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Section 1  General rules

Article 1.1 Applicability of the regulations
These regulations apply to the tuition and examinations in the two-year Master-of-Science programme Cognitive Neuroscience hereinafter referred to as 'the programme'. The programme is the result of collaboration between the Faculties of Social Sciences, Arts, Science, Philosophy and the University Medical Centre Nijmegen, Max Planck Institute for Psycholinguistics and Donders Institute for Brain, Cognition and Behaviour. Coordinating faculty is the Faculty of Social Sciences, hereinafter referred to as 'the faculty'. The prime responsibility of the organization of the programme is lying with the educational institute of Psychology and Artificial Intelligence, hereinafter referred to as 'the institute'.

Article 1.2 Definitions
Those concepts appearing in the regulations which also occur in the Higher Education and Scientific Research Act ('WHW') will have the meaning ascribed to them in this act. The following definitions apply in these regulations:

b. Programme: the master's programme referred to section 7.3a, subparagraph 1b of the Act;
c. Student: a person registered at the Radboud University Nijmegen for tuition in and/or the preliminary examinations and examinations of the programme;
d. Bachelor: the bachelor's programme referred to in section 7.3a subparagraph 1a of the Act;
e. Practicum: a practical project as referred to in section 7.13, subparagraph 2d of the Act, in one of the following forms:
   - practical training and experience;
   - writing a master thesis;
   - writing an assignment;
   - participating in workshops;
   - conducting a literature study;
   - participating in fieldwork or an excursion;
   - or participating in some other educational activity aimed at the acquisition of certain skills;
f. Preliminary examination: an assessment of the student's knowledge, insight and skills in regard to a particular teaching unit, as well as an evaluation of that assessment by at least one examiner appointed for the purpose:
   - by the examination board, irrespective of the form assumed;
   - by such assessment and evaluation;
g. Examination: testing by the examination board to determine whether all preliminary examinations of all teaching units pertaining to the master's programme have been successfully completed, inasmuch:
   - as the examination board has not decided that the examination should include an assessment on its own of the knowledge, insight and skills of the examinee as well as an evaluation of the outcomes of such assessment (in terms of section 7.10 of the Act);
h. Examination board: the examination board of a programme instituted in terms of section 7.12 of the Act (see also the 'Structuurregeling' of the institution);
i. Examiner: a person appointed by the examination board to conduct preliminary examinations in terms of section 7.12 of the Act;
j. Programme committee: programme committee in terms of section 9.18 of the Act here meant the programme committee of the programme;
k. Work day: Monday till Friday, except legal (statutory) holidays;
l. Institution: Radboud University Nijmegen;
m. Director: the director of the programme;
n. Dean: the dean of the faculty;
o. Joint faculty meeting: the joint meeting of the 'onderdeelcommissie' and the 'facultaire studentenraad' of the faculty.
Article 1.3 Aims and final attainments of the programme

1. The aims of the programme are:
   a. to offer an interfaculty programme to motivated and talented future researchers in the field of cognitive neuroscience (CNS) in general and for the specializations of Language & Communication; Perception, Action & Control; Learning, Memory & Plasticity; and Brain Networks & Neuronal Communication specifically;
   b. to offer future researchers an interdisciplinary programme with orientation on natural scientific, experimental research which requires scientific skills;
   c. to enable future researchers to gain hands on research experience in unique expert surroundings;
   d. to realise a broad, diverse and qualitatively high incoming stream of students with BSc/BA-diplomas from the various faculties of the institution as well as of various other universities in the Netherlands and abroad.

