room is on the ground floor past the postboxes. To do your washing in the laundry room you need a QR code. You can recharge your balance and reserve washing machines online. Instructions on how do this are available on the [DUWO website](#).

Instructions for how to use the laundry machines are posted on the wall of the laundry room.

**Lifts**

There are three lifts at Anna van Buerenplein. The first two lifts (from left to right) travel to all floors. The third lift only travels as far as the fourteenth floor. To access the academic floors by lift you must first scan your LU card on the sensor inside the lift compartment.

**Notice boards**

Official notice boards for LUC and Fortuna are situated on the first floor to the right of the main staircase and in the elevators. An open-access notice board is available for the use of all students on the second floor opposite the stairway and smaller versions next to the elevators. Posters and notices should only be posted at these locations and please do not use tape of any kind on painted wall surfaces.

**Pinpoint Machine**

On the second floor to the left of the toilets is a pinpoint machine which you can use to top-up your printing balance on your LU card from your bank card. This is not an ATM and so you cannot withdraw cash from this machine.

**Performing Arts Stage**

There is a performance space behind the main stairs on the first floor with a grand piano. To book this room, please e-mail info@luc.leidenuniv.nl or visit the Information Desk on the fourth floor.

**Printing Room**

The student printers are situated on the second floor, to the right of the student cafe. To use the printers you must have an activated LU card. Instructions for how to connect your LU card to the printers and how to top-up your printing allowance are published on posters in the printing room. For more information go to the [Leiden University website](#).

If there is a technical fault with the printers, you can contact Servicedesk WSD at phone: +31 (0)71 5272400 or e-mail: servicedeskwsd@ufb.leidenuniv.nl.

**Postboxes**

Your mail will be delivered to the postboxes on the ground floor, which are found by the side entrance in front of the bike shed. To avoid promotional mail and advertising, it is recommended that you request an official ‘mail preference’ sticker from the town hall at the Den Haag Informatiecentrum (most likely ‘Nee–Nee’).

Please note that your room number is your official address house number and this is what you need to use when handing out your address. It is also important to note that the reception downstairs does not accept packages for students living in the building.
Van Lynden Terrace

The Van Lynden Terrace is named after Aernout van Lynden, SLO from 2014-2019, and is located on the fourth floor. The terrace is accessible from the entrance on the third floor and is open during all normal office hours. The low wooden plant boxes are owned and managed by the Roof Garden Committee (Act Aware).

Stairs

In addition to the main central staircase between the ground floor and floor four, there are two internal (emergency) staircases available for use by students. These connect floors 0-21, 0-14 and 15-21 respectively. You will need to use your LU card to access the academic floors from the stairwell. You may not exit the building by use of these stairs except in an emergency, nor are you allowed to block the doors from closing. These staircases are under no circumstance accessible from outside. Preventing the outside emergency door from closing increases the risk of (bicycle) theft and intruders. Inside the building, the emergency doors are fire doors (preventing the spreading of fire) that will not function properly if they are prevented from closing. Blocking an emergency door from closing is subject to a fine.

Student Bar

There is a student bar in the building which is organised and run by LUC students. The bar is located on the first floor and is named ‘Coasters’.

Here are the House Rules of ‘Coasters’:

1. Working foundation (‘Stichting Leiden University College Bar’) volunteers have the final say during opening hours.
2. All students are obliged to follow instructions from the foundation volunteers.
3. The minimum age for students to buy alcoholic beverages is 18.
4. The foundation volunteers have the right to ask for identifications and reserve the right to refuse service if no identification is presented.
5. Any accidents, misunderstandings or other issues related to the bar, staff or students, should be reported to the supervisor or anyone of the foundation’s management.
6. Students are allowed to bring guests over whom the student bears full responsibility.
7. The Foundation is not responsible for any personal harm, damages or losses that occur during opening hours.
8. If a student or her/his guest causes damage to the bar facilities or other students, s/he is held accountable.
9. The foundation volunteers have the right to refuse services to overly intoxicated students.
10. Foundation volunteers hold the right to expel them from the bar facilities.
11. Students are strictly prohibited to bring weapons, including but not limited to: knives, pepper sprays or any other kind of harmful gadgets, onto the premises. Those who do will be expelled from the bar.
12. All students have to adhere to the LUC Social Honour Code (see below, p. 61) while being at the bar.
13. Students are not allowed to bring beverages off the premises of the bar during opening hours. Smokers are required to leave their drinks inside.
14. Students are not allowed to bring their own beverages to the bar facilities during opening hours.
15. The following actions will result in the ban of serving drinks for a student till the foundation’s management decides otherwise:
   • Smoking in the bar facilities
   • Use of hard/soft drugs in the bar facilities
   • Fighting in the bar
   • Stealing from the bar facilities

Student Cafe

The student cafe offers coffee, tea, a selection of snacks, sandwiches and salads and is located on the second floor on the left of the stairs and is open during term time on Monday to Friday from 10:00 to 14:00. There are vending machines for coffee/tea, cold drinks and snacks in the study area on floor 2.

Study Area

The study area is situated on the second floor behind the lifts. Please note that this area is reserved for quiet study. Plug sockets for chargers and cable ports for wired internet connection are available, please make sure the cable under the table is connected to the floor socket.
You can book a classroom for quiet study at the Information Desk on floor 4 or email to info@luc.leidenuniv.nl, when a classroom is not used for other purposes. Please be aware that other students may join you to study in a classroom. Classrooms can also be booked for quiet study at Wijnhaven, Schouwburgstraat and Beehive.

**Wijnhaven and Beehive**

LUC students are also welcome to use the study facilities at the Leiden University Wijnhaven building, such as the study areas, library and computer rooms. Each semester, LUC reserves timeslots in one of Wijnhaven’s computer rooms for the use of LUC students. Opposite the Wijnhaven building is the Beehive, which offers a range of student services including a gym but also a study area.

### 4.4 Life in The Hague

Unlike most of the other University Colleges in the Netherlands, LUC has been established in a different city to its parent university. This was for the specific reason of tapping into the rich international and political profile of The Hague, which is known worldwide as the international city of peace and justice. In addition to housing the parliament and multiple law courts, The Hague is home to over thirty high-quality museums and a lively cultural scene. Furthermore, The Hague has many green spaces, such as the Haagse Bos, Malieveld and Zuiderpark, and the beach is just fifteen minutes away by tram or bike.

**Exploring The Hague**

The city of The Hague has much more to offer than the LUC campus at the Anna van Buerenplein. Every neighbourhood has its own character – from the colourful fruits and vegetables stalls at the Haagse Markt to drinking coffee next to Prime Minister Rutte at Plein. Because of its diverse population and important place in Dutch history, The Hague has many cultural activities to offer. Enjoy theatre, dance, museums, parks, the local bars and the beach of course – all at your disposal and waiting to be explored.

Overall, The Hague has many different types of activities to enjoy. Make sure to go out and explore the many different sides that The Hague has to offer. Information for students in The Hague is available here https://www.studyinthehague.com/

**Health Insurance**

If you are planning to work in the Netherlands, either part-time alongside your studies or full-time in the holidays, you are required by law to take out Dutch health insurance (details available on the student website). If you have a Dutch insurance, you might be eligible for Zorgtoeslag (health care allowance). For further information see the ‘Belastingdienst’ website (in Dutch only).

**Rent Benefit**

Rent Subsidy is a tax refund provided by the Dutch Government, to people who rent a room or a house but don’t have a sufficient income. The rooms in the Anna van Buerenplein qualify for rent subsidy. Students may get around €150-€170 monthly, depending on the apartment size, the rent amount, and the individual situation of each student.

This Rent subsidy is available to all students who have a single studio apartment at LUC, regardless of nationality. The rent amount for each student differs, and it will be stated in the contract students receive when the move in.

Please note that the rent subsidy is based on the basic rent excluding the service costs. The tax offices states that the maximum amount of rent to qualify per month is of €414,02. All LUC single studio apartments meet these requirements without the service and utilities (water, gas, electricity) fees.

**Requirements to get rent subsidy**

1. You are 18 years or older.
2. You have a valid residence permit.
3. You have a BSN Number.
4. You have a Dutch Bank account.
5. You are registered at the municipality with the correct address.
6. You have a DigiD
**What do you need to do?**

1. Go to the municipality and register, or change your address to your new address after you have signed your contract and moved in.

2. You have to open a Dutch bank account,

3. As soon as you have received your BSN number (will happen after you register at the municipality), you can apply for a DigiD online (an online system for many bureaucratic processes). The process to get rent benefit can take up to 8 weeks after you submit the request.

**Registering with the Municipality**

First-year students will need to register in the Municipal Personal Records Database of The Hague. You may organise an appointment for your registration yourself: registration for EU-EEA citizens. Alternatively you may register through Leiden University, on a set date arranged for all non-Dutch students. Dutch students will need to make an appointment themselves through the registration service of the Municipality. The set date arranged through the university usually will take place in the last few weeks of September.

If you come from outside the EU/EEA, please wait until the visa department of Leiden University has confirmed that your residence permit application is being processed before making an appointment: registration for non-EU citizens.

**4.5 Fortuna Student Association**

Fortuna is the official students’ association at LUC and aims to socially and academically enrich the lives of students through organising and facilitating extra-curricular events and activities. The association is managed by the Fortuna Board, an elected panel of six LUC students that meets at least once per week. All students at LUC are members of Fortuna and all members are eligible to run in the board elections, which take place in the final block of every academic year.

To find out more about Fortuna, its committees, and upcoming events, please visit their website at www.fortuna-luc.nl.

**Committees**

There are over twenty-five committees and teams which are part of Fortuna, each of which plays its own role in enriching student life at LUC. Any Fortuna member can attend committee events, join a committee or even set up a new committee. First-years have the opportunity to find out more about the different committees in the committee fair that takes place in introduction week and during Fortunity week; a week full of events organised by different committees.

**4.6 Social Honour Code**

**Introduction**

Leiden University College The Hague requires that students live on campus at Anna van Buerenplein during the first two years of their education. The residential life system seeks to develop the social, psychological and physical potential of each student in addition to developing intellectual capacities and transfer of knowledge. Living together with other students from different backgrounds provides a valuable intercultural learning experience. All residents must strive to respect the natural and built environments, prevent wasteful use of resources (e.g., water or energy), safely dispose of waste, and make contributions to sustainability. To ensure a harmonious environment, students are required to observe the Social Honour Code of the College, and are responsible to keep up with and follow any changes to the Social Honour Code during their enrolment at LUC.

This Social Honour Code is an appendix for LUC to the *Regulations for the use of university buildings, grounds and other facilities* (RGUG) and has been established on 23 June 2015 by the Board of the Faculty of Governance and Global Affairs, after approval of the Faculty Council.
**Article 1: Definitions**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Leiden University College The Hague;</td>
</tr>
<tr>
<td>Academic Campus</td>
<td>College site, lecture halls and lecture rooms, public areas;</td>
</tr>
<tr>
<td>Hall of Residence</td>
<td>The complex of student apartments and Communal Areas at Anna van Buerenplein, The Hague;</td>
</tr>
<tr>
<td>Communal Areas</td>
<td>Lounges and corridors in the Hall of Residence;</td>
</tr>
<tr>
<td>Dean</td>
<td>The Dean of Leiden University College The Hague;</td>
</tr>
<tr>
<td>DUWO</td>
<td>The Student Housing company responsible for the rental and management of the rooms at Anna van Buerenplein; the lessor</td>
</tr>
<tr>
<td>DUWO House Rules</td>
<td>The set of rules on behavior on the premises as issued by DUWO;</td>
</tr>
<tr>
<td>Hazing</td>
<td>An act (regardless of the person’s consent to participate) that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization (1) could be seen by a reasonable person as endangering the physical health of an individual or as causing mental distress to an individual through, for example, humiliating, intimidating, or demeaning treatment; and/or (2) destroys or removes public or private property;</td>
</tr>
<tr>
<td>RGUG</td>
<td>Regulations for the use of university buildings, grounds and other facilities ('Regeling gebruik universitaire gebouwen, terreinen en andere voorzieningen');</td>
</tr>
<tr>
<td>Student</td>
<td>Person enrolled at a programme of Leiden University and as such making use of educational and/or exam facilities, in possession of a valid Leiden University Student Identity Card;</td>
</tr>
<tr>
<td>Member of Staff</td>
<td>Person having an appointment with Leiden University as defined in the Collective Labour Agreement of Dutch universities (CAO NU), in possession of a valid Leiden University Staff Card;</td>
</tr>
<tr>
<td>Visitor</td>
<td>Person on the premises not being a Student or Member of Staff;</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Life Officer having an appointment with the College;</td>
</tr>
<tr>
<td>RA</td>
<td>Resident Assistant supervised by the SLO;</td>
</tr>
<tr>
<td>Restricted Areas</td>
<td>Roof tops, fire escapes, window ledges, and utility closets;</td>
</tr>
<tr>
<td>Social Probation</td>
<td>Probational period of time after an incident following a warning;</td>
</tr>
<tr>
<td>Tenancy Regulations</td>
<td>The tenancy agreement with DUWO and the house rules included in this agreement.</td>
</tr>
</tbody>
</table>

**Article 2: Social Conduct**

As a member of the College, each Student is expected to balance personal freedom with respect for others. Learning to respond maturely, to take responsibility, to cooperate with others, and to overcome adversity are important elements of personal growth and of the LUC educational philosophy.

2.1 Each Student is bound to respect each other’s, Members of Staff’s, and Visitor’s individuality without discrimination or prejudice on social, religious, sexual or ethnic grounds.

2.2 Each Student will not affect any behaviour or action that threatens the physical, psychological, or social well-being of others, including but not limited to harassment, discrimination, intimidation, violence, theft, and vandalism.

2.3 Each Student will not engage in sexual misconduct such as sexual activity without the other’s consent. Appendix x includes (a) definitions of consent and sexual misconduct; (b) information about Dutch law regarding sexual misconduct; (c) procedures and contact information for victims of sexual misconduct. This information can also be found in each common room for easy reference.
2.4 Each Student is jointly responsible for the good order of the Hall of Residence, the campus, and its facilities. Students must refrain from any kind of behaviour that might lead to the deterioration of the campus area.

Article 3: Hall of Residence

3.1 Residential living requires a special commitment on the part of all residents to maintain a respectful, healthy and harmonious environment. Students are expected to remain respectful of themselves, each other, and their living spaces at all times.

3.1.1 In any shared living situation there may be occasions when individuals infringe on the rights of others (e.g. excessive noise). Students are expected to try to resolve the issue themselves, taking initial responsibility for constructively communicating their concerns directly to the other individual(s) involved. Negotiating, solving problems, and maintaining good relations with those around you are highly valued skills and essential to the social development of every student.

3.1.2 If initial attempts do not resolve the matter, or if any individual(s) repeatedly disrespects the rights of others or fails to meet the College’s expectations, the student should contact an RA or the SLO for further advice on what other steps can be taken.

3.2 All Students and their Visitors are required to observe the regulations of the tenancy agreement as well as the DUWO House Rules.

3.3 Students are responsible for the actions of their Visitors.

3.4 The College has party guidelines for within the Hall of Residence (see below, p. 63: Common Room Party Guidelines); Students and their Visitors are expected to be familiar with and abide by them.

3.5 Pets are not allowed on campus.

Article 4: Hazing

4.1 Hazing is not part of the College culture, and is not tolerated in any form.

Article 5: Restricted Areas

5.1 Students are not allowed in any restricted area of the Academic Campus or within the Hall of Residence without express prior permission of the Dean, Operational Manager, or SLO, or in the case of an emergency.

Article 6: Smoking

6.1 Smoking of any kind is strictly prohibited within the Academic Campus and the Hall of Residence. Smoking is allowed only outside the building and on the terrace on the fourth floor.

Article 7: Drugs Policy

7.1 The College has a Drugs Policy (see below, p. 64: Drugs Policy); Students are expected to be familiar with and abide by it.

Article 8: Community Standards Sanctions

8.1 A Student wishing to report any violation of the Social Honour Code (including harassment, discrimination or involuntary sexual contact) should consult with the SLO and/or the Operational Manager as soon as possible. Consultation does not commit a student to pursuing a complaint.

8.2 Actions or behaviour that are in breach of the Social Honour Code may also constitute a breach of the Tenancy Regulations and/or DUWO House Rules, and vice versa. This may result in sanctions from the College and DUWO. Therefore, the College and DUWO will share information with regard to student conduct.

8.3 Infraction of any of the articles above may result in a sanction. Infractions of the Social Honour Code can lead to the following sanctions, depending on the circumstances:

8.3.1 **Warning**: First offences considered not serious enough for Social Probation will result in a warning; two infractions in the same semester will automatically lead to Social Probation for the semester or year, depending on the circumstances.

8.3.2 **Social Probation**: In case of serious violation of the articles above, the Dean may decide to confer Social Probation. The Dean will decide on any of these measures, including the
duration of the Social Probation, based on the recommendation of the SLO and/or Operational Manager.

8.3.2.1 Social Probation includes, but is not limited to, being ineligible for scholarships provided by the College, the semester abroad and internship programmes of the College, and voluntary or employed work for the College.

8.3.2.2 In particular cases, a student who is on Social Probation is required to report periodically to the SLO and/or the Operational Manager.

8.3.3 Exclusion: Exclusion from the Academic Campus will result from all cases where a student’s further presence on campus is not warranted or because of continued anti-social behaviour. Exclusion is at the discretion of the Dean in accordance with the RGUG and can be implemented for a time of up to 10 days as the investigation into an incident occurs.

8.3.4 Expulsion: In accordance with the RGUG, temporary or permanent denial of entry or use of the College, or ultimately thereafter expulsion from the College.

8.3.5 Financial Charges for the repair of damage caused.

8.4 The Dean or his/her designated official (e.g. Operational Manager, SLO) will decide on any of these measures based on recommendations by the SLO and in consultation with the Operational Manager.

8.5 The Dean will inform student(s) in case of pending social probation, exclusion or expulsion; students who are not available within 24 hours of a request lose their right to be informed in advance.

8.5.1 A hearing will be organised on the shortest possible term.

8.6 In case urgent action is advised, the Dean reserves the right to take immediate measures.

4.7 Common Room Party Guidelines

The common rooms are meant for socializing among floormates. Although you should feel free to occasionally invite friends from inside or outside LUC, common rooms are not suitable for parties involving many people not living on the same floor. The organization of parties are subject to the following guidelines:

Article 1: Prior Permission

1.1 Before a social gathering in one of the common rooms on the residential floors (five to twenty-one) of the Hall of Residence can take place, the organiser must approach the following:

1.1.a The residents of the floor in question for their approval (two-thirds majority of the total number of residents required) at least 72 hours beforehand.

1.1.b The RA of the floor in question at least three business days beforehand, allowing the RA sufficient time to liaise with the SLO for permission. This request should be in writing.

1.2 Party organisers should include in their written request: (a) the reason for the party; (b) date and time of the party; (c) expected attendance; (d) name(s) of the organiser(s); (e) name(s) of the person(s) overseeing the party (party managers).

1.3 The party managers should contact the RA on-call the night of the gathering, between 19:00 and the start of the party, to make themselves known to the RA.

Article 2: Party Management

2.1 One or two members of the organisers (depending on the size of the gathering) should be on duty during the gathering in order to ensure the following:

2.1.a The number of people in the common room is not exceeded beyond the amount allowed in that particular room:

- Floors 5 and 15-21 = 35 people
- Floors 6-14 = 50 people

2.1.b The music is kept at a reasonable volume, i.e. it cannot be heard outside of the common room when the door is closed.
2.1.c Attendees are kept out of the corridors and moved into the common room, in order to avoid disturbing residents.