2. The attainment targets of the master’s programme consist of:
   a. general cognitive skills:
      - students will have acquired a way of thinking that will enable them to penetrate and solve problems, while maintaining a critical stance towards established scientific insights. They have a good overview of the scientific literature to develop a critical attitude to well-established theories and to develop new theoretical concepts for open problems in the field of CNS;
      - students will be able to formulate and analyse scientific problems at an abstract level by dividing them into testable sub-problems, differentiating between major and minor aspects;
      - students will be able to synthesize solutions to sub-problems within a scientific framework and thus contribute to the formulation of general theories;
      - students will possess knowledge about paradigms, theory, experimental methods and techniques, methods for data analysis and modelling, insofar as relevant for CNS at the Master’s level;
      - students will possess sufficient skills in the fields of computing and computer science, which will enable them to design and implement computer programs and use current application programs;
   b. skills based on knowledge and insights pertaining to the field of CNS:
      - students will have gained adequate knowledge and insights pertaining to the basic sub-areas of CNS. The scope of this basic knowledge will be sufficient to allow them to do practical training in one of the research groups;
      - students will possess sufficient skills in at least one sub-area of CNS to conduct scientific research under supervision;
      - students will be able to understand scientific articles on the chosen specialization. Furthermore, they will be able to follow the developments in the chosen specialization;
      - students will be able to assimilate newly acquired knowledge of CNS and to integrate this knowledge with the knowledge they already possess. In addition, they will have the learning ability to orient themselves at specialist level in a sub-area of CNS that lies outside the chosen specialization;
   c. research methods in CNS:
      - students will be able to find relevant scientific sources relating to CNS problems that need to be solved;
      - students will be able to formulate new questions and hypotheses in the fields of CNS, and to select the appropriate pathways and research methods for solving these questions, taking into account the services and means available;
      - students will be able to set up experimental or theoretical scientific research, to systematically process and critically interpret the research results, and to formulate conclusions;
   d. general communication skills:
      - students will be able to communicate with colleagues in the same discipline about scientific knowledge, both at basic and specialist levels. They will be able to report orally and in writing, and to discuss a scientific topic in English;
      - students will be able to hold an oral presentation and to write a lucid article on the research conducted and modern concepts in CNS for a general, non-specialist public;
e. reflection on society and societal problems:
   – students will have gained sufficient knowledge of and insights into the role of CNS in society in
     order to function adequately in their future professions and reflect on societal problems;

f. professional attitude:
   – students have developed an attitude of scientific integrity;
   – students have the ability to realise any shortcomings or limitations; they have developed a critical
     attitude towards their performance as a scientist and have learned how to work on improvement in
     case of limitations in knowledge or expertise;

g. knowledge and skills:
   – students have acquired thorough and advanced knowledge of recent international and empirical
     developments in the field of the three core fields of fundamental cognitive neuroscience, e.g.,
     psycholinguistics, action, perception and consciousness, neurocognition;
   – for the specialisation Language & Communication:
     1. students have acquired a thorough and advanced knowledge of the understanding and production of
        language, language acquisition, the neural basis of language skills, language and the language
        sciences;
     2. students have acquired knowledge and skills of research techniques and methodology in the field of
        language behaviour;
     3. students have acquired skills in research and analysing techniques that are used in the ad art 3.1 sub
        g.1 mentioned fields such as: speech analysis, eye movement analysis, neuroimaging techniques
        and computational modelling;
     4. students have acquired the competences for the practical use of knowledge and skills in specialised
        research in one of the fields;
   – for the specialisation Perception, Action & Control:
     1. students have acquired a thorough knowledge of (visual and auditory) perception, the planning and
        execution of motor actions, the coordination of perception and action and its underlying neural
        processes;
     2. students have acquired skills in research and analysis techniques that are used in psychophysical,
        psychophysiological, neuro-imaging and electromyographic studies and 3D movement research;
     3. students have acquired the competencies of the practical use for research of formal (analytical and
        computational) theories and models of perceptual functions, sensomotoric functions and complex
        actions;
   – for the specialisation Learning, Memory & Plasticity:
     1. students have acquired thorough knowledge of anatomical and neurophysiological aspects of the
        human brain, as well as knowledge of theoretical models of learning, memory and plasticity;
     2. students have acquired the skills of research methods in neuroimaging and/or neurobiology;
     3. students have acquired active knowledge and research skills for doing independent research in the
        neurofunctional architecture of central cognitive functions as there are: action, perception,
        language, learning, memory and plasticity.
   – for the specialisation Brain Networks & Neuronal Communication:
     1. students have acquired thorough knowledge of anatomical and neurophysiological aspects of the
        human brain; function and structure of neuronal networks; and theoretical and computational
        models of neural communication, learning, oscillatory brain states and information processing;
     2. students have acquired the skills of research methods in multi-electrode recordings and/or
        neuroimaging, computational modeling, detecting and characterizing brain networks using various
        statistical measures of association, and machine learning approaches to characterize and classify
        brain states;
     3. students have acquired active knowledge and research skills for doing independent research in the
        structure and function of brain networks underlying central cognitive functions.

Article 1.4 Form of the programme
The programme is presented full-time.
Article 1.5 Examinations in the programme
In this programme a master's examination may be written to obtain the degree of Master of Science (MSc).