2.2 Party managers should not be consuming alcohol or other drugs that would inhibit their ability to adequately respond to any infractions.

2.3 The RA on-call should be contacted immediately for any safety or medical emergencies.

2.4 Party managers should also be aware that unless particular individuals are identified, they are held responsible for any infractions of the Social Honour Code, DUWO House Rules, and Tenancy regulations.

Article 3: Clean-up after the party

3.1 A cleaning team should be identified prior to the gathering and notified in advance of cleaning expectations. Students are expected to clean up after their parties immediately the next day out of consideration for the floor residents.

3.2 Cleaning should finish before 15:00 the following day, in order to ensure the floor residents are able to have dinner that evening.

3.3 The common room should be left in perfect cleaning conditions, regardless of what it was before the party.

3.4 Party organisers are also responsible for the cleaning of any hallway, stairways, and/or elevators or those responsible for the party may face consequences.

Article 4: Other

4.1 The Dean can deny permission for any party on Campus of either type at any time if serious concerns are raised (e.g. by the Student Life Officer, Operational Manager, or individual groups of students).

4.2 Parties held off campus are the sole responsibility of the individual organisers. LUC bears no responsibility for the conduct of off-campus parties.

4.8 Drugs Policy

Contrary to popular belief, dealing in and possession of drugs of any kind (including soft drugs such as marijuana and hashish) is illegal in the Netherlands. However, the Dutch Opium Act (Opiumwet) differentiates between hard drugs and soft drugs. There is a zero-tolerance policy for the possession of or trafficking in hard drugs like heroin, cocaine, ecstasy, speed, GHB, and LSD. The personal use in limited amounts (up to 5 gram) of soft drugs like hashish and marijuana is tolerated in the Netherlands under strict regulations. You are responsible for familiarising yourself with the Opium Act.

It is not permitted to violate any regulations of the Opium Act in or near the Academic Campus or within the Hall of Residence, including the cultivation of cannabis or similar plants, whatever the quantity.

The dealing and/or possession of any drugs (whether soft drugs, hard drugs or amphetamines) not prescribed by a doctor or available over-the-counter is forbidden in or near the Academic Campus or within the Hall of Residence.

Smoking is prohibited on campus; this includes smoking hashish or marijuana.
APPENDIX 1 - COURSE AND EXAMINATION REGULATIONS

Valid from 1 September 2020
Bachelor’s programme(s) Liberal Arts and Sciences: Global Challenges (BA and BSc) [Leiden University College The Hague (LUC)].

These Course and Examination Regulations (henceforth OER) have been drawn up in accordance with the Higher Education and Research Act [Wet op het hoger onderwijs en wetenschappelijk onderzoek; WHW] (henceforth the Act) and the following Leiden University regulations:
- the Regulation on the Binding Study Advice;
- the Leiden Register of Study Programmes Framework Document;
- the Academic Calendar;
- the Regulations for Student Registration, Tuition Fees and Examination Fees.

Pursuant to Article 7.14 of the Act, the Faculty Board regularly evaluates the OER and considers, for the purpose of monitoring and – if necessary - adjusting the study load, how much time it takes students to comply. In accordance with Article 9.18 of the Act, the Programme Committee is assigned the task of annually assessing the implementation of the OER.

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2. Description of the Programme
3. Curriculum
4. Examinations and Final Examinations
5. Admission to the Programme
6. Student Counselling and Study Advice
7. Evaluation of the Programme

Appendices

- Prospectus https://studiegids.leidenuniv.nl
- Appendix 1: Honours and Grading System LUC The Hague
- Appendix 2: Learning Outcomes per Major
Chapter 1  General provisions

Article 1.1  Scope of the regulations

These regulations apply to the teaching and examinations of the Bachelor’s programme Liberal Arts and Sciences: Global Challenges (BA and BSc), henceforth referred to as the programme.

The programme is instituted in the Faculty of Governance and Global Affairs of Leiden, henceforth referred to as the Faculty, and is taught in The Hague by the Leiden University College.

Article 1.2  Definitions

In these regulations the following definitions apply:
a. Board of Examiners: the Board of Examiners for the programme, established and appointed by the Faculty Board in accordance with Article 7.12a of the Act;

b. credit: the unit in EC that expresses the study load of a component as referred to in the Act. According to the ECTS, one credit equals 28 hours of study;

c. component: one of the courses or practical assignments the programme, as referred to in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is concluded with an examination;

d. EC(TS) European Credit (Transfer System);

e. Prospectus: the digital prospectus containing specific and binding information about the programme: http://studiegids.universiteitleiden.nl/; The e-Prospectus constitutes an integral part of these regulations, as an appendix;

f. degree classification: further degree classification by the Board of Examiners;

g. examination: (tentamen) an inspection of the knowledge, understanding and skills of the student with respect to a particular component, and an assessment thereof (in accordance with Article 7.10 of the Act). An examination may consist of several constituent examinations. The inspection is conducted according to the method determined by the Board of the Examiners to assure the quality of examinations and final examinations;

h. examiner: the person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;

i. final examination: (examen) the examinations associated with the components belonging to the programme or the propaedeutic phase of the programme, including an investigation to be carried out by the Board of Examiners itself, as referred to in Article 7.10 (2) of the Act;

j. first/second examiner the first or second examiner to read and assess the thesis/final paper/final report. The first examiner is also the supervisor;

k. language of instruction The language of a programme, in which lectures and tutorials are given and examinations and final examinations are held;

l. Leiden Register of Study Programmes register of the programmes offered by Leiden University, maintained under the supervision of the Executive Board, as referred to in Article 7 of the Management and Administration Regulations;

m. level: the level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document;⁵

n. nominal duration of study the study load in years of study as established in the Central Register of Higher Education Programmes;

⁵Leiden Register of Study Programmes
o. portfolio: a monitoring and assessment file with which students (1) demonstrate that they have achieved a sufficient level of academic education to be awarded the degree; (2) record their personal process of academic learning during the programme; and (3) receive appropriate supervision and study advice;

p. practical assignment: a practical assignment that contributes to an examination or final examination, as referred to in Article 7.13 (2) (d), of the Act, and takes one of the following forms:

- writing a thesis/final paper/final report,
- writing a paper or creating an artistic work,
- carrying out a research assignment,
- participating in fieldwork or an excursion,
- completing an internship, or
- participating in another educational activity aimed at acquiring particular skills;

q. Pre-University College: a teaching programme offered by Leiden University to selected pupils in the fifth and sixth grades of secondary education (VWO);

r. programme: the programme to which the OER relates: a coherent set of components, aimed at achieving clearly defined objectives relating to the knowledge, understanding and skills that a graduate of the programme is expected to have acquired. Each programme is concluded with a final examination;

s. propaedeuse: the first year of the programme and the part of the programme defined in Article 7.8 of the Act. This phase is concluded with an examination, unless the Faculty determines otherwise in these regulations;

t. student: a person enrolled at Leiden University in order to follow the courses, and/or sit the examinations and final examinations of the programme;

u. the Act: the Higher Education and Research Act [Wet op het hoger onderwijs en wetenschappelijk onderzoek, WHW];

v. working day: Monday to Friday, excluding public holidays and the compulsory closure days specified by the Executive Board;

w. the College the International honours college of Leiden University, which offers a fulltime small-scale and intensive Liberal Arts and Sciences BA and BSc study programme within a residential concept to student selected for admission;

x. Major: a specialisation of 80-85 ECTS within the programme, meeting the requirements stipulated in Article 4.11.2;

y. Minor: a coherent 30 ECTS package of courses, including 10 credits at 300-level (see Article 2.7);

z. track: A coherent series of a 100-level, 200-level and 300-level course as specified per Major;
aa. Grade Point Average: the average grade point achieved by a student;

bb. Cumulative Grade Point Average: the average grade point based on all results achieved by a student;

c. Final Grade Point Average: the average grade point based on the credits obtained by a student, excluding extracurricular credits, the 45 EC compulsory credits of the first year and any electives taken in the first two semesters;

d. Extracurricular credits: credits obtained by a student which exceed the 180 credits needed to meet the graduation requirements.

The other definitions have the meaning that the Act ascribes to them.

Article 1.3 Codes of conduct

1.3.1 The Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students is applicable. The aim of this code is to create a framework for a good, safe and stimulating work and study environment within Leiden University, in which teachers and students respect each other and in which mutual acceptance and trust are important values.

1.3.2 The Leiden University Regulations on ICT and Internet Use are also applicable. These regulations define what is considered appropriate use of ICT and internet and how usage checks will be made. They also explain which conduct is not tolerated and the consequences that apply.

1.3.3 Furthermore, the following Faculty codes of conduct apply to the programme:

- The Academic Honour Code of the College applies and requires the College community to uphold the values and ideals of LUC The Hague as well as the highest standards of academic conduct as a framework for a good, safe and stimulating academic environment.
- The Social Honour Code of the College applies and requires students to take responsibility to uphold the values and ideals of LUC The Hague as well as the highest standards of social conduct, ensuring a harmonious community including the residential life systems as well as the third year students who live off campus.
- The Leiden University Code of Conduct Remote Teaching applies and requires the College community to uphold the values and ideals of the university as well as the highest standards of academic conduct as a framework for good, safe and stimulating online teaching and learning.

Chapter 2 Description of the Programme

Article 2.1 Objectives of the programme

The programme has the objective to train students in the tradition of the Liberal Arts and Sciences, with a focus on Global Challenges, leading to graduates who have the knowledge, skills and orientation described in Article 2.3.

Article 2.2 Specialisations

6Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students

7Leiden University Regulations on ICT and Internet Use

8 The Academic Honour Code is published in the Student Handbook of the College. The contents of the Student Handbook apply for the duration of the academic year 2019-2020, or until a new version has been published in the course of that year. Previous versions of the Student Handbook are superseded by the current version. The Student Handbook can be found on the website of the College (http://www.lucthehague.nl).

9 Ibid.

10 Code of Conduct Remote Teaching – Online Classroom Participation
The programme Liberal Arts and Sciences: Global Challenges has the following specialisations:

(Majors):
- Earth, Energy, and Sustainability (BSc)
- Global Public Health (BSc)
- Governance, Economics, and Development (BSc)
- Human Diversity (BA)
- International Justice (BA)
- World Politics (BA)

For students who enrolled in the programme for the first time before 1 September 2014, the following Majors apply: Global Justice; Global Public Health; Human Interaction; International Development; Policy Science; Political Arts; Sustainability; World Politics.

The learning outcomes per Major are defined in Appendix 2.

Article 2.3  Learning outcomes

Graduates of the programme have attained the following learning outcomes, listed as far as possible according to the Dublin descriptors:

a. Knowledge in Major
   LUC The Hague graduates:
   a. Have an overview of the knowledge base in the domain of their chosen Major. This includes knowledge of the most important theories, models, concepts and discourse of the area of study.
   b. Demonstrate deep knowledge by not just learning facts but by applying concepts and models with reference to real world cases.
   c. Are able to analyse real world cases, choosing the most appropriate research methods for the case at hand.

b. Knowledge in General Education
   LUC The Hague graduates:
   a. Have insight in the origins and interaction of humans with each other and the planet they inhabit, based in the natural sciences, law, social sciences and humanities.
   b. Have a broad knowledge base that enables them to place global challenges in multiple perspectives.

c. Academic skills
   LUC The Hague graduates:
   a. Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguishing between facts and opinions.
   b. Can research, individually or in a group, a case, problem or issue and integrate knowledge, analytical, problem solving and communication skills to come to a solution, recommendation, or advice.
   c. Demonstrate quantitative literacy when consuming information and arguments which rely on mathematical and statistical elements.

d. Interdisciplinary skills
   LUC The Hague graduates:
   a. Have an understanding of the various fields of study, their subject matter, epistemology, ontology, methodology, and research methods.
   b. Can analyse a complex case and determine which disciplines and research methods are needed to come to a solution.
c. Can combine knowledge and methods from various disciplines to come to an integrated approach for the case at hand.
d. Are able to create new ideas and contribute to solutions by bringing together or reapplying existing knowledge.
e. Can argue a well-considered stance, making use of the relevant disciplines.

c. Global Citizenship
LUC The Hague graduates:
a. Are able to identify, reflect upon, and responsibly act upon their social and civic responsibilities.
b. Are able to apply theoretical concepts related to lived experiences outside of the College setting.
c. Are able to critically reflect upon their own values and beliefs while coming into contact with others.
d. Are able to engage in diverse cultural, social and professional situations and environments.

f. Personal skills
LUC The Hague graduates:
a. Are able to reflect upon their own opinions and ideas and are open to changing their mind when new insights or knowledge are presented.
b. Have leadership skills and are able to take responsibility to contribute to change.

g. Communication skills
LUC The Hague graduates:
a. Have excellent written and oral presentation skills and are able to select the proper format and register for a lay or specialised audience.
b. Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation.
c. Have learned to work in a team, both organizing and contributing to the group process, with respect for all group members.
d. Appreciate, value and use diversity in academic disciplines, cultural backgrounds, and personal styles.

h. Learning skills
LUC The Hague graduates:
a. Have developed a way of life that is aimed at continuous learning, regardless of their stage of life. They will continue to develop and pursue their academic curiosity throughout their careers and life and are able to organise their own learning.
b. Have acquired the skills to detect and remedy deficiencies in their own knowledge and have the tools to obtain, evaluate, and process new information quickly.
c. Demonstrate profound respect for academic integrity and ethical scholarship.

Article 2.4 Structure of the programme

The programme Liberal Arts and Sciences: Global Challenges offers full-time tuition only.

Article 2.5 Study load

The programme has a study load of 180 credits. The first year programme has a study load of 60 credits and forms an integral part of the programme. The norm at the College is that students earn 15 credits per block (30 credits per semester, 60 credits each year), and maintain a cumulative GPA of at least 2.0. If students comply with the norm they are considered to be in good academic standing.

Students who maintain a cumulative GPA of 3.3, or with approval of the Board of Examiners, may enroll in additional courses after the first semester of their first year of enrollment at the College, provided places are available.
Article 2.6  **Start of the programme; uniform structure of the academic year**

The programme starts on 1 September. In terms of regular courses, the programme is based on the university semester system and comprises 42 teaching weeks. In exceptional cases, the College may allow a student to start on 1 February.

Article 2.7  **Minors and Honours education**

2.7.1 The College offers the following Minors, which are the responsibility of the Board of Examiners and which all consist of a coherent 30 ECTS credits packages of courses, including 10 credits in 300-level courses:

- LUC The Hague Minors. The College offers six pre-structured Minors: Social and Business Entrepreneurship; Psychology; Gender Studies; Journalism; Philosophy; Languages (no longer offered for students starting in 2020-2021 and onwards).
- LUC The Hague Minor in a Major. Students select a combination of 30 ECTS credits (at least 10 credits at 300-level) within one of the College’s six Majors.

Other options for completing a Minor (from the official list of Leiden University Minors or from another university) are listed in Articles 3.2.2 and 3.2.3.

2.7.2 The description of the components belonging to a particular minor can be found in the Prospectus. The Prospectus also specifies which Board of Examiners is authorised to examine the minor.

2.7.3 The educational minors are the responsibility of the ICLON Board of Examiners.

2.7.4 Components that are offered in the context of the Honours tracks are the responsibility of the Honours Academy Board of Examiners.

Article 2.8  **Final examinations of the programme**

2.8.1 The following final examination(s) can be taken within the programme:

a. the final examination for the bachelor’s programme

If the programme has a propaedeutic examination, students may only sit the final examination for the programme once they have passed the propaedeutic examination.

Article 2.9  **Language of instruction**

2.9.1 Subject to the Code of Conduct on the Language of Instruction and Examination¹¹ the language of instruction and examination in the programme is English. Students are expected to have an adequate command of the language(s) of instruction used in the programme, in accordance with the requirements stated in Article 5.2.4. As appropriate, the Faculty publishes the OER in English for English-taught programmes.

2.9.2 Contrary to Article 2.9.1, in individual cases the Board of Examiners can permit the student to write the final thesis in another language, in accordance with the Guideline on Language Policy.¹²

Article 2.10  **Quality**

¹¹ Code of Conduct on Language of Instruction.
¹² Guideline on Language Policy.
The programme is accredited by NVAO\textsuperscript{13} and meets the national and international quality requirements for degree programmes. The programme’s teaching also meets the quality standards for teaching set out in the Leiden Register of Study Programmes Framework Document.

Chapter 3 Curriculm

Article 3.1 Compulsory components

3.1.1 The programme includes compulsory components worth a total study load of 45 ECTS credits, excluding the final thesis (Capstone). These compulsory components include the set components from which students are obliged to choose.

3.1.2 [not applicable]

3.1.3 The Prospectus further specifies the actual structure of the programme, i.e. the study load, level,\textsuperscript{14} contents and structure of the components of the curriculum.\textsuperscript{15}

Article 3.2 Optional components

3.2.1 In addition to the components referred to in 3.1.1, students select components from those on offer worth a total study load of 135 credits. At least 105 of these credits must be earned within the College, except in cases where the Board of Examiners decides otherwise. Language courses taken at Leiden University which are used to fulfill the Global Citizenship requirements are considered to be earned within the College. Students may choose optional components (electives) with a maximum of 45 credits: In the first-year programme students may pursue electives within the College worth 15 credits / Students starting in the Academic Year 2018-2019, in the first year may pursue electives within the College worth 20 credits; in the post-first-year programme students may choose a maximum set of electives worth 30 credits with a maximum of 15 credits at 100-level. These post-first-year credits may also be earned outside of the College with prior approval of the Board of Examiners. Upon enrollment at the College students may request to transfer a maximum of 30 credits completed at a recognized and/or accredited institution of higher education. This includes any credits obtained at LUC as a non-degree student (exchange student, visiting student or independent study abroad student). Such requests must be filed to the Board of Examiners during the first semester of enrollment. Transferred credits are assigned to the (post-first-year) elective space or registered as an exemption (article 4.9).

3.2.2 The Board of Examiners must approve the student’s selection of components. The Board of Examiners bases its evaluation of the student’s selection solely on the coherence and level of the components selected. The approval of the Board of Examiners is not required for minor programmes with a study load of 30 credits that are recognised as such by Leiden University nor for the minors recognised by Delft University of Technology and Erasmus University Rotterdam.

3.2.3 In addition to the components taught at this university, and subject to the approval of the Board of Examiners, students may also select components offered by other Dutch or foreign universities, or components offered by another legal entity offering accredited undergraduate higher education programmes.

\textsuperscript{13} The Accreditation Organisation of the Netherlands and Flanders.
\textsuperscript{14} In accordance with the ‘abstract structure’, as specified in the Leiden Register of Study Programmes Framework Document.
\textsuperscript{15} Due to government and university measurements with regard to the Corona virus, some deviation may exist between what is described in the Prospectus and actual teaching methods and assessment methods, and the assessment rules.
3.2.4 Because LUC The Hague is an international honours college, components in which the student participates in the framework of the Honours College of Leiden University can be used as optional courses. The 30 ECTS honours tracks are designed as extra-curricular tracks and cannot be included in their entirety in the LUC elective space.

3.2.5 Students who are enrolled in the programme may assemble their own curriculum of components that are taught by an institution, as long as these are concluded with a final examination. They will require the permission of the most appropriate Board of Examiners. When granting such permission, the Board of Examiners also indicates to which University programme the curriculum is considered to belong. If necessary, the Executive Board designates a Board of Examiners to take this decision.

3.2.6 [not applicable]

Article 3.3 Practical assignments

3.3.1 For each component, the Prospectus specifies which practical assignments are included, the nature and scope of the student’s workload for these practical assignments and whether participation in these is a condition of entry to the (other parts of) examination for the component. The Board of Examiners may exempt students from a practical assignments, in which case the Board can choose to apply alternative conditions.

3.3.2 The Prospectus specifies the scope and study load of the final thesis (Capstone), including the requirements that the thesis must meet and the procedure that applies to the supervision.

Article 3.4 Sitting examinations and taking part in programme components

3.4.1 [not applicable]

3.4.2 Because of the structure of the programme, participation in components (courses) is allocated on the basis of registration, need to fulfil the programme requirements and preference, with the provision that students who are registered in a particular Major are given priority to courses that are a mandatory part of their programme. Students may only take certain components once they have passed the examination of a preceding component. The e-Prospectus specifies the components to which this condition applies. Each component is usually capped at 20 students.

Article 3.5 Distribution of study materials

3.5.1 Students are not permitted to take photographs or make audio or video recordings of lectures or education-related meetings, including the feedback sessions after examinations (including examinations assignments and model answers), without the explicit prior permission of the relevant lecturer. Should such permission be granted, students are only legally permitted to use the photograph or recording for their own use; all forms of distribution or publication of photograph the recording are prohibited.

3.5.2 Students are prohibited from all forms of distribution or publication of study materials. The materials are for students’ own use only.

Chapter 4 Examinations and Final Examinations

Article 4.1 Frequency of examinations

4.1.1 Examinations are held only once during the academic year for each component offered in that year, unless the Board of Examiners decides otherwise.

16 See http://education.leiden.edu/honourscollege.
17 In accordance with Article 7.3h of the Act (‘free curriculum in higher education’).
4.1.2 [not applicable]

4.1.3 [not applicable]

4.1.4 In accordance with Article 7.13 (2) (h) of the Act, the Prospectus specifies the dates of the examinations. Examinations take place during the block (or semester, if applicable) in which the course is offered unless extenuating circumstances apply.

4.1.5 [not applicable]

4.1.6 Contrary to the provisions of Article 4.1.1 and at a student’s request, the Board of Examiners may in exceptional circumstances allow a replacement sitting.

4.1.7 If a student has passed an examination linked to a given component but nevertheless resits this examination without the permission of the Board of Examiners after the academic year in which the student passed this examination, the result of the last sitting will not be assessed.

Article 4.2 Obligatory sequence

4.2.1 The Prospectus specifies whether there are any examinations that students may not sit until they have passed the examinations for one or more other components.

4.2.2 For the components and their attendant examinations which must be completed in a given sequence, the Board of Examiners may in special cases, and following a substantiated written request by the student, agree to an alternative sequence.

Article 4.3 Form of examination

4.3.1 The Prospectus states whether an examination or the constituent examinations for a component take the form of a written, oral or other examination. With the exception of the final thesis (Capstone), no single assessment element of a course can count for more than 40% of the final examination grade. Participation in class counts for a maximum of 19% of the final grade.18

4.3.2 Students with a disability or chronic medical condition are given the opportunity to apply for individual examination arrangements adjusted to their particular disability or condition. These arrangements may not affect the quality or level of difficulty of the examination. If necessary, the Board of Examiners seeks expert advice, as referred to in the Protocol on Studying with a Disability,19 before reaching a decision.

4.3.3 In special cases, the Board of Examiners may, at the request of the student and within the scope of the OER, permit a student to sit an examination in another manner than specified in the Prospectus.

4.3.4 Examinations are held in the language(s) of instruction for the programme that are specified in the OER. At the request of the student, the Board of Examiners may permit him or her to sit an examination in another language.

Article 4.4 Oral examinations

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18 Due to government and university measurements with regard to the Corona virus, some deviation may exist between what is described in the Prospectus and actual teaching methods and assessment methods, and the assessment rules.

19 Protocol on Studying with a Disability
4.4.1 Students take oral examinations individually, unless the Board of Examiners decides otherwise.

4.4.2 Oral examinations are public, unless the Board of Examiners or the examiner concerned decides otherwise owing to special circumstances, or unless the student objects.

Article 4.5 Rules and Regulations of the Board of Examiners

4.5.1 In accordance with Article 7.12b (3) of the Act, the Board of Examiners establishes rules concerning the performance of its tasks and responsibilities and the measures it can take in the event of fraud.

4.5.2 The Board of Examiners must guarantee the right of students to appeal against decisions of the Board of Examiners or the examiners.

Article 4.6 Assessment

4.6.1 The examiner determines the grade immediately after an oral examination has been conducted. The student receives a message about the grade via the University study progress system.

4.6.2 The examiner determines the grade of any written or other form of examination or constituent examination within 10 working days of the day on which the examination or constituent examination was held. The result is notified to the student. The final grade is recorded in the University progress system, and the student receives a message about it via that system. The student will be informed of the result at least five working days before the next resit of the examination.

4.6.3 If the examiner is unable to comply with the 10 working days, as specified in Article 4.6.2, the student is notified accordingly within the specified term. The student is also informed of the relevant procedure in such cases.

4.6.4 The examination result will be expressed as a letter ranging from A+ (plus) to F, with A+ representing the highest mark and F the lowest.

4.6.5 The examination result is considered to be a pass if it is C- (minus) or higher.

4.6.6 If students must complete a practical assignment to be permitted to sit an examination, the Board of Examiners may decide that students have sat the examination once they have passed the practical assignment.

4.6.7 Together with the written or electronic notification of examination results, students are also informed of their right to inspect their graded examination papers, as referred to in Article 4.8, as well as of the appeals procedure.

4.6.8 The Board of Examiners may draw up rules that specify under which conditions it may exercise its power as specified in Article 7.12b (3) of the Act to determine that students do not have to pass every examination and/or under which conditions the results of constituent examinations can compensate for each other. These rules are specified in the Rules and Regulations of the Board of Examiners.

Article 4.7 Period of validity of examinations

4.7.1 The College may limit the validity of an examination pass, subject to the authority of the Board of Examiners to extend the period of validity in individual cases. The period of validity of an examination pass may only be limited if the examined knowledge, understanding or skills are demonstrably outdated.

4.7.2 The Board of Examiners may, in accordance with the criteria specified in the Rules and Regulations and at the request of the student, extend the validity of examinations for a period to be specified by the Board itself. In the event of
special circumstances in the sense of article 7.51, (2), of the Act, the Board of Examiners shall act in accordance with the pertinent provisions in article 7.10, (4) of the Act.

4.7.3 The validity period referred to in 4.7.1 starts on 1 September of the academic year following that in which the grade was obtained or the exemption granted.

Article 4.8 Inspection and final feedback session

4.8.1 Students are entitled to inspect their graded examination within a period of 30 days following the publication of the results of a written examination.

4.8.2 Within the period referred to in 4.8.1, students may inspect the examination questions and assignments, as well as – if possible – the grading schemes used to grade the examination.

4.8.3 Students may request a feedback session on the marked examination. The opportunity for this is announced together with the examination results.

4.8.4 The Board of Examiners is authorised to decide whether the inspection of the examination papers and the feedback session are to be collective or individual.

4.8.5 The examiner determines where and when the inspection of the examination paper and the feedback session will take place.

4.8.6 Students who are unable to attend the inspection of the examination paper and the feedback session due to demonstrable circumstances beyond their control are granted another opportunity, if possible, within the period referred to in 4.8.1.

Article 4.9 Exemption from examinations and/or practical assignments

4.9.1 At the student’s request and after consultation with the examiner in question, the Board of Examiners may grant the student exemption from one or more examinations or practical assignments if the student:

- has completed a component at a research university or university of applied sciences that is similar in content and level to the component for which the student is requesting exemption, or
- has demonstrated, through relevant work or professional experience, that he or she has acquired sufficient skills and knowledge in relation to the component in question, or
- has passed Pre-University College, in which case, the Board of Examiners determines the component(s) for which the exemption is granted.

4.9.2 If the exemption concerns the components that belong to a minor, the Board of Examiners responsible first consults the Board of Examiners of the programme that provides the minor before deciding whether to grant an exemption.

Article 4.10 Final examination

4.10.1 The Board of Examiners awards a degree certificate when there is sufficient proof that the final examination has been passed and that a final GPA of 2.0 or higher has been acquired.

4.10.2 As part of the final examination, the Board of Examiners is entitled to conduct its own evaluation of the knowledge, understanding and skills of the examination candidate and to assess the results.

4.10.3 The degree is only conferred once the Executive Board has declared that all procedural requirements (including the requirement to pay tuition fees) have been met. One degree certificate is awarded for each programme. The degree
certificate states that the programme or specialisation was delivered by Leiden University and Leiden University College, Faculty of Governance and Global Affairs.

4.10.4 Pursuant to the regulations referred to in Article 7.11 (3) of the Act, a student who is entitled to graduate may ask the Board of Examiners to postpone graduation, as long as the student has not exceeded the maximum period of enrolment of four years for the programme in question.

4.10.5 This request must be submitted within five working days of the student receiving notification of his or her final examination results. In the request the student must indicate when he or she wishes to receive the degree certificate.

4.10.6 A student who has studied according to the College’s norm as elaborated in article 2.5 and who wants to postpone graduation in order to pursue additional courses over and above 180 credits, draws up a justified extended study plan to be approved by the Board of Examiners.

4.10.7 The Board of Examiners may also approve the request if refusing it would result in a considerable injustice.

4.10.8 A supplement in Dutch and/or in English that conforms to the standard European Diploma Supplement format, including the grading table applicable for the degree programme, is attached to the degree certificate. In addition to the degree certificate, students are issued with a translation of the degree certificate and a certificate in Latin.

Article 4.11 The degree

4.11.1 The degree of Bachelor of Arts or Bachelor of Science is awarded to those who have passed the final examination of the programme. The degree of Bachelor of Arts is awarded to students who successfully completed the Majors Human Diversity; International Justice; or World Politics. The degree of Bachelor of Science is awarded to students who successfully completed the Majors Earth, Energy, and Sustainability; Global Public Health; or Governance, Economics, and Development.

4.11.2 The degree certificate specifies which degree has been awarded as well as the Major completed.

Students who started before the Academic Year 2018-2019 must meet the following requirements to be able to graduate:
- have obtained 180 credits in total;
- have obtained 60 credits from the first-year curriculum;
- have obtained 80 credits in a Major;
- have obtained 10 credits in the Global Citizenship component (25 credits for students who enrolled in the programme for the first time before 1 September 2014);
- have obtained 30 credits in a Minor or by taking a set of elective courses (see Articles 2.7 and 3.2.1).

Students who started from the Academic Year 2018-2019 on must meet the following requirements to be able to graduate:
- have obtained 180 credits in total;
- have obtained 25 credits first year General Education;
- have obtained 15 credits first year Skills Courses;
- have obtained 85 credits towards their Major;
- have obtained 10 credits towards Global Citizenship;
- have obtained 15 credits in electives;
- have obtained 30 credits in a Minor or by taking a set of elective courses (see Articles 2.7 and 3.2.1).

Within the Major students who started before the Academic Year 2018-2019 should meet the following requirements:
- at least three 5 credits 100-level courses, one in each core track, as specified per Major;
- two or three 5 credits methodology courses at 200-level, as specified per Major;
- at least 20 credits at 300-level in at least two tracks, as specified per Major;
- a 10 credits 400-level final thesis (Capstone);
- an additional 20 or 25 credits in at least two tracks, as specified per Major.
Within a Minor:
- 30 credits, with at least 10 credits at 300-level. See also Article 2.7.

Within the Major students started from the Academic Year 2018-2019 on should meet the following requirements:
- at least three 5 credits 100-level courses, one in each core track, as specified per Major;
- two or three 5 credits methodology courses at 200-level, as specified per Major;
- one 5 credits Research Design course at 200-level, as specified per Major;
- at least 20 credits at 300-level in at least two tracks, as specified per Major;
- a 10 credits 400-level final thesis (Capstone);
- an additional 20 or 25 credits in at least two tracks, as specified per Major.

Within a Minor:
30 credits, with at least 10 credits at 300-level. See also Article 2.7.

Article 4.12  Degree classification

4.12.1 The Board of Examiners may attach a degree classification (distinction) to the result of a final examination.

4.12.2 The distinction is determined on the basis of the weighted average of all the components of the post-first-year phase, with the exception of the components for which an exemption was granted or components for which the student only obtained a proof of attendance. Components from other programmes, including foreign programmes, count towards the distinction. For students who enrol in the programme from the academic year 2015-2016 onwards, a distinction is only awarded when a student has completed the study programme within the nominal time plus one semester. In determining the number of years of study, which counts towards the decision to award a distinction, any study delay resulting from board membership activities or personal circumstances and which has been recorded by the Board of Examiners may be taken into account.

4.12.3 [not applicable]

4.12.4 [not applicable]

4.12.5 [not applicable]

4.12.6 [not applicable]

4.12.7 If a student has been subject to disciplinary measures as a result of irregularity, fraud or plagiarism, he or she is not awarded a distinction.

4.12.8 The Final GPA and the degree classification for the curriculum of LUC The Hague are listed in the appendix 'Honours and Grading System LUC The Hague'.

Chapter 5  Admission to the Programme 2018-2019

Article 5.1  Direct admission

5.1.1 Direct admission to the programme is granted to those persons who meet the requirements set out in Articles 7.24 and 7.25 of the Act, subject to the proviso that, for the LUC and programmes with a fixed quota, the selection criteria and procedure as stated in Articles 5.3.2 and 5.3.3 apply.

5.1.2 [not applicable]
5.1.3 In certain cases as defined in the Act, the Executive Board may deny admission by virtue of its powers under Article 7.28 (1), second and third sentences, of the Act.

5.1.4 If on the basis of Article 7.53 of the Act, the Executive Board has determined a limited first enrolment for the programme, the procedure described in Articles 5.3.2 and 5.3.3 is applicable.

Article 5.2 Admission

5.2.1 Admission with first year diploma from a university of applied sciences

Pursuant to Article 7.28 (1a) of the Act, the holder of a first year diploma from a university of applied sciences who is not in possession of a diploma as referred to in Article 7.24 (1) of the Act or of a diploma that is considered on the grounds of the second paragraph to be at least equivalent to such a diploma either by virtue of the Ministerial Regulations or by the Executive Board:

a) must demonstrate that he/she possesses the knowledge, understanding and skills required to successfully complete the bachelor’s programme and meets the selection requirements included under Articles 5.3.2 and 5.3.3.

5.2.2 Equivalent qualifications

A person who is not in possession of a pre-university (VWO) diploma awarded after 2007, but who is nevertheless eligible for direct admission on the basis of the Act, must demonstrate that he or she possesses the knowledge, understanding and skills required to successfully complete the Bachelor’s programme and meets the selection requirements included under Articles 5.3.2 and 5.3.3.

5.2.3 Further prior education requirements and deficiencies

5.2.3.1 [not applicable]

5.2.3.2 [not applicable]

5.2.3.3 [not applicable]

5.2.4 Dutch and English languages

5.2.4.1 [not applicable]

5.2.4.2 [not applicable]

5.2.4.3 Holders of a diploma obtained outside the Netherlands meet the requirement of a sufficient command of the English language if they have one of the following diplomas:

- An International Baccalaureate diploma (with English A);
- A diploma of secondary (or higher) education completed in the United States, the United Kingdom, Ireland, New Zealand, Australia, Canada (with the exception of French-taught education in Canada).

5.2.4.4 Holders of a Dutch diploma meet the requirement of a sufficient command of the English language if they have a pre-university education (VWO) diploma with a final grade of 8.0 or higher.

5.2.4.5 If the student does not meet the requirements in 5.2.4.3, at least one of the following language requirements can be set:

- IELTS 7.0 and at least 6.5 in each of the four components;
- TOEFL (internet-based) 100 and at least 22 on each of the four components;
• Cambridge (Proficiency: CPE or Advanced: CAE) Certificate in English with a minimum score of 185 and at least 176 in each of the five components;
• A European Baccalaureate Eng. Lang. 1

5.2.4.6 If the student does not meet the requirement in 5.2.4.4, but has a pre-university education (VWO) diploma with a final grade of 7.0 in English, the student will be required to sit a supplemental exam in English proficiency at the College in which at least level C1 of the Common European Framework of References for Languages must be obtained.

5.2.5 Entrance examination

[Not applicable]

Article 5.3 Selection for the programme

5.3.1 Confirmation of admission

The Faculty Board provides confirmation of admission if the student meets the selection criteria specified in Article 5.3.2, as long as the maximum number of students that may be enrolled in the programme has not been exceeded.

Article 5.3.2 Selection criteria

The selection criteria are:

• Proficiency in English. Ideally, the applicant has at least
  o obtained or will obtain a secondary or higher education diploma from one of the following countries: United States, Canada, United Kingdom, Ireland, Australia or New Zealand, or
  o a grade 8 in English at Dutch VWO, or
  o passed an internet TOEFL-test with a minimum score 100 and at least 22 on each of the four components, or
  o an IETLS test with an overall score of 7.0 and at least 6.5 in each of the four components, or
  o obtained a Cambridge (Proficiency: CPE or Advanced: CAE) Certificate with a minimum score of 185 and at least 176 in each of the five components, or
  o a European Baccalaureate Eng. Lang. 1, or
  o an International Baccalaureate (English A);
• Proficiency in mathematics. Please refer to the list of mathematics requirements on the Admissions web page of the College.
• Overall academic strength across multiple academic subjects and domains of activity as demonstrated in the application materials (CV, motivation letter, transcripts, recommendation letter) and – if applicable – interview;
• Suitability and commitment to study in an international and academically demanding environment as demonstrated in the application materials and – if applicable – interview;
• Suitability and commitment to contribute to the residential campus environment at LUC The Hague in a positive manner as demonstrated in the application materials and – if applicable – interview.

20 For students with marginal mathematics scores the Admissions Board may require students to participate in a remedial mathematics course at the College.
5.3.3 Selection procedure

The selection procedure is as follows: Complete applications which meet the minimum admission requirements (see Article 5.3.2) are reviewed by the Board of Admissions, which includes a review of the applicants' academic profile and motivation for studying at the College. In addition, applicants who are deemed admissible may be invited for a personal interview either at the College or via multimedia. Decisions on admission applications are made by the Dean of the College with the formal approval of the Faculty Board. Only complete applications which are submitted via the way specified on the LUC website will be taken into consideration.

5.3.3.2 Students who wish to reregister after a period of deregistration, will be subject to re-evaluation of the admissions requirements.

Chapter 6 Student Counselling and Study Advice

Article 6.1 Study progress administration

6.1.1 The College keeps records of the results of individual students.

6.1.2 Students may inspect their results in the study progress system at any time.

6.1.3 From the second year of enrolment, the College asks all students to submit an annual study plan, indicating the examinations they intend to take, and the extracurricular activities relevant to the programme or recognised by the Executive Board in which they intend to participate.

Article 6.2 Introduction and student counselling

As referred to in the Leiden University Regulation on the Binding Study Advice, the College provides a compulsory introduction and counselling for all students who are enrolled in the programme, in order to familiarise them with their study options in the programme and elsewhere and to facilitate their progress in their studies.22

Article 6.3 Study advice

6.3.1 In their first year of enrolment, all students are provided with advice on the continuation of their studies. The Board of Examiners is mandated by the Faculty Board to issue this study advice. For information on the requirements, the number of times and the occasion when the advice is issued, and the possible consequences of this advice, see the Leiden University Regulation on the Binding Study Advice that applies to the academic year in question, as well as 6.3.2.

6.3.2 In addition to the required minimum of 45 ECTS credits for a positive binding study advice as referred to in the Leiden University Regulation on the Binding Study Advice, the College imposes requirements concerning certain components that students must pass, in order to obtain the positive binding study advice. For students who started before the Academic Year 2018-2019:

- All students are required to pass the course Academic Writing, and
- at least 35 ECTS credits of the other compulsory courses (Global Challenges courses, History of Science, History of Philosophy, Mathematics, Statistics) in the first year of enrolment.