Article 1.6 Academic weight
1. The master's examination has a weight of 120 credits (ECs) in accordance with the European Credit Transfer System, in terms of which one European credit (EC) equals 28 hours of study.
2. Only when a student has obtained more than 120EC of CNS or CNS approved courses, is he/she allowed to drop elective courses at will (e.g. to obtain a judicium).

Article 1.7 Language
1. Tuition is conducted in English and preliminary examinations and the examination are written in English.
2. To receive education and take the interim examinations of the components mentioned in Article 2.1.a, students need to have sufficient knowledge of the English language. This requirement is satisfied when the student:
   a. is in the possession of a Dutch VWO diploma; or
   b. is in the possession of a diploma of secondary education, obtained at an English-language institution for secondary education in or outside the Netherlands; or
   c. has successfully completed one of the following tests:
      - TOEFL with a score of 600 or higher, (paper test), 250 (computer test), or 100 (internet-based test);
      - IELTS with a score of 7 or higher.

Article 1.8 Communication with students
1. Communications that pertain to all students or to large groups of students are placed on the Blackboard Community website.
2. Communications that pertain to all students during a specific semester or students of a specific course are placed on Blackboard.
3. Communications that pertain to individual students are sent to the email address that is assigned by the university (studentname@student.ru.nl). In special cases communication will take place by post. Letters sent by post will be sent to the address that the student supplied as postal address.

Article 1.9 Code of conduct
The faculty has instituted a code of conduct that both students and employees are intended to follow. This code of conduct is to be found in Appendix 2 of these regulations.

Section 2 The Master's programme

Article 2.1 Composition of the programme
The cognitive neuroscience master's programme comprises:
first year:
1. four compulsory general core courses:
   a. trends in cognitive neuroscience ................................................................. 6
   b. neuroimaging 1 ............................................................................................ 6
   c. neurophilosophy .......................................................................................... 6
   d. lab rotations .................................................................................................. 3
   e. skill training (two out of four) ...................................................................... 6
2a. for the specialization Language and Communication:
six core courses:
   a. the mental lexicon ....................................................................................... 6
   b. language and the brain ................................................................................ 6
   c. language acquisition ................................................................................... 6
   d. phonetics and phonology ........................................................................... 6
   e. morphology and syntax ............................................................................... 6
   f. semantics and pragmatics .......................................................................... 6
2b. for the specialization Perception, Action and Control:
six core courses:
a. sensorimotor integration................................................................................................... 6
b. visual perception........................................................................................................ 6
c. auditory perception.................................................................................................. 6
d. motor control ......................................................................................................... 6
e. social neurocognition............................................................................................... 6
f. cognitive control...................................................................................................... 6

c. for the specialization Learning, Memory and Plasticity:
six core courses:
  a. capita selecta: molecular and cellular neurobiology ............................................ 6
  b. advanced molecular and cellular neurobiology.................................................. 6
c. cognitive neuroscience of memory ....................................................................... 6
d. psychology of learning........................................................................................ 6
e. early brain development: clinical perspectives .................................................. 6
f. neurobiology of (mal)adaptation........................................................................... 6

d. for the specialization Brain Networks and Neuronal Communications:
six core courses:
  a. computational neuroscience .............................................................................. 6
  b. quantitative brain networks ............................................................................... 6
c. advanced molecular and cellular neurobiology.................................................. 6
d. sensorimotor integration....................................................................................... 6
e. signal processing.................................................................................................... 6
f. choice from:
   – neuroimaging II: electrophysiological methods............................................... 6
   – neuroimaging II: haemodynamic methods....................................................... 6

second year:
1. two elective courses* .......................................................................................... 12
2. practical training and experience, and MSc thesis .............................................. 45

* Note: if an internship (c.q., research project) involves fMRI, the course Neuroimaging II: haemodynamic methods is required.

Article 2.2 Set up of tuition
1. The programme comprises formal lectures and practica.
2. The practica are compulsory and have to be passed with good results before going up the preliminary examination of the course in question.
3. The programme is concluded with a master thesis in one of the disciplines within the relevant specialised field.

Article 2.3 Choosing specialisation
1. Each student has to fill out a training and supervision plan, provided on the programme’s Blackboard community site and submit this to the programme coordinator within the first month of starting the programme.
2. Each specialisation offers six core courses and several recommendations for further courses but students may propose an individualized course program in which they take core courses from multiple specialisations. Such individualized curricula need to be approved by the programme’s Examination Committee.