For students who started in the Academic Year 2018-2019:

- All students are required to pass the course Academic Writing, and
- at least 30 ECTS credits of the other compulsory courses (Global Challenges courses, History of Philosophy, Mathematics, Statistics) in the first year of enrolment.

For students who started in the Academic Year 2019-2020 and onwards:

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22 Leiden University Regulation on the Binding Study Advice
• All students are required to pass the courses Academic Writing and Statistics in the first year of enrolment.

6.3.3 A binding negative study advice with refusal only applies to the programme and associated specialisations in which the student is enrolled. The binding study advice also applies to any bachelor’s programme which shares the first-year programme within the Bachelor’s programme.

6.3.4 Students may request an oral explanation of the study advice as well as information on continuation of their studies within or outside the Faculty and on any other possible education options.

Article 6.4 Supervision of the thesis/final paper/final report

6.4.1 Together with the first reader, the student draws up a plan for the final thesis (Capstone), as referred to in 3.3.2. This plan is based on the study load for this component as specified in the Prospectus.

6.4.2 The plan referred to in 6.4.1 also specifies the frequency and manner of supervision.

Article 6.5 Top-level sport

Students who engage in top-level sport are given the opportunity to adjust their study programme to their sporting activities wherever possible. The College determines who falls within this category in line with the guidelines drawn up by the Executive Board.

Article 6.6 Disability or chronic medical condition

Where possible, students with a disability or chronic medical condition are given the opportunity to adjust their study programme to the limitations resulting from their disability or chronic medical condition. The study programme can be adjusted to the individual disability or chronic medical condition of the student in question, but this must not affect the quality or level of difficulty of the components or the final examination curriculum itself.

Article 6.7 Study and internships abroad

Special measures will be taken for students who suffer from a demonstrable delay in their studies as a result of study or an internship abroad that has been approved by the Board of Examiners, in order to limit the delay.

Chapter 7 Evaluation of the Programme

Article 7.1 Evaluation of the programme

The education in the programme is evaluated as follows:
• course evaluations (after the block or semester)
• programme evaluation (once a year)

The Programme Board will inform the Programme Council about the outcomes of the evaluation.

Chapter 8 Final Provisions

Article 8.1 Amendments

8.1.1 Amendments to these regulations are adopted by a separate order of the Faculty Board with the prior consent of the Faculty Council or the Programme Committee, depending on the topics concerned.

8.1.2 Amendments to these regulations that apply to a particular academic year must be adopted before the start of that year and published in the prescribed manner, unless earlier implementation of an amendment to the regulations is strictly necessary and in all reasonableness does not harm the students’ interests.

8.1.3 Amendments to these regulations may not adversely affect any prior decision pertaining to students taken by the Board of Examiners on the basis of these regulations.

Article 8.2 Publication

The Faculty Board or Programme Board is responsible for publishing these regulations, the Rules and Regulations established by the Board of Examiners, and any amendments to these documents, via the University website.

Article 8.3 Term of application

The Course and Examination Regulations apply for the duration of one academic year.

Article 8.4 Entry into force

These regulations enter into force on 1 September 2020.
APPENDIX 1: Honours and Grading System LUC The Hague

Table 1: Honours Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>GPA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree (without honours)</td>
<td>2.00-2.99</td>
</tr>
<tr>
<td>Honours</td>
<td>3.00-3.49</td>
</tr>
<tr>
<td>Cum laude</td>
<td>3.50-3.79</td>
</tr>
<tr>
<td>Magna cum laude</td>
<td>3.80-3.89</td>
</tr>
<tr>
<td>Summa cum laude</td>
<td>3.90-4.00</td>
</tr>
</tbody>
</table>

Table 2: Grade Descriptors

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Outstanding: An outstanding answer showing an extraordinary understanding of the issues and methodologies; original, independent thinking informs an answer based upon rigorous argument accurately supported by evidence derived from a wide range of source material; could not be bettered at undergraduate level in the time</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Very good: An answer demonstrating a high level of understanding of the issues and methodologies; the answer displays independent thought, and strong and well organised argument, using a wide range of sources</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good: A good answer showing most but not necessarily all of the above. The level of independent thinking is a bit lower</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Pass: An answer demonstrating satisfactory understanding of the issues, with a reasonable and reasonably well organised argument supported by a standard range of sources. The answer may display some shortcomings, but no fundamental errors</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Insufficient: An answer which shows minimal, inadequate or limited understanding of some of the issues raised by the question, with substantial omissions or irrelevant material, and limited use of relevant material. Poorly conceived and poorly directed to the question</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Fail: Unsatisfactory, but will show skeletal grasp of some relevant issues and necessary material and/or skills. There may be gross misconceptions which nevertheless show some evidence of an elementary grasp of issues. Or: no answer offered. Or: an answer which is totally irrelevant or fundamentally wrong</td>
</tr>
<tr>
<td>P</td>
<td>--</td>
<td>Pass: This result is registered when a student passed a course for which no grade is recorded</td>
</tr>
<tr>
<td>W</td>
<td>--</td>
<td>Withdrawal: This result is registered when a student has officially withdrawn from the course with permission of the Board of Examiners</td>
</tr>
<tr>
<td>VR</td>
<td>--</td>
<td>Vrijstelling [Exemption]: This result is registered when the student received an exemption for the course from the Board of Examiners</td>
</tr>
<tr>
<td>CI</td>
<td>--</td>
<td>Course Incomplete: This is a placeholder result for students with pending grades</td>
</tr>
</tbody>
</table>

Remarks
1. The College uses a criterion-based grading system, meaning that students are assessed by their ability to meet specific predetermined learning outcomes (see Article 2.3 and Appendix 2).
2. A final GPA of 2.0 (= C) or higher is required to graduate (Article 4.10.1). The final GPA will be calculated on the basis of the weighted average of all the components of the post-first-year phase (last four semesters of the programme; 120 credits or more), excluding the components for which an exemption was granted or components for which the student only obtained a proof of attendance (Article 4.12.2). Note that the requirement of a final GPA of 2.0 automatically entails that each individual C- will always have to be compensated by at least a C+. 
3. If students fail a course (D or F grade) they will have to repeat the whole course (also see Article 4.6.5). A student who fails the capstone proposal is allowed to rewrite and resubmit it. A student who fails the capstone is allowed to rewrite the capstone on the same topic. The failing grade will remain on record. The rewrite opportunity does not apply if plagiarism is discovered in the capstone thesis.

4. For students who were enrolled in the programme for the first time before 1 September 2014: these students are allowed to have two D-grades (D-/D/D+) among the final grades and will earn up to 10 credits for these courses. However, they will not count for the BSA-requirement of Leiden University. Note that the requirement of a final GPA of 2.0 automatically entails that D’s will always have to be compensated by at least B’s (D+ by B-, D by B, D- by B+). D-grades are not allowed for a number of crucial elements in the curriculum: (1) all compulsory courses in the first year; (2) all courses counting towards the Major; (3) the bachelor’s thesis. D-grades are also not permitted as prerequisites for sequential (100-200-300 level) courses.

5. Two different grade point averages are used at LUC: the cumulative GPA and the final GPA. The cumulative GPA is stated on academic transcripts and is—among other things—used to establish eligibility for a Semester Abroad and enrolment in extra courses. The GPA is weighted by course ECTS; this means a result for a 10 ECTS class will count for twice as much as a result for a 5 ECTS course. The cumulative GPA is based on the results of all the courses a student took as part of the programme at LUC. This means that the results of transferred courses, any external classes approved by the Board of Examiners, and Semester Abroad courses are also included in this GPA. If a student failed a course, this result is included in the calculation of the cumulative GPA, unless the student repaired the failing grade by retaking the same course. In such a case, the failing grade will remain listed on the transcript of the student, but the failing grade will no longer be included in the calculation of the cumulative GPA. Courses for which the student was exempted (grade “VR”), received a Pass (grade “P”), or from which the student officially withdrew (grade “W”) are never included in the cumulative GPA. Incomplete grades (grade “INC”), for example for students with an extension, are also not included in the cumulative GPA. Upon graduation, the final GPA of students is calculated. The final GPA is calculated over the results of all the courses a student passed, minus the results of courses taken during the student’s first year (first two semesters) and minus the results of any extracurricular classes. Extracurricular courses are courses taken on top of the 180 ECTS necessary to be able to graduate and need to be listed in the appropriate section on the student’s study plan. Note that once the student has submitted the final version of the study plan (about two months before graduation), it is no longer possible to make changes to the study plan, including the extracurricular courses. Results of failed classes, incomplete grades (INC), exemptions (VR), withdrawals (W), and any pass/fail (P/F) results will never be included in the final GPA. Also note that results of compulsory first-year courses are never included in the final GPA even if a student (re)took such a course during the second or third year. Whether—and if so, which—latin honours are awarded to a student will depend on the student’s final GPA (see Appendix 1 of the OER). After graduation, both the cumulative GPA and final GPA will be stated on the student’s academic transcript. While latin honours (if applicable) are stated on the diploma documents (diploma and diploma supplement), Leiden University currently does not allow for the publication of grade point averages on diploma documents.

APPENDIX 2: Learning Outcomes per Major

Earth, Energy, and Sustainability (BSc)

<table>
<thead>
<tr>
<th>Learning Outcomes Major Earth, Energy, and Sustainability (BSc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Earth, Energy and Sustainability (EES) Major draws insights from the natural and social sciences to give students the practical skills and knowledge to address key challenges related to anthropogenic impacts on our natural environment. The Major is structured around three core tracks: i) Ecosystem Health, ii) Earth System Science, and iii) Energy and Natural Resources. In addition, students can pursue courses in a co-convened track with the Major Governance, Economics and Development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Article Knowledge in Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 a Can generally explain the most important theories, models, concepts and discourse of the EES domain: 1) human and environment interactions; 2) in understanding natural systems; 3) in environmental policies and management.</td>
</tr>
</tbody>
</table>

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### Academic skills

#### 2.3.1 a
Demonstrate deep knowledge by applying scientific methods to real world cases in the social and natural sciences.

#### 2.3.1 c
Can apply scientific research skills, individually or in a group, within the EES field: field and laboratory techniques; quantitative analysis of data sets; modelling of natural and human systems. Can explain the approach used in the scientific method.

### Interdisciplinary skills

#### 2.3.4 a
Demonstrate knowledge of the multidisciplinary nature of EES by establishing connections with the different disciplines in the natural and social sciences which have shaped the field of EES.

#### 2.3.4 c
Can formulate research questions and hypotheses; Evaluate the strengths and weaknesses of research based publications using theoretical and empirical approaches of the relevant scientific fields.

### Communication skills

#### 2.3.7 a
Can write a project proposal by examining the scientific literature, highlighting important areas of research and formulating hypotheses based on own literature reviews, in a standard scientific format. Students can prepare and present a scientific presentation. They understand the roles and complexity of stakeholders involved in issues of environmental assessment and management. Students can communicate their knowledge about content, the scientific method and scientific skills.

### Learning Outcomes Major Global Public Health (BSc)

**Knowledge in Major**

The world has made tremendous progress in medicine, education and hygiene. Nevertheless, global public health challenges such as socioeconomic inequality in child health, sexual and reproductive health and proper nutrition exist. The goal of the Global Public Health (GPH) Major at LUC is to foster both an applied and critical theoretical understanding of the risk factors and potential interventions associated with public health challenges that range from the individual, community, to societal level. This two-year Major provides students with a strong grounding in health sciences. The courses revolve around three major themes (tracks): Biomedical sciences, Health & Development and Health, Behaviour & Society. Courses include required foundational and thematically oriented course work within health sciences including biology, chemistry, epidemiology, medical anthropology, human geography and psychology. Also, students will have methodology courses in biostatistics and geographic information systems for health-data analysis.

#### 2.3.1 a
Explain and discuss the most important theories, models, concepts and discourse of the Global Public Health field. Identify biological, social, behavioural and environmental determinants of communicable and non-communicable diseases. Describe the impact of communicable and of non-communicable diseases at an individual, interpersonal, community and societal level.

#### 2.3.1 b
Systematically evaluate the state of the art on global public health issues. Analyse real-world global public health data and cases.

#### 2.3.1 c
Choose the appropriate design to study public health challenges. Compare methods used for collecting data for public health research purposes (quantitatively and qualitatively). Adequately analyse actual data from public health research.
2.3.3 a Demonstrate the ability to critically evaluate and interpret findings from public health research. Distinguish the difference between evidence-based practice, opinion-based practice and real-world based practice in public health.

2.3.3 b Research public health problems in a systematic and evidence-based matter. Critically read scientific articles on global public health issues. Develop evidence-based prevention and health-promotion programs to tackle public health challenges.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.4 a Understand determinants of communicable and non-communicable diseases at different levels (i.e. at an individual, community, and societal level).</td>
</tr>
<tr>
<td>2.3.4 b Be able to study public health problems in different cultural contexts and at different levels (i.e. at an individual, community, and societal level).</td>
</tr>
<tr>
<td>2.3.4 c Can apply multidisciplinary frameworks and methods (e.g. the social ecological as well as behavioural models) to study major global public health challenges.</td>
</tr>
<tr>
<td>2.3.4 d Can apply the different determinants of communicable and non-communicable diseases and related risk factors into multidisciplinary solutions integrated at an individual, community and societal level.</td>
</tr>
<tr>
<td>2.3.4 e Can compare and evaluate prevention and policy strategies to combat communicable and non-communicable diseases and related risk factors at an individual, community and societal level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.7 a Present scientific findings through scientific papers and presentations, and to the general public.</td>
</tr>
<tr>
<td>2.3.7 b Can write scientific articles and study proposals related to public health topics.</td>
</tr>
<tr>
<td>2.3.7 c Learn to perform group work by performing a research project and practical assignments related to global public health.</td>
</tr>
<tr>
<td>2.3.7 d Learn to work with people from different backgrounds in team work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning skills</th>
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<tbody>
<tr>
<td>2.3.8 c Explain ethical issues that can come along with global public health interventions and epidemiological research and how to appropriately address these in scientific papers and debates.</td>
</tr>
</tbody>
</table>
Governance, Economics, and Development (BSc)

<table>
<thead>
<tr>
<th>Learning Outcomes Major Governance, Economics, and Development (BSc)</th>
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</thead>
<tbody>
<tr>
<td>The Governance, Economics, and Development (GED) Major draws on scholarship from a range of disciplines and interdisciplinary research fields in the social sciences. Students can choose to focus primarily on either the policy challenges of the rich world (governance) or those of the poorer world (development), and deepen their understanding by selecting specific tracks within comparative political institutions, regional studies, economics, political economy, and data science. Additionally, all students take a set minimum of methodology courses in data science ensuring that they master the fundamentals of data analysis and case studies with the most advanced tools used by professionals.</td>
</tr>
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</table>

### Article Knowledge in Major

| 2.3.1 a | Have an overview of the knowledge base within Governance, Economics, and Development and assess the role and importance of various actors and stakeholders in the generation and evolution of social outcomes. |
| 2.3.1 b | Demonstrate deep knowledge by learning facts about governance and development challenges in different parts of the world and by applying relevant concepts and models to cases of these challenges using appropriate research methodologies. |
| 2.3.1 c | Are able to choose the most appropriate research methods for a given hypothesis or research question in the social sciences. |

### Academic skills

| 2.3.3 a | Can in a manner appropriate to their research question apply and critically evaluate in the work of others the following scientific skills in research within the Major of GED: (a) Individual case study design and analysis; (b) Small-N comparative case study design and analysis; (c) Large-N research design and analysis; (d) Mixed methods approaches. |
| 2.3.3 b | Can write a project proposal using scientific reasoning and research method skills; can research, individually or in a group, a case, problem or issue and successfully complete a research project within the framework of a final thesis; and can integrate knowledge, problem solving, analytical and communication skills to come to a solution, recommendation or advice. |

### Interdisciplinary skills

| 2.3.4 a | Identify questions of governance and development and have an understanding of the main social science disciplines pertinent to these questions, their subject matter, their epistemology, ontology, methodology and research methods. |
| 2.3.4 b | Can formulate research questions and hypotheses and evaluate the strengths and weaknesses of research-based publications using theoretical and empirical approaches of the relevant social-scientific fields. |
| 2.3.4 c | Can combine knowledge and methods from various social science disciplines to come to an integrated approach to research and address issues of governance and development. |
| 2.3.4 e | Can argue a well-considered stance, making use of relevant social-scientific theories and methods. |

### Communication skills

| 2.3.7 a | Can write a project proposal using scientific reasoning and research method skills. Can construct succinct analytical arguments in well-structured written and spoken English. Can deploy the above skills conversationally with non-experts. |
| 2.3.7 b | Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation. |
| 2.3.7 c | Have developed the skills to work in a team, respecting the variety in backgrounds and making sure all can contribute to the final product. |
| 2.3.7 d | Can use and appreciate the variety in academic disciplines in the GED Major and can are attentive to cultural and personal differences. |

### Learning skills

| 2.3.8 c | Can identify and explain ethical issues that arise in research on issues related to governance and development and are able to suggest solutions to address these issues. |
Human Diversity (BA)

<table>
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<tr>
<th>Learning Outcomes Major Human Diversity (BA)</th>
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<tbody>
<tr>
<td>The Human Diversity (HD) Major draws insights from the humanities and social sciences to give students the knowledge and skills necessary to address the challenge of living together peaceably, equitably, and respectfully in socially diverse communities. It is arranged in three interdisciplinary components: Global and Contemporary History; Culture in Society; and Social and Political Thought. In addition, students can pursue co-convened tracks in Gender Studies and Language &amp; Society.</td>
</tr>
</tbody>
</table>

### Article Knowledge in Major

2.3.1 a Explain and discuss major themes and concepts in Global History, Culture in Society, and Social and Political Thought. Within Global History, this includes such themes as: nationalism, slavery, imperialism, migration, industrialization, and globalization. Within Culture in Society, this includes: deconstruction, postmodernism, Postcolonialism, gender trouble, the ‘canon’, intertextuality, and representation. Within Social and Political Thought, this includes: authority, power, legitimacy, justice, and freedom, based on the work of major thinkers in political philosophy.

2.3.1 b Make comparisons and draw connections between varied social theories informing the humanities and social sciences, and explain how social theories relate to real-world cases.

2.3.1 c Explain how interdisciplinary methodologies in the humanities and interpretive social sciences can be employed to answer concrete research questions.

### Academic skills

2.3.3 a Ability to collect, organise, analyse, and evaluate a variety of source materials. Ability to critically engage with difficult texts, respond to complex arguments, and distinguish between facts and opinions. Ability to explain, compare, contrast, synthesise, and add one's own perspective to the work of scholars in the humanities and interpretive social sciences.

2.3.3 b Can apply their research skills, individually and collectively, on a case, problem or issue and can systematically analyse the issue integrating their knowledge, problem solving, analytical and communication skills.

### Interdisciplinary skills

2.3.4 a Have an understanding of various fields of study within the humanities and interpretive social sciences, including their subject matter, their epistemology, ontology, methodology and research methods.

2.3.4 b Can analyse a complex human diversity question and determine which disciplines and research methods are most applicable to further understanding.

2.3.4 c Can combine knowledge and methods from various disciplines within the humanities and interpretive social sciences to come to an integrated approach.

2.3.4 d Are able to create new ideas and contribute to solutions to challenges of human diversity, drawing together and reapplying existing knowledge.

2.3.4 e Can write argumentatively and synthetically about a range of source materials, and about varied disciplinary approaches within the humanities and interpretive social sciences.