Section 3 Preliminary examinations and examinations

Article 3.1 Examination board
The examination board establishes rules with respect to the procedures to be followed for interim examinations and relevant measures to be taken. The examination board may offer the examiner regulations and suggestions with respect to the assessment of those who take the interim examination and the ascertainment of the result.
Article 3.2 Sequence of preliminary examinations
1. Students are allowed to begin the MSc research project only after they have gained 42 EC. Also, a ‘Research Project Agreement’ has to be approved of by the director, as stipulated in the ‘MSc CNS Research Project Regulations’.
2. The examination board may lay down a different implementation regulation with respect to the sequence of preliminary examinations.

Article 3.3 Times and frequency of preliminary examinations
1. In each academic year there will be two opportunities for writing preliminary examinations according to a timetable determined in advance.
2. Notwithstanding the stipulation in the first subparagraph above, there will be only one opportunity for taking a preliminary examination in a course that was not taught in that particular academic year.
3. The examination board may take a decision counter to the stipulations in subparagraphs 1 and 2 above if, on account of special circumstances, a student was unable to make use of the available opportunities to write the preliminary examinations to the serious detriment of the progress of his/her studies. Before taking such a decision the examination board will consult the study advisor about such circumstances and academic progress.
4. If a student has passed a preliminary exam (grade \( \geq 6 \)) retaking the exam is not allowed.
5. The examination board can decide to deviate from the rule in subparagraph 4 of this article only if the initial grade was less than 7.0. The number of retaking preliminary exams is limited to two and the last obtained grade counts.
6. If the preliminary examination of a course is in the form of an endpaper, the lecturer of the course may decide to allow students to rewrite their endpaper based upon written feedback from the lecturer. The exact conditions of such resubmissions (i.e., number of rewrites and deadlines) have to be announced at the start of the course.

Article 3.4 Form of preliminary examinations
1. The preliminary examinations are written examinations or written in the form of an assignment.
2. The examination board can decide that a preliminary examination will be passed in another form when a student asks for this by written request.
3. Students with disabilities are given the opportunity to write preliminary examinations in a manner optimally adapted to their individual disability. If necessary the examination board will obtain expert advice before making a decision.
4. If preliminary examinations are passed orally (in case of article 3.4 sub 2 and 3), that examination is public, unless the examination board or the examiner in question have ordained otherwise, or unless the student has made objections against this.
5. All preliminary examination requirements shall be made known at the beginning of a course.
6. A student may request the examination board for dispensation for participation in practical trainings. This dispensation may, for example, be granted because of moral conflict. The examiner determines the alternate requirements the student has to fulfil.

Article 3.5 Interim examination registration requirements
1. By enrolling in a course students are automatically registered for all examinations that are part of the course.
2. If for valid reason a student cannot participate in a interim examination, she or he makes individual arrangements with the examiners at a reasonable point in time prior to the examination.

Article 3.6 Determining and announcing preliminary examination results
1. Written preliminary examinations, including assignments, are evaluated by the lecturer.
2. The examiner determines the result of a written preliminary examination within fifteen workdays from the day on which it was written.
3. The examiner provides the faculty administration OSP with the information required for the recording of the student's result. Before the examination the examiner announces when the examination is evaluated.
4. Between the date of the announcement of the result and the date of the re-examination there has to be a minimal period of two weeks.
5. For preliminary examinations other than oral or written, the examination board decides in advance how and when the student will be provided with documentation of the results. The term for marking a paper or project will be agreed upon on the date fixed for submission of the paper or project. This term will not exceed fifteen working days.

6. The results of a majority of the courses are expressed in numbers in accordance with the European grading system, as follows:

   A: excellent ................................................................................................................. (10)
   B: very good................................................................................................................. (9)
   C: good...................................................................................................................... (8)
   D: satisfactory .............................................................................................................. (7)
   E: sufficient ................................................................................................................ (6)
   F: fail ...................................................................................................................... (lower than 6)

   Results can be expressed by using .5 scaling (with the exception of 5.5). For a few courses the results are expressed as ‘passed’ or ‘failed’.

7. In the preliminary examination paper the student's attention is drawn to the right of inspection as defined in article 3.8, sub 1, as well as the possibility of appeal to the Council of Appeal for Examinations within the time of four weeks after having received their grade.

8. The examiner has to keep the written preliminary examination paper for the period of two years. The master thesis has to be kept ten years.

9. In case of possible fraud during the preliminary examination, the fraud regulation is in force, as in appendix 1 of these regulations. This regulation also concerns plagiarism.

**Article 3.7 Period of validity**

1. Courses that are successfully completed in the programme are valid for four years.

2. In individual cases the examination board may extend the validity of a successfully completed course for a stipulated period.

**Article 3.8 Right of inspection**

1. For at least four weeks after the announcement of the result of a written preliminary examination the student may request to inspect her/his evaluated work.

2. During the period stipulated in subparagraph 1 all parties concerned may be notified of the questions and assignments in the relevant preliminary examination, and if possible of the norms according to which the evaluation took place.

3. The examination board may stipulate that the inspection or notification takes place at a specified place and at least two specified times. If a party can demonstrate that he/she was unavoidably prevented from attending at such a specified place and time, he/she must be given another opportunity, if possible within the period mentioned in subparagraph 1.

**Article 3.9 Right of review**

1. Within a period of four weeks following the publication of the results of an interim examination a student or group of students may request a review of the examination by the examiner. The review includes consideration of the qualification (grade).

2. Prior to an individual review, the examiner may arrange a collective review of all parts of the interim examination at least one week before the re-examination.

**Article 3.10 Course replacement**

If applicable on the basis of the student's academic education preceding the registration for the master Cognitive Neuroscience, the examination board can, after having heard the student, take the decision to replace obligatory courses of the MSc curriculum by other courses. In those cases the student still has to obtain a total of 60 EC per year.

**Article 3.11 Appeals from decisions of examiners**

A student may lodge an appeal to the assessment of his or her work by the examiner. An objection procedure has been designed to do so (Appendix 3).
Article 3.12 Examination
1. Before determining the result of the examination, the examination board will provide a concluding evaluation of the master’s thesis.
2. Submission of the master’s thesis to the student journal constitutes a prerequisite for completion of the programme.

Article 3.13 Advice
If a student has gained less than 60 EC within two academic years, the director, unless there are special circumstances, will strongly advise him/her to leave the programme.

Article 3.14 Degree
1. Candidates who have successfully written the examination will be awarded the Master of Science (MSc) degree.
2. The awarded degree will be recorded on the examination certificate.

Article 3.15 Judicia
1. The examination board recommends students for a judicium, based on the requirements noted in the EER Master Cognitive Neuroscience.
2. The following judicia are awarded for the result of the Master’s examination. In case more than one judicia are applicable, the highest one counts.
   a. Passed: a grade of 6.0 or higher for all interim examinations.
   b. Bene meritum: a weighted grade point average for all interim examinations excluding the Master’s thesis of 7.5 or higher and a grade of 7.5 or higher for the Master’s thesis.
   c. Cum laude: a weighted grade point average for all interim examinations excluding the Master’s thesis of 8.0 or higher and a grade of 8.0 or higher for the Master’s thesis.
   d. Summa cum laude: a weighted grade point average for all interim examinations excluding the Master’s thesis of 9.0 or higher and a grade of 9.0 or higher for the Master’s thesis.
   The weights used to calculate the weighted average are the number of EC awarded in components (courses, thesis) offered by the programme.
3. Dispensations are not taken into account in determining the judicium.
4. No judicium other than Passed will be awarded if:
   a. the student has been granted dispensation covering more than 60 EC;
   b. more than one re-examination has been taken for one of the interim examinations.
4. The examination board may deviate from any of the rules of this article if the board decides that there is justification to award a higher judicium.

Section 4 Prior education

Article 4.1 Admission requirements for the programme
1. Applicants for this master programme have to apply by sending a letter with motivation to the examination board with copies of the diplomas etc. mentioned in member 3 of this paragraph.
2. The examination board decides about the admission by means of an individual check which includes an interview.
3. To the individual procedure are admitted BA/BSc-graduates who passed with good results a BA/BSc examination in cognitive science, behavioural science, (bio)medical science, linguistics and natural sciences, or related discipline.
4. The criteria for admission may be different for each of the four specializations (language and communication; perception, action and control; learning, memory and plasticity; brain networks and neuronal communication).
5. The examination board may decide that a candidate is admitted to the MSc programme in spite of deficits but may request the candidate to take additional courses in the faculties mentioned in article 1.1.

Article 4.2 Certificates of admission
For admission the following certificates are required:
1. the BA/BSc-diplomas mentioned in article 4.1 sub 3 or diplomas equal to those;
2. written proof of the positive conclusion of the individual check mentioned in article 4.1 sub 2;
3. written proof of the adequate command of the English that is required for the participation in the tuition and preliminary examinations;
4. and, in the case that a student does not have Dutch nationality: a copy of the passport.