### Global Citizenship

2.3.5 c Have the ability to see oneself as part of heterogeneous local community, nation, and world, with an understanding of world history and the character of the diverse groups that inhabit it.

### Communication skills

2.3.7 a Demonstrate the ability to present their findings, both written and orally, to a variety of audiences.

2.3.7 b Can present their research and analyses and select the appropriate communication method for the situation.

2.3.7 c Are able to work in teams with a respectful and constructive attitude so all contribute to the final result.

2.3.7 d Respect and value the various disciplines in the Major as well as differences in cultural backgrounds.
### Learning Outcomes Major International Justice (BA)

**The International Justice (IJ) Major** explores conceptions of justice in our global society as responses to conflict and transnational threats, such as organised crime and terrorism, which are increasingly international in scope and supported by a growing framework of norms and institutions tasked with enhancing sustainable peace and security. The International Justice Major is built around three key themes (a) law and enforcement, (b) human security, and (c) organization and integration. As justice issues related to human rights, peace, security and environment present legal and policy challenges for governmental and non-governmental actors, international institutions, and civil society that extend beyond national borders and single disciplines, the International Justice Major is also connected to the Governance, Economics and Development Major and the Gender Studies Minor. Through these cross links students can explore issues related to governance and development, as well as comparative justice systems and gender, media and conflict.

<table>
<thead>
<tr>
<th>Article</th>
<th>Knowledge in Major</th>
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<tbody>
<tr>
<td>2.3.1 a</td>
<td>Identify and articulate the national, regional and global context in which international justice operates. Evaluate the functioning of the international justice system and its impact on domestic policies and practices related to justice. Demonstrate knowledge of the nature and settlement of international disputes.</td>
</tr>
<tr>
<td>2.3.1 b</td>
<td>Evaluate the functioning of the international justice system and its impact on domestic policies and practices related to justice. Describe and critically assess the international institutional framework.</td>
</tr>
<tr>
<td>2.3.1 c</td>
<td>Research and analyse real world cases especially those that pertain to compliance and violations of international law. Identify the core elements of an international dispute.</td>
</tr>
</tbody>
</table>

**Academic skills**

| 2.3.3 a | Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguish relevant facts and identify and analyse the appropriate sources and principles of law. |
| 2.3.3 b | Can research, individually or in a group, a case or issue related to international justice and integrate knowledge and legal methods of reasoning to come to a recommendation or conclusion. |

**Interdisciplinary skills**

| 2.3.4 a | Explain the structure of legal argumentation and differentiate between the various methodologies used to explore justice issues. |
| 2.3.4 b | Analyse a complex case and deconstruct and evaluate the argumentation of relevant actors in the field. |
| 2.3.4 c | Objectively evaluate, compare, contrast and synthesise evidence to support an argument. |
| 2.3.4 d | Formulate a clear argument evidenced by appropriate sources. |
| 2.3.4 e | Develop, present a well-considered stance, and defend an argument in both written and oral motions. Can carry out independent research, within the framework of the capstone thesis. |

**Global Citizenship**

| 2.3.5 b | Use their knowledge gained in the Major, both in terms of content and methodology, to constructively participate in key dialogues related to international justice. |

**Communication skills**

| 2.3.7 a | Research and prepare a legal argument. Develop, present and defend an argument in both written and oral motions. |
| 2.3.7 b | Prepare and present an oral presentation on a given topic. Students can advocate, in both oral and written form. Students can write a case note. |
| 2.3.7 c | Students can convey information in a clear and persuasive manner in a group or individually. |
World Politics (BA)

Learning Outcomes Major World Politics (BA)

The World Politics (WP) Major is organised around the global challenge Peace and Justice, locating issues of security and peace within the broader context of international relations and transnational politics. The Major will equip students with the knowledge and skills to understand the shape of political relations in a globalizing world and their connection to peace and security. Students will become familiar with the most important theories, actors, institutions and issues in world politics at the global and regional levels. World Politics is fundamentally an interdisciplinary subject that draws on several academic disciplines, including Politics, History, Philosophy, and Sociology. It is organized into three core tracks, each of which contains courses examining a different aspect of the global political order:

1. International Relations and Diplomacy focuses on interstate relations and its dominant patterns: conflict and cooperation. This track will also introduce you to the most influential theories of international politics, including realism, liberalism and social constructivism.

2. Transnational Politics draws primarily on History and Sociology to explore dimensions of world politics that fall outside of International Relations’ traditional focus on the state. This includes mass phenomena such as nationalism, religion and memory, as well as non-state and transnational actors.


Article Knowledge in Major

2.3.1 a Understanding of the major concepts, theories and methodological approaches used in the analysis of world politics, and the ability to critically evaluate them; understanding of the implications of different approaches, and the terms of relevant debates among scholars concerning their strengths and weaknesses.

2.3.1 b Understanding of the significance of the most important issues at the heart of world politics, including nuclear proliferation, nationalism, religion, terrorism, regionalism, humanitarian intervention, etc.; understanding of key events associated with them, their historical context, and the ways they have shaped the development of international affairs.

2.3.1 c Understand the significance and roles of key actors in world politics including individuals, states, intergovernmental organizations, non-governmental organizations, transnational corporations, global civil society.

Academic skills

2.3.3 a Demonstrate the ability to apply conceptual and theoretical tools to analyse key events and processes in contemporary world politics; the ability to critically evaluate key concepts, theories and methods using relevant case studies.

2.3.3 b The ability to distinguish good and bad arguments; the ability to make logical and well-reasoned arguments supported by evidence drawn from appropriate sources.

Interdisciplinary skills

2.3.4 a The ability to demonstrate knowledge of the multi-disciplinary nature of world politics by establishing connections among the disciplines that have shaped the study of world politics.

2.3.4 b/c Demonstrate an understanding of the relationship between theory, methodology and methods; the ability to critically evaluate the strengths and weaknesses of the major methodologies and method used in the study of world politics; the ability to develop research projects; the ability to select and rigorously apply methods appropriate to the nature of the research; the ability to gather, analyse and interpret relevant data.

2.3.4 d Conduct research and evaluate evidence-based arguments and methodologically sound studies.

2.3.4 e Can argue a well-considered position on issues in world politics, making use of relevant disciplines.

Communication skills

2.3.7 a/b Write well-organised, informed, logically argued, clear, persuasive, and stylistically correct essays and papers. Display confidence to present their arguments clearly, logically and persuasively in relevant academic contexts (seminars, workshops, conferences) to other students of world politics.
APPENDIX 2 - Rules and Regulations of the Board of Examiners of the degree programme in Liberal Arts & Sciences: Global Challenges

pursuant to Article 7.12b(3) of the Higher Education and Research Act (WHW)

Adopted on 1 August 2019
Chapter 1 General provisions

Article 1.1 Scope

These Rules and Regulations apply to the examinations (tentamens) and final examinations (examens) of the degree programme Liberal Arts & Sciences: Global Challenges of Leiden University, hereafter referred to as: the degree programme.

Article 1.2 Definition

Act: Higher Education and Research Act (WHW)

First examiner: the first examiner, who supervises, reads and assesses the thesis/final assignment/graduation report.

Fraud: any action (including plagiarism) which entirely or partly prevents the correct assessment of a student’s knowledge, understanding and skills is considered to be fraud in the sense of Article 7.12b WHW. This also includes the intention and/or incitement to take such an action or the omission of an action.

Invigilator: a person who is charged by or on behalf of the Faculty Board with ensuring that order is maintained during an examination.

Mid-term examination (deeltentamen): a test which, in addition to one or more other mid-term examinations or practical assignments, forms part of an examination (tentamen) and contributes to the final grade (eindcijfer) of the examination. The relative weighting of the mid-term examinations is laid down in the Course and Examination Regulations (OER) and in the e-Prospectus.

OER: the Course and Examination Regulations (Onderwijs-en examenregeling) of the degree programme, as adopted by the Faculty Board.

Practical assignment: a practical assignment as (a component of) an examination, as provided for in Article 7.13(2d) of the Act, which takes one of the following forms:

writing a thesis/final assignment/graduation report
completing a writing assignment or an artistic outcome
carrying out a research assignment
taking part in fieldwork or an excursion
doing an internship
taking part in an alternative learning activity aimed at acquiring particular skills (such as a practical lab assignment).

Second examiner: the second examiner, who reads and assesses the thesis/final assignment/graduation report.

Third assessor: a third examiner who is appointed by the Board of Examiners in the event that the first and second assessors are unable to agree on the assessment of the thesis/final paper/final report.

Other terms have the meaning assigned to them in the Act or the OER.

Chapter 2 Duties and procedures of the Board of Examiners

Article 2.1 Appointment of the chair and secretary

2.1.1 The Board of Examiners has a chair and a deputy chair.

2.1.2 An official secretary may be assigned to the Board of Examiners.

2.1.3 The Board of Examiners has an external member. This member has the following duties: participate in at least 2 meetings with the other members of the Board of Examiners, provide solicited and unsolicited advice, produce one report per year, focusing on quality assurance.

Article 2.2 Duties and powers of the Board of Examiners
2.2.1 The Board of Examiners is the body charged with objectively and competently determining whether a student fulfils the conditions laid down in the OER regarding the knowledge, understanding and skills required for obtaining a degree.

2.2.2 Without prejudice to the Act and the regulations based thereon, the Board of Examiners is in any event also responsible for:

a. assuring the quality of the examinations and final examinations;

b. assuring the quality of the organisation and procedures relating to examinations and final examinations;

c. establishing guidelines and instructions within the framework of the OER to assess and determine the results of examinations and final examinations, including the pass/fail regulation;

d. granting permission, given by the most appropriate Board of Examiners, for a student to compile and follow an individual curriculum, as referred to in Article 7.3d of the Act, the final examination of which leads to obtaining a degree. The Board of Examiners will also indicate to which of the institution’s degree programmes this curriculum is deemed to belong for the application of the Act;

e. granting exemption from taking one or more examinations on one of the grounds specified in the OER;

f. where applicable, extending the period of validity of pass results for examinations, as specified in the OER;

g. in exceptional cases, deciding whether an examination must be taken orally, in written form or in another way, notwithstanding the provisions of the OER;

h. in exceptional cases, deciding whether an examination must be held in public, notwithstanding the provisions of the OER;

i. granting exemption from the obligation to participate in practical assignments required for admission to the examination concerned, possibly with the imposition of alternative requirements;

j. in individual cases, approving the choice of course components included in the degree programme;

k. at the student’s request, and subject to the relevant provisions of the OER, allowing the student to take one or more components of the final examination before passing the first-year (propaedeuse) examination of the degree programme concerned;

l. verifying, insofar as this is stipulated by the Faculty Board as a condition for taking final examinations or components thereof, that evidence of an adequate command of the Dutch language for successful participation in the courses has been provided by students who have been granted exemption from the prior education requirement as referred to in Article 7.24 of the Act. This exemption is on the ground of having a diploma awarded outside the Netherlands, or if exemption has been granted from the admission requirement for the post-first-year (post-propaedeuse) stage of the degree programme;

m. on behalf of the Faculty Board, issuing the (binding) study advice as referred to in Article 7.8b of the Act;

n. presenting the student with a degree certificate and supplement as referred to in Article 7.11(4) of the Act, as evidence of having passed the final examination;

o. in the case of a student who has passed more than one examination but cannot be awarded a degree certificate as referred to in n. above, issuing a statement showing at least the examinations that he/she has passed;

p. taking appropriate measures and imposing sanctions if a student or external examination candidate (extraneus) is found to have committed fraud.

q. enforcing the Academic Honour code in accordance with that which is specified on the subject in the Student Handbook of the degree programme.

Article 2.3 Procedures

2.3.1 The Board of Examiners decides by simple majority of votes. If there is an equal division of votes, the chair has the casting vote.

2.3.2 The Board of Examiners can mandate its members, or other parties whose positions qualifies them to do this, in writing to take certain decisions. The Board of Examiners can provide the mandated member(s) with instructions on how to exercise the mandated power.

2.3.3 Mandated members take decisions on the basis of the OER, the present Rules and Regulations and previously formulated policy, and render account for their actions. The method of rendering account will be established in advance. Where there is any divergence from previously formulated policy, the full Board of Examiners will decide.

2.3.4. The Board of Examiners has in any case established the following:

a. the composition of the Board of Examiners;

b. the duties, powers and responsibilities of the chair, deputy chair, other members and official secretary;
c. the duties that are mandated to the various members and to whom these duties have been mandated, including the method of rendering account for decision-making;
d. the frequency of meetings, public access and confidentiality;
e. the method of reporting and archiving of meetings and decisions
f. internal procedures relating to:
   - the appointment of examiners;
   - assuring the quality of examinations;
   - requests for exemption;
   - fraud;
   - the binding study advice (BSA);
   - the recording of the members’ signatures.

Chapter 3 Appointment of examiners

3.1.1 Before the start of each academic year, and further as often as necessary, the Board of Examiners will appoint examiners for conducting examinations and determining the results of those examinations, and will inform the examiners of their appointment.

3.1.2 An examiner must have the necessary expertise in terms of subject matter and assessment skills, in accordance with the requirements specified in Article 4.2.

3.1.3 The Board of Examiners may appoint more than one examiner for any examination.

3.1.4 The Board of Examiners may appoint external examiners. The Board will ascertain that these examiners meet the established quality requirements. The external examiners will receive a letter of appointment from the Board of Examiners, stating that they have been appointed as an external examiner, and for which examination they have been appointed.

3.1.5 The Board of Examiners will inform the students and relevant staff regarding the examiners who have been appointed. This information will be published on the website of the programme in question.

3.1.6 The Board of Examiners can rescind the appointment if there are serious grounds for doing so.

3.1.7 The examiners will provide the Board of Examiners with all information as requested.

Chapter 4 Assessments

Article 4.1 Format of the examinations

4.1.1 The format of the examinations is laid down in the e-Prospectus. In exceptional cases, the Board of Examiners may decide, in consultation with the examiner, that an examination will be held in a format other than that stated in the e-Prospectus. On behalf of the Board of Examiners, the examiner will announce the format in which the examination will be held at least 25 working days before the examination date.

4.1.2 The Board of Examiners may agree to an alternative method of examination than that laid down in the OER and in the e-Prospectus, if the student submits a reasoned request to this effect. The Board of Examiners will decide on this, after consultation with the examiner, within ten working days after receipt of the request.

4.1.3 (not applicable)

4.1.4 The assessment of all group work, including papers, presentations, and research reports, will be in principle on the basis of the individual contribution made by each student.

Article 4.2 Quality assurance of examination

4.2.1 Each examination will comprise an assessment of the student’s knowledge, understanding and skills, and also the evaluation of the outcome of that assessment.

4.2.2 The questions and assignments of an examination will be clear and unambiguous, and will contain sufficient instructions for the answers to be given in the required detail.

4.2.3 The examination will be appropriate and will serve exclusively to assess whether the student has developed the qualities that were determined in advance as the objectives of the course component concerned, and were laid down in the e-Prospectus.

4.2.4 The examination will be so specific that only those students who have a sufficient command of the material will be able to provide adequate answers. The examination will correspond to the level of the course component.
4.2.5 The questions and assignments of the examination will be distributed as evenly as possible over the prescribed reading material.

4.2.6 The questions and assignments of the examination will relate only to the material announced in advance as prescribed reading material. It will be clear for students in advance how they will be assessed, and on what material they will be assessed.

4.2.7 If a written examination counts towards 20% or more of the final course grade the questions and assignments of the examination will be reviewed by another qualified examiner in a manner prescribed by the Board of Examiners.

4.2.8 The duration of each examination will be such that the student may reasonably be expected to have sufficient time to answer the questions and/or complete the assignments.

4.2.9 Written tests will be assessed on the basis of pre-determined, written criteria.

4.2.10 The procedures relating to the quality assurance of examinations are determined by the Board of Examiners. These include but are not limited to the following:

- The Board of Examiners makes available to examiners recommended assessment criteria for common assessment types. Examiners are free to amend these criteria there were necessary.
- The examiner ensures that for each course at least four distinct learning outcomes are assessed.
- The examiner ensures that each assessment cannot count towards more than 40% of the final course grade.
- The examiner ensures that presentations as well as in-class participation count for a maximum of 19% of the final grade.
- The examiner ensures that plagiarism software is used where possible to detect possible cases of plagiarism.
- The examiner facilitates the evaluation of the examinations as described in article 4.2.11 by submitting to the Board of Examiners all assessments (including their evaluation and model answers where applicable) that count toward 20% or more of the final course grade.
- The examiner ensures that at least one of the assessments counts towards the final grade for 20% or more.

4.2.11 The Board of Examiners will evaluate on a random basis the validity, reliability and usability of the examinations. The outcome of this evaluation may be discussed with the examiner(s) concerned and shared with other relevant parties within the College.

4.2.12 The Board of Examiners can also conduct an investigation into the validity, reliability and usability of the examination, if evaluations or results give cause for this.

4.2.13 In completing the evaluation referred to in 4.2.11 and 4.2.12, the Board of Examiners can request the assistance of experts.

**Article 4.3 Admission requirements for examinations and practical assignments**

4.3.1 The examiner will ascertain that the student fulfils the conditions for admission to the examination, as laid down in the OER and e-Prospectus or ensuing from the Act or University regulations.

4.3.2 A request as referred to in Article 4.2.2 of the OER will only be processed if it is accompanied by a study plan and a list of subsidiary activities recognised by the Executive Board in which the student has participated or is intending to participate.

4.3.3 The degree programme does not allow resits of examinations. Additionally, it does not allow retaking a passed course, except in exceptional cases, judged as such by the Board of Examiners.

4.3.4 The degree programme sets certain conditions for participation in and/or assessment of research internships. These are laid down in the e-Prospectus.

4.3.5 The degree programme has additional conditions regarding prior knowledge for participation in course components, examinations or practical assignments. These are specified in the e-Prospectus.

**Article 4.4 Dates of the examinations**

4.4.1 Unless otherwise stipulated in the OER and the e-Prospectus, the dates on which written examinations will be held will be determined and announced on behalf of the Board of Examiners no later than one month before the start of the academic year.

4.4.2 There may be variation from the provisions of 4.4.1 in the event of force majeure, after advice has been given by the Programme Council and if it can reasonably be expected not to harm the interests of the students.
4.4.3 The dates for oral examinations will be determined by the examiner, if possible in consultation with the students.

4.4.4 The provisions of 0 will as far as possible apply equally to tests other than written or oral tests.

**Article 4.5 Registration for and withdrawal from examinations**

4.5.1 An examination can only be taken, and its result assessed, after the student has registered for participation in a manner that has been determined and announced by or on behalf of the Faculty Board.

4.5.2 In exceptional cases, the Board of Examiners may permit variation from the provisions of 4.5.1 regarding the latest date and the manner of registration.

4.5.3 During the period in which it is possible to register for an examination, withdrawal is also permitted, by the same means.

4.5.4 Withdrawal from an examination during the period between the registration deadline and the start of the examination will only be possible in the event of *force majeure*, to be decided at the discretion of the Board of Examiners.

4.5.5 If a student who has registered for and has not withdrawn from an examination does not take that examination, the examination will nevertheless be deemed to have been taken, except in the event of *force majeure*, to be decided at the discretion of the Board of Examiners.

**Article 4.6 Conducting examinations**

4.6.1 The Faculty Board will arrange that for written examinations, if necessary, invigilators are appointed to ensure that order is maintained during the examination.

4.6.2 A student must provide proof of identity, in the form of a student ID card and legally valid ID, when so requested by or on behalf of the examiner.

4.6.3 Students may not enter the room after the exam has started. Students may not leave the room before the ending time of the examination, unless permitted to do so by the examiner. This also applies to toilet visits. If a student is not able to comply with this for medical reasons, he or she must have notified the Study Advisor and the instructor in advance.