**Article 4.3 Admission to the programme**
1. Students can start the programme at two specific dates. More specifically, a student can enter the programme at the start of either the first semester or at the start of the second semester.
2. At admission, students need to have fulfilled all the requirements for the Bachelor diploma.

**Section 5 Tuition**

**Article 5.1 Academic progress administration**
The faculty will record students’ individual academic results.

**Article 5.2 Tuition**
The dean is responsible for the introduction and tuition of students registered for the programme.

**Section 6 Concluding and introductory regulations**

**Article 6.1 Transitional regulations**
These tuition and examination regulations apply to students who commence their studies in cognitive neurosciences with effect from the 2010/2011 academic year.

**Article 6.2 Determination and amendments**
1. Determination or amendment of these tuition and examination regulations takes place by the dean of the faculty after consultation with the programme committee and consent by the Joint Faculty Meeting.
2. An amendment may moreover not influence any other decision taken by the examination board about a student in terms of these regulations to the prejudice of the student.

**Article 6.3 Promulgation**
1. The dean of the faculty is responsible for promulgating these regulations, the regulations and guidelines laid down by the examination board and any amendments to these documents in an appropriate manner.
2. Anyone interested may consult the EER on the faculty’s website.

**Article 6.4 Coming into effect**
These regulations will come into effect on September 1, 2010.
As confirmed by the dean, June 24, 2010.
Appendices EER M Cognitive Neuroscience 2010-2011

Appendix 1 Fraud

Article 1
If during an examination, the supervisor suspects fraud, he/she will make note of this at the available protocol. He/she also makes a note on the student’s response form, either at that moment or when the exam paper is handed in. After the examination, the supervisor makes a short written report about the possible fraud. This will be handed over to the coordinator of that specific course. The student will be informed and is given the opportunity to add a written commentary to this report. The coordinator is obliged to inform the head of the Examination Board, which may undertake appropriate actions.

Article 2
The head of the Examination Board meets the student as well as the supervisor, and will discuss his/her judgment and related consequences with the other members of the Examination Board. When the Board finds fraud, the Examination Board may decide to exclude the student from that specific course as well as other courses for a maximum of one year. The Board informs the student, the teacher and coordinator of the course, as well as the director of the programme.

Article 3
Articles 1 and 2 are applicable in case of suspicion of plagiarism and/or other forms of fraud in written assignments, thesis and papers.

Article 4
Students may object against the decision of the Examination Board at the 'College van Beroep voor de Examens' of the University.

Appendix 2 Rules of conduct

The Faculty of Social Sciences seeks to offer a work environment where employees and students work and study with effort, joyfully, and aimed towards results. To facilitate this, the faculty has adopted a number of rules governing conduct in the faculty. These rules of conduct are taken to form the foundation of a motivating and inspiring work environment. It is the mutual responsibility of employees and students to take care of them.

Points of reference
The faculty seeks to provide an atmosphere characterized by:
- mutual respect and personal development;
- openness and trust;
- cooperation and responsibility.

This implies that
- everyone should be treated with respect, without being offensive or hurtful. Treat others as you want to be treated by others. This goes for all forms of communication including verbal, written, e-mail, blackboard, chat-rooms, course evaluations, contacts with secretary and supporting staff;
- everyone makes sure to familiarize themselves with and act according to the rules in the various regulations (e.g. EER, student-act, regulation on academic integrity, users' regulation RU-network and Surf-net) as well as the agreements made with respect to attendance, deadlines, review period, completing assignments, among others;
- one sticks to an agreement once made;
- students and lecturers are jointly responsible for the successful functioning of the educational process. They can and may appeal to their responsibility;
- one assumes good intentions of each other and one does not adhere to prejudicial judgements;
- everyone makes sure to be familiar with relevant information and last minute changes in the educational organisation and content, for instance via Blackboard;
- everyone respects each other's properties and takes care of locations and materials used.
Basically, this all boils down to the same thing: treat each other with respect. The faculty trusts that students and employees will act accordingly.

Appendix 3  Appeals from decisions of examiners
1. A candidate who is dissatisfied with a decision made by the examiner, may appeal against it by the examiner during or following the inspection or review.
2. Where the candidate and examiner are unable to come to an agreement he/she may appeal in writing to the Examination Appeals Board (College van Beroep voor Examens, CBE). Any such appeal must be made within four weeks of the date of the examiner’s decision. Should the examiner not have reached a decision within the aforementioned four-weeks term, it is then within the right of the candidate to lodge a pro forma appeal with the Examinations Appeals Board in which he/she requests an extension of the formal right of appeal.