4.6.4 Communication equipment, including mobile telephones, smartwatches and smartphones must be switched off while the examination is taking place. Other electronic equipment may not be used, except with the permission of the examiner.

4.6.5 Students are required to comply with all instructions of the Board of Examiners or the examiner that were published before the start of the examination, and all instructions that are given during and immediately after the examination.

4.6.6 Any student who creates a disturbance will receive a warning. If the student continues to create a disturbance, the examiner or invigilator can ask the student to leave the room. The examiner will then write an official report, and will inform the student concerned that the examination will not be assessed until the Board of Examiners has reached a decision.

4.6.7 The examiner will immediately inform the Board of Examiners in writing of any measure taken pursuant to the provisions of 4.6.6.

**Article 4.7 Orderly conduct during a laboratory practical**

4.7.1 The supervisor(s) of the practical will arrange that for the practical experiments, if necessary, laboratory assistants are appointed to ensure that order is maintained during the practical.

4.7.2 A student must provide proof of identity, in the form of a student ID card and legally valid ID, when so requested by or on behalf of the examiner.

4.7.3 Students are required to immediately comply with all instructions given by the practical supervisor(s) before or during the practical.

4.7.4 Any student who creates a disturbance will receive a warning. If the student continues to create a disturbance, the examiner can ask the student to leave the practical room. The examiner will then write an official report, and will inform the student concerned that the practical will not be assessed until the Board of Examiners has reached a decision. The examiner will immediately inform the Board of Examiners of this measure.

**Article 4.8 Oral examinations**

4.8.1 Oral examinations will usually be conducted by a single examiner. At the request of the student, the oral examination can be conducted by two or more examiners. If only one authorised examiner is present at the oral examination, then both written notes and an audio recording will be made.
4.8.2 The Board of Examiners may decide that a specific oral examination will be taken by several students together, if the students who are to be examined agree to this.

**Article 4.8a Assessment of final paper (Capstone)**

4.8a.1 The Board of Examiners establishes the criteria for the assessment of the final paper (*eindwerkstuk*), the procedure for the appointment of the first and second examiner, the assessment form and the division of responsibilities between the first and second examiner. The final paper will always be assessed independently by two examiners, and the grade will be determined by agreement between the examiners. If the examiners are unable to reach agreement, the Board of Examiners will appoint a third examiner as third assessor. The third examiner will have the deciding vote.

4.8a.2 [expired]

4.8a.3 Changes to the Capstone by third parties that go beyond editing are not allowed and may be considered as plagiarism, fraud or other kinds of irregularities.

**Article 4.9 Period of validity of examinations**

At the request of the student, and after consultation with the examiner concerned, the Board of Examiners will extend the period of validity of pass results for examinations, as laid down in the OER, by a maximum of one year each time, provided that this is justified by personal circumstances and there have been no radical changes to the learning objectives of the course component.

**Article 4.10 Inspection and evaluative discussion**

4.10.1 During the period stated in the OER, the questions and assignments of the examination concerned are available for inspection, together with the criteria that were used in making the assessment. The questions and assignments can be viewed on a single occasion, at a location to be specified by the examiner.

4.10.2 Students are not permitted to make copies of, distribute or publish the questions and assignments or marking key in any manner whatsoever.

4.10.3 If ten or more candidates have taken a written examination at the same time, the examiner will hold a collective evaluative discussion at a time and place to be specified by the examiner.

**Article 4.11 Exemption from examinations and practical assignments**

4.11.1 Students may submit to the Board of Examiners a reasoned, written request for exemption from taking one or more examinations or from the obligation to participate in one or more practical assignments, as referred to in the OER and e-Prospectus. The degree programme normally does not allow counting towards the student’s degree programme academic credits that are or have been earned as part of another finite academic degree programme. The only exceptions are officially approved double-degree programmes. Any successfully completed examination can be counted towards only one component of the student’s degree programme.

4.11.2 The Board of Examiners will reach a reasoned decision within twenty working days after the submission of the request. If the Board of Examiners is considering refusing the request, the student may be given the opportunity to state his/her case. Approved exemptions for programme components on the basis of external academic credits are final and cannot be altered at a later stage.

**Article 4.12 Retention periods**

4.12.1 The examination and model answers will be retained for a period of at least seven years. The work carried out in the context of an examination will be retained for at least two years.

4.12.2 A student’s final paper (*eindwerkstuk*), including the assessment form, will be retained for a period of at least seven years.

4.12.3 The decisions of the Board of Examiners and the results of all (final) examinations taken will be carefully recorded. Access to the recorded information will be restricted to persons who have been given such permission by the Board of Examiners.

**Chapter 5 Final examinations and degree certificates**

**Article 5.1 Taking the final examination**

Pursuant to Article 4.10.2 of the OER, the Board of Examiners can decide that the final examination will include an additional test, as referred to in 4.2.1, which it will conduct itself.

**Article 5.2 Compensation**
Article 5.3 Approval of individual curricula for final examinations

A reasoned, written request for approval of an individual curriculum for a final examination, as referred to in Article 7.3d of the Act, must be submitted to the Board of Examiners. The Board of Examiners will decide within thirty working days after receipt of the request. The degree programme normally does not allow doing a double major.

Article 5.4 Degree certificate and diploma supplement

5.4.1 After the Executive Board has declared that the procedural requirements for issuing a degree certificate have been fulfilled, the Board of Examiners will present a degree certificate, as evidence that the student has passed the final examination. This degree certificate will show the information stipulated in Article 7.1(2), of the Act.

5.4.2 The degree certificate will be drawn up in Dutch or English, and also in Latin. The degree certificate will be signed with a wet signature by at least one of the members of the Board of Examiners.24

5.4.3 The Board of Examiners will add a diploma supplement to the certificate stating that the student has passed the final examination. The aim of the supplement is to provide insight into the nature and content of the completed degree programme, also with a view to international recognition of degree programmes. The Leiden University diploma supplement conforms with the standard European diploma supplement. The final page of the diploma supplement will be signed with what is known as a wet signature by at least one of the members of the Board of Examiners. In addition, the Board of Examiners may choose to initial each page of the diploma supplement.

5.4.4 A student who has passed more than one examination but cannot be awarded a degree certificate, as referred to in 5.4.1, will on request be given a statement issued by the Board of Examiners, showing at least the examinations that he/she has passed.

Article 5.5 Final examination grade

5.5.1 The Board of Examiners may award the examination candidate a final grade (judicium) for his/her work in the context of the final examination. This final grade is based on the average of the grades achieved for the course components covered by the final examination, weighted according to course load.

5.5.2 If the GPA, calculated over all credits awarded in the last four semesters of the programme (120 ECTS or more) is between 3.00 and 3.49, the Board of Examiners may choose to confer the designation ‘Honours’. If the result is between 3.50 and 3.79, the Board of Examiners may choose to confer the designation ‘Cum Laude’. If the result is between 3.80 and 3.89, the Board of Examiners may choose to confer the designation ‘Magna Cum Laude’. If the result is 3.90 and 4.00, the Board of Examiners may choose to confer the designation ‘Summa Cum Laude’.

Article 5.6 Retention periods

The results of the final examinations are open to public inspection. The registers containing the results of the examinations will be retained indefinitely.

Article 5.7 Exclusion from the degree programme or certain of its components

5.7.1 If, in accordance with Article 7.42a of the Act, a student has demonstrated by behaviour or remarks that he/she is unfit to practice one or more of the professions for which he/she is being trained in the degree programme that he/she is following, or is unsuited to engage in practical preparation for professional practice, the Board of Examiners will, on request, issue advice to the Executive Board regarding the refusal or termination of that student’s enrolment in the degree programme.

5.7.2 If the student referred to in Article 5.7.1 is enrolled in another degree programme, and within that programme is following the courses of a specialisation that is similar to or, in terms of the practical preparation for professional practice, is related to the degree programme for which the enrolment has been terminated pursuant to Article 7.42a(1) of the Act, the Board of Examiners will, on request, issue advice to the Executive Board regarding whether the student can be permitted to follow this specialisation or other components of this degree programme.

5.7.3 The Board of Examiners will issue advice as referred to in 5.7.1 or 5.7.2 within ten working days after this request has been made by the Executive Board.

Chapter 6 Fraud, irregularities and plagiarism

Article 6.1 Fraud

Fraud is understood to mean:

- the unauthorised use of smartphones, smartwatches or other devices during the examination

24 A wet signature is a signature with lightfast ink.
- copying the work of other students
- use of a cribsheet
- modifying the submitted examination paper during the inspection
- presenting false proof of enrolment
- any other behaviour that the Board of Examiners considers to be fraudulent on the basis of the rules and regulations established and communicated within the faculty
- plagiarism, this being conduct that contravenes the Leiden University Code of Conduct on Plagiarism

Article 6.2 Documents brought into the examination by students

6.2.1 If a student is permitted to use a document that he/she has personally brought into the examination, this document must not contain any notes.

6.2.2 For the purposes of the previous paragraph, notes are not understood to mean:
- underlining, highlighting and marking with fluorescent felt pen;
- references to sections of the law;
- references to case law and other literature, provided that this is explicitly permitted for a specific examination;
- marginal notes added by the publisher of a compendium of legislative texts.

6.2.3 The above paragraphs apply equally to any legal text brought into the examination by a student.

Article 6.3 Disciplinary measures to be taken by the examiner in the event of irregularities or fraud

6.3.1 In the event of observation or serious suspicion of any irregularity fraud during the examination, the examiner will notify the student of this immediately. The student will be permitted to finish the examination. After the examination, the examiner and the student will fill in the official report form. This official report form will be submitted immediately to the Board of Examiners, and the student will also receive a copy. The examiner may confiscate any items in the possession of the student that could be relevant in assessing the irregularity or fraud.

6.3.2 If the examiner requests this, a student is obliged to surrender to the examiner any items in his/her possession that could be relevant in assessing an irregularity or act of fraud, for the purpose of that evaluation. The confiscated items will be returned to the student within a reasonable period of time after the examination.

6.3.3 The examiner will give the items that he/she has confiscated to the Board of Examiners. In the case of notes in a legislative text or other compendium of texts, the availability of aids that the examiner had not permitted (such as a book), and suchlike, the examiner can provide the Board of Examiners with photocopies of the confiscated items, instead of the actual items. In all cases, the examiner can provide the Board of Examiners with an official report of the observed irregularity or fraud, signed by two examiners / invigilators, instead of confiscated items or the said photocopies.

6.3.4 If an invigilator observes an irregularity, act of fraud or disturbance during the examination, he/she must notify the examiner immediately.

6.3.5 The student’s name and student number and the nature of the irregularity are recorded on the official report form. The student preferably signs the form as ‘seen’, below the description of the irregularity.

Article 6.4 Disciplinary measures to be taken by the Board of Examiners in the event of irregularities or fraud

6.4.1 In the event of any irregularity or fraud during an examination or practical assignment, the Board of Examiners can interview the examiner, student, invigilators and other persons.

6.4.2 The Board of Examiners will decide on the basis of the official report and the findings from the interviews whether a sanction should be imposed and, if so, what the appropriate sanction is. The examination will only be assessed, as referred to in 6.3.1, after the Board of Examiners has reached a decision in which the examination is released for assessment.

6.4.3 The disciplinary measures that can be imposed by the Board of Examiners are:

a. declaring the results of the examination null and void or awarding a grade of Fail (F) for the examination;
b. excluding the student from participation in the examination regarding which the irregularity or fraud was observed for a maximum period of one year and/or;

excluding the student from participation in one or more other examinations for the maximum period of one year;
c. excluding the student from participation in examinations and the final examination of one or more degree programmes provided by the Faculty for a maximum period of one year;

d. examinations of another faculty or higher education institution that are passed during the exclusion period, also including assignments, papers and theses, cannot be included in the final examination of the degree programme in any way whatsoever.

6.4.4 In the event of serious fraud, the Executive Board may decide to definitively terminate the programme of the student in question, in view of Article 7.42(3) of the Act.

Article 6.5 Disciplinary measures to be taken as a result of plagiarism

6.5.1 If the examiner detects plagiarism in an essay, paper, thesis or research assignment, he/she will notify the chair of the Board of Examiners of this as soon as possible, by filling in and sending a plagiarism form.

6.5.2 The examiner will provide the Board of Examiners with the essay, paper, thesis or research assignment concerned.

6.5.3 In the event of suspected plagiarism, the Board of Examiners may interview the examiner, the lecturer, the student and others.

6.5.4 The disciplinary measures that may be imposed by the Board of Examiners are

a. giving an official warning and including this in the student file;

b. declaring an assignment, including papers, thesis, or other research assignments, to be invalid, or award the student an “F grade” for an entire course in which plagiarism was committed;

c. for a maximum period of one year, refusing to accept from the student concerned any assignment, paper, thesis or research project of the kind regarding which plagiarism was detected, including assignments etc. from another faculty or higher education institution that are completed with a pass result, and excluding the student concerned from participation in preparing or conducting such assignments, papers, theses or research projects;

d. and/or excluding the student from participation in one or more examinations for a maximum period of one year, and/or excluding the student from participation in examinations and the final examination of one or more degree programmes provided by the Faculty for a maximum period of one year. Examinations of another faculty or higher education institution that are passed during the exclusion period cannot be included in the final examination of the degree programme in any way whatsoever.

e. In the case of serious fraud, the Executive Board may, at the proposal of the Board of Examiners, definitively terminate the student’s enrolment in the degree programme.

Article 6.6 Irregularities

If there are reasonable grounds to suspect irregularities regarding fraud prior to or during an examination but it is not possible to identify the individual students to which this relates, the Board of Examiners may declare the examination in question invalid. In such an instance, the examination will need to be conducted anew. The Board of Examiners will set a new examination date as soon as possible. In this respect, irregularities can also be taken to mean technical faults, for instance in the case of digital examinations, and the Board of Examiners may declare the examination invalid on these grounds.

Chapter 7 The binding study advice

Article 7.1 Student file

7.1.1 The Board of Examiners maintains a BSA file on every student who is enrolled in the bachelor’s degree programme and to whom this applies on the basis of the Leiden University Regulation on the Binding Study Advice.

7.1.2 The file includes a description of the student’s personal circumstances, as referred to in Article 7.8b(3) of the Act, and, if applicable, the study plan adapted to these personal circumstances, which the student has formulated, together with the study adviser.

7.1.3 All students have the right to inspect their personal file, as referred to in 7.1.1, and, if they so wish, to have their objections to its contents included in the file.
Article 7.2 The advice
The Board of Examiners issues the advice on behalf of the Faculty Board, with due observance of the provisions of the Leiden University Regulation on the Binding Study Advice Leiden25.

Chapter 8 Complaints and appeals

Article 8.1 Lodging a complaint or appeal
8.1.1 A student who wishes to lodge a complaint or administrative appeal, as referred to in Article 7.61(1) of the Act, regarding a decision taken by the Board of Examiners or by one or more of the examiners appointed by the Board of Examiners, should lodge this complaint or appeal with the Examination Appeals Board.

8.1.2 The time limit for lodging a written administrative appeal, as referred to in 8.1.1, is six weeks after the written notification of the decision that is the subject of the administrative appeal.

Article 8.2 Handling of complaints
Complaints are handled in accordance with the current procedures laid down in the Regulations relating to the Ombudsperson, the Regulation on Other Complaints, the Regulations of the Examination Appeals Board and the General Administrative Law Act (Awb).

Article 8.3 Handling of appeals
Administrative appeals are dealt with in accordance with the current procedures. These are laid down in the Regulations of the Examination Appeals Board and the Student Charter.

Chapter 9 Annual report

Article 9.1 Reporting
9.1.1 Each year, the Board of Examiners will produce a report of its activities, and will submit this report to the Faculty Board.

9.1.2 The report will comply with the requirements set by the Executive Board and will in any case contain the most important decisions of the Board of Examiners and a description of how the Board of Examiners has fulfilled its duty with respect to the quality assurance of examinations, as referred to in Article 4.2.

Chapter 10 Final provisions

Article 10.1 Exceptional circumstances
10.1.1 All cases for which these Rules and Regulations do not provide will be decided by the Board of Examiners.

10.1.2 If, in exceptional cases, the strict application of the provisions of these Rules and Regulations would result in evident unfairness, the Board of Examiners is authorised to reach an alternative decision.

Article 10.2 Changes
10.2.1 If changes to these Rules and Regulations relate to the current academic year, or have serious consequences for students who were already enrolled in the degree programme, every possible effort will be made to prevent the interests of the students concerned being harmed in any way.

Article 10.3 Effective date
These Rules and Regulations will enter into effect on 1 September 2020.

Appendix 1

LEIDEN UNIVERSITY CODE OF CONDUCT ON PLAGIARISM

Plagiarism
On these pages, Leiden University will explain its views on plagiarism, how it is defined, and what consequences may be faced by students who commit this offence. Generally, plagiarism is understood as presenting, intentionally or otherwise, someone else’s words, thoughts, analyses, argumentations, pictures, techniques, computer programmes, etc., as your own work. Most students will understand that cutting and pasting is not allowed without mentioning the source

of the material, but plagiarism has a wider meaning. Paraphrasing someone else’s texts, e.g. by replacing a few words by synonyms or interchanging some sentences is also plagiarism. Even reproducing in your own words a reasoning or analysis made by someone else may constitute plagiarism if you do not add any content of your own; in so doing, you create the impression that you have invented the argumentation yourself while this is not the case. The same still applies if you bring together bits of work by various authors without mentioning the sources.

**Quoting sources**

Plagiarism is always a violation of someone else’s intellectual property rights. Obviously, each discipline advances by building on the knowledge and understanding gained and published earlier. There is no objection at all if you refer to previous work and quote it while mentioning the source. It must, however, remain clear where existing knowledge ends and where you start presenting the results of your own thinking or research. As long as you are not capable of contributing to the discipline by adding something essential to what others have already found, it is misleading and therefore wrong to pretend you have reached that level. It is very important for both the teacher and the student to have a correct impression of the knowledge, understanding and skills of the latter.

**Internet texts**

The rules concerning plagiarism apply to all data sources, not just books; extracts from internet pages may not be used without mentioning the source either. Contrary to what some people may think, internet texts are not public property; it is equally important here that you never present someone else’s work as your own.

**Dos and don’ts**

To help you to avoid committing plagiarism or related offences, we indicate below some dos and don’ts.

1. When copying someone else’s texts, pictures, graphs, etc., obey the rules set out by your department, for example, in the thesis regulations. Sometimes you have to put them between quotes, or use a clearly different lay-out. Always mention their author and origin, using one of the common or prescribed ways to indicate references.

2. If you want to reproduce someone else’s thoughts, considerations, ideas, etc., in your own words without using literal quotes, make unambiguously clear who is the source of these ideas and avoid giving the impression they may be attributed to you.

3. Be even more cautious when copying texts from the internet. Take Wikipedia as an example: the author is usually unknown, but the article may well be plagiarised, in part or in full. Avoid copying texts from unknown authors, even if you mention the source you used.

4. When you partially copy texts, be careful not to change their meaning by leaving out sentences or parts of sentences, or by turning them around, etc. If you do not have the original version of a text and therefore must rely on a reproduction by someone else, make this clear as well; if it turns out the original author has been quoted incorrectly, it will then be clear who made the mistake.

5. If others have contributed to your work, for instance by carrying out experiments, preparing illustrations, etc., you should mention this too. This does not apply to advice and comments from your supervisor, nor if someone proofreads your text for style, grammar and spelling errors. In some cases, relevant rules are set out in departmental regulations.

6. In some cases, even citing your own work may be considered plagiarism (sometimes called ‘autoplagiarism’). When you largely copy a paper you have produced for a prior assignment and then submit it again for another assignment, you deliver only one performance instead of the required two. This will not always be considered problematic, but you should discuss it with the lecturer involved.

7. Strictly speaking, composing a thesis, for example, largely from acknowledged quotations does not result in plagiarism. Yet, few teachers will accept your paper if your contribution is limited to cutting and pasting texts. Moreover, very long quotations may violate copyrights. If work by others in its entirety is essential for your paper, then refer to it, possibly with a short summary of its contents, without quoting from it.

8. If a paper or thesis was written in co-operation between several students, make clear, as far as possible, who authored the various parts.

9. In principle, the same set of rules applies to copying computer programmes. Using standardised procedures that are common to many applications, there is no question of plagiarism; in such cases, the original author is often unknown. It is a different matter if you copy the underlying idea or the approach of a whole programme, even if it is developed somewhat differently. When comparing it to ordinary language, the use of words and common sentences is not plagiarism, but copying whole paragraphs or the underlying ideas and thoughts is.
Combatting plagiarism

Plagiarism is a form of fraud and is therefore an offence. For some time now, the University has been taking active steps to combat plagiarism. Computer software is often used to analyse papers and theses. If plagiarism is proven, the relevant Board of Examiners will, as a rule, impose penalties. Their severity will depend on the seriousness of the offence, and may be influenced by previous infringements. The heaviest penalty that may be imposed is exclusion from all examinations for one full year. This might mean that you would have to wait for a year for your thesis to be marked; as a consequence, you cannot graduate during that year. The penalty may also relate to just one or a few examinations, or may apply for a shorter period.

We hope to have clarified what is considered plagiarism, and also to have made clear that the University considers this a serious offence which may incur severe penalties.

Note that Leiden University College adopts a policy towards plagiarism that may be stricter than other units at Leiden University. For example, self-plagiarism and a failure to include a quoted text from other sources into quotation marks are considered cases of plagiarism.
Appendix 2

Attendance Policy

Students are required to attend all class meetings of their courses at LUC. In addition, students should be punctual, prepared, ready to engage, and equipped with learning materials and readings.

As classes are interactive it is not possible to replicate the learning that occurs in class with assignments or additional readings. However, it may happen that due to circumstances, students need to miss a class. To accommodate illness or other unforeseen events, students are allowed to miss up to 15% of the total number of sessions for a single course. If students miss more than 15% of the total number of sessions for a single course without extenuating circumstances, they will fail the course.

Extenuating circumstances are recognized and properly documented unforeseen circumstances that are serious and beyond the control of students, and which demonstrably impact on their academic performance. Absences are dealt with by study advisors and instructors of the concerned courses. If students have extenuating circumstances, they should inform their instructor(s) and study advisors. In case of more than 15% absences, students should submit supporting documentation for all absences, so it can be assessed. Although students are encouraged to keep their instructors informed, in sensitive personal cases the supporting documentation may only be assessed by the study advisors, who will then inform the instructor(s). The study advisors advise the instructor(s) whether the extenuating circumstances justify the absences; the individual course instructor decides to what extent the absences affect students’ course work and assessment, if a replacement assignment is feasible, or whether it is no longer possible to pass a course. The Board of Examiners’ involvement may be necessary in unclear or controversial cases, or when the quality of assessment could be at risk.

If students need to miss a class, they should ensure to document this, so it can be assessed in case of more than 15% absences!

<table>
<thead>
<tr>
<th>Course Format</th>
<th>Class Meetings</th>
<th>15% Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 EC Regular 1-block course (7 weeks of classes)</td>
<td>2/wk (14 classes)</td>
<td>2 classes</td>
</tr>
<tr>
<td>5 EC semester courses (14 weeks of classes)</td>
<td>1/wk (14 classes)</td>
<td>2 classes</td>
</tr>
<tr>
<td>10 EC semester language course (14 weeks of classes)</td>
<td>3/wk (42 classes)</td>
<td>6 classes</td>
</tr>
</tbody>
</table>

*Does not include Reading Week (last week of the scheduled course)*

- A student who misses 50% or more of a course (e.g., classes, lectures, seminars, field trip, etc.), regardless of having extenuating circumstances, does not meet the attendance requirement and will fail the course.
- If a student is over ten minutes late, or if a student leaves a class early without permission of the instructor, s/he will be counted as absent for that class meeting.
- If a student is over ten minutes late, s/he may not be allowed to enter the class, at the discretion of the instructor.
- Students must notify their instructor and the study advisors when they become aware that they will miss a class meeting.
- Students are responsible for completing assignments for missed classes (if necessary). It is up to the discretion of the instructor whether or not the student will be permitted to complete replacement assignments/exams or receive extensions. Requests for extensions or replacement assignments/exams that go beyond one week after the block has ended must be submitted to the Board of Examiners and will only be approved in case of clear extenuating circumstances. See the BoE app on the Student website for the appropriate request form.
- When possible, students should plan medical visits in a way that does not interrupt their LUC class schedule.
Students who miss class for medical reasons should request a note from their healthcare professional to document the medical visit. See the BoE app on the Student website for a doctor’s note template.

- Students must always submit the final assignment or sit the final exam of a course with reasonable effort. The final assignment or exam usually assesses if all learning aims have been achieved.
- If students disagree with the decision taken by the instructor and the decision affects their grade for an assessment or the entire course, they could submit a complaint to the Board of Examiners or lodge an appeal to the Examination Appeals Board in Leiden. Students are always allowed to continue with the course, until the final outcome of the appeal is known.

All LUC instructors record attendance in their courses on the attendance sheet, which is submitted along with the final grades to the LUC Registrar at the end of the course. If there are extenuating circumstances that justify a missed class, this should be noted in the comments field on the grade sheet.

Appendix 3

OFFICIAL REPORT OF IRREGULARITY – FRAUD – DISTURBANCE

<table>
<thead>
<tr>
<th>Examination:</th>
<th>Date and time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical:</td>
<td>Date and time:</td>
</tr>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>DETAILS</td>
<td></td>
</tr>
<tr>
<td>NAME AND INITIALS OF EXAMINER:</td>
<td>NAME AND INITIALS OF STUDENT:</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Course/Practical:</td>
<td>Student number:</td>
</tr>
<tr>
<td>Study programme:</td>
<td>Study programme and year:</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Faculty:</td>
</tr>
</tbody>
</table>

**IRREGULARITY – FRAUD – DISTURBANCE**

### Notification of irregularities

**Description**

<table>
<thead>
<tr>
<th>Time</th>
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</table>

**Comments**

<table>
<thead>
<tr>
<th>Confiscated items</th>
</tr>
</thead>
</table>

This form has been completed truthfully by:

<table>
<thead>
<tr>
<th>Examiner</th>
<th>Signature</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Invigilator (if present)</th>
<th>Signature</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Signature (as ‘seen’)</th>
<th>Date:</th>
</tr>
</thead>
</table>
**Appendix 4**

Notification by the examiner of plagiarism or fraud pursuant to Article 6.5 of the Rules and Regulations

**Form for notification of detected plagiarism**

*The completed form must be sent by email to the Secretary of the Board of Examiners (boe@luc.leidenuniv.nl).*

*Please note: a student’s product must be checked for plagiarism in a plagiarism programme (Turnitin) before an assessment of any kind is given or released.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Person submitting the notification</th>
<th>Email</th>
<th>Tel.</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>Student number(s)</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year of the study programme</th>
<th>Bachelor’s / Master’s</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Type of examination assignment</th>
<th>Study programme component</th>
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</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Summative test</th>
<th>Additional requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Counts towards the final grade (accounts for … %)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relates to:</th>
<th>Fraud</th>
<th>Plagiarism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of (suspected) fraud/plagiarism and, if applicable, the form of plagiarism (see explanation at the end).**

<table>
<thead>
<tr>
<th>If plagiarism: percentage plagiarism according to the programme used (if known):</th>
<th>average ….. %, suspected section …. %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reaction of the student(s) to being informed that suspected fraud / plagiarism has been detected.**

**Method of handling**

- Notification will be submitted to the Board of Examiners ➔ further complete A and B

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### A

Proposal for handling by Board of Examiners (more than one option can be selected)

- Not serious plagiarism
- First time this has been detected for this/these student(s)
- Student was not aware of plagiarism
- “Clumsiness” of the student
- Cultural difference (for a student from a country other than the Netherlands)
- Interview reveals that this is a learning moment for the student(s) and there will be improvement in the future
- Seriousness of plagiarism
- Second time this has been detected for this/these student(s)
- Attitude of the student(s)
- Other; i.e. ....
- Interview with the student about the (suspected) plagiarism
- Other; i.e. ....

If applicable, additional information that may be relevant for the Board of Examiners

### B

<table>
<thead>
<tr>
<th>The student has been informed of this notification</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidential material is appended</td>
<td>Yes / No</td>
</tr>
<tr>
<td>If yes: this material is .....</td>
<td></td>
</tr>
</tbody>
</table>

This form has been completed fully and truthfully by:

Signature

City     Date

Name of person submitting the notification
Appendix 5

Format for the Annual Report of the Board of Examiners

ANNUAL REPORT OF ACADEMIC YEAR <add date>
of the BOARD OF EXAMINERS of the degree programme(s) in:

<table>
<thead>
<tr>
<th>Composition of Board of Examiners (as of dd/mm/yyyy)</th>
<th>Chair elected by the Board of Examiners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member 1:</td>
<td></td>
</tr>
<tr>
<td>Member 2:</td>
<td></td>
</tr>
<tr>
<td>Member 3:</td>
<td></td>
</tr>
<tr>
<td>Member 4:</td>
<td></td>
</tr>
<tr>
<td>External member:</td>
<td></td>
</tr>
<tr>
<td>Official secretary:</td>
<td></td>
</tr>
<tr>
<td>Term of appointment of the members:</td>
<td>… years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of meetings of the Board of Examiners in 2014-15</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rules and Regulations of the Board of Examiners</th>
<th>Adopted on</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Published on</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training followed</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Procedure on how the Board of Examiners appoints examiners</th>
<th></th>
</tr>
</thead>
</table>

| Approach and results of quality assurance (review of activities in annual report year: |
| Tests and examinations                                   |
| Final assignments                                         |

| Which issues call for further investigation and more specific policy? |

<p>| Conclusions and actions points for the subsequent academic year. Also reflect on matters that appear on the programme cards such as degrees awarded and BSAs issued. |
| What will the Board of Examiners tackle in the current academic year? |
| Which topics require attention in the longer term? |
| Desired training and/or support |</p>
<table>
<thead>
<tr>
<th>Plagiarism prevention by:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of cases of plagiarism detected:</td>
<td></td>
</tr>
<tr>
<td>Measures taken:</td>
<td></td>
</tr>
<tr>
<td>Number of decisions concerning the enforcement of sanctions:</td>
<td></td>
</tr>
<tr>
<td>Other fraud</td>
<td></td>
</tr>
<tr>
<td>Number of cases:</td>
<td></td>
</tr>
<tr>
<td>Types of fraud:</td>
<td></td>
</tr>
<tr>
<td>Measures taken:</td>
<td></td>
</tr>
<tr>
<td>Number of decisions concerning the enforcement of sanctions:</td>
<td></td>
</tr>
<tr>
<td>Number of complaints lodged by students with the Board of Examiners:</td>
<td></td>
</tr>
<tr>
<td><em>NB please also list complaints submitted to a separate complaints board.</em></td>
<td></td>
</tr>
<tr>
<td>Number of students who lodged an objection/appeal with the Examination Appeals Board:</td>
<td></td>
</tr>
<tr>
<td>Number of students who were granted exemption from one or more examinations and/or from practicals and assignments. Other decisions concerning exemptions:</td>
<td></td>
</tr>
<tr>
<td>Number of students who were granted an extension of the period of validity of a pass result for an examination:</td>
<td></td>
</tr>
<tr>
<td>Number of students who were granted permission to take an examination in a way other than that laid down in the Course and Examination Regulations (OER):</td>
<td></td>
</tr>
<tr>
<td>Number of students for whom the Board of Examiners:</td>
<td></td>
</tr>
<tr>
<td>a. verified that evidence had been supplied of an adequate command of the Dutch language, and</td>
<td></td>
</tr>
<tr>
<td>b. granted exemption from this entry requirement:</td>
<td></td>
</tr>
<tr>
<td>Number of students provided with a statement showing the number of examinations passed (= students who dropped out of the programme and do not receive a degree certificate):</td>
<td></td>
</tr>
<tr>
<td>Number of students who were granted permission to follow an individual curriculum compiled by the student him/herself:</td>
<td></td>
</tr>
</tbody>
</table>

This annual report of the Board of Examiners was:

Drawn up by: The official secretary of the Board of Examiners
<table>
<thead>
<tr>
<th>Discussion Details</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussed by the Board of Examiners on:</td>
<td>..</td>
</tr>
<tr>
<td>Adopted by the Board of Examiners on:</td>
<td>..</td>
</tr>
</tbody>
</table>
## Action Points of the Board of Examiners

<table>
<thead>
<tr>
<th>Action point/Task</th>
<th>Completed?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>* if ‘no’, please explain in the column ‘further explanation’</td>
<td></td>
</tr>
<tr>
<td><strong>Examiners</strong></td>
<td></td>
</tr>
<tr>
<td>Examiner(s) appointed for each component of the degree programme</td>
<td>yes/no</td>
</tr>
<tr>
<td>List of examiners recorded in writing</td>
<td>yes/no</td>
</tr>
<tr>
<td>Students informed of examiners</td>
<td>yes/no</td>
</tr>
<tr>
<td><strong>Quality of the final papers</strong></td>
<td></td>
</tr>
<tr>
<td>Documented procedure for second examiner of BA final paper</td>
<td>yes/no</td>
</tr>
<tr>
<td>Documented procedure for second examiner of MA final paper</td>
<td>yes/no</td>
</tr>
<tr>
<td>Assessment criteria for BA final paper documented and communicated</td>
<td>yes/no</td>
</tr>
<tr>
<td>Assessment criteria for MA final paper documented and communicated</td>
<td>yes/no</td>
</tr>
<tr>
<td>Assessment form for BA final paper documented and communicated</td>
<td>yes/no</td>
</tr>
<tr>
<td>Assessment form for MA final paper documented and communicated</td>
<td>yes/no</td>
</tr>
<tr>
<td>Procedure to check that the assessment form has been completed correctly when establishing whether the student has met the requirements for the degree</td>
<td>yes/no</td>
</tr>
<tr>
<td>Random evaluation of the assessment of the BA final papers by the Board of Examiners</td>
<td>yes/no</td>
</tr>
<tr>
<td>Random evaluation of the assessment of the MA final papers by the Board of Examiners</td>
<td>yes/no</td>
</tr>
</tbody>
</table>

*not applicable
### Quality of examinations

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality requirements for examinations communicated</td>
<td>yes/no</td>
</tr>
<tr>
<td>Answer form/model introduced</td>
<td>yes/no</td>
</tr>
<tr>
<td>Assessment of assignments and model answers for a number of BA examinations</td>
<td>yes/no</td>
</tr>
<tr>
<td>Further investigation of the quality of the assessment of a course on the basis of achieved results (grades, number of fails, and so on), for instance in the event of complaints from students or a great divergence in results (positive or negative)</td>
<td>yes/no</td>
</tr>
<tr>
<td>Answer or assessment form to help examiners establish assessment criteria</td>
<td>yes/no</td>
</tr>
<tr>
<td>Examiners helped one or more colleagues when establishing examination and assessment criteria</td>
<td>yes/no</td>
</tr>
</tbody>
</table>

### Registration and archiving

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreements on the retention of students’ written examination papers</td>
<td>yes/no</td>
</tr>
<tr>
<td>Agreements on the retention of digital copies of final papers and assessment forms</td>
<td>yes/no</td>
</tr>
<tr>
<td>Written record of decisions made by the Board of Examiners in the form of a decision list</td>
<td>yes/no</td>
</tr>
<tr>
<td>Agreements on recording decisions made by a member of the Board of Examiners mandated to take such decisions</td>
<td>yes/no</td>
</tr>
<tr>
<td>Annual report of the Board of Examiners to the Faculty Board</td>
<td>yes/no</td>
</tr>
</tbody>
</table>
Written Exams Policy
Information for instructors (examiners)

General Information
The e-Prospectus specifies the dates of the final written examinations in line with Art. 4.1.4 of the OER. The Course Administration office produces the schedule of final examinations, which take place in the Reading Week in Week 8 of each teaching block. Because every student at LUC takes a different set of classes and students can switch classes during the first week of the block, it is not possible to produce the examinations schedule before the end of Week 1. This is the only way to avoid that students have to sit consecutive exams. In Week 2 of the teaching block, the Course Administration office contacts the instructors of courses with a final in-class exam to propose a date/time for the examination in Week 8. Once the date/time of every examination has been confirmed, the examinations schedule is published in Week 3.

The lecturer/instructor, appointed as examiner by the Board of Examiner, develops the exam. All in-class midterm and final written exams that count for 20% or more of the final course grade, must be peer reviewed in advance. The Board of Examiners will contact the instructor about the peer review during the first part of the teaching block.

Note that the assessments as listed in the published course outline (e-Prospectus-which is a supplement to the OER and is legally binding) cannot be changed without explicit approval of the Board of Examiners. Such a change must be requested at least two weeks prior to the start of the course. The assessment structure in the e-Prospectus and course syllabus should correspond; in case of differences the e-Prospectus outline is binding.

Next to developing the exam, the appointed examiner is also required to conduct the actual exam. The appointed examiner knows the content of the exam in case questions arise and is responsible for reporting instances of fraud or other irregularities to the Board of Examiners. If special circumstances prevent the examiner from proctoring the exam, he/she should find someone else to replace him/her and inform the Course Administration office well ahead. Subsequently, this stand-in colleague needs to be approved as an examiner for the specific course by the Board of Examiners. The proposed stand-in is preferably a colleague sharing the same expertise and already appointed as examiner at LUC.

Special care should be taken when printing or multiplying exam papers. Sometimes copies of exams are found on the printer by a colleague. It can also be found by a student. Examiners should photocopy their own exams and keep them in a safe place until the exam takes place. It is required to use the attached basic template as cover sheet for the exam.

On the day of the exam

- Due to the small class size LUC does not employ invigilators; you are expected to proctor your own exams.
- Students should write exams on official examination paper, which you can collect from the Course Administration office (room 4.45) or the Information Desk. Please return leftover paper and do not leave it in the classroom in order to avoid fraud.
Be on time to welcome your students and inspect the room. Do not leave the room during the exam.

If there is a problem, call the Information Desk (070 800 9503) or a colleague.

Communication equipment, including mobile telephones, must be switched off while the examination is taking place. Telephones are not allowed on the table. Other electronic equipment may not be used, except with the permission of the examiner.

Students must be able to complete the examination in peace and quiet.

Students may not enter the room after the exam has started. Students may not leave the room before the ending time of the examination, unless permitted to do so by the examiner. This also applies to toilet visits. Students are expected to be able to sit an exam that takes at most two hours without visiting the toilet. Please emphasize this prior to the start of the exam. If a student is not able to comply with this for medical reasons, he or she must have notified the Study Advisor and the instructor in advance. If in such exceptional cases the student is allowed to visit the toilet, he or she must leave the room with empty pockets and return in a reasonable short time.

At the end of the exam, you should collect the examination scripts and place a tick on the attendance sheet when an examination script is handed in. You should also check whether students have entered their name and student ID on each answer sheet. Please return any unused paper to the Information Desk or the Course Administration office (room 4.45). Once students have left the room they may not re-enter.

In the event of observation or serious suspicion of any irregularity or fraud during the examination, the examiner will notify the student of this immediately. The student will be permitted to finish the examination. The examiner may confiscate any items in the possession of the student that could be relevant in assessing the irregularity or fraud. After the examination, the examiner will report the irregularity to the Board of Examiners, using the official report form. The student should receive a copy. See also article 6.3 of the Rules & Regulations of the Board of Examiners (available in the Faculty Handbook).

In the event of a disturbance during the examination, the student should receive a warning. If the student continues to create a disturbance, the examiner can ask the student to leave the room. The examiner will then write an official report (form available below), and will inform the student concerned that the examination will not be assessed until the Board of Examiners has reached a decision. The student should receive a copy. See also article 6.3 of the Rules and Regulations of the Board of Examiners (available in the Faculty Handbook).
**Students who are unable to attend an exam**

Reading Week (Week 8) is part of the teaching block and students are informed that they should be present and available for examinations that take place during that week. When the Course Administration office produces the examinations timetable for the Reading Week, it makes sure no student has overlapping exams (at LUC). Therefore, students should be able to attend their exams. However, extenuating circumstances may occur. In that case you could decide to offer a replacement exam, which preferably happens shortly before or after the original exam. If a lengthy extension is needed beyond one week after the end of the block, the student should submit a formal request for extension/replacement exam to the Board of Examiners. The request to the Board of Examiners must include a new proposed timeline for the exam agreed upon and signed by you and supporting documentation. If the Board rules that the extenuating circumstances indeed prevent(ed) the student from attending the exam, it will approve the request. In any case, the replacement exam should have a similar format (corresponding with the e-Prospectus). If a different format is needed, you should seek permission from the Board of Examiners.

**Extra facilities**

Students with learning disabilities are entitled to extra facilities. At the start of the course the student will inform you about the special facilities with a decision letter from the Board of Examiners. The most common granted facilities are extra examination time and the use of a LUC laptop. Students can collect this laptop and an empty USB stick from the Information Desk. When the student has finished the exam on the laptop, you should copy the exam to your own laptop or USB stick. It is the student’s responsibility to return the laptop and USB stick (both empty) to the Information Desk immediately after the exam. For questions about the granted facilities, please contact the Study Advisor.

**After the exam**

Exam grades and feedback must be returned to students within ten working days after the examination. This is especially important for midterm exams, as students need the formative feedback to proceed and improve during the course.

Students have the legal right to inspect their exams (OER art. 4.8), but cannot do so without the examiner present. Therefore you should schedule a review session within 30 days after the exam results are announced.

You must submit your grades to the Course Administration office within ten working days after the last day of the teaching block. You should do so by using the grade sheets you have received from the Course Administration office during the second week of the block. In addition, within four weeks after the deadline for the grades, you should submit the required course materials. These materials include the course syllabus, the signed attendance sheet, and any student assignments (including your feedback, answer model, criteria) that count for 20% or more towards the students’ final grades.

Deadlines are communicated at the start of the teaching block.

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course unit code</td>
</tr>
<tr>
<td>Course unit name</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>
# Examination Form

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course unit coordinator</td>
<td></td>
</tr>
<tr>
<td>Lecturer attending examination</td>
<td></td>
</tr>
</tbody>
</table>

## Type of Examination

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open questions</td>
<td></td>
</tr>
<tr>
<td>Multiple choice</td>
<td></td>
</tr>
<tr>
<td>Essay questions</td>
<td></td>
</tr>
<tr>
<td>Other, namely</td>
<td></td>
</tr>
</tbody>
</table>

| Number of questions: | Number of pages (incl. cover sheet): |

## Instructions for Students

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculator</td>
<td></td>
</tr>
<tr>
<td>Programmable calculator</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>Dictionary</td>
<td></td>
</tr>
<tr>
<td>Books, if permitted the following</td>
<td></td>
</tr>
<tr>
<td>Keep question papers after the examination</td>
<td></td>
</tr>
<tr>
<td>Keep note paper after the examination</td>
<td></td>
</tr>
</tbody>
</table>

Other comments

---

No part of this examination may be copied, saved in an automated data file and/or published in any form or manner whatsoever without the prior written consent of the author or the LUC, FEGA, Leiden University.

**OFFICIAL REPORT OF IRREGULARITY – FRAUD – DISTURBANCE**

<table>
<thead>
<tr>
<th>Examination:</th>
<th>Date and time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical:</td>
<td>Date and time:</td>
</tr>
<tr>
<td>Location:</td>
<td></td>
</tr>
</tbody>
</table>

## DETAILS

<table>
<thead>
<tr>
<th>NAME AND INITIALS OF EXAMINER:</th>
<th>NAME AND INITIALS OF STUDENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Practical:</td>
<td>Student number:</td>
</tr>
<tr>
<td>Study programme:</td>
<td>Study programme and year:</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Faculty:</td>
</tr>
</tbody>
</table>

**IRREGULARITY – FRAUD – DISTURBANCE**
**NOTIFICATION OF IRREGULARITIES**

**DESCRIPTION**

**TIME**

**COMMENTS**

**CONFISCATED ITEMS**

This form has been completed truthfully by:

<table>
<thead>
<tr>
<th>Examiner</th>
<th>Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invigilator (if present)</td>
<td>Signature</td>
<td>Date:</td>
</tr>
<tr>
<td>Student</td>
<td>Signature (as ‘seen’)</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Did you experience physical violence and/or rape?

Phone the police (0900-8844) or ask a friend or your RA (or RA on call) to do so. Other options for support can be found in the box at the bottom of this page.

Is the perpetrator an LUC student or staff member?

To ensure the safety of all students at LUC, notify or ask someone to notify the RA and/or SLO, who will then inform the dean so (s)he can take appropriate measures. In case of police involvement this will happen in consultation with them. If police are not involved, the dean will investigate the case by speaking to all involved to evaluate which consequences are appropriate (see social honor code regulations).

Regardless of the specifics and depending on personal preference, you can seek free support and guidance from one or more of the following people*:

- A Student Life Counselor at LUC (slc@luc.leidenuniv.nl)
- A Student Life Counselor at the Beehive (scth@sea.leidenuniv.nl or 071-5278025)
- The confidential Counselor at Leiden University (071-5132493)
- An expert on sexual assault for advice and counseling at the Sexual Assault Center (0800-0188), see site for what they provide: https://www.centrumseksueelgeweld.nl/csg-en/.

These people can also inform you about options for more structural counseling if needed.
CONSENT IN SEXUAL ACTIVITY

- Consent to engage in sexual activity must be given knowingly, voluntarily, and affirmatively.

- Consent to engage in sexual activity must exist from the beginning to the end of each instance of sexual activity, and for each form of sexual contact.

- Consent is demonstrated through mutually understandable words and/or clear unambiguous actions that indicate a willingness to engage freely in sexual activity.

- Consent is active, not passive.

- Consent consists of an outward demonstration indicating that an individual has freely chosen to engage in sexual activity. Relying on non-verbal communication can lead to misunderstandings.

- Consent may not be inferred from silence, passivity, lack of resistance or lack of an active response alone. A person who does not physically resists or verbally refuses sexual activity is not necessarily giving consent.

- If at any time it is reasonably apparent that either party is hesitant, confused, or unsure, both parties should stop and obtain mutual verbal consent before continuing such activity.

- Consent to one form of sexual activity does not constitute consent to engage in all forms of sexual activity.

- Consent may be withdrawn by either party at any time. Withdrawal of consent must also be outwardly demonstrated by mutually understandable words and/or clear, unambiguous actions that indicate a desire to end sexual activity. Once withdrawal of consent has been expressed, sexual activity must cease.

- Individuals with a previous or current intimate relationship do not automatically give initial or continued consent to sexual activity. Even in the context of a relationship, there must be mutually understandable communication that clearly and unambiguously indicates a willingness to engage in sexual activity.

- Consent is not affirmative if it results from the use or threat of physical force, intimidation, or coercion, or any other factor that would eliminate an individual’s ability to exercise their own free will to choose whether or not to have sexual contact.

- An individual who is physically incapacitated by alcohol and/or drug consumption (voluntarily or involuntarily), or is unconscious, unaware, or otherwise physically helpless is considered unable to give consent. For example, one who is asleep or passed out cannot give consent.
SEXUAL MISCONDUCT

Sexual Assault 1: Non-Consensual Sexual Intercourse (RAPE):
Non-Consensual Sexual Intercourse is having or attempting to have sexual intercourse with another individual (i) by force, threat of force, or coercive conduct; (ii) without affirmative consent; or (iii) where that individual is incapacitated. Sexual intercourse includes anal, oral, or vaginal penetration by a body part (e.g. penis, finger, hand or tongue) or an object.

Sexual Assault 2: Non-Consensual Sexual Contact:
Non-Consensual Contact is having or attempting to have sexual contact with another individual (i) by force, threat of force, or coercive conduct; (ii) without affirmative consent; or (iii) where that individual is incapacitated. Sexual contact includes touching, fondling, or other intentional contact with the breasts, buttocks, groin, or genitals (over or under an individual’s clothing) for purposes of sexual gratification or when such private body parts are otherwise touched in a sexual manner.

Relationship Violence:
Act of violence or threatened act of violence against a person who is or has been involved in a sexual, dating, domestic, or other intimate relationship with that person. This commonly involves violence and abuse committed by a person to exert power and control over the current or former intimate partner. This may include sexual misconduct, physical assault, sexual exploitation, and stalking.

Stalking:
A series (more than once) of unwelcome conduct directed toward a person that could be reasonably regarded as likely to alarm, harass, and/or cause reasonable fear of harm or injury to that person, or to a third party, such as a roommate or friend. The feared harm of injury may be physical, emotional, or psychological, to the personal safety, property, education, or employment of that individual. Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used. Stalking can include: unwelcome and repeated visual or physical proximity to a person; repeated oral or written threats; extortion of money or valuables; implicitly threatening; physical conduct or any combination of these behaviours directed toward an individual person; unwelcome/unsolicited e-mails, instant messages, and messages on online bulletin boards; unwelcoming/unsolicited communications about a person, their family, friends, or co-workers; and/or sending/posting unwelcome/unsolicited messages using a different username.

Gender-based Harassment:
Harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise.
Sexual Exploitation:
Specific forms of Sexual Misconduct that involve non-consensual use of another individual’s nudity or sexuality, excluding behaviour that constitutes one of the other Sexual Misconduct Offences.

DUTCH LAW ON SEX CRIME

Sexual Assault (excl. rape):
A person who, by violence or another factuality, or threat of violence or another factuality, compels someone to commit or undergo lewd acts, will be guilty of the offence of factual assault on the dignity and punished with imprisonment of maximum eight years or a penalty of the fifth category (€83,000).

– (Dutch Criminal Code, Article 246) –

Rape:
A person who, by force or another factuality, or by threat of violence or another factuality, compels someone to be subjected to actions consisting of or also consisting of the sexual penetration of the body, will be charged with rape and punished with imprisonment of maximum 12 years or a penalty of the fifth category (€83,000).

– (Dutch Criminal Code, Article 242) –

IMPORTANT CONTACTS

To report a sex crime to the police, you can phone 0900-8844. This is a national phone line that will put you through to your local sex crime unit with specialized officers who will discuss your case with you and will tell you what your options are and what you can expect from the police.

To talk to experts on sexual assault for advice or counselling, you can phone the Sexual Assault Centre (Centrum Seksueel Geweld) at 0800-0188. They can help you figure out what to do and where to get more help and guidance if needed.

To talk to experts on support for victims (general, not specialized in sexual assault), you can phone Victim Support (Slachtofferhulp) at 0900-0101. They can help you figure out what to do and where to get more help and guidance if needed.

To talk to a psychologist at LUC who can refer you to specialized psychological support for victims of sexual assault, you can contact the Student Life Counselor at slc@luc.leidenuniv.nl.
To Talk to a psychologist at the University but not at LUC who can refer you to psychological support for victims of sexual assault, you can contact the University Student Life Counselor services at 071-5278025, or via the online form in the hyperlink.
# APPENDIX 4 - Global Challenges Courses for first-year students

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Peace (bk-3)</th>
<th>Sustainability (bk-2)</th>
<th>Prosperity (bk-4)</th>
<th>Diversity (bk-1)</th>
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<tbody>
<tr>
<td></td>
<td>Critically evaluate the central explanatory and normative frameworks for understanding international and global peace and justice.</td>
<td>Begin to evaluate scientific evidence and provide descriptions of scientific assumptions and their importance</td>
<td>Critically read and evaluate scholarly literature in the social sciences with a focus on identifying driving assumptions and theoretical mechanisms.</td>
<td>Students will gain proficiency in general humanistic and social science analysis.</td>
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<td></td>
<td>To research, develop and defend coherent, well-evidenced, and well-reasoned arguments on key controversies in international peace and justice.</td>
<td>Evaluate simple algebraic equations relating to sustainability and environmental impacts</td>
<td>Critically present, interpret and assess basic social science comparative data and indicators.</td>
<td>They will learn the vocabulary, techniques, and styles of fields including anthropology, sociology, history, literature, and journalism.</td>
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<td></td>
<td>To communicate arguments effectively orally, and in writing</td>
<td>Begin to be able to synthesize and present data in intuitive ways</td>
<td>Practice academic writing, with a focus on both developing well-constructed arguments and on the critical evaluation of these arguments.</td>
<td>An emphasis on debate and discussion improves confidence in listening comprehension and verbal argumentation, and capacity to assess what is convincing in social science and humanities research.</td>
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<td></td>
<td>Conduct a reasoned, fact-based debate between multiple stakeholders of an environmental and developmental challenge by comparing different viewpoints and contrasting different factual statements.</td>
<td>Apply theoretical concepts to real-life scenarios and understand the challenges and limitations of such applications.</td>
<td>Throughout the course, students write weekly reflections, as part of a course portfolio, to hone their reading comprehension, show awareness of authorial argumentation, and learn how to offer their own interpretive assessment.</td>
<td>A final paper allows students to demonstrate interdisciplinary synthesis and empirically-driven theoretical analysis.</td>
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<tr>
<td>Content:</td>
<td>Describe what characterizes ecosystems and biodiversity and specify how human activities impact ecosystem functioning, freshwater resources, air quality, soils, nutrient cycling and organisms including global public health; Understand how we add to the body of scientific knowledge by using the scientific method of reasoning; Describe the causes, evidence, and consequences of global climate change for environmental and human systems (regarding water and food security, global public health); Name trends and implications of energy consumption, fossil fuel use, and renewable energies production as regards maintaining beneficial environmental conditions; Understand the diversity of scholarly approaches in conceptualizing and measuring human prosperity and development; and be able to evaluate the strengths, weaknesses and applicability to different contexts of these approaches. Link prosperity and health to the key challenge of human cooperation. Understand the logic of collective action and principal-agent models as analytical tools to study challenges in human cooperation. Consider three broad categories of solutions conducive to cooperation in prosperity and health, namely the market, state and community. Be able to identify the promises and pitfalls of each. Understand the trade-offs implied by choosing one solution over another and the degree to which they are mixed in real-life cases. Explore the role health plays in development and human prosperity and analyze real-world cases of market, state and community health policies. Learn about intervention strategies in development and health and think about the responsibility that comes with promoting any such intervention.</td>
<td>This course gives students a comparative and interdisciplinary introduction to the experiential, epistemological, institutional, and ethical patterning of diversity. Students are introduced to four cross-cutting domains relevant to any aspect of social variation. These analytical entry points are: configuration, negotiation, representation, and creation.</td>
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| To identify the most important ways peace and justice have been conceptualized in modern international affairs, and how they are changing. Distinguish explanatory and normative accounts of international and global peace and justice. Understand the key features of realist and liberal approaches to international peace and justice. To identify and understand the key terms of debates about global justice in international ethics, and to be able to apply the major principles of the just war tradition. To understand the nature and role of international law in global peace and justice, and how it is changing. To demonstrate knowledge of the significance of human rights for international and global peace and justice, and the implications of humanitarian intervention for the Westphalian model. To demonstrate knowledge of the differences between political, ethical and legal approaches to international peace and justice. | Describe and discuss the role of different stakeholders in decision-making processes related to environmental change; Understand how their own behaviour links to environmental change, and which steps can be taken to reduce their impact. Understand how their own behavior links to environmental change, and which steps can be taken to reduce their impact. | This course gives students a comparative and interdisciplinary introduction to the experiential, epistemological, institutional, and ethical patterning of diversity. Students are introduced to four cross-cutting domains relevant to any aspect of social variation. These analytical entry points are: configuration, negotiation, representation, and creation. |

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**Overview of LUC’s Global Challenge Courses**

Global Challenges are the major issues facing humanity across the globe that transcend national, organizational, and disciplinary boundaries. They embody a multitude of interlinked intellectual and practical challenges about how individuals, institutes, societies, political systems, and the physical environment interact, and influence the course of planetary and human events that substantially affect the safety and prosperity of future generations.

**Block 1: Diversity**

**Convener: Dr. Ajay Gandhi**

Human variation is fascinating: we have infinite ways to imagine, organize, and express ourselves. Given this multiplicity, how do we begin to understand diversity? We might say it includes how we know and understand the world, and the way we interact and make claims in that world. Diversity includes how societies divide themselves and relate to others. It concerns moral consequences, political logics, and scientific rationales. And it pertains to the practices and spaces where difference matters. This course is a holistic introduction to how the humanities and social sciences have approached such topics. It examines diversity’s experiential, epistemological, institutional, and ethical aspects.
Block 2: Sustainability

Convener: Dr. Brid Walsh

We are living in an era of increasing population, urbanization, transportation, technology and consumption while experiencing increasingly fewer fundamental resources for humans like food, water, ores, and traditional forms of energy. On top of that, driven by human activities the Earth is undergoing a period of unprecedented environmental change, which by now accounts for all fundamental Earth systems and resource provision. This change, spanning from local to global scales, is one of the most pressing challenges for humanity, and the planet’s ecosphere as a whole.

Block 3: Peace and Justice

Convener: Dr. Ed Frettingham

This course provides an introduction to peace and justice in world affairs. Both concepts have many meanings and are used in many different ways. In this course, we will examine what they have meant in the context of an international order of sovereign states, and how ideas about peace and justice are changing as this international order is transformed by the forces of globalization. We begin by examining the meaning of peace and justice in the Westphalian system of sovereign states, the system through which international life has been organized in the modern era. In this system, states were regarded as the most significant actors in international life, and they were distinguished from other institutions and groups by their sovereignty: they recognized no higher authority, and had independent control over what happened in their territories. Peace in the Westphalian system meant the absence of war between sovereign states, and justice meant equality among states and non-interference in one another’s internal affairs.

Block 4: Prosperity

Convener: Dr. Diana Branduse

Do human societies progress? It seems uncontestable that some societies have made immense leaps forward over the last 200 years, reaching levels of wealth and welfare that had long been unthinkable. This is also particularly evident when considering various aspects of individual health, with the global average life expectancy increasing from 52.6 years in 1960 to 72.2 years in 2017. Technology, in all its guises, has been an essential driver of this progress. At the same time, however, it is clear that both welfare and health gains have been unevenly spread: while Norwegians on average live until they are 81 and face a 0.3% chance that their newborn baby will die before the age of 5, Malians only live for 51 years and face a 13% chance of child mortality. To account for this global inequality in development and health outcomes, social scientists argue that innovation and human welfare are contingent on the ways in which people work together, and the rules they construct to facilitate this collaboration (or ‘institutions’). This course introduces students to the ways in which institutions shape human welfare and health and in how the ‘right’ institutions can be designed and reinforced. As such, it provides students with analytical tools to understand and address the global challenges of governance, health policy and international development.